

Board of Education Meeting  
February 22, 2010

# **A PROPOSAL TO IMPLEMENT AN ALL DAY KINDERGARTEN PROGRAM**

# RECOMMENDATION FOR BOARD ACTION

## ✕ Implement

- + All Day Kindergarten Program
- + Made available to every child
- + In every elementary school
- + Beginning in the 2010-11 school year
- + Tuition free
- + With an option for parents to remove their student from the program at mid-day if that is their preference

# BACKGROUND INFORMATION

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- ✘ Nationwide the trend toward all day kindergarten is growing
  - + 1998: 55% of 4 million K students attended ADK
  - + 2003: 65% of kindergartners attended ADK
  - + 2008: 75% of kindergartners attended ADK
- ✘ In Michigan 330 of the state's 781 districts provide all day kindergarten.
- ✘ State and national standards for kindergarten are predicated on a full day program.
- ✘ In Grosse Pointe ADK was studied by a curriculum committee in 2004-05 with a recommendation to implement all day kindergarten at the earliest possible time



# THE COMMUNITY SUPPORTS ADK RECENT SURVEY RESULTS

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- ✗ Over 830 responses
- ✗ 74% (587) of the respondents have pre-school age children.
- ✗ 64% have children currently attending GPPSS.
- ✗ 29% (241) are considering enrolling their children in GPPSS.
- ✗ When given a variety of options from which to choose, 65% (540) chose a tuition free ADK as their first choice.

## SURVEY RESULTS (CONTINUED)

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- ✖ 32% (272) of the respondents favor a half-day program as their first choice.
- ✖ If a half day program were offered in a location other than their home school, 70% (588) would not wish to take advantage of it; 18% (147) would consider this option.
- ✖ If it were necessary to move a small number of families to a school other than their home school (and return after kindergarten) in order to better balance class sizes 36% (302) would be willing to do so.

## RESEARCH SUPPORTS ADK

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- ✖ Test scores in reading and language skills are higher for students in full-day programs than in half-day programs (Plucker et al, 2004) .
- ✖ Test scores in math and reading in the third and eighth grades tend to be higher for students in full-day programs than their peers in half-day programs. (Plucker et al, 2004) .
- ✖ Academic progress made in kindergarten tends to decline if upper grade curricula are not adjusted to reflect kindergarten improvements. (Van Fleet, 2002)



## RESEARCH SUPPORTS ADK (CONTINUED)

- ✖ Students from full-day kindergarten programs are half as likely to be referred for special education services (Nieman and Gastright, 1981a, 1981b)
- ✖ Children in full-day kindergarten programs appear to benefit socially, exhibiting more independent learning, classroom involvement, increased productivity and fewer self-defeating behaviors (Cryan et al, 1992; Karweitt, 1992)

# ALL DAY KINDERGARTEN IN GROSSE POINTE

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- ✖ Continued emphasis on providing a developmentally appropriate, child-centered program
- ✖ But with additional time greater emphasis can be placed on
  - + first-hand experiences
  - + Informal interaction with objects, other children and adults
  - + Balancing whole group, small group and individual activities
  - + Integrate new learning with past experience



# ALL DAY KINDERGARTEN IN GROSSE POINTE

(CONTINUED)

- ✘ Balanced class sizes typically between 22-24 in all kindergarten sections
- ✘ Recommended cap of 24 students per class
- ✘ To achieve this balance some families (15-35) may be asked to transport their student to a neighboring school for kindergarten only.
- ✘ Even if ADK is not approved, the district must address a seriously large range of kindergarten class sizes, which in 2009-10 kindergarten classes ranged in size from 12-25 and likely will duplicate that variance in 2010-11.

# HALF-DAY KINDERGARTEN

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- ✖ This recommendation would allow parents the option of taking their students out of ADK at mid-day on a predictable basis.
  - + Students will school at their home school
  - + Over time, as has happened in other districts where this option is implemented, many kindergarten students opt to join their classmates for the afternoon portion of class.

# HALF DAY KINDERGARTEN

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- ✖ This proposal does not provide for both an all day kindergarten program and a traditional half-day program.
  - + The district believes that an all day kindergarten program is simply a superior educational program for students than a half-day program.
  - + Attempting to provide both a full day and a traditional half-day program would not be possible in most schools .



# HALF DAY KINDERGARTEN

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- ✖ Providing a traditional half-day program in an alternate location was not supported by most respondents to the survey and would likely add staffing costs to the kindergarten program.
- ✖ A half-day kindergarten program, irrespective of what the curriculum is or where it is placed, will be significantly different from a full day kindergarten program.

# HALF DAY KINDERGARTEN

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- ✖ Students whose parents opt to attend a half-day of the full day kindergarten will miss parts of the curriculum and activities scheduled in the afternoon.

# COST OF ALL DAY KINDERGARTEN

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- ✖ An all day kindergarten program will require more teaching staff and thus will be more expensive to operate than a traditional half-day program.
- ✖ Because kindergarten enrollment is uncertain at this moment it is not possible to provide an exact cost of an all day kindergarten program.
- ✖ If enrollment projections of 395 kindergarten students for 2010-11 are accurate, an additional 2.5 classroom teachers would be needed.
- ✖ If enrollment increases because of the implementation of a tuition free all day kindergarten program, staffing may increase but state funding will increase.



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# REFERENCES

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- ✘ Plucker, J.A., Eaton, J.J., Rapp, K.E., et al (2004). *The effects of full day kindergarten: Review and Analysis of National and Indiana Data*. Indianapolis, IN: Indiana Association of Public School Superintendents
- ✘ Nieman, R.H., & Gastright, J.F., (1981b). *The long-term effects of ESEA Title I preschool and all day kindergarten.: An eight year follow-up study*. (ERIC Document Reproduction Service No. ED 198 949).
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- ✖ VanFleet, W., (2002) *All-day kindergarten report*. Muncie, IN: Muncie Public Schools, Office of the Director of Elementary Instruction.
- ✖ Cryan, J.R., Sheehan, R., Wiechel, J., & Bandy-Hedden, I.G. (1992). *Success outcomes of full-day kindergarten: More positive behavior and increased achievement in the years after*. *Early Childhood Research Quarterly*, 7, 187-203.
- ✖ Karweit, N., (1992). *The kindergarten experience*. *Educational Leadership*, 49, 82-86.