

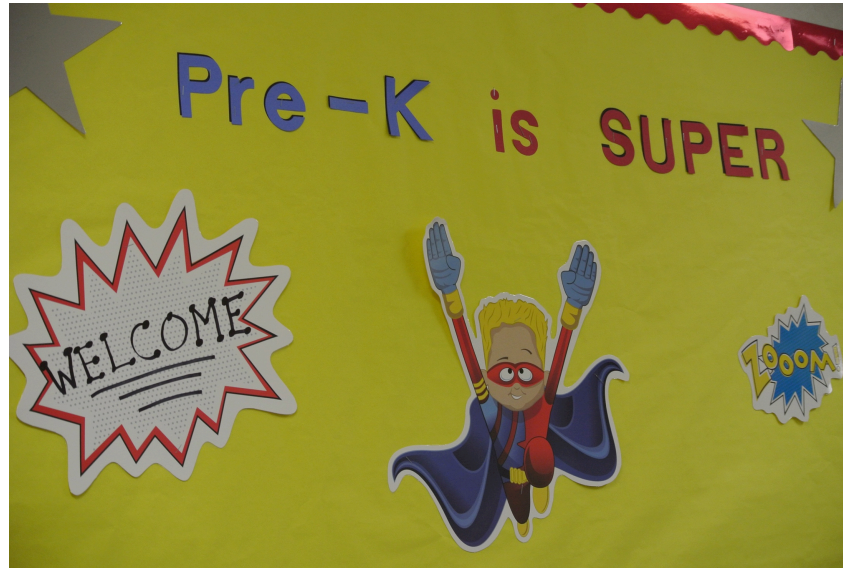
# Is More Better...

Full Day vs. Part Day

## Pre-Kindergarten

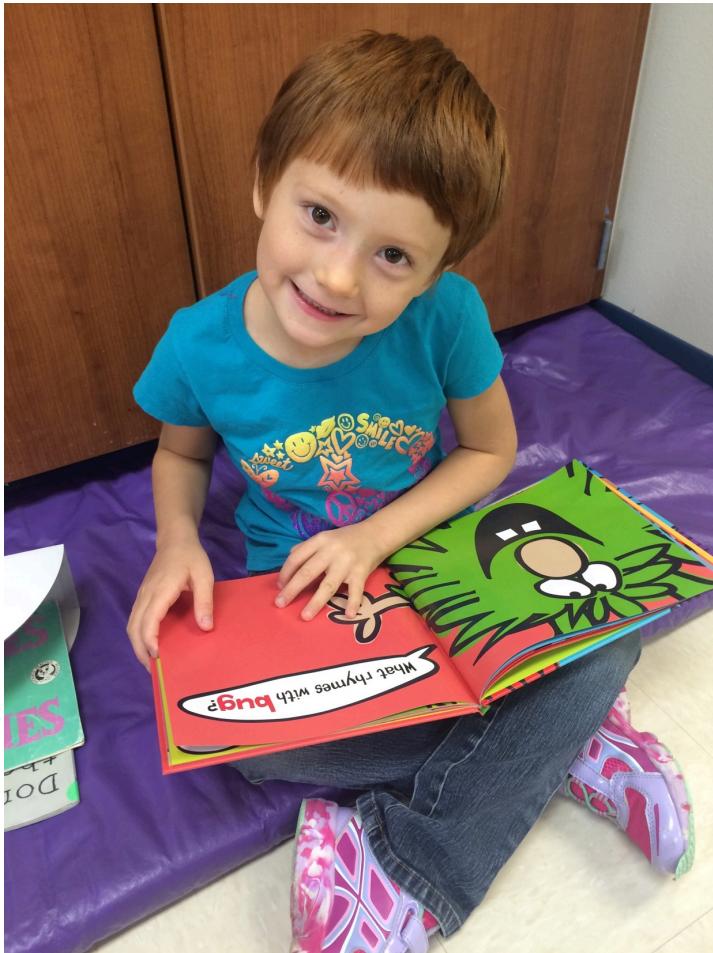
Graham ISD

# + Primary Questions



- Why are the years prior to 5 years old educationally significant?
- What are the effects of the additional hours of a high quality pre-k program on children's learning in literacy and math by the end of the year?
- Are the gains from pre-k sustained into kindergarten and beyond?
- What benefits are gained that are not directly associated with curriculum?
- Can Pioneer accommodate an increased population?
- What are the additional costs, staff , and other considerations?

# + Research on Brain Development

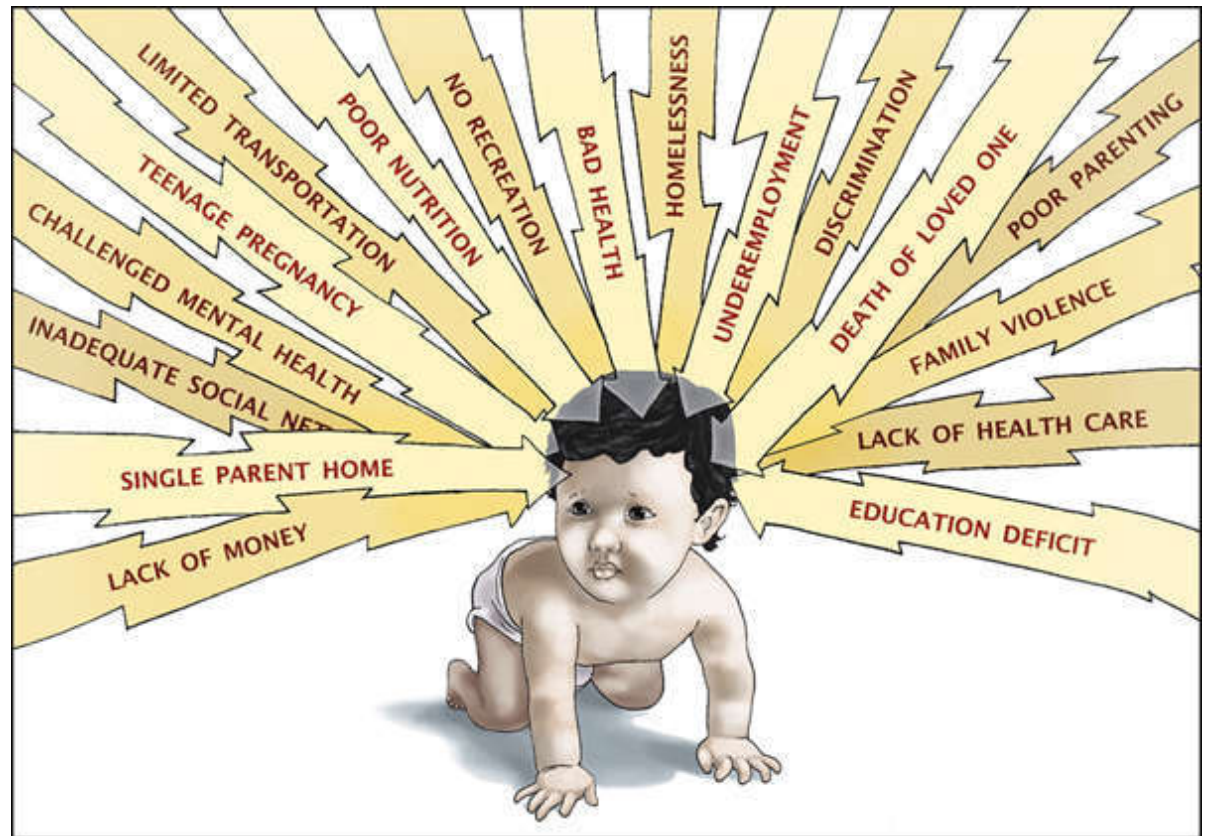


- Children are born ready to learn. They cultivate 85% of their intellect, personality, and skills by age 5. However, less than 4% of public investments on education and development have occurred by that time!
- New advances brain development show that the foundation of the brain during these early years is determined by the environment.
- Significant learning gaps are evident as early as 3 years old. But, with intervention can close achievement gaps.
- Vocabulary (a major component to building literacy) among children from low income homes is  $\frac{1}{2}$  that of children from average income homes. These gaps can be significantly reduced with early learning programs.

# + Research on Brain Development

- Toxic stress such as limited nutrition, unstable housing, & economic instability puts downward pressure on emotional growth and overall brain development.

- Specific impact with self regulation and the ability to pay attention are greatly improved with stable learning environments.



# + The Effects of Full Day Pre-K

- For a 4 year old brain to become highly developed for learning, repeated experiences are essential. These activities must include multiple sensory learning, small group learning, with a language rich environment.
- Program duration and intensity have a significant positive impact on social, emotional, verbal, math, and literacy skills among 4 year olds.



# + Effects of Full Day Pre-K



- Students from low income families who are typically behind at entry to pre-k can develop vocabulary, math, and literacy skills that are within national norms if provided a high quality extended day program.

# + The Effects of full-day Pre-K



- Gains are evident in both full and half day programs but the level and duration as well as the impact are significantly higher with full day programs.
- On average achievement gaps are documented to close by 5 or more standard points in both math and vocabulary.
- By first grade, gains continue to be supported with higher scores on more complex tasks such as reading comprehension and calculation.
- Overall, added hours of high quality pre-k are effective in closing achievement gaps.



# + What are the benefits outside of curriculum?

- Fewer retention rates in kindergarten and first grade
- Students more socially and emotionally ready for the academic demands of k-12 learning.
- Full day pre-K is tied to better attendance rates.
- Assist the community in meeting educational, social, and emotional needs of 4 year olds. (would in turn allow more entities to increase services to children under 4 years old).
- Long Term Cost Savings – National Institute for Early Education Research projected that in 2030 with no continuing federal support, every state except Idaho would spend less money on education from pre-K through grade 12 if they met the quality standards, operated for a full school day, and served all children under 200 percent of FPL.





# + Can Pioneer Accommodate an Increased Population?



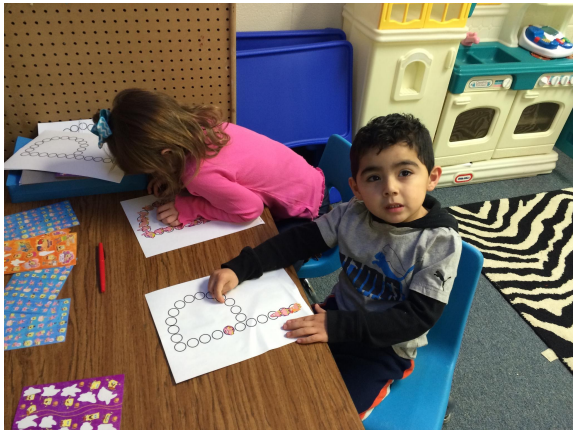
- Currently 3 unused classrooms
- Some flexible space is available for classroom use if necessary.

# + What are the costs?

- Additional Staff - \$215,000
- Professional Training – \$10,000
- Curriculum – \$30,000
- Classroom Furnishings –\$ 25, 000
- Miscellaneous Expenses – \$2,000
- Technology – \$18,000



# + Additional Staff



- At a minimum
  - 4 certified teaching staff
  - 4 Aides
- To increase the quality of our program we would see significant gains with a speech interventionist to serve the campus. As well as a sensory and fine motor skill interventionist to specifically work with low SES students within the pre-k program that come to school with significant deficits in motor ability and self-regulation.

# + Other Considerations

- Often times the target population for the program has to utilize various options throughout the day to meet their family needs.
- These pieced together alternatives often times counteract the efforts within any program of service that target long term learning.
- Examples:
  - ½ day pre-k, ½ day head start, in home care
  - ½ day pre-k, ½ day head start, after-school care day care
  - ½ day pre-k , ½ day day care
  - Deny ½ day pre-k due to the logistical constraints of the above options



# + Other Considerations

- Current public day care centers in Graham are operating at capacity and have waiting lists.
- There is only 1 option in town that offers full-day pre-k at a cost to the family. There is not a “free” option.
- Head-Start currently serves
  - 3 year olds – 8
  - 4 year olds – 32
    - 17 students not being served and on a waiting list

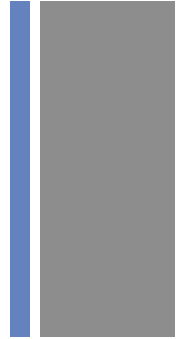


## + The Facts:



- The investments in early care and education are wiser than those made at any other age.
- The academic gains from pre-k are long lasting and do have an impact on all learners. Fewer resources such as readiness programs and special services are needed with students that have high-quality pre-k experiences.
- There is a long-term cost savings associated with early interventions provided in pre-k within high quality programs of education.
- There is an educational need in our community to serve more students in a 4 year old setting.

# + Resources



## **Expanding Access to Quality Pre-K is Sound Public Policy**

National Institute for Early Education Research

<http://nieer.org/sites/nieer/files/Why%20expanding%20quality%20PreK%20is%20a%20sound%20public%20policy.pdf>

## **Is More Better? The Effects of Full-Day vs. Half-Day Preschool on Early School Achievement: Executive Summary**

National Institute for Early Education Research

<http://nieer.org/resources/research/IsMoreBetter.pdf>

## **Association of a Full-Day vs Part-Day Preschool Intervention With School Readiness, Attendance, and Parent Involvement**

The Journal of the American Medical Association

<http://jama.jamanetwork.com/article.aspx?articleid=1938567>