



Investing in Our Future

Universal All-day, Everyday Kindergarten

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Full-day vs. Half-day

Consistent themes in the research

Children who attend full-day kindergarten...

- Learn more in reading and math over the kindergarten year than those in half-day programs
 - Higher scores on standardized tests
 - Fewer Title I placements
 - Fewer grade retentions
- Exhibit more independent learning, classroom involvement, and productivity in work with peers
- Attend school more frequently

Full-day vs. Half-day

Consistent themes in the research

- Spend more time in self-initiated activities and teacher-directed individual work and less time in large group instruction
- Experience a more consistent schedule, reducing the ratio of transition time to class time
- Have a better chance of catching up to their peers
- Show no significant difference in the amount of fatigue experienced

Full-day vs. Half-day

Consistent themes in the research

Benefits Persist Over Time

Full-day vs. Half-day

Consistent themes in the research

Parents prefer full-day kindergarten

- Parents report higher levels of satisfaction with their children's schedule and curriculum
- Parents report higher levels of satisfaction with the program's support for working families
- Parents believe their children have a better chance at academic success
- Parents report increased opportunities to be involved in the classroom

Full-day vs. Half-day

Consistent themes in the research

Teachers prefer full-day kindergarten

- Allows more time to work with children and parents on an individual basis
- Allows teachers to cover topic areas more in-depth
- Allows more flexibility and more time to do activities during free choice time
- Allows more time for curriculum planning
- Helps ease the transition to first grade

Full-day vs. Half-day

University of Minnesota, Center for Applied Research

Example: Burnsville-Eagan-Savage

- Dramatic gains in kindergarten essentially eliminated the achievement gap among all students, all subgroups.
- Students from full-day cohort entered and exited both 1st and 2nd grades ahead of the national average on standardized tests.
- At-risk students from full-day kindergarten outperformed at-risk peers who only attended half-day kindergarten at every measurement comparison in 1st and 2nd grades.

Full-day vs. Half-day

University of Minnesota, Center for Applied Research

Example: Burnsville-Eagan-Savage (cont.)

- Students from full-day cohort continue to record above average performance into 3rd grade.
- Most teachers in the district reported changing their use of curriculum materials to present a faster paced and more advanced level of work for students who came to 2nd grade with above average skills.

Full-day vs. Half-day Duluth Public Schools

Content Area	Kindergarten Schedule		Difference in Time Spent on Core Academics	
	Half-day	Full-day	School Day	School Year*
Reading Writing	45 minutes	120 minutes	75 minutes	216.25 hours
Math	30 minutes	45 minutes	15 minutes	43.25 hours
Science Social Studies	15 minutes	30 minutes	15 minutes	43.25 hours
Specialists	25 minutes	45 minutes	20 minutes	56.67 hours

* Based on a typical year of 173 days

Full-day vs. Half-day Duluth Public Schools

Duluth teachers report...

- Now, more than ever, more quality time with students is necessary
 - Students coming into kindergarten are spending more time interacting with electronics, have fewer real-life experiences, and have fewer opportunities for social interaction
 - State standards, especially in reading, math, and science, have become increasingly more rigorous

Full-day vs. Half-day Duluth Public Schools

Duluth teachers report...

- Our current system lacks equity
 - Kinderlinks programs are not equitable across the district (3 day program at one school costs the same as 5 day program in other schools)
 - Many families who cannot afford Kinderlinks are turned away
 - It's difficult to provide academically balanced classrooms
 - All-day students have dramatic academic and social advantages over half-day students by the end of the school year

Full-day vs. Half-Day Duluth Public Schools

Duluth teachers report...

- We are losing parents to neighboring districts
 - Parents verbalize that that they send their children to nearby school districts that offer all-day, everyday kindergarten at no charge
 - Parents report that their decision to send their children to the Duluth Schools depends on whether or not they can get into a full-day kindergarten program

Characteristics of Effective Full-day Programs

- Integrate new learning with past experiences through project work and through mixed-ability and mixed-age grouping in an unhurried setting
- Involve children in firsthand experience and informal interaction with objects, other children, and adults

Characteristics of Effective Full-day Programs

- Emphasize language development and appropriate pre-literacy experiences
- Work with parents to share information about their children, build an understanding of parent and teacher roles, emphasize reading to children in school and at home, and set the stage for later parent-teacher partnerships

Characteristics of Effective Full-day Programs

- Offer a balance of small group, large group, and individual activities
- Assess students' progress through close teacher observation and systematic collection and examination of students' work
- Develop children's social skills, including conflict resolution strategies

Resources

Early Childhood: What Are the Advantages of Half-Day Kindergarten?

<http://dpi.wi.gov/ec/ecadhfpfg.html>

Education Question and Answer

<http://school.familyeducation.com/kindergarten/school-selection/41278.html>

Effects of All-Day and Half-Day Kindergarten Programming on Reading, Writing, Math, and Classroom Social Behaviors

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Hildebrand,%20Charlene%20Effects%20of%20All-day%20and%20Half-day%20Kindergarten%20Programming.pdf>

The Effects of Full Day Versus Half Day Kindergarten: Review and Analysis 2004

<http://www.doe.in.gov/primetime/docs/fulldaykreport.pdf>

Full-Day vs. Half-Day Kindergarten: Which Children Learn More in Which Program?

http://strategiesforchildren.org/eea/6research_summaries/06_FDKvsHDK.pdf

Resources

Full-Day Kindergarten : Exploring an Option for Extended Learning

<http://www.nwrel.org/request/dec2002/kindergarten.pdf>

Full-Day Kindergarten in Massachusetts

http://www.doe.mass.edu/els/kinder_factsheet.pdf

Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078>

Full-Day vs. Half-Day Kindergarten: Education Commission of the States

<http://www.ecs.org/html/issue.asp?issueid=77>

In Context: Issues Surrounding Full-day Kindergarten

<http://www.nwrel.org/request/dec2002/incontext.html>

Investing in Full-Day Kindergarten is Essential

http://www.strategiesforchildren.org/eea/6research_policy/06_InvestFDK.pdf

Resources

Parenting Perspectives: Full Day or Half Day Kindergarten? Suggestions for Parents

<http://www.teachersandfamilies.com/open/parent/kg-day1.cfm>

Recent Research on All Day Kindergarten [ERIC Digest]:

<http://ceep.crc.uiuc.edu/eearchive/digests/2001/clark01.html>

Learning Trend: Kindergarten Becomes an All Day Affair:

<http://www.csmonitor.com/2004/0129/p01s03-ussc.html>

What Should Parents Know About Full-Day Kindergarten?

<http://www.kidsource.com/kidsource/content3/full.day.kinder.p.k12.3.html>

Where We Stand: Early Childhood Education

<https://www.aft.org/edissues/downloads/EarlyChildRes.pdf>

Why Minnesota Needs All-day, Every-Day Kindergarten

<http://www.minneapolisfoundation.org/uploads/CuteEditor/Publications/Community/All-dayK.pdf>