

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672

4517 HHS HB 76

89

TO: MEMBERS OF THE HESS COMMITTEE

FROM: Gayle M. Lammi Boyer *Gayle M. Lammi Boyer*  
Modified Primary Teacher at Homestead Elementary  
P. O. Box 520614, Big Lake, AK 99652  
(907) 892-7051

DATE: March 20, 1987

RE: Kindergarten Entry Date

I am writing to you at this time to urge you to change the kindergarten entry date to June 2nd. I have been teaching for seven years. I have taught kindergarten for two years, second grade for one year, high school drop out special education for one year and modified primary for three years. From my kindergarten experience I have found the children with summer or fall birthdays having more difficulty keeping up with their peers both academically and socially. While teaching kindergarten in Lahti, Finland for one year, I was very impressed by their method of having children wait until they were seven years of age before they were allowed to enter public school. Academic readiness was not a problem unless severe learning problems were present.

As a modified primary teacher, I have found a low self-concept a primary reason for academic problems in my classes. To fulfill my thesis requirement for my masters degree in special education, I tested the difference of the self-concept of my in-coming students (all children referred to modified primary by their kindergarten teacher - though only 18 children are enrolled because of class size limitations) and compared the test results with the test results of their peers that would be attending first grade the following year. My research results have shown a statistically significant difference in the levels of self-concept between the two groups. The students' referred to modified primary had a much lower self-concept than their peers referred to first grade. What I find very interesting in relation to the students' low self-concepts is that of the 18 students in modified primary that were tested last year, 13 of these students birthdays are between June 2nd and October 13, 1980. I honestly feel that age and maturity play the most significant reason to the lower self-concept and the academic problems. These students would have been successful in kindergarten if they would have been kept home an additional year before starting public school. That first year would have been one full of success instead of failure. Now they must deal with the additional stress of being from a "special class" and start first grade with new students instead of the peers they are familiar with from the kindergarten and modified primary year. I have enclosed a copy of my research results and summary to further clarify my research findings.

Modified primary classes are here to help the students with specific academic and social problems that could not be helped by an additional year at home. If the students starting kindergarten had birthdays before June 2nd our job as modified primary teachers could focus harder on the needs of the few who need the special attention.

I am open to speak to anyone that would like to discuss this further. Please feel free to contact me at home or at Homestead in Eagle River, Ak (694-2121).

## RESULTS

The Children's Self-Concept Index (Appendix B) was administered to test the hypothesis that there was a statistically significant difference between the self-concept of kindergarten students referred for placement in a Modified Primary classroom and students referred for placement in a first grade. The self-concept of the students referred for Modified Primary was hypothesized to be lower.

One hundred thirty-seven students were tested. Of these students, thirty-two were referred for placement in a Modified Primary classroom for the following school year. One hundred and five students tested were referred for placement in a first grade for the following year. Below is a more detailed break down of the number of tests administered by a teacher.

Teacher	Referred Mod. Pri.	Referred 1st Grade
Homestead Teacher	13	28
Homestead Teacher	3	16
Ravenwood Teacher	9	26
Ravenwood Teacher	7	35
Total	32	+ 105 = 137

(individual data - see Appendix C)

The questions that received the most negative responses from both groups were questions seventeen and twenty-one. Question seventeen was "The

balloon-child would like to live in some other place. The flag-child likes where he lives." Question twenty-one was "The balloon-child hates himself most of the time. The flag-child likes himself most of the time." (see Appendix C) In all seven classes comments were made orally of hating oneself when test item twenty-one was administered.

A computer analysis of the data collected was run to compare the mean of the positive answers of the students referred to a Modified Primary class and those referred to a first grade class. The mean for the Modified Primary group was 18.742 and the mean for the first grade group was 21.509. A 't' test was run to see if there was a statistically significant difference in the means of the two groups. The t value was 2.938 and the degree of freedom was 135. With the use of a .05 probability, the critical value was computed at 1.98. With the use of the 't' test the hypothesis was accepted. There was a statistically significant difference between the self-concept of the two groups. The mean self-concept of the students referred for placement in a Modified Primary class was significantly lower than the self-concept of the students referred for placement in a first grade for the following school year. (Appendix D)

## SUMMARY

Since 1973, the Anchorage School District has offered the alternative program, Modified Primary, for students experiencing difficulty in kindergarten. The year in Modified Primary was designed to help bridge the gap between kindergarten and first grade. A low self-concept has often been referred to as one of the reasons these students were referred for placement in a Modified Primary class. Research has often stated that a low self-concept affects academic achievement.

This study tested the hypothesis that there was a statistically significant difference in the self-concept of the students referred for Modified Primary and the self-concepts of the students referred for first grade. A  $t$  test was used to compare the means of the two groups scores from The Children's Self-Concept Index. The results of the  $t$  test were to accept the hypothesis that the self-concepts of the students referred for Modified Primary were significantly lower than the students referred for first grade.

With the accepted hypothesis, the use of a specific curriculum for developing a positive self-concepts was of high priority for both kindergarten and Modified Primary classrooms.

Computer Analysis of Data Using a 't' Score

GR.	N	Mean	Variance
1	31	18.742	28.331
2	106	21.509	19.262
TOTAL	137	20.883	22.471

SOURCE	SS	DF	MS	F
GRPS	183.705	1	183.705	8.634
ERR	2872.426	135	21.277	
TOTAL	3056.131	136		

P = .0042

STUDENT'S T = 2.938      DF = 135



ANCHORAGE  
SCHOOL DISTRICT

Abbott Loop Elementary School  
8427 Lake Otis Parkway  
Anchorage, Alaska 99507

February 9, 1987

Linda Landers  
Karen Miller  
P.O. Box 770785  
Eagle River, AK 99577

We support your June cut-off deadline for school entrance. We would further like to suggest these possible benefits:

1. This would be cost effective if it leads to a reduction in modified primary, special education, and behavior problems brought on by immaturity.
2. Physical development often comes later especially fine motor skills necessary for writing activities.
3. European nation's students are already about one year older at our equivalent grades.
4. High school students wishing to graduate earlier can already do so, however, many students get out too soon to be an independent adult. Many have difficulty finding employment at this age.

These are a few of the reasons we would support the District changing this deadline. We would also be interested in knowing what kind of response you received to your letter.

Angela Whiting, Chairperson

ABBOTT LOOP FIRST GRADE TEACHERS

Beverly Pruitt

Sharon Mitchell

Vickie McCubbin

Jeanne Bradner

March 17, 1987

House Health, Education and Social Services Committee  
P. O. Box V  
Juneau, Alaska 99811

RE: HOUSE BILLS 96 AND 76

Representatives:

I find I must write and voice my opposition to House Bills 96 and 76 which are proposing a change in the minimum age to enter school.

As a committee you must consider the adverse impact the proposed changes will have on families with preschool age children.

I plan my life with an eye toward the future as many parents do. I have two children, both under school age, who will be affected by these proposed changes. I planned the births of my children purposely to fall before the current November 2 school entrance date as I felt very strongly about my children not having to wait a year to go to school because of their birthdate. Now, it is possible that my plans for the next five years may be thrown out the window because of these bills. My oldest child is three and a half years old. He will not be 5 until June 1989. He currently is in a day care program, in September of this year I plan on enrolling him in preschool (already selected and reserved) and then on to kindergarten and school. This bill would mean that any current plans will be scrapped. Have you considered children currently enrolled in a preschool but whose birthdates fall wrong. Do you suggest they repeat preschool?

As a committee you must consider the financial impact on working parents.

Currently day care runs anywhere from \$350.00 to \$550.00 per month. By requiring that children wait one additional year, you are imposing an additional financial burden on these parents of anywhere from \$4,200.00 to \$6,600.00 per year. Not all families can afford for one parent to remain home with preschool age children. With the national trend toward single parent families (usually female) increasing, the school age of children becomes a critical financial issue. As the average single parent family (usually female) is often at poverty level - this bill would prolong and deepen the financial crisis many are currently in. There is certainly not an overwhelming sentiment in government (at all levels) these days to increase child care aid for working parents (single or otherwise).

House Health, Education and Social Services Committee

Page 2

March 17, 1987

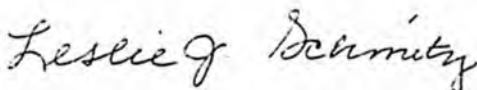
As a committee you must consider the motives of groups recommending these changes.

It is my understanding in talking with legislative aides that these bills were proposed by various education and teaching associations. I know that there is a nationwide movement to increase the minimum entry age because it is felt that today's child is too immature to handle school at the lower age. It has been my personal experience that teachers are having a problem handling children coming in from day care and preschool programs. They don't know what to do with them. Very often they can read, write their names, etc. These children do not fit in with the first grade teachers program. She's into coloring and they want to read. I admit not all children are coming in that prepared but I think the number is increasing. What about social maturity? By the time many children hit first grade they've been in day care programs for anywhere up to five years. They've learned out of necessity how to interact and be social with others.

It is probably correct that some children are too immature when they start school. But do you think that by forcing all children to start later this will solve the problem. Perhaps teachers, counselors, and parents should be more involved in determining the needs of a particular child, rather than making a blanket assumption about all.

Again I must express my opposition to House Bills 96 and 76.

Sincerely,



Leslie J. Schmitz  
P. O. Box 111957  
Anchorage, Alaska 99511



Official Business

**COMMITTEE:**

House HESS Committee

**DATE:** 3/18/87

**SIGN-IN**

**Subject of meeting:**

~~CESS 33 - Violation of Compulsory Education Laws~~

HB 95 - Kindergarten and Compulsory Ed. (teleconferenced)

HB 76 - Public School Kindergarten Age (teleconferenced)

HB 126 Foundation Funding (cont'd)

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY? & Which Bill
Deborah A. I. Interest	10104 S. Ives St Juneau	789-1575		HB 76 + 96
Jean Ellen	Ben 1068, Petersburg	772-3240	Petersburg School Board	<del>HB 76 + 96</del>
Kathi Wineman	Box F Juneau, Ak. 99811-0500	465-2841	Dept. of Ed.	<del>HB 96 HB 76</del>
Tom Wagner	Box K	465-3603	Dept of Law	available re 126
Carol Gray	4410 N. Douglas Hwy Juneau 99801	586-6913	self	HB 96
Betty Bengtson	9449 Patricia Pl.	789-5195	self	HB 76 HB 96
Johnny & Tom Jackson	Box 020728 Juneau	780-6166	..	HB 96 76



Official Business

COMMITTEE:

DATE:

# SIGN-IN

Subject of meeting:

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY?
Sue G. Miller	P.O. Box 211248 Anchorage Alaska	90479	SELF	Yes



Official Business

COMMITTEE:  
House HESS Committee

DATE: 3/18/87

# SIGN-IN

Subject of meeting:

~~GSSB 33 - Violation of Compulsory Education laws~~

HB 96 - Kindergarten and Compulsory Ed. (teleconferenced)

HB 76 - Public School Kindergarten Age (teleconferenced)

HB 126 Foundation Funding (cont'd)

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY? & Which Bill
<i>[Handwritten Name]</i>	<i>[Handwritten Address]</i>	787 1334	<i>[Handwritten]</i>	<i>[Handwritten]</i>



REPRESENTATIVE  
SAM COTTEN  
DISTRICT 15



P.O. BOX 296, EAGLE RIVER, AK 99577  
P.O. BOX V, JUNEAU, AK 99811

ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES

HB 76 AN ACT RELATING TO THE MINIMUM AGE FOR ENTERING  
PUBLIC SCHOOL KINDERGARTEN, AND PROVIDING FOR AN EFFECTIVE  
DATE.

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INTRODUCTION This bill was introduced at the request of  
Eagle River elementary school teachers who believe that many  
children are starting school before they are sufficiently  
developed.

Research has shown that there is significant difference  
between "early entry" students and "late entry" students with  
regard to their learning capabilities.

CUT OFF DATE We realize there could be problems with the cut  
off date. June 2 may not be the best date. We are open to  
changing the date to another time of the year, possibly  
mid-August or September. Also, a CS will be introduced with an  
"effective date" of 1988 rather than 1987.

LEARNING PROBLEMS A high percentage of the younger children  
have learning problems because they are not mature enough to  
understand the concepts required in a class room.

Kindergarten teachers have related how the younger children  
have not developed the motor skills necessary for a classroom,  
including such basics as using a scissors or waiting for their  
turn at a game.

(One teacher suggested that boys start school a year later  
than girls; kindergarten at 6 years and 1st grade at 7 years  
of age.)

SEE ENCLOSED LETTER FROM PEARL CREEK SCHOOL FIRST GRADE  
TEACHERS. (FAIRBANKS AREA)

MONEY The cost of keeping a child back a year was mentioned in letters received from several elementary school teachers. If a child starts kindergarten too early, there's a good chance he will continue to lag behind his classmates. The Anchorage School District, has a "modified primary program" which serves as a bridge between kindergarten and first grade. This is to say that there is a large number of children who are not expected to be ready for first grade after a year of kindergarten.

SEE ENCLOSED STUDIES FROM TEACHER GROUPS

JUSTIFICATION FOR CHANGE Regarding comments such as "I started school at four, why should the age be changed". Teachers today are using a different curriculum than twenty years ago. Previously, there was little academic learning in kindergarten. Now, parents demand that children be taught more. Many letters from parents state how their children have learned their alphabet, numbers, etc. in anticipation of entering kindergarten.

The basic philosophy from area teachers is "Why be in such a hurry? Let children enjoy themselves while they're young."

PROBLEMS -----

TEACHERS: The difference between November 1 and June 1 would cause a fluctuating impact on the number of incoming kindergarten children, (one class would have sixteen summer birthdays). Some classes would lose a large portion of their students (and possibly teachers?) during the first year. The following year would see a large number of kindergarten children, the "overflow" from the previous year.

There has been some concern that June is too far back, and possibly September would be a better month. If so, there is a question of what part of September. The 1st is too close to the day that school starts and would undoubtedly cause problems regarding whether or not a child was ready for school. This might cause six year olds to be enrolled also, possibly causing the reverse problems of the younger child. (Older children who bully the younger ones and later, the "big, dumb kid" attitude from other students.)

Parents: Most of the parents' letters leaned toward the more human side of the issue. "Suzie has been practicing her numbers and has learned to write her name so she could go to school this fall. Please don't make her wait another year". There have been a few parents who object to any change, but they are a minority.

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU, ALASKA 99811  
907-465-3800

LEGISLATIVE AFFAIRS AGENCY  
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

H HESS	3-13-87	8:30 a.m.
" "	3-18-87	" "

Jan 7, 1987

Linda Landus  
694-9098

Gentlemen,

Enclosed are some of the articles and data we have collected in reference to the kindergarten entrance date.

We would like the law changed to read June 1 instead of November! but we are open for compromise if we really have too.

We do have more letters from teachers around the state. There are others who will write letters and/or speak in support of the change.

We would appreciate your support and energies for this change in law.

Please call us if you need any more information or support.

Linda Landus 694-9098  
S. W. Mill. 694-9098

Adjustment for young children starting school can be difficult and stressful. There are the social and emotional demands of adjusting to a new environment, a new teacher and a large group of peers. In addition there are the added stresses of physical activities and intellectual tasks that result from a formal school setting.

We feel that raising the initial entry date of children entering school will result in reducing the stress and keep many children from being pushed into academic failure. Early childhood educators recognize that if academic or other pressures are too great on young children many of them will fail or at best struggle through 12 years of school with a resulting negative effect on their self-esteem.

Research indicates that chronological maturity enhances success potential and diminishes probability of children falling and dropping out of school. As a result, children entering school at the appropriate age will be more successful and spend more school years.

We therefore support legislation that would revise the school age requirement from November 1st. to June 1st. of the appropriate year.

*Resolution  
paper*



# ANDERSON ELEMETARY SCHOOL

5227 KODIAK STREET  
EIELSON A.F.B., ALASKA 99702  
(907) 372-4144

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November 24, 1986

Karen Miller  
Box 770785  
Eagle River, Alaska 99577

Dear Mrs. Miller:

We strongly support and urge our state legislators to pass legislation to change the entry date for kindergarten and for first grade.

Presently, a child may start kindergarten as a four year old and must turn five by November 1st. We feel each child should be five by June 1st, prior to school entry. The younger fives experience frustration and needless failure because they are not ready for the curriculum. If the cutoff date was June 1st, children would have another year of growth and development and would be more prepared for academic success.

Many educators of young children are saying in conferences, journals, articles, and finding in studies that we are expecting "too much too soon." Many states are noting this pertinent information and are moving the entry date back.

In recent years we have had to implement new programs such as modified primary (pre-first) classes to accommodate the needs of the younger child. These programs are very expensive due to the necessity of lower student/teacher ratio and the cost of needed materials. In our building, resource teachers, as well as our reading specialist, aid in educating these children. Statistically, these classes are made-up of children that were younger when they began school.

Our school groups kindergarteners by age, putting older fives in the afternoon classes and younger fives in the morning classes. This has given us a unique opportunity to see the contrast in social, emotional, and educational readiness. Year after year we see children that would have benefited from staying home one more year and, in

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**WHERE CHILDREN COME FIRST**

doing so, would have been more mature and more ready to begin formal schooling.

If the entry date were moved back to June 1st, either immediately or in gradual monthly increments, Alaska's children would be the winners.

Sincerely,

Anderson Elementary Kindergarten Teachers

*Lizabeth Buckalew*

Lizabeth Buckalew

*Joanna Baugh*

Joanna Baugh

*Sharon Geese*

Sharon Geese

*Gennie Osterback*

Gennie Osterback

AEKT:ls

# **CORRECTION**

**THIS DOCUMENT  
HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY**

doing so, would have been more mature and more ready to begin formal schooling.

If the entry date were moved back to June 1st, either immediately or in gradual monthly increments, Alaska's children would be the winners.

Sincerely,

Anderson Elementary Kindergarten Teachers

*Lizabeth Buckalew*

Lizabeth Buckalew

*Joanna Baugh*

Joanna Baugh

*Sharon Geese*

Sharon Geese

*Gennie Osterback*

Gennie Osterback

AEKT:ls

The following statistics are submitted in support of changing the birthdate for entrance into kindergarten from five on or before November 1 to five on or before September 1. All statistics listed below are from the Early Prevention of School Failure Screening administered at Anderson Elementary School. All of the testers were certified teachers in elementary education or special education, employed by the Fairbanks North Star Borough School District. Proof of the scores or detailed information on the screening program is available upon request. The scores listed place the children in a high risk category that indicates possible failure in the area listed.

Gennie Osterback  
 Kindergarten Teacher  
 Anderson Elementary

September, 1985 - 21 Students Tested - Ages 4-11 to 5-4

15	scored 1 - 2 1/2 years below level (chron. age) in language.	
9	1 - 2 1/2	auditory.
14	1 - 3	visual.
8	1	fine motor.
12	moderate/considerable need	gross motor.

For the 1986-87 school year, seven of the students were placed in a modified primary (pre-first) classroom.

September, 1984 - 18 Students Tested - Ages 4-10 to 5-3

6	scored 1 - 3 years below level (chron. age) in language.	
10	1 - 1 1/1	auditory.
9	1 - 3	visual.
6	moderate/considerable need	fine motor.
13	moderate/considerable need	gross motor.

September, 1983 - 19 Students Tested - Ages 4-11 to 5-3

2	scored moderate/considerable need in language.	
6		auditory.
7		visual.
6		fine motor.
14		gross motor.

As the teacher of these children, I know many of them were socially and emotionally immature and often not able to cope successfully with the everyday requirements of a 2 1/2 hour kindergarten program. They were provided services by the speech and resource teachers and reading specialist in our building. A modified primary (pre-first) program was developed to serve these children. If the pre-first program had not been available, many of these young children would have been recommended for retention in kindergarten.

The following class modality grid results are from the Early Prevention of School Failure Screening administered at Anderson Elementary on Eielson Air Force Base.

The two grids for each year represent the morning class and the afternoon class. When the students are enrolled, the younger ones are placed in a morning class and the older ones are placed in an afternoon class.

By comparing the A.M. class (~~with younger students~~) with the P.M. class (~~with older students~~), it is readily apparent that the younger students do not have the same readiness skills necessary for success with the kindergarten curriculum that the older students have.

(Yes, we are concerned with the gross motor skills of all our students.)

AM BUCKALEW

1983-1984

CLASS MODALITY GRID

Morning Class (younger students)

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR
Considerable Strength			APRIL CLINE (MEMBER) ANGELA DOLPH		
Moderate Strength	PAUL HARKILA		FERRIE MORGASIEB SARINA MALOTT (MEMBER)	KEVIN MARTINEZ FERRIE MORGASIEB HEATHER SCHREINER ANGELA DOLPH AMANDA STOCK	LEWY BRANNIN
Average	FERRIE MORGASIEB CHRS SPRELEADER ANGELA DOLPH CAROL WRIGHT JASON HAYS JESSICA GAY SHARON BEAL LEWY BRANNIN SHARON BEAL JANET BOWEN DOUG NELSON DOMINIQUE CUNNINGHAM	FERRIE MORGASIEB HEATHER SCHREINER SHARON BEAL PAUL HARKILA ANGELA DOLPH JANET BOWEN CHRS SPRELEADER CHARITY EDWORTHAM LEWY BRANNIN MYESHA HARKELL SHARON BEAL AMANDA STOCK DOUG NELSON	HEATHER SCHREINER SHARON BEAL JANET BOWEN JASON HAYS DOUG NELSON DANNY MATTHEWS JESSICA GAY	APRIL CLINE SHARON BEAL PAUL HARKILA LEWY BRANNIN SHARON BEAL JANET BOWEN CHRS SPRELEADER MYESHA HARKELL DOUG NELSON MERRIE WRIGHT JASON HAYS JESSICA GAY DOUG NEWBERY	MYESHA HARKELL AMANDA STOCK DOMINIQUE CUNNINGHAM
Moderate Need	HEATHER SCHREINER JOSEPH BUCKITT MYESHA HARKELL AMANDA STOCK	APRIL CLINE JASON HAYS DOUG NEWBERY	CHRS SPRELEADER CHARITY EDWORTHAM SHARON BEAL LEWY BRANNIN (MEMBER) AMANDA STOCK DOUG NEWBERY DOMINIQUE CUNNINGHAM (MEMBER)	JOSEPH BUCKITT SARINA MALOTT	KEVIN MARTINEZ FERRIE MORGASIEB JOSEPH BUCKITT PAUL HARKILA SHARON BEAL JANET BOWEN DOUG NELSON DOUG NEWBERY DANNY MATTHEWS
Considerable Need	KEVIN MARTINEZ CHARITY EDWORTHAM APRIL CLINE SARINA MALOTT DOUG NEWBERY DANNY MATTHEWS	KEVIN MARTINEZ JOSEPH BUCKITT DANNY MATTHEWS	KEVIN MARTINEZ JOSEPH BUCKITT (MEMBER) PAUL HARKILA (MEMBER) MYESHA HARKELL (MEMBER) CAROL WRIGHT (MEMBER)	CHARITY EDWORTHAM	HEATHER SCHREINER CHRS SPRELEADER CHARITY EDWORTHAM APRIL CLINE SHARON BEAL ANGELA DOLPH CAROL WRIGHT JASON HAYS JESSICA GAY SARINA MALOTT

BUCKALEW Ann

1984-1986

Areas of concern within yellow box.

CLASS MODALITY GRID

Morning Class (younger students)

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR
Considerable Strength					
Moderate Strength		SARAH U.	PAUL S. JASON McENERNEY JASON L. DANIEL L. DANNY S.	MICHAEL S. SAM H. JASON L. JESSIE J.	JASON M. MICHAEL L.
Average	STEPHANIE B. JACOB A. B. DAVID MEDLEY DAVID MADISON DANNY B. DECK L. JASON L. NATHAN M.	ALMA A. TONY W. JASON L. DANNY B. MELISSA K. STEPHANIE H. DECK L. DAVID MADISON NATHAN M. SAM H.	CAROL A. B. (Motor) DAVID MEDLEY DAVID MADISON JESSIE J. (Motor) CORP E. (Motor) NATHAN M. (Motor) STEPHANIE H. BENNY K. (Motor) MICHAEL L.	KEITH R. DAVID MEDLEY JESSIE J. McENERNEY DAVID MADISON DANNY B. TONY W. MICHAEL S. SARAH U.	TRAVIS M. MICHAEL L. DANNY B.
Moderate Need	CORP E. MICHAEL L. JASON McENERNEY KEITH R. PAUL S. RICKY V. TONY W. ALMA A. TRAVIS M.	CORP E. MICHAEL L. JASON McENERNEY DANNY B. KEITH R. PAUL S. RICKY V. BENNY K. TRAVIS M.	MICHAEL L. KEITH R. (Motor) MICHAEL S. RICKY V. (Motor) TONY W. TRAVIS M.		DECK L. DAVID MEDLEY MICHAEL S. TONY W. ALMA A. CAROL A. B. STEPHANIE H. SAM H. SARAH U.
Considerable Need	JESSIE J. MICHAEL S. BENNY K.	TONY W. MICHAEL S.	JESSIE J. (Motor) KEITH R. (Motor) SAM H. (Motor)	KEITH R. MICHAEL S. RICKY V. TONY W. STEPHANIE H.	DECK L. JESSIE J. DAVID MADISON NATHAN M. KEITH R. PAUL S. RICKY V. BENNY K. MELISSA K. MICHAEL L.

PM BUCKALEW

1983-1984

CLASS MODALITY GRID

Afternoon Class (older students)

Considerable Strength

Moderate Strength

Average C.A.

Moderate Need

Considerable Need

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR
			DINA FREEMAN MATTHEW KESSLER CHELSEA PARKER (MEMORY) DAVID CATLETT (MEMORY) ERIN DUDLEY (MEMORY)		
	AMANDA MARCHIANO	ALEXIS RINKER MATTHEW KESSLER CHELSEA PARKER DIANA GREGAN LEISHA BARBUS	ALEXIS RINKER (MEMORY) CHRISTA JAMES MISTY HOLT (MEMORY) JEREMY BONIELLA DAVID MANNAN (MEMORY)	WALLY CUMMILLER CHRISTA JAMES MATTHEW KESSLER DIANA GREGAN TARA SHEULIN DEVON HENDERSON ROBBY GARBER	WALLY CUMMILLER SEAN HASKINS AMANDA MARCHIANO CHRISTA JAMES DIANA GREGAN ERIN DUDLEY ROBBY GARBER
	LEISHA BARBUS ERIN DUDLEY ARLON VIETOR DAVID MANNAN	SEAN HASKINS ERIN DUDLEY AMANDA MARCHIANO ERIN SASSER DAVID CATLETT DINA FREEMAN MISTY HOLT SCOTT CUNNINGHAM ROBBY GARBER CHRISTA JAMES TARA SHEULIN	AMANDA MARCHIANO ERIN SASSER TARA SHEULIN LEISHA BARBUS DEVON HENDERSON ARLON VIETOR	SEAN HASKINS AMANDA MARCHIANO ERIN SASSER DAVID CATLETT MISTY HOLT ERIN DUDLEY	ALEXIS RINKER MATTHEW KESSLER DAVID CATLETT TARA SHEULIN
	JOEY EKL DIANA GREGAN MATTHEW KESSLER JENNIFER LEAVER MISTY HOLT TARA SHEULIN JEREMY BONIELLA ROBBY GARBER DEVON HENDERSON	WALLY CUMMILLER DAVID MANNAN JENNIFER LEAVER JEREMY BONIELLA DEVON HENDERSON ARLON VIETOR KIM BOCKEY	WALLY CUMMILLER DIANA GREGAN ROBBY GARBER	ALEXIS RINKER CHELSEA PARKER JEREMY BONIELLA LEISHA BARBUS KIM BOCKEY	
	KIM BOCKEY	JOEY EKL		DINA FREEMAN JOEY EKL SCOTT CUNNINGHAM JENNIFER LEAVER ARLON VIETOR DAVID MANNAN	ERIN SASSER DINA FREEMAN CHELSEA PARKER MISTY HOLT
			SEAN HASKINS (MEMORY) JOEY EKL (MEMORY) SCOTT CUNNINGHAM (MEMORY) JENNIFER LEAVER KIM BOCKEY (MEMORY)		JOEY EKL SCOTT CUNNINGHAM JENNIFER LEAVER JEREMY BONIELLA LEISHA BARBUS DEVON HENDERSON ARLON VIETOR KIM BOCKEY DAVID MANNAN

1984-1985  
CLASS MODALITY GRID

Afternoon Class (older students)

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR
Considerable Strength			CRYSTAL K. (MEMORY) JACKIE G.		
Moderate Strength	JENNIFER C.	AMY L. [CRYSTAL K. W. JENNIFER W.]	AMY L. (MEMORY) JENNIFER W. (MOTOR) NATALIA T. JENNIFER S.	NATALIA T. AMY L. LISA H. DAYNA H. JENNIFER H. JACKIE G. JENNIFER W.	
Average	JACKIE G. GAYLE M. J. W. JOEY R. JENNIFER W. ADAM R. DESIREE M. CHRISTINA M. AMY L. JENELLE W. J.J.B. DAYNA H. LISA H. KATIE C. JENNIFER H. CRYSTAL K. JENNIFER S. NATALIA T.	JOEY R. NATALIA T. NATHAN K. DESIREE M. CHRISTINA M. WILLIAM G. DAYNA H. TIM C. JENNIFER H. J.J.B. JENNIFER C. LISA H. ADAM R. JENELLE W. KATIE C. JACKIE G. CRYSTAL K. JENNIFER S. JEFFREY S.	JEFFREY S. CHRISTINA M. JOEY R. AMY L. (MOTOR) NATHAN K. DAYNA H. (MOTOR) WILLIAM G. JENNIFER H. J.J.B. KATIE C. (MEMORY) J.J.B. JENNIFER C. LISA H. CRYSTAL K. (MOTOR) KATIE C. (MOTOR)	CRYSTAL K. KATIE C. JEFFREY S. JENNIFER W. (MOTOR) JENELLE W. J.J.B. NATHAN K. (MEMORY) JENELLE W.	DAYNA H. JENNIFER H. JENELLE W. JEFFREY S. GAYLE M. W. JOEY R. NATALIA T. TIM C. CRYSTAL K.
Moderate Need	WILLIAM G. NATHAN K. JEFFREY S.				WILLIAM G. NATHAN K. ADAM R. LISA H. AMY L. CHRISTINA M. DESIREE M. JENNIFER W.
Considerable Need			DAYNA H. (MEMORY)	J.J.B. NATHAN K. JENNIFER C. KATIE C. JENNIFER S.	J.J.B. JENNIFER C. KATIE C. JACKIE G. JENNIFER S.

Bernard Spodek. Ed.D.  
Professor of Early Childhood Education  
University of Illinois

"As the pressure to become accountable to the public for children's learning has mounted and as this accountability has become more narrowly defined in terms of test scores, there seems to be less concern for tailoring kindergarten programs to the needs and interests of particular groups of children and more concern for relating kindergarten programs to the total elementary school."

Irving Sigel, research scientist, Educational Testing Service, Princeton, N.J.

"What happens to kids' sense of self when they're valued only for achievement?"

Marion Blum, Wellesley Child Study Center

Early childhood education may create "very nervous, anxious children afraid of failure and risk taking."

Ellen Kinberg, Los Angeles regional director of Children's World

"The best gift you can give your child is an extra year of childhood, because it cannot be bought."

David Elkind, professor of child study, Tufts University, Medford, Mass.

"The potential psychological risks of early intervention far outweigh any potential educational gain."

There is stress involved for a child in meeting daily living demands and there is stress involved in growth and development that is more or less a fixed quantity. Children may have stress symptoms (fatigue, loss of appetite and decreased efficiency and psychosomatic symptoms such as headaches and stomachaches) involving both types of stress situations when exposed to formal instruction too early. Formal instruction puts excessive demands on young children since they do not learn in the same ways as older children and adults.

There is a long-term effect on too early instruction. It is the potential harm it can do to the child's motivation to learn. When an adult interferes with the self-directed impulse of a child he may become too dependent on adult direction and lose his or her own initiative. The result of this is a potential loss over a lifetime of self-confidence and self-assurance. When early formal instruction intrudes on a child's learning, it may interfere with the process of reflective abstraction (a process that encourages the growth of new mental abilities) which is essential for the full realization of a child's cognitive abilities. Introducing formal instruction too early also puts the child at social risk, it can make children too dependent on others for their sense of self-worth.

Sammie Campbell, a study presented to the American Association of School Administrators

457 children 1975 results:

Among the young entrants 23 percent has failed a grade compared with 7 percent of the older group

On tests in fourth and sixth grades, far more younger students than older ones scored below the 50th percentile. (money spent on step-up programs!)

35 percent of younger students had received some remedial education, compared with 26 percent of older students.(cost savings)

44 percent of early-entering boys had received remedial services, compared with 26 percent of girls.

Betty McCormick, director of the Early Education Program, Anchorage School District

Recommends to parents that they consider holding their 5-year olds out of school for another year. Usually the child is bright enough, but in addition to intellectual maturity, children have to be physically, emotionally and socially ready for school.

Carol Lewis, Tudor Elementary, Anchorage School District

Many come to school knowing their numbers and letters and how to write their names, but they may lack the social skills necessary for school. If a child is immature he is not going to feel comfortable in school and will not enjoy it, setting up a pattern that can follow him his whole academic career. Lewis estimates that 75 percent of the children who have summer or fall birthdays have to repeat kindergarten. That extra year can make the difference between a child struggling through 13 years of school or being successful, popular and ready to learn in a formal situation.

Louise Bates Ames Associate director of the Gesell Institute of Human Development, New Haven, Connecticut

Studies have shown that those children whose close work is limited until after six have a lower incidence of nearsightedness at age ten than does the general population.

Children who are bright but physically unable to perform certain academic tasks grow increasingly frustrated in school.

James K Uphoff, Professor of Education, Wright State University, Dayton Ohio 45435

June Gilmore, Psychologist, 6120 Michael Road Middleton, Ohio 45042

Being bright and being ready to begin formal schooling are two very separate issues. When children enter school before they are developmentally ready to cope with it, their chances of failure increase dramatically.

Summary of reearch comparing children who are less than five years three months when enrolled in kindergarten and six years three months when enrolled in first grade (summer children because their birthdays fall between June and September) with children who were as much as six years when entering kindergarten and seven years when entering first grade.

1. Older children received many more average grades than younger children
2. Older children score in the above-average range in standardized tests.

3. Younger children far more likely to have failed at least one grade than older children.

4. Younger children referred by teachers for learning disabilities far more often than older children and as a result are more often diagnosed as being learning disabled.

5. Academic problems of younger children who are developmentally unready at school entrance have problems throughout their school career and even into adulthood.

23 percent of the population in a Nebraska School had birthdays between June 1 and October 15. Another 9 percent were born in the same time frame but had been held out one year. The youngest group made up 75 percent of the school's failure population while none of the held-back children had failed a grade. This study also founded that the less bright but older and developmentally more mature pupils were able to do more with the ability they had than were the brighter, younger students. The study found a direct correlation between pupil age and ability to be attentive.

In a study of all 154,000 pupils in Hawaii schools where December 31 is the cut-off date found that the December born children were 7 times as likely to have been diagnosed as specifically learning disabled as the January born pupils.

...those pupils who were very bright but very young at the time of school entrance did not realize their potential. They tended to be physically immature or emotionally unstable, or they would cry easily. And socially, they seldom showed leadership. From junior high school on 50 percent of them earned only "C" grades. On the other hand, generally the very bright late-school-entrance group excelled throughout their school careers ...in many cases early entry may result in maladjustment in school, and even may have an adverse effect on adult life."

Margret Goct, University of Colorado, compared children who were four years nine months with children about a year older at the time of entering school and found that when ranked on a 10-point scale measuring socio-emotional development, there were four times as many younger children than older on the

Anne Soderman, Education Week stated that: "Children at 4 and 5 ...have a genuine need to play and the quality and the quantity of the time they spend playing are later seen(or observed to be lacking)in their creative thought, ability to make decisions, and potential for coping with stressful situations."

Youth suicides were studied in Montgomery, Ohio occurring in 1983 and during the first half of 1984. Summer children make up almost 35 percent of total births per year in Ohio. Of the male youth suicides at least 45 percent were summer children; when the October and November-born males who started school even younger are added to the figures, the percentage increases to 55. The percentage of female suicides who had been summer children was a startling 83 percent.

Parents in Racine, Wisconsin are pushing their schools to reduce academic pressure in the early grades. The experience of several European nations clearly shows that delaying the start of reading and mathematics instruction until children are older helps all to learn faster and better.

Scientists don't know exactly how information gets into the brain, but there are hints that experiences infused with unpleasant emotions never reach the memory banks.

Don Friesen, Principal Fairview Elementary School, Fairview, Oklahoma

During the last two decades parents, educators and LEGISLATORS have become concerned about school failure and instigated many changes in an attempt to reduce it. Yet new groupings, new technology, new texts, and special programs have failed to solve the problem. (this has definitely been a cost factor)

Friesen cites the research literature to support his theory of overplacement.

Robert Hall, (1963) found that the older pupil had a greater chance of academic, social, and emotional success.

Charlotte Meyer, (1961) found that in nearly all instances it was the younger children who had the higher incidences of failure, grade-repeating, and adjustment problems.

According to Ames and Chase of the Gesell Institute, "Paying attention to birthday age does help. If you have no way of getting an evaluation of your child's maturity level, the chances are very good that if he or she is on the older side (fully five for girls, and fully five and-a-half for boys before entering Kindergarten), he will make it in school".

Weinstein (1968-1969) found that advantages for older as compared to younger first-grade entrants have been reported consistently, despite the varying absolute school-entrance ages used in different studies to define the older and younger groups.

Byron Dewitt, University of Iowa, found in his research that when compared to the achievement of the older child with comparable intelligence, the younger child's scores on achievement test remains in an inferior position throughout the elementary school. He also cited that girls consistently made higher achievement scores than boys of comparable intelligence and that younger children of equal intelligence just do not catch up as is so commonly believed. Finally older children of the same IQ has the advantage in mental age and physiological development.

In summarizing his chapter on "Early Admission and Success in Learning to Read", Hedges of the Florida Educational Research and Developmental Council, concludes that early, intensive stimulation "...is essentially fruitless as it disregards or is not in tandem with the developmental stages of the individual youngster."

Floyd Hemphill, West Texas State College studied 950 pupils and found that younger children, though as capable mentally as the older pupils in the same class, do not seem to gain as much social approval as is given the older age student.

Inez King, (1955), reports that younger entrants are likely to show more indications of poor personal and social adjustments in school.

#### Criteria to Determine Entry into School: A Review of the Research Illinois State Board of Education (1984)

McGee and Hills (1978) noted that historical data do not establish a clear, rational "right age" for school entry. They state that formal schooling developed in response to society's social, economic, and political needs as changes occurred in the family's ability to prepare children for adult life. (Does growth and development of the child enter here???)

This research found many of the studies conducted on this subject questionable because of design flaws and limitations. (Their opinion) They found studies to support their claim, Wood, Powell and Knight (1984) who concluded that the range of 4 to 6 years, is unrelated to eventual success or failure: Gredler (1978) who cited a study finding that the rate of reading achievement was essentially the same for Swedish children who started at age seven and British children who started at age five as tested at the end of first grade. The Illinois Board cited much of the research already reviewed but drew different conclusions or found reasons that it was not really applicable.

They cited that there will always be a group of children who are younger and therefore may score at the lower end of the class scale. (Is this the question?? The fact that they may have adequate coping skills seems to be overlooked.)

They cite that handicapped and children from improvised homes would be deprived of the advantages of acquiring need skills and result in a further discrepancy in school success if you were to delay their entry into school. (This has some legitimacy but aren't there better ways to address this problem)

They conclude that arbitrarily raising the entry age would discriminate against those children who are ready for school (there are means now where children can be evaluated and allowed to enter early if they prove to be ready) and penalize those children who would be better served by attending a school program which meets their individual educational needs. (Many Alaskan Districts do not have programs to meet the needs of these children since funding for them is not available and a regular Kindergarten program that can have up to 30 children does not meet the "individual needs criteria" and the state or local government is not willing to fund classes that have 16 pupils with two train adults in attendance as recommended by the Illinois Board for a quality program.) Their recommendation reads, "For a group of children with few or no special needs, an adult-child ratio of 2:16 is recommended. The two adults should be a teacher licensed in early childhood education and a paraprofessional adult.

#### Thoughts:

Raising the entry age is not a panacea it is only one step in assuring a child a better chance in succeeding in school. Lowering class size reviewing the curriculum are other factors we need to consider.

Karen Miller

#### Additional references:

Hedges, William D. "At What Age Should Children Enter First Grade: A Comprehensive Review of the Research." Paper presented at the Annual Meeting of the American Educational Research Association. Toronto, Canada. March 1978. (Eric Document 152 406)

Muehl, Siegmund; DiNello, Mario C. "Early First-Grade Skills Related to Subsequent Reading Performance: A Seven Year Follow-up Study." Journal of Reading Behavior, Vol. 8 No. 1 (Spring 1976)

Schickedanz, Judith A. "Between Story Reading and Learning to Read." Young Children. Vol. 33, No. 5 (July 1978)

Whyte, Jean. "Cognitive Development and the Acquisition of Reading Skills." Paper presented at the Annual Meeting of the Reading Association of Ireland. Dublin, Ireland. (September 1980) (Eric Document 205 902)

Ilg, Frances; Ames, Louise Bates. "Your Child May Be in the Wrong Grade at School." Reader's Digest. (August 1966)

ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

R E S O L U T I O N

NUMBER: 11  
SOURCE: AAESP Resolution Committee/AASA Resolutions  
TITLE: School Age

WHEREAS, children entering kindergarten with birthday's after June 1 of the appropriate year appear to be less successful in their initial and subsequent school years; and

WHEREAS, children entering first grade with birthdays after June 1 of the appropriate year appear to be less successful in their subsequent school years; and

WHEREAS, the retention rate for students with birthdays after June 1st of the appropriate year appears to be significantly higher;

THEREFORE BE IT RESOLVED, that the Alaska Association of Elementary School Principals supports legislation that would revise the school age requirement from November 1st of the appropriate year to June 1st of the appropriate year.

Introduced: 1/27/84  
Referred: Health, Education &  
Social Services and Finance

1 IN THE HOUSE

BY DUNCAN

2

SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 522

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6 For an Act entitled: "An Act relating to kindergarten programs in public  
7 schools."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 \* Section 1. AS 14.03.040 is amended to read:

10 Sec. 14.03.040. DAY IN SESSION. Each day within the school term  
11 is a day in session except Saturdays, Sundays, and days designated as  
12 holidays by or according to AS 14.03.050. A school board may approve  
13 Saturdays as a day in session. The day in session in every school  
14 shall be at least four hours long, exclusive of intermissions, for the  
15 first, second, and third grades and five hours, exclusive of inter-  
16 missions, for all other grades. There is no minimal day in session  
17 requirement for a kindergarten program. The commissioner may approve  
18 a shorter day in session for any grade. The period of the day in  
19 session shall be devoted to the instruction of pupils or to study  
20 periods for the pupils.

21 \* Sec. 2. AS 14.03.060(a) is amended to read:

22 (a) An elementary school consists of grades kindergarten through  
23 grade eight or any appropriate combination of grades within this  
24 range. Each school district shall offer a kindergarten program.

25 \* Sec. 3. AS 14.03.070 is amended to read:

26 *Law* → Sec. 14.03.070. SCHOOL AGE. A child who is five [SIX] years of  
27 age or who will become five [SIX] years of age before November 24  
28 following the beginning of the school year, and who is under the age  
29 of 20 and has not completed the 12th grade, is of school age.

June 1

Introduced: 1/16/84  
Referred: Health, Education &  
Social Services and Finance

1 IN THE HOUSE

BY DUNCAN

2

HOUSE BILL NO. 522

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

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13 \* Sec. 2. AS 14.03.070 is amended to read:

14 Sec. 14.03.070. SCHOOL AGE. A child who is five [SIX] years of  
15 age or who will become five [SIX] years of age before November 2  
16 following the beginning of the school year, and who is under the age  
17 of 20 and has not completed the 12th grade, is of school age.

18 \* Sec. 3. AS 14.03.080(d) is amended to read:

19 (d) A child who is five years of age or who will become five  
20 years of age before November 2 following the beginning of the school  
21 year [, AND WHO IS UNDER SCHOOL AGE,] may enter a public school  
22 kindergarten.

23 \* Sec. 4. AS 14.17.250(4) is amended to read:

24 (4) "elementary school" means a school consisting of grades  
25 [ONE THROUGH EIGHT,] kindergarten through eight, or an appropriate  
26 combination of grades within this range;

# Alaska Statutes

## Title 14. Education. Chapter 03. Public Schools Generally.

Section	Section
10. Establishment of school system	83. Contracting for services
20. School year	90. Sectarian or denominational doctrines prohibited
30. School term	100. Use of school facilities
40. Day in session	110. Questionnaires and surveys administered in public schools
50. School holidays	130. Display of flag
60. Elementary, junior high, and secondary schools	140. Emergency drills
70. School age	
80. Free education	

**Sec. 14.03.010. Establishment of school system.** There is established in the state a system of public schools to be administered and maintained as provided in this title. (Sec. 1 ch 98 SLA 1966; am Sec. 1 ch 65 SLA 1972)

**Sec. 14.03.020. School year.** The school year begins on the first day of July and ends on the 30th day of June. (Sec. 1 ch 98 SLA 1966)

**Sec. 14.03.030. School terms.** A school term begins and ends on the dates fixed by the governing body of a school district. A school term shall include not less than 180 days in session, except that, with the approval of the commissioner, (am Sec. 1 ch 137 SLA 1976; am Sec. 1 ch 24 SLA 1979; am Sec. 1 ch 61 SLA 1983; am Sec. 1 ch 71 SLA 1985)

(1) a day used for in-service training of teachers may be substituted for a day in session, up to a maximum of 10 days; (am Sec. 1 ch 61 SLA 1983; am Sec. 1 ch 71 SLA 1985)

(2) an "emergency closure day" may be substituted for a day in session because of conditions posing a threat to the health or safety of students; and (am Sec. 1 ch 61 SLA 1983; am Sec. 1 ch 71 SLA 1985)

(3) a school board may adopt a school term of not less than 150 days for a school if the commissioner finds that

(A) the shorter term is necessary for abating asbestos health hazards in the school; and

(B) the school board has submitted an acceptable plan under which students will receive the approximate educational equivalent of a 180-day term. (Sec. 1 ch 71 SLA 1985)

**Sec. 14.03.040. Day in session.** Each day within the school term is a day in session except Saturdays, Sundays, and days designated as holidays by or according to sec. 50 of this chapter. A school board may approve Saturdays as a day in session. The day in session in every school shall be at least four hours long, exclusive of intermissions, for the first, second, and third grades and five hours, exclusive of intermissions, for all other grades. The commissioner may approve a shorter day in session for any grade. The period of the day in session shall be devoted to the instruction of pupils or to study periods for the pupils. (am Sec. 2 ch 137 SLA 1976)

**Sec. 14.03.050. School holidays.** (a) Public schools shall not be in session on school holidays which are Labor Day, Thanksgiving Day, the day immediately following Thanksgiving Day, Christmas Day, New Years Day, Memorial Day, and the Fourth of July. If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday. If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday. A teacher shall not be required to perform employment services on these holidays, nor may the salary of a teacher be diminished because the teacher does not perform employment services on a school holiday.

(b) The public schools shall be in session on all other holidays falling upon school days and shall conduct appropriate exercises in recognition of the day.

(c) The governing body of the school district may declare additional holidays. (Sec. 1 ch 98 SLA 1966)

**Sec. 14.03.060. Elementary, junior high, and secondary schools.** (a) An elementary school consists of grades kindergarten through grade eight or any appropriate combination of grades within this range.

(b) A secondary school consists of grades seven through 12 or any appropriate combination of grades within this range. The establishment of one or two grades beyond the 12th grade is optional with the governing body of the school district.

(c) Grades seven through eight, nine, and ten or any appropriate combination of grades within this range may be organized as a junior high school.

(d) This section does not prevent a high school from issuing a diploma to a student who has completed the 12th grade. (Sec. 1 ch 98 SLA 1966)

**Sec. 14.03.070. School age.** A child who is six years of age or who will become six years of age before November 2 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. (Sec. 1 ch 98 SLA 1966)

**Sec. 14.03.080. Free education.** (a) A child of school age is entitled to attend public school without payment of tuition during the school term in the school district in which the child is a resident subject to the provisions of AS 14.14.110 and AS 14.14.120. (am Sec. 1 ch 64 SLA 1972)

(b) A person over school age may be admitted to the public school in the school district in which the person is a resident at the discretion of the governing body of the school district. A person over school age may be charged tuition by the governing body of the school district.

(c) A child under school age may be admitted to the public school in the school district of which the child is a resident at the discretion of the governing body of the school district if the child meets minimum standards prescribed by the board evidencing that the child has the mental, physical and emotional capacity to perform satisfactorily for the educational program being offered.

(d) A child who is five years of age or who will become five years of age before November 2 following the beginning of the school year, and who is under school age, may enter a public school kindergarten.

(e) A child under school age shall be admitted to a school in the district of which the child is a resident if immediately before the child became a resident of the district, the child was legally enrolled in the public schools of another district or state. (Sec. 1 ch 98 SLA 1966; am Sec. 1 ch 64 SLA 1972)

**Sec. 14.03.083. Contracting for services.** (a) A school district may contract for educational services provided to students in the district by an agency which is accredited by the Department of Education under AS 14.07.020 and (b) of this section.

(b) The Department of Education shall adopt regulations and establish program standards for educational services which may be contracted for by a school district.

(c) Expenses incurred by the department in accrediting the agency and program shall be borne by the agency seeking accreditation. (Sec. 1 ch 49 SLA 1973)

**Sec. 14.03.090. Sectarian or denominational doctrines prohibited.** No partisan, sectarian, or denominational doctrines may be advocated in a public school during the hours the school is in session. No teacher or school board violating this section may receive public money. (Sec. 1 ch 98 SLA 1966)

**Sec. 14.17.220. Purpose.** It is the intention of the legislature, in enacting this public school foundation program, to assure an adequate level of educational opportunities for those in attendance in the public schools of the state. This chapter shall not be interpreted as preventing a public school district from providing educational services and facilities beyond those assured by the foundation program. (Sec. 1.01 ch 164 SLA 1962)

**Sec. 14.17.225. Construction and implementation of chapter.** (a) This chapter may not be construed so as to create a debt of the state.

(b) Funds to carry out the provisions of secs. 10 — 190 of this chapter may be appropriated annually by the legislature into the public school foundation account. If amounts in the account are insufficient to meet the allocations authorized under secs. 10 — 190 of this chapter, such funds as are available shall be distributed pro rata among each district based upon the district's basic need.

(c) (Repealed Sec. 1 ch 79 SLA 1971)

(d) Repealed. (Sec. 51 ch 6 SLA 1984)

(e) (Sec. 8 ch 95 SLA 1969; am Sec. 1 ch 79 SLA 1971; Repealed Sec. 1 ch 79 SLA 1971)

(f) Funds necessary to carry out the provisions of sec. 205 of this chapter may be appropriated annually to the Department of Education. If amounts appropriated are insufficient to meet the allocations authorized under sec. 205 of this chapter, such funds as are available shall be distributed pro rata among eligible districts. (am Sec 12 ch 90 SLA 1977)

Sec. 14.17.230. Repealed. (Sec. 2 ch 71 SLA 1972)

Sec. 14.17.240. Repealed. (Sec. 2 ch 71 SLA 1972)

**Sec. 14.17.250. Definitions.** In this chapter, unless the context otherwise requires

(1) "average daily membership" means the aggregate days of membership of pupils divided by the actual number of days in session for the school term;

(2) "commissioner" means the commissioner of the Department of Education;

(3) "district" means any city or borough school district or regional educational attendance area. (am Sec. 17 ch 26 SLA 1980)

(4) "elementary school" means a school consisting of grades one through eight, kindergarten through eight, or an appropriate combination of grades within this range;

(5) "fiscal year" means the year beginning July 1 and ending June 30 for which allotments and entitlements are computed or distributed;

(6) "pre-fiscal year" means the year immediately before the fiscal year;

(7) Repealed. (Sec. 3 ch 238 SLA 1970)

(8) "public school foundation account" means the account created by section 10 of this chapter for use in financing education in public elementary and secondary schools;

(9) "secondary school" means a school of grades seven through twelve, or an appropriate combination of grades within that range; when grades seven, eight, nine, or ten are organized separately as a middle or junior high school, or grades ten through twelve are organized separately as a senior high school, each school is considered a separate secondary school for the purposes of this chapter if

(A) the school is conducted in a separate school plant facility;

(B) the school is accredited by the Northwest Accrediting Association;

(C) the school, if a middle or junior high school, includes a minimum ADM of 10 students in any combination of grades seven, eight or nine, if the school was in operation before July 1, 1980; or

(D) the school, if a middle or junior high school, includes a minimum ADM of 20 students in any combination of grades seven, eight or nine, if the school first began operation on or after July 1, 1980;

(Repealed and reenacted Sec. 18 ch 26 SLA 1980)

(10) Repealed. (Sec. 3 ch 238 SLA 1970)

(11) "taxable real and personal property" means all real and personal property taxable under the laws of the state, but does not include household goods and personal effects.

(12) Repealed. (Sec. 3 ch 238 SLA 1970)

(13), (14), (15), and (16) Repealed. (Sec. 2 ch 40 SLA 1971)

(17) "ADM full-time equivalent" means the quotient of the aggregate periods of pupil membership per day in specified classes, divided by the number of class periods in the school day;

(18) "instructional unit" means the aggregate of all direct and indirect services necessary to provide a standard level of instruction for a group of pupils;

(A) "direct services" include, but are not limited to supplying teacher services, textbooks, reference materials, pupil and teacher supplies, as well as utilities and custodial services;

(B) "indirect services" are those auxiliary or supporting functions that complement direct services and include, but are not limited to administration, transportation, food, attendance and activities;

(C) "instructional unit" does not include items of community service, capital outlay or debt service.

(Sec. 4.02 ch 164 SLA 1962; am Sec. 7, 8 ch 98 SLA 1966; am Sec. 3 ch 153 SLA 1966; am Sec. 18 ch 69 SLA 1970; am Sec. 3 & 11 ch 238 SLA 1970; sections repealed Sec. 2 ch 40 SLA 1971; am Sec. 14 ch 124 SLA 1975)

(19) "weighted ADM" means the number of students in average daily membership in an educational program, adjusted to reflect the level of service required by them in that program as determined by the department. (am Sec. 8 ch 115 SLA 1978)

DIALOG File 1: ERIC - 88-88/JUN

EJ327208 PS513919

Viewpoint 2. Pupil Age at School Entrance-How Many Are Ready for Success?

Uphoff, James K.; Gilmore, June

Young Children, v41 n2 p11-16 Jan 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR86

Target Audience: Practitioners

Reviews research on the academic performance of early entrants, noting that damaging consequences for children who are not developmentally mature may continue throughout their school careers. Suggests possible ways to reduce the magnitude of the "unready" child's problem. (KS)

Descriptors: \*Academic Achievement; Curriculum Development; Developmental Programs; Educational Planning; Grade Repetition; \*Kindergarten Children; Literature Reviews; \*Outcomes of Education; Primary Education; \*School Entrance Age; \*School Readiness

EJ327207 PS513918

Viewpoint 1. In Support of Academic Redshirting.

Frick, Ralph

Young Children, v41 n2 p9-10 Jan 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); CONFERENCE PROCEEDINGS (021)

Journal Announcement: CIJMARR6

Target Audience: Practitioners

Argues that "redshirting" in kindergarten (or maintaining children in grade) can be a positive intervention if (1) the concept is used to enhance ability rather than underline failure and (2) the time periods children spend in the primary grades are made more flexible (to accommodate children's different rates of mastering skills). (KS)

Descriptors: Developmental Continuity; \*Developmental Programs; Educational Planning; \*Grade Repetition; \*Kindergarten Children; Primary Education; \*School Entrance Age; \*School Readiness

Identifiers: \*Academic Redshirting

EJ327189 PS513740

Kindergarten and Early Education: Issues and Problems.

Glazer, Judith S.

Childhood Education, v62 n1 p13-18 Sep-Oct 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080)

Journal Announcement: CIJMAR86

Provides rationales based on current research for extending the length of kindergarten school day and for lowering entrance age to four years. Considers a variety of environmental and educational factors. A holistic view of

these educational changes is suggested so that the long-range impact on the child, the school, and the elementary school curriculum can be accurately evaluated. (DST)

Descriptors: Compulsory Education; \*Early Childhood Education; Educational Change; Educational Planning; \*Educational Policy; Environmental Influences; Intervention; \*Kindergarten; Kindergarten Children; \*Program Effectiveness; \*School Entrance Age; \*Young Children

Identifiers: Full Day Programs; Half Day Programs

EJ323540 EA519011

Too Much, Too Soon?

Freisen, Don

Principal, v63 n4 p14-18 Mar 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)

Journal Announcement: CIJJAN86

Target Audience: Administrators; Policymakers; Practitioners

Recent statements by educators and child development specialists support the contention that a child's developmental maturity is the key predictor of success in school. Possible modifications of student placement policies are considered, including establishment of transitional programs for kindergarten graduates not fully ready for first grade. (PGD)

Descriptors: Academic Achievement; \*Age Grade Placement; Check Lists; Elementary Education; Grade 1; Individual Development; Kindergarten; Preschool Children; School Entrance Age; \*School Readiness; Student Placement; Transitional Programs

EJ321413 PS513517 *Koch Has*

Early Childhood Education's Past as Prologue: Roots of Contemporary Concerns.

Spodek, Bernard

Young Children, v40 n5 p3-7 Jul 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJNOV85

Explores recurring theme in early childhood education that strengthen professional identity and commitment. Historical issues of continuing relevance are discussed, including school entrance age, kindergarten and early reading, child care services as social change agents, increase of child care services due to the changing role of women, and early philosophical foundations. (Author/DT)

Descriptors: Change Agents; \*Early Childhood Education; Early Reading; \*Educational History; Educational Philosophy; Females; School Entrance Age; Sex Role; Social Change

Identifiers: \*Historical Influences; \*Professionalism

DIALOG File 1: ERIC - 66-88/JUN

EJ314868 CG527973

## X Beginning School Age and Academic Achievement.

Dietz, Carol; Wilson, Barry J.

Psychology in the Schools, v22 n1 p93-94 Jan 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL85

Studied effects of beginning school age and gender on later school achievement and retention in grade (N=117). No significant differences among the three age groups were found at kindergarten, second, or fourth grade. Differences in achievement between boys and girls were noted. (BH)

Descriptors: \*Academic Achievement; \*Age Differences; Elementary Education; \*Elementary School Students; \*School Entrance Age; \*Sex Differences

EJ314597 SP514726

## X Criteria for Successful Experiences in Kindergarten.

Spillman, Carolyn V.; Lutz, Jay P.

Contemporary Education, v56 n2 p109-13 Win 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143);

REVIEW LITERATURE (070)

Journal Announcement: CIJJUN85

This article reports on the results of a study in which performances of kindergarten tasks by early entrants to kindergarten and regular-age entrants were compared at the end of the school year. The need for research-based criteria for success in kindergarten for males and females is explored. (DF)

Descriptors: Academic Ability; \*Admission Criteria; \*Child Development; \*Early Admission; \*Kindergarten; Preschool Education; \*School Entrance Age; Sex Differences

EJ288073 CS728719

## X Early Entrance into Kindergarten Isn't for Everyone.

Benedict, Gary C.; And Others

Reading Improvement, v20 n3 p193-96 Fall 1983

Available from: UMI

Language: English

Document Type: POSITION PAPER (120)

Journal Announcement: CIJFEB84

Discusses early entrance to kindergarten on the basis of whether a child's success in school can be reasonably predicted. Provides an early entrance procedure. (FL)

Descriptors: \*Cognitive Development; \*Emotional Development \*Kindergarten; \*Physical Development; \*School Entrance Age; \*School Readiness

ED265947 PS015603

## X When Curriculum Does Not Match Readiness.

Jaworski, Anne Porter; Riley, Stephanie Mueller

Apr 1985

8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJUN86

To evaluate the long term impact of developmental placement, a longitudinal study was initiated with over 500 subjects from a variety of school settings across the state of Michigan. Three groups of subjects were selected: (1) children recommended for a "growth year" before entering kindergarten who followed the recommendation, thus delaying entry to kindergarten for 1 year; (2) children similarly recommended who did not follow the recommendation, thus entering kindergarten at the expected chronological age; and (3) a control group of randomly selected classmates. Questionnaires for parents, teachers, and children covered demographic information, school adjustment, school achievement, and self-esteem information. Results from the fourth year of this study on the effects of giving children a growth year are presented here. Parents indicate that they made the right decision, and would recommend a growth year to friends with children in similar circumstances. Questionnaires with responses are included. (RH)

Descriptors: Academic Achievement; Demography; Elementary Education; \*Elementary School Students; Grade Repetition; Kindergarten; Longitudinal Studies; \*Parent Attitudes; Questionnaires; \*School Entrance Age; Self Esteem; Student Adjustment; \*Student Attitudes; \*Teacher Attitudes

Identifiers: \*Developmental Placement

ED264036 PS015520

## Attitudes, Experience and Education of Illinois Elementary Principals Concerning Early Childhood Education.

Ferratier, Louis

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Jul 1985

37p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEAPR86

Government: State

This paper reports the results of a statewide survey of elementary school principals by the Illinois State Board of Education to obtain information on the status of early

(cont. next page)

DIALOG File 1: ERIC - 66-86/JUN

childhood education in Illinois public and nonpublic schools. Such information has important implications for principals developing policies and programs, for determining the certification and placement of principals in schools, and in designing and implementing preservice and inservice programs to enhance the knowledge and skills of principals. More specifically, the survey collected information about: (1) the supply and demand for early childhood education programs and services as perceived by local school officials, (2) the various types of kindergarten programs currently in operation among the public and nonpublic schools, (3) the number and types of early childhood education programs, and (4) the opinions of local school officials concerning selected early childhood education issues. Conclusions drawn indicate that large scale inservice training is needed for principals in early childhood education if the provision of such programming in the public schools is to be expanded and improved and if principals are to play an educational leadership role in the process. Extensive tables summarizing survey results and the survey form are included. (DST)

Descriptors: \*Administrator Attitudes; \*Early Childhood Education; Educational Demand; Educational Policy; Educational Supply; Elementary Education; Inservice Education; \*Kindergarten; Parent Education; Policy Formation; \*Principals; Private Schools; \*Program Evaluation; Public Schools; School Age Day Care; School Entrance Age; \*Self Evaluation (Groups); State Surveys; Teaching Experience; Tuition

Identifiers: Full Day Programs; Half Day Programs; \*Illinois; Latchkey Children

ED260835 PS015305

**The Status of Kindergarten: A Survey of the States.**

Whaley, Margaret  
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Jan 1985

24p.; For other papers in this series, see PS 015 295-305.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: Illinois

Journal Announcement: RIEJAN86

Government: State

The purpose of this report, one of several prepared for a comprehensive study of early childhood education in Illinois, was to collect, compile, and analyze specific data concerning early childhood education policy and practices from all fifty states. Each state was queried regarding the following: (1) compulsory attendance age, (2) mandated age/cut-off date for entry into kindergarten, (3) local district criteria for entry into kindergarten (particularly where statutes permit local discretion), (4) screening/testing requirements, (5) mandated and/or recommended class size for kindergarten through third grade, (6) problems associated with entry age and screening, (7) competencies/testing requirements associated with

promotion to first grade, and (8) recent or proposed legislation for changing kindergarten policies. Descriptions of each state's kindergarten requirements are provided. Problems associated with early childhood education and the resulting recent changes in kindergarten policies are indicated. Charts and graphs in the appendices show survey information for all fifty states, detailing each state's mandates and policies. (DST)

Descriptors: Admission Criteria; \*Age Grade Placement; Class Size; Comparative Analysis; Compulsory Education; \*Kindergarten; \*National Surveys; Primary Education; \*School Attendance Legislation; \*School Entrance Age; School Readiness Tests; Screening Tests; \*State Legislation; State Standards

ED260826 PS015296

**Criteria to Determine Entry into School: A Review of the Research.**

Gray, Rosemarie

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Feb 1985

18p.; For other papers in this series, see PS 015 295-305.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: Illinois

Journal Announcement: RIEJAN86

Government: State

This review of research, part of the Illinois State Board of Education's Early Childhood Education Policy Study, focuses on issues related to potential state funding for full-day kindergarten and changes in the age at which children enter kindergarten. Specifically addressed are the following issues: (1) a review of the legislative background on initial school entry, (2) research on age as a factor related to successful school entry, (3) the effect of raising the school entry age, and (4) the application of delayed school entry age to Illinois children. Since chronological age is the most administratively convenient criterion used to determine eligibility for school entry, the first section on legislative background provides a table showing the variability of cut-off dates for kindergarten entry for forty states. The second section dealing with research on age as a criterion for initial school entry argues for an acknowledgement that a child's developmental age may be different from his/her chronological age. Included in this section are discussions on delaying the child's entrance into school and on enrolling the child in school at a particular age. An extensive review of the research on entry age focuses on factors related to the prediction of initial academic success of children entering kindergarten or first grade. These factors include chronological age, sex differences, socioeconomic status, intelligence, preschool experiences, social adjustment, and

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## DIALOG File 1: ERIC - 88-88/JUN

birth order of children. The third section debates the issues of whether raising the age for initial school entry helps to eliminate school failure by giving younger children a chance to mature. The final section identifies resultant problems stemming from delayed school age entry for Illinois children. The paper concludes that research literature does not support the raising of school entry age. (DST)

Descriptors: \*Admission Criteria; Age Differences; Age Grade Placement; Birth Order; Early Admission; Early Experience; Enrollment Influences; Individual Differences; \*Kindergarten; \*Maturity (Individuals); Primary Education; \*School Entrance Age; \*School Readiness; Sex Differences; Social Adjustment  
Identifiers: \*Illinois

ED256495 PS015106

## Kindergarten Entry Age as a Factor in Academic Failure.

Campbell, Sammie M.  
Mar 1985

15p.; A research report based on a dissertation study presented at the Annual Convention of the American Association of School Administrators (Dallas, TX, March 8-11, 1985).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIESEP85

A study was made to determine whether or not kindergarten entry age is a factor in academic failure. The 457 seventh- and eighth-grade students who were subjects in the study had attended Fairfax County, Virginia, Public Schools since kindergarten. Although the subjects were born during 1970, they were classified as younger and older on the basis of their birth month. Academic failure was measured by low readiness test scores, composite achievement scores below the 50th percentile, grade retention, remedial services, and failing marks. The data used were taken from cumulative records. A 2 x 2 factorial design served as a basis for the data analyses, with age and sex as independent variables. According to the findings, younger entrants earned disproportionately more scores that fell into the low range of the Metropolitan Readiness Test and earned disproportionately more composite achievement scores below the 50th percentile in grades 4 and 6. Younger entrants were disproportionately retained in grade and were more likely to be receiving remedial instruction. In addition, younger entrants did not appear to overcome their inferior position as they progressed through the elementary grades. Findings raise the following questions: Should all students, regardless of age, be expected to meet program standards set by the school division for each grade level? Or should the program at each grade level be flexible and adapted to the needs and age of each student? (RH)

Descriptors: \*Academic Failure; \*Age Differences; Comparative Analysis; Educational Practices; Elementary Education; Grade 7; Grade 8; \*Junior High School Students; \*Kindergarten; Longitudinal Studies; \*School Entrance Age

\*Sex Differences

ED254349 PS015007

## The Implementation of a Pre-School Screening Program in the Lower Township School District.

Guetaski, Janet E.

Oct 1984

64p.; Practicum Report, Nova University. Portions of appendix material contain broken type.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

The major goals of this practicum were (1) to initiate a preschool screening program to identify children with special needs in the Lower Township School District, Cape May, New Jersey; (2) to refer these children to appropriate remedial services prior to their entrance into kindergarten; and (3) to provide opportunities for parents to attend follow-up workshops to understand the nature of special needs. The Denver Developmental Screening Test and the Readiness Tasks of the Early Detection Inventory were used as screening instruments. The Gesell Developmental Screening Test was used to rescreen "high risk" children. The screening program focused on five main areas: school readiness tasks and personal-social, fine motor, language, and gross motor development. A total of 23 percent of all children who participated in the prescreening program exhibited a special need or needs on the Denver Developmental Screening Test; 15 percent of the children exhibited a special need or needs on the Early Detection Inventory. Results of the assessment were discussed with parents 1 month after the prescreening program. A handbook consisting of suggested parent-child activities was compiled based on overall screening deficits. (Among the appendices are copies of questionnaires directed to parents, administrators and kindergarten teachers, and kindergarten teachers and remedial personnel.) (AS)

Descriptors: Ability Identification; Diagnostic Tests; \*Handicap Identification; High Risk Students; \*Individual Needs; Kindergarten; \*Preschool Children; Preschool Education School Entrance Age; \*School Readiness; \*Screening Tests; Special Education

Identifiers: \*Denver Developmental Screening Test

ED253345 PS014906

## "Ready or Not, Here They Come": A Sourcebook on Developmental Readiness for Parents, Teachers, and School Boards.

King, Marian J.

1984

110p.; Master's Thesis, California State University at Fresno

EDRS Price - MF01/PC05 Plus Postage.

Language: English

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DIALOG File 1: ERIC - 68-86/JUN

Document Type: RESEARCH REPORT (143); THESIS (042)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN85

Target Audience: Practitioners; Parents; Policymakers

This review discusses the literature on developmental readiness for school. Specifically included are annotations of articles on the following topics: academic failure and grade retention, failure and retention for immaturity alone, the concept of developmental readiness, chronological versus developmental age, testing of developmental readiness, procedures to follow when a child's developmental readiness is questioned, the results of "overplacement," and ways to set up a developmental readiness program. The document also includes two sample presentations on developmental readiness, one for parents and teachers and one for school boards. The final section contains a summary of the grade retention studies reviewed and offers conclusions and recommendations. In particular, it is concluded that: (1) chronological age gives no assurance of a child's readiness to undertake schoolwork; (2) children who are delayed in overall maturation can be predicted to fail academically; (3) repeating a school year for reasons of immaturity is a "gift of time" for the child; and (4) developmental readiness screening tests can predict future academic success or failure. Recommendations are given for implementing school retention policies, changing the age for school admission, instituting transitional pre-kindergarten or pre-first-grade classes, and informing educators and the community of the developmental readiness literature. Directions for future research are also proposed. (CB)

Descriptors: Age Grade Placement; Annotated Bibliographies; Cognitive Development; \*Elementary School Students; \*Grade Repetition; \*Kindergarten Children; Literature Reviews; Maturity (Individuals); Parent Materials; Primary Education; School Entrance Age; \*School Readiness; School Readiness Tests; Social Development; Student Development; Student Placement  
Identifiers: \*Developmental Readiness

ED252588 TM850065

Kindergarten Nonattenders: Starting out Behind.  
Austin Independent School District, Tex. Office of Research and Evaluation.

[1984

18p.

Report No.: AISD-ORE-83.41

Available from: Office of Research and Evaluation, AISD,  
6100 Guadalupe, Box 79, Austin, TX 78752 (\$1.00 plus \$1.00  
postage).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEMAY85

In 1983 first graders who had not attended Austin Independent School District (AISD) kindergarten were studied to identify the number and characteristics of kindergarten

nonattenders. Data were collected during parent/teacher conferences and by telephone interviews. Of 4550 first graders, 83 (2 percent) were kindergarten nonattenders and 473 (10 percent) attended other kindergartens. The nonattenders came from low income families scattered throughout the district. Over half were in day care while the rest stayed home. There were more blacks and fewer Anglos proportionally among nonattenders than among first graders as a whole. Of the nonattenders who are in Chapter 1 schools, 70% are being served by the Chapter 1 Program for low achievers. First grade retention rates are 13 percent for nonattenders and 9 percent for students who attended AISD kindergarten. Kindergarten nonattenders are at high risk for failure. More effective recruiting could improve the chances for students who might otherwise not attend kindergarten. (BS)

Descriptors: Attendance Patterns; \*Educationally Disadvantaged; \*Grade 1; High Risk Students; \*Kindergarten; Low Income Groups; Primary Education; \*School Entrance Age; Student Characteristics

Identifiers: \*Austin Independent School District TX

ED252312 PS014837

An Annotated Bibliography Reviewing Recent Research Dealing  
With Factors and Innovations of School Readiness.

McGlauchlin, Patti L.

May 1984

46p.; Exit project, Indiana University, South Bend.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); REVIEW LITERATURE (070)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEMAY85

The early elementary teacher must find a reasonable solution to the question of how to best meet the needs of incoming 5-year-olds. This study reviews recent research on the academic and emotional needs of young students and on existing programs dealing with school readiness. Brief annotations are presented for 54 research articles. These articles deal with environmental and educational factors contributing to school readiness, school readiness screening instruments, and existing programs that offer alternatives to entry according to chronological age. A five-page summary discusses the findings of these studies. On the basis of the review, it is recommended that (1) children enter school at the traditional starting age requirement; (2) after the initial kindergarten experience, each child undergo screening to indicate readiness for first grade; and (3) a transitional program be offered for children needing a year to grow and mature before entering first grade. (CB)

Descriptors: Academic Achievement; Grade 1; Kindergarten; \*Kindergarten Children; Primary Education; \*School Entrance Age; \*School Readiness; \*School Readiness Tests; Screening Tests; Social Adjustment; \*Transitional Programs

# **CORRECTION**

**THIS DOCUMENT  
HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY**

## DIALOG File 1: ERIC - 86-86/JUN

EJ327208 PS513919

## Viewpoint 2. Pupil Age at School Entrance-How Many Are Ready for Success?

Uphoff, James K.; Gilmore, June  
 Young Children, v41 n2 p11-16 Jan 1986  
 Available from: UMI  
 Language: English  
 Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)  
 Journal Announcement: CIJMAR86  
 Target Audience: Practitioners

Reviews research on the academic performance of early entrants, noting that damaging consequences for children who are not developmentally mature may continue throughout their school careers. Suggests possible ways to reduce the magnitude of the "unready" child's problem. (KS)

Descriptors: \*Academic Achievement; Curriculum Development; Developmental Programs; Educational Planning; Grade Repetition; \*Kindergarten Children; Literature Reviews; \*Outcomes of Education; Primary Education; \*School Entrance Age; \*School Readiness

EJ327207 PS513918

## Viewpoint 1. In Support of Academic Redshirting.

Frick, Ralph  
 Young Children, v41 n2 p9-10 Jan 1986  
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Document Type: JOURNAL ARTICLE (080); CONFERENCE PROCEEDINGS (021)

Journal Announcement: CIJMAR86  
 Target Audience: Practitioners

Argues that "redshirting" in kindergarten (or maintaining children in grade) can be a positive intervention if (1) the concept is used to enhance ability rather than underline failure and (2) the time periods children spend in the primary grades are made more flexible (to accommodate children's different rates of mastering skills). (KS)

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Identifiers: \*Academic Redshirting

EJ327189 PS513740

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Glazer, Judith S.  
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 Identifiers: Full Day Programs; Half Day Programs

EJ323540 EA519011

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Journal Announcement: CIJJAN86  
 Target Audience: Administrators; Policymakers; Practitioners  
 Recent statements by educators and child development specialists support the contention that a child's developmental maturity is the key predictor of success in school. Possible modifications of student placement policies are considered, including establishment of transitional programs for kindergarten graduates not fully ready for first grade. (PGD)

Descriptors: Academic Achievement; \*Age Grade Placement; Check Lists; Elementary Education; Grade 1; Individual Development; Kindergarten; Preschool Children; School Entrance Age; \*School Readiness; Student Placement; Transitional Programs

EJ321413 PS513517 *Kick's*

## Early Childhood Education's Past as Prologue: Roots of Contemporary Concerns.

Spodek, Bernard  
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## DIALOG File 1: ERIC - 68-88/JUN

EJ314868 CG527973

## X Beginning School Age and Academic Achievement.

Dietz, Carol; Wilson, Barry J.

Psychology in the Schools, v22 n1 p93-94 Jan 1985

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EJ288073 CS728719

## X Early Entrance into Kindergarten Isn't for Everyone.

Benedict, Gary C.; And Others

Reading Improvement, v20 n3 p193-96 Fall 1983

Available from: UMI

Language: English

Document Type: POSITION PAPER (120)

Journal Announcement: CIJFEB84

Discusses early entrance to kindergarten on the basis of whether a child's success in school can be reasonably predicted. Provides an early entrance procedure. (FL)

Descriptors: \*Cognitive Development; \*Emotional Development \*Kindergarten; \*Physical Development; \*School Entrance Age; \*School Readiness

ED265947 PS015603

## X When Curriculum Does Not Match Readiness.

Jaworski, Anne Porter; Riley, Stephanie Mueller

Apr 1985

8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJUN86

To evaluate the long term impact of developmental placement, a longitudinal study was initiated with over 500 subjects from a variety of school settings across the state of Michigan. Three groups of subjects were selected: (1) children recommended for a "growth year" before entering kindergarten who followed the recommendation, thus delaying entry to kindergarten for 1 year; (2) children similarly recommended who did not follow the recommendation, thus entering kindergarten at the expected chronological age; and (3) a control group of randomly selected classmates. Questionnaires for parents, teachers, and children covered demographic information, school adjustment, school achievement, and self-esteem information. Results from the fourth year of this study on the effects of giving children a growth year are presented here. Parents indicate that they made the right decision, and would recommend a growth year to friends with children in similar circumstances. Questionnaires with responses are included. (JH)

Descriptors: Academic Achievement; Demography; Elementary Education; \*Elementary School Students; Grade Repetition; Kindergarten; Longitudinal Studies; \*Parent Attitudes; Questionnaires; \*School Entrance Age; Self Esteem; Student Adjustment; \*Student Attitudes; \*Teacher Attitudes

Identifiers: \*Developmental Placement

ED264036 PS015520

## Attitudes, Experience and Education of Illinois Elementary Principals Concerning Early Childhood Education.

Ferratier, Louis

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Jul 1985

37p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEAPR86

Government: State

This paper reports the results of a statewide survey of elementary school principals by the Illinois State Board of Education to obtain information on the status of early

(cont. next page)

## DIALOG File 1: ERIC - 68-88/JUN

childhood education in Illinois public and nonpublic schools. Such information has important implications for principals developing policies and programs, for determining the certification and placement of principals in schools, and in designing and implementing preservice and inservice programs to enhance the knowledge and skills of principals. More specifically, the survey collected information about: (1) the supply and demand for early childhood education programs and services as perceived by local school officials, (2) the various types of kindergarten programs currently in operation among the public and nonpublic schools, (3) the number and types of early childhood education programs, and (4) the opinions of local school officials concerning selected early childhood education issues. Conclusions drawn indicate that large scale inservice training is needed for principals in early childhood education if the provision of such programming in the public schools is to be expanded and improved and if principals are to play an educational leadership role in the process. Extensive tables summarizing survey results and the survey form are included. (DST)

Descriptors: \*Administrator Attitudes; \*Early Childhood Education; Educational Demand; Educational Policy; Educational Supply; Elementary Education; Inservice Education; \*Kindergarten; Parent Education; Policy Formation; \*Principals; Private Schools; \*Program Evaluation; Public Schools; School Age Day Care; School Entrance Age; \*Self Evaluation (Groups); State Surveys; Teaching Experience; Tuition

Identifiers: Full Day Programs; Half Day Programs; \*Illinois; Latchkey Children

ED260835 PS015305

## The Status of Kindergarten: A Survey of the States.

Whaley, Margaret  
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Jan 1985

24p.; For other papers in this series, see PS 015 295-305.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: Illinois

Journal Announcement: RIEJAN86

Government: State

The purpose of this report, one of several prepared for a comprehensive study of early childhood education in Illinois, was to collect, compile, and analyze specific data concerning early childhood education policy and practices from all fifty states. Each state was queried regarding the following: (1) compulsory attendance age, (2) mandated age/cut-off date for entry into kindergarten, (3) local district criteria for entry into kindergarten (particularly where statutes permit local discretion), (4) screening/testing requirements, (5) mandated and/or recommended class size for kindergarten through third grade, (6) problems associated with entry age and screening, (7) competencies/testing requirements associated with

promotion to first grade, and (8) recent or proposed legislation for changing kindergarten policies. Descriptions of each state's kindergarten requirements are provided. Problems associated with early childhood education and the resulting recent changes in kindergarten policies are indicated. Charts and graphs in the appendices show survey information for all fifty states, detailing each state's mandates and policies. (DST)

Descriptors: Admission Criteria; \*Age Grade Placement; Class Size; Comparative Analysis; Compulsory Education; \*Kindergarten; \*National Surveys; Primary Education; \*School Attendance Legislation; \*School Entrance Age; School Readiness Tests; Screening Tests; \*State Legislation; State Standards

ED260826 PS015296

## Criteria to Determine Entry into School: A Review of the Research.

Gray, Rosemarie  
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Feb 1985

18p.; For other papers in this series, see PS 015 295-305.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: Illinois

Journal Announcement: RIEJAN86

Government: State

This review of research, part of the Illinois State Board of Education's Early Childhood Education Policy Study, focuses on issues related to potential state funding for full-day kindergarten and changes in the age at which children enter kindergarten. Specifically addressed are the following issues: (1) a review of the legislative background on initial school entry, (2) research on age as a factor related to successful school entry, (3) the effect of raising the school entry age, and (4) the application of delayed school entry age to Illinois children. Since chronological age is the most administratively convenient criterion used to determine eligibility for school entry, the first section on legislative background provides a table showing the variability of cut-off dates for kindergarten entry for forty states. The second section dealing with research on age as a criterion for initial school entry argues for an acknowledgement that a child's developmental age may be different from his/her chronological age. Included in this section are discussions on delaying the child's entrance into school and on enrolling the child in school at a particular age. An extensive review of the research on entry age focuses on factors related to the prediction of initial academic success of children entering kindergarten or first grade. These factors include chronological age, sex differences, socioeconomic status, intelligence, preschool experiences, social adjustment, and

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DIALOG File 1: ERIC - 86-86/JUN

birth order of children. The third section debates the issues of whether raising the age for initial school entry helps to eliminate school failure by giving younger children a chance to mature. The final section identifies resultant problems stemming from delayed school age entry for Illinois children. The paper concludes that research literature does not support the raising of school entry age. (DST)

Descriptors: \*Admission Criteria; Age Differences; Age Grade Placement; Birth Order; Early Admission; Early Experience; Enrollment Influences; Individual Differences; \*Kindergarten; \*Maturity (Individuals); Primary Education; \*School Entrance Age; \*School Readiness; Sex Differences; Social Adjustment  
Identifiers: \*Illinois

ED256495 PS015106

Kindergarten Entry Age as a Factor in Academic Failure.  
Campbell, Sammie M.  
Mar 1985

15p.; A research report based on a dissertation study presented at the Annual Convention of the American Association of School Administrators (Dallas, TX, March 8-11, 1985).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIESEP85

A study was made to determine whether or not kindergarten entry age is a factor in academic failure. The 457 seventh- and eighth-grade students who were subjects in the study had attended Fairfax County, Virginia, Public Schools since kindergarten. Although the subjects were born during 1970, they were classified as younger and older on the basis of their birth month. Academic failure was measured by low readiness test scores, composite achievement scores below the 50th percentile, grade retention, remedial services, and failing marks. The data used were taken from cumulative records. A 2 x 2 factorial design served as a basis for the data analyses, with age and sex as independent variables. According to the findings, younger entrants earned disproportionately more scores that fell into the low range of the Metropolitan Readiness Test and earned disproportionately more composite achievement scores below the 50th percentile in grades 4 and 6. Younger entrants were disproportionately retained in grade and were more likely to be receiving remedial instruction. In addition, younger entrants did not appear to overcome their inferior position as they progressed through the elementary grades. Findings raise the following questions: Should all students, regardless of age, be expected to meet program standards set by the school division for each grade level? Or should the program at each grade level be flexible and adapted to the needs and age of each student? (RH)

Descriptors: \*Academic Failure; \*Age Differences; Comparative Analysis; Educational Practices; Elementary Education; Grade 7; Grade 8; \*Junior High School Students; \*Kindergarten; Longitudinal Studies; \*School Entrance Age;

\*Sex Differences

ED254349 PS015007

The Implementation of a Pre-School Screening Program in the Lower Township School District.

Goetaski, Janet E.

Oct 1984

64p.; Practicum Report, Nova University. Portions of appendix material contain broken type.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

The major goals of this practicum were (1) to initiate a preschool screening program to identify children with special needs in the Lower Township School District, Cape May, New Jersey; (2) to refer these children to appropriate remedial services prior to their entrance into kindergarten; and (3) to provide opportunities for parents to attend follow-up workshops to understand the nature of special needs. The Denver Developmental Screening Test and the Readiness Tasks of the Early Detection Inventory were used as screening instruments. The Gesell Developmental Screening Test was used to rescreen "high risk" children. The screening program focused on five main areas: school readiness tasks and personal-social, fine motor, language, and gross motor development. A total of 23 percent of all children who participated in the prescreening program exhibited a special need or needs on the Denver Developmental Screening Test; 15 percent of the children exhibited a special need or needs on the Early Detection Inventory. Results of the assessment were discussed with parents 1 month after the prescreening program. A handbook consisting of suggested parent-child activities was compiled based on overall screening deficits. (Among the appendices are copies of questionnaires directed to parents, administrators and kindergarten teachers, and kindergarten teachers and remedial personnel.) (AS)

Descriptors: Ability Identification; Diagnostic Tests; \*Handicap Identification; High Risk Students; \*Individual Needs; Kindergarten; \*Preschool Children; Preschool Education School Entrance Age; \*School Readiness; \*Screening Tests; Special Education

Identifiers: \*Denver Developmental Screening Test

ED253345 PS014906

"Ready or Not, Here They Come": A Sourcebook on Developmental Readiness for Parents, Teachers, and School Boards.

King, Marian J.

1984

110p.; Master's Thesis, California State University at Fresno

EDRS Price - MF01/PC05 Plus Postage.

Language: English

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DIALOG File 1: ERIC - 60-86/JUN

Document Type: RESEARCH REPORT (143); THESIS (042)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN85

Target Audience: Practitioners; Parents; Policymakers

This review discusses the literature on developmental readiness for school. Specifically included are annotations of articles on the following topics: academic failure and grade retention, failure and retention for immaturity alone, the concept of developmental readiness, chronological versus developmental age, testing of developmental readiness, procedures to follow when a child's developmental readiness is questioned, the results of "overplacement," and ways to set up a developmental readiness program. The document also includes two sample presentations on developmental readiness, one for parents and teachers and one for school boards. The final section contains a summary of the grade retention studies reviewed and offers conclusions and recommendations. In particular, it is concluded that: (1) chronological age gives no assurance of a child's readiness to undertake schoolwork; (2) children who are delayed in overall maturation can be predicted to fail academically; (3) repeating a school year for reasons of immaturity is a "gift of time" for the child; and (4) developmental readiness screening tests can predict future academic success or failure. Recommendations are given for implementing school retention policies, changing the age for school admission, instituting transitional pre-kindergarten or pre-first-grade classes, and informing educators and the community of the developmental readiness literature. Directions for future research are also proposed. (CB)

Descriptors: Age Grade Placement; Annotated Bibliographies; Cognitive Development; \*Elementary School Students; \*Grade Repetition; \*Kindergarten Children; Literature Reviews; Maturity (Individuals); Parent Materials; Primary Education; School Entrance Age; \*School Readiness; School Readiness Tests; Social Development; Student Development; Student Placement  
Identifiers: \*Developmental Readiness

ED252588 TM850065

Kindergarten Nonattenders: Starting out Behind.

Austin Independent School District, Tex. Office of Research and Evaluation.

{1984

18p.

Report No.: AISD-ORE-83.41

Available from: Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 (\$1.00 plus \$1.00 postage).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEMAY85

In 1983 first graders who had not attended Austin Independent School District (AISD) kindergarten were studied to identify the number and characteristics of kindergarten

nonattenders. Data were collected during parent/teacher conferences and by telephone interviews. Of 4550 first graders, 83 (2 percent) were kindergarten nonattenders and 473 (10 percent) attended other kindergartens. The nonattenders came from low income families scattered throughout the district. Over half were in day care while the rest stayed home. There were more blacks and fewer Anglos proportionally among nonattenders than among first graders as a whole. Of the nonattenders who are in Chapter 1 schools, 70% are being served by the Chapter 1 Program for low achievers. First grade retention rates are 13 percent for nonattenders and 9 percent for students who attended AISD kindergarten. Kindergarten nonattenders are at high risk for failure. More effective recruiting could improve the chances for students who might otherwise not attend kindergarten. (BS)

Descriptors: Attendance Patterns; \*Educationally Disadvantaged; \*Grade 1; High Risk Students; \*Kindergarten; Low Income Groups; Primary Education; \*School Entrance Age; Student Characteristics

Identifiers: \*Austin Independent School District TX

ED252312 PSO14837

An Annotated Bibliography Reviewing Recent Research Dealing with Factors and Innovations of School Readiness.

McGlauchlen, Patti L.

May 1984

46p.; Exit project, Indiana University, South Bend.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); REVIEW LITERATURE (070)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEMAY85

The early elementary teacher must find a reasonable solution to the question of how to best meet the needs of incoming 5-year-olds. This study reviews recent research on the academic and emotional needs of young students and on existing programs dealing with school readiness. Brief annotations are presented for 54 research articles. These articles deal with environmental and educational factors contributing to school readiness, school readiness screening instruments, and existing programs that offer alternatives to entry according to chronological age. A five-page summary discusses the findings of these studies. On the basis of the review, it is recommended that (1) children enter school at the traditional starting age requirement; (2) after the initial kindergarten experience, each child undergo screening to indicate readiness for first grade; and (3) a transitional program be offered for children needing a year to grow and mature before entering first grade. (CB)

Descriptors: Academic Achievement; Grade 1; Kindergarten; \*Kindergarten Children; Primary Education; \*School Entrance Age; \*School Readiness; \*School Readiness Tests; Screening Tests; Social Adjustment; \*Transitional Programs

DIALOG File 1: ERIC - 68-86/JUN

ED248984 PS014611

Questions Parents Ask about Kindergarten.  
Georgia State Dept. of Education, Atlanta. Office of  
Instructional Services.

1983

25p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEFEB85

Government: State

Target Audience: Parents; Teachers; Practitioners

Twenty-one questions parents may ask about kindergarten are answered in this booklet. Generally, the content aims to clarify the purpose and scope of kindergarten. Several questions have to do with entering a child in kindergarten: the required age, necessary information, attendance regulations, length of school day and screening tests. Questions regarding philosophy and content include the following: (1) Why should my child attend kindergarten? (2) What will my child be taught? (3) What is the kindergarten teacher's responsibility concerning reading? (4) What do you do for the child who comes to kindergarten able to read? (5) Will my child learn to write in kindergarten? Other questions have to do with classrooms, materials and teacher aides. Sample parental concerns reflected in the remaining questions include: (1) How will I know my child is getting along at school? (2) Will my child be wasting his time in kindergarten? (3) Why does my child reply "play" when I ask what she did in school? (4) How can I be more involved in my child's education? (5) Should I just stop by to see the teacher? (6) What can parents do to help their children in this program? and (7) Should my child repeat the kindergarten year? (RH)

Descriptors: \*Kindergarten; \*Kindergarten Children; \*Parent Education; Parent School Relationship; Parent Teacher Cooperation; Prereading Experience; Primary Education; School Entrance Age; School Registration

ED248042 PS014542

Evaluation of Early Entrance to Kindergarten and Handwriting and Reading Comprehension: Three Studies.

Hilderbrand, John A.; And Others

Florida Educational Research and Development Council, Inc.,  
Sanibel.

Florida Educational Research and Development Council  
Research Bulletin, v16 n4 Spr 1983 1983

60p.

Sponsoring Agency: Florida State Dept. of Education,  
Tallahassee.; Hillsborough County Public Schools, Tampa, FL.

Available from: FERDC, P.O. Box 506, Sanibel, FL 33957  
(\$3.00; 10% discount on orders of 5 or more copies.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); POSITION PAPER (120)

Geographic Source: Florida

Journal Announcement: RIEJAN85

The first part of this document presents the results of a survey of early entrance testing procedures in 25 Florida districts and details teacher ratings of 486 first-grade and 154 kindergarten students whose entrance test results had permitted them to enter kindergarten a year earlier than other students with birthdays between October and January. Results suggested that Florida's early entrance program be discontinued because of average performance by early entrants, district testing costs, and possible negative effects on the 90 percent of children who failed the exam. The second part of the document, edited by Carolyn V. Spillman, presents three studies in which reading rate and comprehension of fourth, fifth, sixth, and seventh graders were assessed for materials presented in cursive or manuscript style. Results of these three studies indicated that fourth and fifth graders comprehend materials presented in manuscript style better than those presented in cursive style; no significant differences were found in sixth and seventh graders' reading scores for the two styles of writing. However, there were indications that children with reading difficulties would probably achieve proficiency in reading cursive at a slower pace than children who read on or above grade level. Several recommendations are given for instructional practice for both elementary and middle school teachers. (CB)

Descriptors: Academic Achievement; Costs; \*Cursive Writing; \*Early Admission; Elementary Education; Grade 1; Grade 6; Grade 7; Handwriting; Individual Testing; \*Kindergarten; \*Manuscript Writing (Handlettering); \*Reading Comprehension; Reading Rate; School Entrance Age; \*School Readiness; Student Adjustment

Identifiers: \*Florida

ED245805 PS014343

The Past as Prologue: Exploring the Historic Roots of Present Day Concerns in Early Childhood Education.

Spodek, Bernard

Apr 1984

19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIENOV84

Target Audience: Practitioners; Researchers

In contrast to a common set of roles or definitions, it is a common sense of mission that unifies practitioners in the field of early childhood education. Successful missions in time become transformed into organizational sagas that capture the allegiance and commitment of a group. Early childhood educators can increase their commitment to the field and its mission by immersing themselves in its saga, thereby

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strengthening their identity with members. The saga of early childhood education includes such still-relevant issues as (1) when children should start formal schooling; (2) the extent to which kindergarten experiences should include academic or preacademic content; (3) the extent to which early childhood education functions as an agent of social change; (4) what the role of women in contemporary American society should be; and (5) changing conceptions of knowledge and content in early childhood education. Professionalism in early childhood educators also is rooted in this sense of mission and in the saga of early childhood education. (RH)

Descriptors: Curriculum; \*Early Childhood Education; Early Reading; Educational History; Females; \*Kindergarten; \*School Entrance Age; \*Social Change

Identifiers: \*Knowledge; Professionalism; \*Social Roles

ED239760 PS014108

Will Raising the School Entrance Age Reduce the Risk of School Failure?

Simner, Marvin L.

Apr 1983

23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-14, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: Canada; Ontario

Journal Announcement: RIEJUN84

Target Audience: Researchers

The claim that the incidence of school failure can be greatly reduced by increasing kindergarten entrance age from 57 to 60 months was investigated in three related studies. In the first study, subjects ranging in school entrance age from 57 to 68 months were drawn from five elementary schools in an urban lower socioeconomic area. A total of 114 nonrepeating kindergarten children were administered (1) cost-effective, highly reliable screening tests at the beginning of the kindergarten year and (2) several measures of academic performance at the end of the kindergarten and first-grade years. While first-grade testing involved subsamples, end-of-year promotion decisions were obtained for all children in the sample. The second study, a replication of the first, was similarly designed but included additional children from one middle class school. Some measures of school readiness were retained, some were excluded, and other measures were used. In the third study, interviews to determine the effect of background factors influencing school achievement were conducted with parents of 40 children in the replication study who were between 57 and 59 months old at kindergarten entry. Results of all three studies suggested that raising entrance age is likely to be less productive than initiating a psychometrically based screening program supplemented by intervention geared to the needs of the failure-prone child. (RH)

Descriptors: Academic Failure; Background; Family

Environment; Foreign Countries; Grade 1; \*High Risk Students; Interviews; \*Kindergarten Children; Lower Class Students; Parents; Predictor Variables; \*Primary Education; \*School Entrance Age; \*School Readiness; \*Screening Tests  
Identifiers: Ontario (London)

ED231520 PS013707

Kindergarten Entrance Age Requirements: Mesa Public Schools Research and Evaluation Tech Memo.

Peterson, Sarah; Ayabe, Carol

Mesa Public Schools, Ariz.

28 Jul 1982

11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Arizona

Journal Announcement: RIENDV83

In the Mesa, Arizona, public schools, 4-year-old children with birthdays during the period from September to December were allowed to enter kindergarten if they passed the district screening test. Kindergarten teachers disagreed with this policy and recommended that, with no exceptions, the district no longer enroll 4-year-old children. Subsequently, a survey was sent to all kindergarten teachers in the district in order to solicit their opinions regarding kindergarten entrance requirements. It was found that 90 percent of the teachers believed that children should be allowed to enter kindergarten only if they were 5 years of age by September 1. In addition, a large percentage of the teachers believed that chronological age was the best criterion for determining a child's readiness. Over 40 percent of the teachers indicated they would support entrance of a 4-year-old child if that child passed a developmental readiness test. Since teachers recommended fewer 4.5-year-olds than 5- to 5.5-year-olds be retained in kindergarten, the survey data did suggest that age should not be the sole criterion for kindergarten entrance. Data further suggest that the social and emotional maturity of the youngest children are relevant admission criteria. Findings indicate that in all three age groups more boys than girls were recommended for kindergarten retention; these sex differences reached statistical significance in the 5- to 5.5-year-old age group only. (RH)

Descriptors: Action Research; \*Admission Criteria; \*Board of Education Policy; \*Kindergarten Children; Primary Education; \*School Entrance Age; \*School Holding Power; School Readiness Sex Differences; Surveys; \*Teacher Attitudes

Identifiers: Arizona (Mesa)

ED228360 UD022727

Follow-up Study of Students in the Early Admission Program.

Hebbeler, Kathleen M.

Montgomery County Public Schools, Rockville, Md. Dept. of  
(cont. next page)

## DIALOG File 1: ERIC - 68-86/JUN

## Educational Accountability.

Mar 1983

33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG83

In 1978, the Montgomery County (Maryland) public schools initiated an early admission (EA) pilot program that allowed 5-year olds to enter first grade. Two approaches were utilized: Under Plan I, a small number of 5-year olds entered regular grade 1 classes; under Plan II entire classes of 5-year olds attended school the full day, with the intention that they would cover both kindergarten and first grade curricula by year's end. Initial evaluation showed that only a small percentage of participating students in either group actually went on to be placed in grade 2. Further evaluation collected follow-up information on program graduates in first, second, or third grades. Most of the 21 children placed in grade 2 after the EA program experienced success. The remaining (approximately 280) children who were placed in grade 1 rated significantly higher than their non-EA classmates in both academic and social development. Difficulties were encountered in predicting achievement on the basis of standardized tests and teachers' ratings. These findings indicate that very few 5-year olds are ready for first grade, but that many children could benefit from a more enriched program than kindergarten presently provides. The evaluation also indicates the need for multiple criteria for identifying children ready for early placement. (Author/GC)

Descriptors: Acceleration (Education); Achievement Gains; \*Early Admission; \*Grade 1; Grade 2; \*Kindergarten; Predictor Variables; Primary Education; \*Program Effectiveness; Program Evaluation; \*School Entrance Age; \*School Readiness; Social Adjustment

Identifiers: \*Montgomery County Public Schools MD

ED201392 PSO12133

## Evaluation of the Early Admission to First Grade Program.

Hebbeler, Kathleen; And Others

Montgomery County Public Schools, Rockville, Md. Dept. of

## Educational Accountability.

Apr 1980

118p.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Maryland

Journal Announcement: RIESEP81

Government: Local

This report presents findings from the first year of a pilot program permitting kindergarten age students to enter school at the first grade level (K-1 program for 5-year-olds). The purposes of the study were: (1) to compare the academic and social behavior of the early admissions (EA) students with

that of the regular first graders; (2) to examine the validity of screening measures; and (3) to determine the satisfaction of parents, teachers, and principals with the services offered. It was found that the performance of EA students compared favorably with that of first grade students and that parents, teachers, and principals had a positive attitude towards the program. However, they tended to look on the program as an all day kindergarten rather than a first grade alternative and few students were promoted or accepted promotion to the second grade. In addition, it was not possible to identify with confidence screening measures predictive of success in the K-1 program. The pilot program is currently in its second year of operation. (Author/MP)

Descriptors: \*Academic Achievement; Administrator Attitudes Comparative Analysis; \*Early Admission; Elementary Education; \*Elementary Schools; Grade 1; \*Kindergarten Children; Measures (Individuals); Parent Attitudes; \*Program Evaluation; School Entrance Age; Screening Tests; \*Social Behavior; Student Promotion; Teacher Attitudes

Dear Karen,

Oct. 29, 1986

I absolutely support your proposal to raise the entry age. I have been teaching for 22 years - 21 of those years in Fairbanks, Alaska - K, 1, 2, and a year with the Montessori pre-school. There is research to support your position. There are practical-life and Developmental and Readiness learning situations that children enjoy and benefit from. However, the formal learning situation of the school system which demands advanced small muscle control and the emotional control ~~required~~ is happening too soon - particularly for boys. In response to the needs of young students we teachers keep trying to prevent and/or minimize failure by having "modified grades" "early education" "failure prevention programs" "grouping" "intensified pre-reading" etc, etc, - 85% of the "Reading Problems + Title I" students are boys - 95% of the Behavior Problems are boys. I believe academic requirements too early in their lives frustrates large muscle development.

You said - WRITE SOON - Anything else I can do - let me know! VIKI MEYER, HUNTER SCHOOL

1

November 3, 1986

Dear Karen,

Robyn McFetridge has made us aware of the position paper you are writing to present to the Legislature. We give our total support to a change in the entrance dates for kindergarten and first grade students.

"five years of age by June 5" for Kindergarten

"six years of age by June 5" for first grade

As first grade teachers we have witnessed the detrimental effects of formal education before a child is physically and emotionally prepared.

We have noticed that children with summer or fall birthdays often do not have well developed small motor control and have a great deal of difficulty learning to write. Other first grade tasks such as reading, math and spelling are also difficult for the younger children in the classroom.

As a result of these difficulties, these children experience a great deal of frustration in their early educational years which often is accompanied by low self esteem, a feeling of failure and other related emotional difficulties (crying, wetting or soiling clothing). In addition, they have a hard time coping with the long school day and experience tiredness and irritability in the afternoon.

In almost all cases, these are the children who need to be retained. This creates the cost of educating these children for

an additional year. It has been our observation that those younger children who are not retained in first grade are often retained in second or third grade or have major difficulties throughout school. It has also been our observation that those children who are retained in the primary grades and allowed to grow and develop an additional year become successful students.

While we have not kept statistical records to back up the above statements, we have 24 years of combined teaching experience, 16 of which have been in Kindergarten and first grade and believe that these are valid statements.

Sincerely,

*Patricia Stark*  
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# The Status of Kindergarten: A Survey of the States

Illinois State Board of Education

Department of Planning, Research and Evaluation  
Springfield, Illinois

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Walter W. Naumer, Jr., Chairman  
State Board of Education

Ted Sanders  
State Superintendent of Education

## FOREWORD

In response to a request from the Illinois State Board of Education, staff were directed to conduct a comprehensive study on early childhood education. This report on a survey of the states was prepared by Margaret Whaley, Ph.D., Planning and Policy Analysis Section, Department of Planning, Research and Evaluation. The interpretations and conclusions expressed herein do not necessarily reflect the position or policy of the State Board of Education.

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## INTRODUCTION AND PURPOSE

The purpose of this report was to collect, compile and analyze specific data concerning early childhood education policy from all fifty states. Each state was queried regarding: 1) compulsory attendance age; 2) mandated age/cut-off date for entry into kindergarten; 3) local district' criteria for entry into kindergarten, where statutes permit local discretion; 4) screening/testing requirements; 5) mandated and/or recommended class size for kindergarten through third grade; 6) perceived problems associated with entry age, screening, or others; 7) competencies/testing requirements associated with promotion to first grade; and 8) recent legislation or proposed legislation for changing kindergarten policies. This information was obtained to show what practices exist among the states. Data were collected during September and October 1984 by contacting early childhood education specialists in each state education agency and through referrals to other state personnel.

The report provides information regarding similarities and differences among the states in compulsory attendance; kindergarten entry requirements; and screening, promotion and class-size policies. The survey revealed some problems associated with early childhood education and resulting recent changes in kindergarten policies. Charts and graphs in the appendices show survey information. Each state's mandates and policies are described. No attempt was made to seek information regarding funding.

## REQUIREMENTS AMONG THE STATES

### Compulsory Attendance Age

In many states the compulsory school-attendance age is one year later than the required age for kindergarten entry. In other states, children completing kindergarten at age six may be attending first grade with seven- and eight-year-old children. Twenty-six states require first-grade attendance at age six; in twenty-one other states, children must attend at age seven. In three states--Arizona, Pennsylvania and Washington--children need not enter first grade until age eight, but many attend kindergarten at age five. Compulsory attendance age by state is shown in Appendix A.

### Providing Kindergarten

Slightly over one-half of the states mandate the provision of kindergarten programs. In states where provision is optional, most local districts do offer programs. Mississippi is the only state where kindergarten programs are not offered at the present time. While a significant number of states have attempted to mandate kindergarten attendance, currently only Delaware, Florida and Louisiana require children to attend. In September 1985, attendance will become mandatory in Kentucky.

### Age for Entering Kindergarten

While forty-three states require that children be age five by a certain date (cut-off date) for kindergarten entry, several make provisions for earlier entry. These provisions permit local district decisions regarding earlier entry and frequently take into consideration identification of giftedness, general readiness of students for kindergarten (determined by testing or

teachers' knowledge of children's skills), and mobility of students among states. Mandatory age cut-off dates by states are shown in Appendix B. As shown, fifteen different cut-off dates are used to determine kindergarten eligibility, ranging from age five with no specific cut-off date to age five by January 1.

#### Screening/Promotion/Class-Size Policies

With the exception of handicapped students, a majority of the states have no statewide laws for assessing children for entry into kindergarten. Less than a dozen states require some type of screening; these are primarily for potential health problems. Some states which permit early entry rely on the teacher's judgment of the child's readiness skills. In at least half of the states, assessing readiness prior to kindergarten entry is an area of concern to early childhood specialists, particularly where early entry is permitted.

Similarly, criteria for promotion to first grade are determined by local districts in at least forty-three states. A few states recommend basic skill levels or are in the process of developing policies and procedures to assure that students have mastered some skills felt to be essential.

In approximately twenty states, kindergarten class size is determined by state statutes, many having been recently enacted. Statutes frequently permit more students per class with the presence of an aide. State education agencies recommend class sizes in six states. In all other states, class size is determined locally.

#### Geographical Similarities

Although there were no discernible geographical patterns regarding compulsory attendance age, there were such patterns in kindergarten entry criteria. With few exceptions, states west of the Mississippi River tend to require children to be older to enter kindergarten, whether determined by state law or local policies. Twelve of these states require children to be age five on or before the first day of school or at least by the end of the first month of the school term. Exceptions exist in three states: Alaska requires children to be five by November 2; Hawaii requires children to be five by December 31; and California requires children to be four years and nine months by September 1.

Generally, the northeastern states tend to permit kindergarten entry at an earlier age than do other states. In many of these states, children may enter kindergarten after as much as three months of the school year have passed. An example is New Jersey, where children may enter any time between the ages of four and six. (Seventy percent of all five-year-olds are enrolled in any given year, even though many of their birthdates are as late as December 1.)

More diversity was found in entry-age requirements in the sunbelt states than in other regions. Two of these states require children to be age five by October 1, others range from age five with no mandated cut-off month to age five by December 31.

## Problems

The survey revealed that limited funding in many states was perceived as a problem and that states also have similar problems in areas other than funding. Complaints come from parents when children's birthdates are near the age cut-off dates and when there are age conflicts associated with state-to-state mobility. The frequency of these complaints has often resulted in legislative changes to earlier cut-off dates, requiring children to be older for entry into kindergarten. Another area of change has been in recommendations/mandates for smaller class sizes. Parents also tend to complain about perceived unreliability of screening/tests; some think the kindergarten curriculum is inadequate. Although these areas are generally left to local control, complaints have drawn attention to them. States having mandates and clearly defined state policies which can be cited tend to report fewer problems associated with early childhood education.

## SUMMARY

The compulsory attendance age varies in the states from age six to age eight. Twenty-six states require first grade attendance at age six; twenty-one require children to begin first-grade at age seven; and three require children to enter first grade when they reach age eight.

Three states currently require kindergarten attendance and another will in September 1985. Every state except Mississippi provides kindergarten programs in most local districts. Mississippi expects to begin programs in the 1985-86 school year. Forty-three states have mandatory age cut-off dates for kindergarten entry, and a considerable number of these have provisions in their laws for earlier entry. Where entry criteria are determined at the local district level (seven states), policies consider age, identification of giftedness and overall readiness skills, generally established by teachers' familiarity with children. States west of the Mississippi River tend to require children to be older for kindergarten entry. One fifth of the states require children to be age five by the beginning of the school term, and approximately one-half require them to be age five before the second month of the school year. Excluding seven states, where kindergarten entry is determined locally, there are fifteen different age cut-off dates that determine eligibility for kindergarten.

Other than for children identified as handicapped, most states permit local districts to establish their own entry-assessment mechanisms and criteria for promotion to first grade. In almost one half of the states, class size is determined by local option.

Funding for current programs, as well as expansion of programs, is almost a universal problem. Many states have other problems in common, such as those associated with mandatory age cut-off dates, screening and testing, overcrowded classrooms, and the content of the kindergarten curriculum. These problems have led to recent changes in mandates, local policies and current reviews.

Recent legislation has primarily addressed a move to earlier age cut-off dates, smaller class sizes, and attempts at making kindergarten attendance mandatory. Nationwide, state legislatures have not yet considered kindergarten a top priority; however, based on the information obtained from the survey, interest in this area is growing.

## DESCRIPTION OF EACH STATE'S KINDERGARTEN REQUIREMENTS

### Alabama

Each child must enter first grade on or before October 1 in the year of the child's seventh birthday. Children must be five years of age by October 1 to enter kindergarten. Children are accepted into kindergarten until they qualify for first grade, but parents may keep a child at home at their discretion. Local districts may make allowances for children transferring from another state. Testing is not mandatory, is just beginning to be used, and is used primarily to assist teachers in placing a child in the first grade. Kindergarten programs in the public schools were developed as pilot programs in 1973. Provision of programs is permissive. The State Education Agency recommended class size for kindergarten is 25 students per teacher, and with larger classes a teacher aide is recommended. There are currently no statewide promotion requirements, and there have been no recent legislative proposals for change.

### Alaska

Children must enter first grade by November 2 in the year of their sixth birthday and may enter kindergarten on or before November 2 in the year of their fifth birthday. Although kindergarten is not yet mandatory, most schools provide programs. Each child must receive health, speech and hearing screening tests. Local districts are permitted to determine class size and to conduct competency testing for promotion to first grade. Legislation has been introduced to make kindergarten programs mandatory. There are conflicting views regarding the state's role with church-affiliated preschools and elementary schools.

### Arizona

Children are required to enter school by January 1 in the year of their eighth birthday and must be five by September 1 to enter kindergarten, unless parents request earlier entry and a developmental assessment is conducted. The state has no guidelines for class size. All children must be screened for possible handicapping problems within forty-five days of school entry. Districts must provide kindergarten programs. Investigation is currently under way about learning problems associated with early entry. There have been no changes proposed recently. The State Education Agency is seeking state and/or federal funds for programs for all 3-5-year-olds.

### Arkansas

Children must enter school by October 1 of the year of their seventh birthday and must be five years old by October 1 to enter kindergarten. Provision of kindergarten programs is permissive. Early entry is determined by local criteria. If a child is six and is just entering school, statutes require an evaluation which determines placement into kindergarten or the first grade. The State Education Agency is stressing a developmental approach, including the use of readiness tests. However, this process is left to local-district discretion, as are promotion/retention criteria. The recommended kindergarten class size is now 25 students; the maximum recommended is no more than 30 for grades 1-3.

Borderline entry-age dates are among common parental complaints; kindergarten curriculum is another area of concern. Legislation proposed for 1987 includes provisions for smaller class sizes - no more than 20 kindergarten students without an aide and no more than 25 students in grades 1-3 without an aide. Arkansas legislators are taking an interest in early childhood education and will propose legislation in the next session.

### California

The compulsory attendance age is six. To enter first grade, children must be five years and nine months old by September 1 and must be four years and nine months by September 1 to enter kindergarten. Although kindergarten attendance is not mandatory, all schools are required to provide programs. There are no mandates or state policies for screening. Classes are not to be in excess of 33 students for kindergarten or 32 for grades 1-3. In kindergarten, the teacher's judgment is used for promotion/retention to first grade. The state provides monetary incentives to school districts who offer extended school days; this may include kindergarten during the next school year.

### Colorado

While the compulsory attendance age is six, the month is determined locally. Children under age six are placed in kindergarten; there is no mandatory cut-off month. Entry is basically determined by teacher knowledge of children's readiness. A child who shows readiness before the age of five may be enrolled. There are no statewide competency requirements for promotion to first grade. In order for schools to receive accreditation, kindergarten classes, which must be provided, must have no more than fifteen students; they may have up to twenty with an aide.

Among problems reported are inconsistent screening methods, varying entry ages, funding, and a push by parents for more academics in kindergarten. There are no current legislative proposals for kindergarten, only for handicapped preschool children.

### Connecticut

Children must be enrolled in school if they will become seven by January 1, and must have reached their fifth birthday by January 1 to enroll in kindergarten programs, which all districts must provide. Screening policies are at local discretion, as is promotion to first grade. There are no mandated or recommended class-size provisions; however, these are under review. Currently, problems exist with the age cut-off date, the need for before- and after-school day care, and with local autonomy over curriculum. There were unsuccessful attempts to change the mandated compulsory attendance age from seven to five and to extend kindergarten hours daily from 2 1/2 to 4 hours; legislation will again be proposed. The feasibility of programs for four-year-olds will be investigated.

### Delaware

Children must begin school if age six by January 1 and must attend kindergarten if five years of age by January 1. Delaware is currently developing state standards for testing and competency requirements for

promotion for kindergarten through third grade. Legislation to make the provision of half-day kindergarten classes mandatory became effective September 1, 1984.

### Florida

Kindergarten is mandatory for all children at age five. Screening is determined locally; there is no mandate for competency testing for promotion to first grade. The State Education Agency sees establishing consistent screening policies as a difficult task. The legislature is proposing a reduction in class size, which is now determined locally. Current legislation proposes a program for 3-4-year-old children of migrant workers.

### Georgia

Children are not required to enter unless they are seven by September 1; if they are not five by September 1, they must wait until the following year to enter kindergarten. Assessment/testing for kindergarten entry is left to local discretion; however, the state requires that all kindergarten children be screened before being placed in the first grade. (The type of assessment is by local option.) There are no mandated class sizes for kindergarten through grade 3; if average daily attendance exceeds 20 students, districts may hire an aide at minimum wage, with reimbursement by the state.

Complaints about the age cut-off date of December 1 caused a change to September 1. In addition, problems of placement of children who had attended non-accredited schools or out-of-state schools led to the recent "Metro Law," which permits districts to review each case individually and determine grade-level placement. Promotion decisions are determined locally. There are no current legislative proposals other than those proposing more services for handicapped children.

### Hawaii

Children must enter school by December 31 of the year of their sixth birthday and must be five by December 1 to enter kindergarten. Provision of kindergarten programs is not mandatory; however, most public schools have programs. Since the 1982-83 school year, special state funds support a program entitled "Early Prevention of School Failure." Under the program, all children are assessed in developmental areas during the fall of their first school year. Promotion is determined by local option. K-12 classes must not exceed 26 students.

Hawaii reported problems associated with immigrants who have had no prior schooling and do not know the English language when entering school. Some parents feel that children are being tested too soon; the State Education Agency has stressed that tests are used to plan for optimal learning. Evaluating the appropriateness of testing methods is currently under way. Any expansion would be difficult without accompanying funding.

### Idaho

All children must enter school on or before October 15 of the year of their sixth birthday and must be five by October 1 to enter kindergarten. If a child is enrolled in kindergarten and becomes six on or before October 15,

he/she is placed in the first grade. There are no statewide screening policies. In order for schools to be accredited, kindergarten classes must not exceed 40. Class size must not exceed 23 in grades 1-3. There are no statewide promotion criteria for first grade. Teacher certification standards are being reviewed. State funds are provided only for half-day programs; thus, implementing full-day kindergarten is a problem. Legislators currently see kindergarten as unimportant; one suggested that it be dropped.

### Illinois

Children must enroll in school at age seven and must be age five on or before December 1 to be eligible for kindergarten entry. There are no statewide laws or policies regarding screening for kindergarten entry; local districts also determine criteria for promotion to first grade. There are no laws or written policies regarding class size. Parents frequently complain about the age cut-off date; teachers frequently feel that early-entry students lack readiness for kindergarten. Legislation has been proposed to change the age cut-off date to September 1 and to fund all-day kindergarten; however, no action has been taken on either proposal.

### Indiana

Children must enter school by age seven and may enter kindergarten at age five. Districts must provide kindergarten programs. The entry cut-off date is determined by local districts and more are moving toward September 1. Screening and promotion to first grade decisions are local options. Class size for kindergarten must not exceed eighteen; if more, an aide must be provided at state expense. This ratio is also being phased in during the next two years for grades 1-3.

Problems exist where children move from one district to another and local policies differ regarding entry age; many early entrants have been found to be too immature and uncoordinated to make adequate progress. Last year the legislature required each district to offer kindergarten programs.

### Iowa

If children attain age seven by September 15, they must enter school. They must be five by September 15 to enter kindergarten. Provision of programs is discretionary. While screening is encouraged by the state, policies are locally controlled. Promotion requirements are determined by local option. Only special education classes have mandated-size provisions.

Problems associated with the kindergarten-age cut-off date are reported. Once a child has entered school, he/she may accelerate to the next grade if a locally controlled evaluation reveals readiness. A child who has waited almost another year before entering school may, after about a month, be promoted to first grade. The State Education Agency has recently proposed legislation to expand full-day, every-day kindergarten and funding for preschool.

## Kansas

The compulsory attendance law states that a child must enter school if seven years of age by September 1. Schools are not required to provide kindergarten and decisions regarding entry criteria are by local option. If a child is age six at school entry, he/she is placed in the first grade. Districts have total autonomy regarding class size, screening and promotion; some do offer kindergarten as half-day or alternating day programs. There have been no proposed changes other than for special education students.

## Kentucky

Currently, all children must enter school by October 1 of the year of their seventh birthday. Kindergarten attendance is currently optional. In September 1985, kindergarten will be mandatory and all children must enroll if they are age five by October 1. The state has an essential skills inventory that is available for screening. At the present time, districts may choose to incorporate this into testing and it may become mandatory in 1985. Promotion criteria are developed locally. Mandatory maximum class size for kindergarten is 29. For first through third grades, the maximum size is 27. Problems exist with the age cut-off date, with over-crowding in kindergarten classes (the state provides funds for a 50 students per teacher ratio) and with compulsory kindergarten attendance. There are likely to be transportation problems with half-day, every-day programs and the result may be full-day, alternate-day programs. Mandating kindergarten was so difficult to accomplish that no further changes are proposed at this time.

## Louisiana

Prior to legislation just enacted, children must have entered first grade at age seven. For kindergarten entry, they must have been age 5 within the first four months of kindergarten entry (December 31). The new law is now being interpreted to require compulsory attendance if age six by December 31, and each succeeding year would change the date until 1988 when children would be required to enter school if age six by September 30. It is expected that the kindergarten-age cut-off date will be age five by September 1. Kindergarten attendance was mandated this year. Each parish develops its own screening policies, and while the state has minimum standards for K-12, kindergarten children are neither retained nor promoted on the basis of test results. K-3 classes must not exceed 29 students. Legislation enacted this year provided \$300,000 for 10 pilot, early-childhood projects, which included preschool and the establishment of kindergarten for children with developmental problems.

## Maine

Children entering first grade must be seven by October 15 and those entering kindergarten must be five on or before October 15. While attendance in kindergarten has not been required, full-day state funding has been provided. Effective July 1, 1985, provision of kindergarten programs will be mandatory. Most schools provide half-day programs; where children must be transported to schools from the islands, full-day programs are provided. Until a few weeks ago, schools developed their own screening process. The new law now requires the State Education Agency to plan and provide screening

requirements. Recommended class sizes are 20 for kindergarten and 30 for grades 1-3. Some complaints have been received about the age cut-off date. Promotion criteria are developed locally.

### Maryland

If age six by December 31, a child must enter first grade, and children may attend kindergarten if age five by December 1. The law requires the provision of kindergarten programs. Districts may waive the eligibility dates for either kindergarten or first grade if locally determined screening measures indicate readiness at an earlier date. There have been problems regarding these waivers. Districts have local control over class sizes and promotion to first grade. The legislature has supported early childhood programs and has provided funding for pilot programs and full-day kindergarten.

### Massachusetts

Children must enter school when age six by December 31. While districts are required to offer kindergarten, attendance is not mandated and districts have autonomy regarding entry age. Some children are accepted at age four, while others accept them only at age five. Children are specially tested only if they are felt to have a special need. Promotion to first grade is determined by local decision. The recommended class size is 18 for kindergarten and 25 in grades 1-3. Entry-age requirements often produce complaints. A current reform proposal would appropriate more funds for early childhood programs; however, many feel that only grades 1-12 programs should receive more funding.

### Michigan

The compulsory attendance age is six by December 1, and children must be five on or before December 1 to enter kindergarten. Districts are reimbursed for full-day programs, and although provision of programs is discretionary, this has been an incentive for developing a variety of programs. Screening procedures and promotion policies are developed locally. There are no mandated or state-recommended class-size provisions. Problems have developed regarding local screening assessments, and the State Education Agency is trying to coordinate testing throughout the state. The state is currently studying early childhood education, particularly for children with special needs.

### Minnesota

Children who are age seven by September 1 must enter school. Those entering mandated kindergarten classes must be five by September 1. Districts are required to provide screening for preschool-aged children, but children are not required to be screened. Competency requirements for promotion are determined locally. Class size cannot be larger than 30 for K-3. A current legislative proposal would provide state funds for some full-day kindergarten programs. Legislation recently was passed to provide funds for an "Early Childhood Family Education Program," primarily a program for parents with children between ages 0-5.

### Mississippi

Children must enter school when age seven by September 1. Currently no public kindergarten mandate exists; however, it is hoped that a new law appropriating funding for programs will become effective and that programs will be fully implemented by 1986-87. Many people have complained about the lack of kindergarten programs in public schools.

### Missouri

Children must enter school when age seven by September 30 and must be five by September 30 to enter kindergarten. Districts must provide programs. Children must receive health and developmental/cognitive screening at the kindergarten level; screening procedures are developed locally. Criteria used for promotion are also determined locally. Recommended class size is 20 for K-3. During the last legislative session, teacher organizations proposed legislation to move the entrance age back one month per school year until a July 1 age cut-off date could be reached. This enacted legislation may be repealed. Next year a proposal will require that children aged 1-4 also receive the screening now required for kindergarten students.

### Montana

Children must enter school when age six by September 10. While the state has no mandated age cut-off date for kindergarten, 98% of those children reaching age 5 by September 10 are enrolled in kindergarten programs, which are discretionary. Districts may, at their option, administer readiness tests and promote/retain children. The recommended class size is 20 in K-3 programs. A proposal is expected to be introduced during the next session that would not only mandate kindergarten for all students, but also preschool programs for the handicapped.

### Nebraska

Children must attend school when age six by October 15 and must be five by October 15 to enter kindergarten. Accredited schools must provide kindergarten classes. If a child has completed kindergarten, he/she may enter first grade at any age. Some districts permit early kindergarten entry if the parents can show evidence from a physician that the child is in good physical health. Local districts have almost total autonomy. There are few mandates, and none in early childhood education have been proposed recently.

### Nevada

Children must enter school if they attain age seven by September 30 and must be age five by September 30 to enter kindergarten. Local districts are permitted to allow earlier entry where children have been identified as gifted. There are no state laws regarding provision of programs, screening, promotion or class sizes. Many kindergartens have a 30/1 pupil/teacher ratio. The State Education Agency is proposing that provision of kindergarten be made mandatory.

### New Hampshire

Children must enter school if age six by September 30. Kindergarten is not required and entry age is by local option. Local districts are not required to screen children, but some use the Gesell Developmental Test. About half of the parents support testing. Criteria for promotion are developed locally. The State Education Agency recommends class sizes of 20/1 for K-3. More problems are associated with entry age at the first-grade level than kindergarten. The State Education Agency has proposed making kindergarten mandatory for three or four legislative sessions, and although the momentum is positive, the question of who pays remains.

### New Jersey

Children must attend school at age six, must be over four and under six to enter kindergarten. Districts are not required to offer kindergarten. The age cut-off date is left to local discretion, and although entry ages vary 6-7 months, the average is October 1. Once a kindergarten program is established in a district, the provision of classes is no longer permissive and districts must enroll all five-year-olds and may enroll four-year-olds. All children are screened at school entry to determine their need for compensatory education. Class sizes must not exceed 25, however, county superintendents may grant exceptions and allow 26-29 with an aide. If there are more than 30 in a class, the class must be divided into two. There have been problems regarding district entry age, curriculum, and screening. In some districts where expectations are higher, age cut-off dates have been changed to require children to be older; other districts have made opposite moves where children have had preschool and exhibit readiness. It is reported that statewide laws, rather than local autonomy, could eliminate many complaints. While no legislation is currently proposed, there is discussion about the curriculum and extended-day programs.

### New Mexico

Children must attend school at age six and must be five by September 1 to enter kindergarten, which must be offered. Kindergarten students are screened only for health problems; the State Education Agency does not encourage specific testing. Class size for kindergarten must not exceed 20; for grades 1-3 the maximum class size is 26. Although the State Education Agency has developed some standards that must be met, local districts have autonomy regarding competencies, curriculum, and evaluation. Some parents want their children to enter kindergarten at age four.

### New York

Children must attend school at age six, and if programs are provided, children must be five by December 1 to enter kindergarten. Legislation effective in 1980 mandated screening for new entrants at all grade levels, primarily for the purpose of identifying the gifted and the handicapped. Class sizes are negotiated by teachers through unions with school boards in most districts. Districts incorporate their own competency requirements for promotion to first grade. The State Education Agency receives complaints about the age cut-off date and unreliable tests. The Board of Regents is working on a plan for education from preschool through adult education; however, major changes so far proposed will not affect lower grade levels.

### North Carolina

The compulsory attendance age is seven, and children entering kindergarten must be five by October 16. Districts may offer programs at their discretion. While screening is not mandatory, both the State Education Agency and local districts work closely with the state and local health departments. Kindergarten class sizes may be as high as 26 with an aide, or under hardship conditions, 29 with an aide. There are no competency requirements for promotion to first grade. Problem areas are the kindergarten curriculum and the parent push for readiness tests. A task force will soon begin studying full-day day care for three-four-year-olds. While there is not a lot of support for the public school system's assuming responsibility for day care (currently state-licensed), some money may be granted in the near future for this purpose.

### North Dakota

Children must attend school at age seven. Where programs are offered, if a child is five between August 31 and December 31, local districts may administer a test and allow entry into kindergarten. If the child reaches age 5 after December 31, the child must wait a year. Districts must screen kindergarten students using one or more instruments approved by the state. Districts must keep class sizes at 25 in average daily membership or less in order to receive state aid. Problem areas include the entry-age cut-off date and that not all districts offer kindergarten. Also, some districts offer kindergarten on a full-day basis for 90 days, rather than one-half day programs during the school year. Students in kindergarten cannot be retained due to a lack of academic progress. No legislation is currently proposed.

### Oklahoma

School attendance is compulsory at age six. Kindergarten programs must be offered and students must be age 5 by September 1 to enter. Some districts allow earlier entry with developmental testing. No screening is required on a statewide basis, but twenty-five pilot screening programs have been in existence for four years. Local districts are penalized on their average daily attendance funding if they permit a kindergarten class size of over 25. Although there have been some problems with non-readiness at age five, no changes are currently being proposed.

### Ohio

School attendance is compulsory at age 6 and children must be 5 by September 30 to enter kindergarten, which districts must offer. Children are not generally screened unless they are potential special education students. Many districts elect to test children for kindergarten entry if they are age 5 after September 30. There are no competency requirements for promotion to first grade. A new statewide standard regarding class size will be in effect in 1986 - K-4 classes will be limited to no more than 25 students. There is currently a debate regarding the efficacy of half-day, every-day kindergarten versus full-day every other day.

## Oregon

Children must begin school when they are age 6 by November 15. Currently, children may attend kindergarten if they are age 5 by November 15; however, the age cut-off date will change to October 1 in 1985 and to September 1 in 1986. Provision of kindergarten programs will become mandatory in 1989. Local districts may allow earlier entry for gifted students, but this is done more frequently at the 1st grade level. The State Education Agency recommends standards regarding screening. State standards for promotion to first grade are in the planning stage. A class size of 24 is recommended for kindergarten. With more children, an aide is recommended. The average class size is now 22.

Problems with the age cut-off date led to changes. At the request of the General Assembly, the State Education Agency is in the process of recommending a new policy statement regarding a statewide plan for education, which will include recommendations for curriculum in grades K-3 and competency requirements for promotion to first grade.

## Pennsylvania

The compulsory attendance age is eight, and where programs are provided, students must be five by January 1 to enter kindergarten. Some districts permit earlier entry for children who are advanced and whose test scores are two years above their chronological age. No statewide screening is required. Districts have discretion over promotion. While there are no state requirements regarding class size, the average is 26 in K-3. Some proposals are being developed to encourage districts to operate preschool programs.

## Rhode Island

Children must attend school at age seven and may attend kindergarten if they have reached the age of five by December 31. While provision of programs is mandated, Rhode Island allows local autonomy in testing, criteria for promotion, and class size. Recent legislation that would have moved the age cut-off date from December 31 to August 30 failed; during hearings, moving the date back one month per year to eventually reach the August date was suggested. No legislation has been proposed for early childhood education this year.

## South Carolina

Attendance is compulsory at age six. Children must be age 5 by November 1 to enter kindergarten, unless the child moves to the district from a kindergarten class in another state. There are no screening mandates for kindergarten, but teachers are encouraged to use a diagnostic developmental test to assess readiness. Kindergarten classes must have a maximum of 30 students, with an aide. Last year class size in grades 1-3 was reduced to 20, based on average daily membership. Each district sets its policy for retention/promotion. Recent legislation mandated kindergarten and provided a 1% increase in overall funding for education.

### South Dakota

Attendance is compulsory at age 7 and kindergarten students must be age 5 by September 1 to enter. There are no statewide provisions for screening instruments; some districts use the Dial or Denver screening instruments or assessments developed locally. There are no state limits on class size. Promotions are also at local discretion. A number of problems are reported due to a lack of state regulations. There are no proposed changes at this time.

### Tennessee

Currently, attendance is compulsory when a child is age 6 by October 31; in 1986 the cut-off date will be September 30. Children will have to reach the age of five by September 30 in 1985 to enter kindergarten (now October 31). There are two exceptions to the law - a child entering a Tennessee school from another state may enter kindergarten if age 5 on or before December 1, and a child identified as gifted may enter if age 4 on or before September 30. The State Education Agency is developing guidelines for districts to use in screening - they must prepare a developmental profile for each child prior to entrance into first grade - in all areas, such as math, reading, gross motor, social and emotional development. Districts are establishing promotion requirements informally; these often become formal. Class size for kindergarten is limited to 25 and state funding has been made available for aides.

Problems exist with the age cut-off date; with the high cost of day care, parents want their children enrolled early. There are also problems with validity and reliability of tests. A recent proposal to mandate provision of kindergarten failed. The State Education Agency is currently developing curriculum requirements for K-12. A K-4 program planning guide will include planning classroom instruction, planning classroom management, and evaluating students.

### Texas

The compulsory attendance age is seven. To attend kindergarten, which must be offered, children must be age five on or before September 1. There are no statewide screening requirements with the exception of handicapped students. Next year, districts may serve four-year-old disadvantaged students. State law, effective in 1985, will require class sizes of 23 students per teacher. Some parents complain about the entry age cut-off date; programs for preschool handicapped children may eliminate many complaints. There has just been reform wherein local districts must develop policies and procedures to assure that students have mastered essential elements in order to be promoted.

### Utah

Children must enter school if age six by September 1 and must be age five by September 1 to enter kindergarten. The State Education Agency has attempted to make screening mandatory but has not been successful. There are no mandated class sizes, and many classes have 29 students per teacher. Currently, legislation is proposed to lower class sizes to at least 24.

Parents sometimes complain about the age cut-off date, but are referred to the statute. Promotion criteria are determined locally. To date, there has been no legislation proposed to make provision of kindergarten programs mandatory.

### Vermont

Children must enter school by age seven. Provision of kindergarten is not mandatory although 85% of the children attend. Entry age is determined locally, and while most permit entry at age five, some districts test. If a child shows a developmental lag, parents receive a recommendation to keep the child at home another year. Promotion criteria are developed locally. Under a law effective August 1984, class size is restricted to 20 in grades 1-6, or up to 25 with an aide. Both the State Education Agency and local districts have proposed mandatory kindergarten, with no legislative success. Kindergarten and preschool programs will be top priority items during the next legislative session. As a result of the governor's early childhood initiatives, Vermont has recently developed an early childhood education institute, an intensive week-long workshop for teachers and those involved in day care and follow-through. Communications networks have been established to promote education for 3-8-year-olds. Institutes will be continued.

### Virginia

Children must enter school if they are age 6 by December 31 and may enter kindergarten, which districts must offer, if age 5 by December 31. There are no statewide screening requirements. However, State Education Agency regulations require that if a child enters kindergarten at age five before December 31, he/she must be counseled by the principal or guidance counselor prior to entry. Maximum class size is 30 students per teacher; with over 25 students, there must be an aide. Promotion is a prerogative of local districts. The State Education Agency provides guidelines for basic skills standards of learning. There have been entry-age problems with children moving from other states. Many younger children have had such limited experiences that they are not ready to enter kindergarten. Within the next year or two, the legislature is expected to consider supporting preschool programs due to the low developmental level of the state's rural children.

### Washington

Children must attend school when they reach the age of 8 by August 31. The kindergarten age requirement is age 5 by midnight August 31. Local districts have options for earlier entry. Some of the larger districts do not permit early entry. Those who do must screen for developmental, social and academic readiness, using whatever instruments they choose. The average K-3 class size cannot be larger than class sizes in grades 4-12. Size varies among districts. Parents frequently complain about unfair screening and challenge placement based on screening. Complaints cannot be pursued at the state level. Promotion/retention is determined by local districts. Preschool for handicapped children is state funded; other programs require local financial support. Interest has been generated to expand the state funding for kindergarten programs, which districts must offer.

### West Virginia

Children must enroll in school at age 6. Districts must offer kindergarten and children must enter if age 5 prior to September 1. Local districts may permit earlier entry if a child shows readiness based on a test of basic skills. State law requires vision, hearing, language and speech screening. The State Education Agency is developing learner outcome guidelines for K-12 and in about a year, may require a test for promotion. Class size for kindergarten must be no more than 20 students. Complaints occur about the fact that one district may allow early entry while a neighboring one may not. The age cut-off date was changed from November 1 to September 1 in 1982 at the same time that class size and screening laws became effective.

### Wisconsin

Children are required to attend school at age 6 and may attend kindergarten upon becoming five by December 1. Some districts permit earlier entry and using State Education Agency guidelines, base eligibility upon screening and testing along with consultation with parents and the school psychologist. The State Education Agency recommends no more than 20-22 children per class K-8. There have been few problems associated with early entrance since all local districts must offer kindergarten and must have written entry policies. Reimbursement is now allowed for all-day kindergarten, and most districts are going to all-day every other day programs (for transportation purposes).

### Wyoming

At age 6, children must attend school. While kindergarten attendance is not mandatory, children who become age 5 by September 15 may attend. Districts do not permit earlier entry and do not screen. Promotion criteria and class size are determined locally. Some groups are beginning to propose mandated preschool programs.

## Appendix A COMPULSORY ATTENDANCE AGE BY STATE

<u>Age</u>	<u>Comoulsory Attendance</u>
Alabama	7
Alaska	6
Arizona	8
Arkansas	7
California	6
Colorado	5
Connecticut	7
Delaware	6
Florida	6
Georgia	7
Hawaii	6
Idaho	6
Illinois	7
Indiana	7
Iowa	7

AgeCompulsory Attendance

Kansas	7
Kentucky	6
Louisiana	7
Maine	7
Maryland	6
Massachusetts	6
Michigan	7
Minnesota	7
Mississippi	7
Missouri	6
Montana	6
Nebraska	7
Nevada	6
New Hampshire	6
New Jersey	6
New Mexico	6
New York	7
North Carolina	7
North Dakota	7
Ohio	6
Oklahoma	6
Oregon	6
Pennsylvania	8
Rhode Island	7
South Carolina	6
South Dakota	7
Tennessee	6
Texas	7
Utah	6
Vermont	7
Virginia	6
Washington	8
West Virginia	6
Wisconsin	6
Wyoming	6

APPENDIX 3

KINDERGARTEN ELIGIBILITY: AGE CRITERION/CUT-OFF DATES

STATE	Local Discretion	Under Age 5	5 by Aug. 31	5 by Sept. 1	5 by Sept. 15	5 by Sept. 30	5 by Oct. 1	5 by Oct. 15	5 by Oct. 16	5 by Nov. 1	5 by Nov. 2	5 by Nov. 15	5 by Dec. 1	5 by Dec. 31	5 by Jan. 1
Alabama							X								
Alaska										X					
Arizona			X												
Arkansas							X								
California <sup>1</sup>		X													
Colorado	X														
Connecticut															X
Delaware															X
Florida			X												
Georgia			X												
Hawaii														X	
Idaho								X							
Illinois												X			
Indiana	X														
Iowa				X											
Kansas	X														
Kentucky							X								
Louisiana														X	
Maine								X							
Maryland														X	
Massachusetts	X														
Michigan												X			
Minnesota			X												
Mississippi <sup>2</sup>															
Missouri						X									
Montana	X														
Nebraska								X							
Nevada						X									
New Hampshire	X														
New Jersey <sup>3</sup>		X													
New Mexico			X												
New York												X			
North Carolina								X							
North Dakota			X												
Ohio						X									
Oklahoma			X												
Oregon <sup>4</sup>											X				
Pennsylvania															X
Rhode Island													X		
South Carolina									X						
South Dakota				X											
Tennessee <sup>3</sup>						X									
Texas			X												
Utah				X											
Vermont	X														
Virginia														X	
Washington			X												
West Virginia				X											
Wisconsin												X			
Wyoming					X										

1 - 4 years nine months by Sept. 1 equates to age 5 by Dec. 1  
 2 - Kindergarten to begin in 1986-87 if funding appropriated  
 3 - Must be over age 4 and under age 5

Appendix C

PERSONS CONTACTED BY STATE

Alabama - Jackie Aucrey, Bill Ward  
Alaska - Heather Hansen  
Arizona - Sarah Robertson  
Arkansas - John Floor  
California - Pat McGinnis, Robert Seventes  
Colorado - Virginia Plunket  
Connecticut - Carolyn Lester  
Delaware - Barbara Humphrys  
Florida - Joanne Chancy  
Georgia - Kay Lalimer  
Hawaii - Nora Hubbard  
Idaho - Helen Williams  
Illinois - Chalmer Moore  
Indiana - Sally Agnes  
Iowa - John Martin  
Kansas - Vern Stevens  
Kentucky - Cathy Crum  
Louisiana - Sandy Lot, Kay Swearingen  
Maine - Daryl Hahn  
Maryland - Mr. Sholes  
Massachusetts - John Reynolds  
Michigan - Marvin McKinney  
Minnesota - Corrina Moncada  
Mississippi - Cathy Greys  
Missouri - Mildred Winters  
Montana - Kelly Evans

Nebraska - Esther Arganbright  
Nevada - Patricia Weninger  
New Hampshire - John Economopoulos  
New Jersey - Tynette Hills  
New Mexico - Sharon Morris  
New York - Sue Updyke  
North Carolina - Charlotte Barnes  
North Dakota - Ethel Lowry  
Ohio - Irene Bandy  
Oklahoma - Mary Reed, Karen Smith  
Oregon - Jean Spaulding  
Pennsylvania - Jessie Sanders  
Rhode Island - Patrick McCarthy  
South Carolina - Janet Perry, Hannah Meadors  
Tennessee - Faye Taylor  
Texas - Joene Grissom  
Utah - Bernard First, Anna Marie Dunlap  
Vermont - John Poeton  
Virginia - Win Mahoney  
Washington - Bill Everhart  
West Virginia - Al Canonico  
Wisconsin - Doris Cook  
Wyoming - Anna Kitchener  
DLN/2700h

# HOUSE COMMITTEE REPORT

(7)

Date referred: 1/28/87

FURTHER REFERRALS:

DATE: 3/24/87

The Health, Education and Social Services Committee has considered HB 76

"An Act relating to the minimum age for entering public school kindergarten; and providing for an effective date."

**RECOMMENDS:**

- replace with Committee Substitute for HB 76  the same title
- attached amendment(s)  a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the \_\_\_\_\_ Committee

**ADOPTS:**  \_\_\_\_\_ letter of intent

**ATTACHES NEW FISCAL NOTE(S):**

- fiscal impact  same as previous fiscal note published \_\_\_\_\_
- zero fiscal note  same as previous zero fiscal note published \_\_\_\_\_
- zero with analysis

**SIGNING DO PASS:**

ROD E. PELL

Glyce Hanley

J. H. Ellis

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SIGNING OTHER RECOMMENDATIONS:**

James Douley NO REC

Max J. Gumbert no rec

Bull Hurd no rec

John Korman no rec

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

John Korman

Chairman's signature

J. H. Ellis