

# Full Day Kindergarten Feasibility Study



## Committee Members

Timothy Van Tasel		Assistant Superintendent (Co-chair)
Mindy Wilkie		Memorial School Principal (Co-chair)
Scott Minnick		Parent & BOE Liaison
Joey Bauer		Literacy Specialist
Stacey Gibson		Kindergarten Teacher
Alicia Zingarella		Grade 3 Teacher

## Committee Member Presenters

Linda Sturm-Ribeiro		Parent
Belinda Trinks		Parent
Veronica Phelps		Director, My School Learning Center

# Full Day Kindergarten Feasibility Study



## *District Vision*

Preparing our students to be innovative, responsible,  
contributing members of an ever-changing global society

## *District Goal*

East Hampton Public Schools will engage all students in integrated  
curriculum that fosters essential life skills of critical thinking and  
reasoning, collaboration and communication,  
problem solving and innovation.

## *Feasibility Study Group Goal*

To study the feasibility of a Full Day Kindergarten program  
for the East Hampton Public Schools



# Presentation Agenda

- 📌 Introduction
- 📌 Purpose, Process, Timeline, and FDK Definition
- 📌 Kindergarten Research
  - 📌 Academic Needs
  - 📌 Social/Emotional Needs
  - 📌 Physical Needs
- 📌 State and District Reference Group Research
- 📌 Kindergarten and the Common Core
- 📌 Survey Results
- 📌 Program Comparisons
- 📌 Recommendations and Implications





# Purpose and Process

To research, study, and present the feasibility regarding Full-Day Kindergarten in East Hampton

- 📌 Identify best practices
- 📌 Review research and resources
- 📌 Examine exemplary programs
- 📌 Review data
- 📌 Survey stakeholders
- 📌 Consider impact
- 📌 Report on Kindergarten research
- 📌 Present finding to the East Hampton BOE



# Kindergarten Feasibility Study Timeline

- 🚩 October 21
- 🚩 November 4
- 🚩 November 18
- 🚩 December 2
- 🚩 December 3
- 🚩 December 12
- 🚩 December 16
- 🚩 January 6
- 🚩 January 7
- 🚩 January 16
- 🚩 January 18

Hanmer Elementary School, Wethersfield  
F.M. Kearns Primary School, Granby

Formal recommendation to the Board of Education  
regarding Full Day Kindergarten

January 27, 2014



# What is Full Day Kindergarten?

A **full day kindergarten** experience is defined as one that meets for a regular full day school schedule so as to provide **adequate time** to **educate the whole child** socially, emotionally, and academically

Children are the living message we  
send to a time we will not see.

—John W. Whitehead



# Research Findings –

A synthesis of findings surrounding Academic Needs

- ✦ Greater reading and mathematics gains
- ✦ Academically advantageous for at risk children; however, not all research shows long-term gains
- ✦ Greatest impact when provided with a strong Pre-Kindergarten through Grade 3 program
- ✦ Earlier identification, lower remediation, less retentions, and a decrease in special education referrals
- ✦ Increased time one-on-one and in small group instruction
- ✦ Greater student ownership for learning
- ✦ Increased opportunities for technology integration

# Full Day Kindergarten provides Academic Time for...

deeply exploring  
mathematics content

critical thinking skills  
and discourse

review and  
re-teaching  
of concepts

implementing  
effective teaching  
practices such as the  
Workshop Model



intervention  
programming

Increasing the  
volume of reading  
and writing





# Research Findings –

A synthesis of findings surrounding Social/Emotional Needs

- 📌 Increased opportunity for child initiated activities that foster:
  - Planning
  - Organizing
  - Strategizing
  - Attentiveness
  - Remembering
  - Time management
- 📌 Greater development of social and behavioral skills
- 📌 Greater opportunities to develop the whole child through the visual and performing arts and physical education
- 📌 Greater opportunity for involvement in school-wide activities (i.e. assemblies, school spirit, and PTO sponsored activities)

# Full Day Kindergarten provides Social/Emotional Time for...

developing trusting  
and supportive  
relationships with  
students

developing social  
skills and peer  
relationships



developing  
highly effective  
teacher/parent  
partnerships

engaging students in  
routines by  
decreasing hurried  
transition

More time for  
creative and  
developmental  
play





# Research Findings –

A synthesis of findings surrounding **Physical Needs**

- 📌 Increased opportunity to participate in **tactile** and **kinesthetic** classroom activities
- 📌 Creates the opportunity for **physical breaks** necessary for early childhood **attention spans**
- 📌 Opportunity for the development of **self-help skills** and **independence**
- 📌 Opportunity to incorporate **recess** into daily schedule
- 📌 Opportunity to provide OT/PT services within the classroom **without disruptions** to core instructional areas



# Full Day Kindergarten provides Physical Time for...

participating in fine  
and gross motor  
activities



developing  
physical stamina

meeting state guidelines  
of 20 minutes of  
physical exercise



# Site Visit Findings – Wethersfield and Granby

- 🔔 Time to implement a full schedule with all core instructional areas being addressed and met
- 🔔 Increased academic gains in reading and math district benchmarks
- 🔔 Increased stamina for academics
- 🔔 Ability to effectively implement workshop model
- 🔔 Ability to provide timely interventions
- 🔔 Ability to implement technology into teaching and learning
- 🔔 Ability to address the whole child (academic, social/emotional, and physical)
- 🔔 Increased parental relationships
- 🔔 Kindergarten students are more actively involved in the whole school community





# State and DRG Findings

DRG Districts with Full Day Kindergarten		DRG Districts with combination (full & half)	DRG Districts without Full Day Kindergarten
Berlin	2013-14	East Hampton	Shelton (Proposing)
Bethel	2010-11		Watertown
Branford	2007-08		
Clinton	2004-05		
Colchester	2013-14		
Cromwell	2006-07		
East Granby	2013-14		
East Lyme	2013-14		
Ledyard	2013-14		
Milford	2003-04		
Newington	2011-12		
New Milford	2011-12		
North Haven	2001-02		
Old Saybrook	1998-99		
Rocky Hill	2014-15		
Southington	2013-14		
Stonington	2013-14		
<b>* Wallingford</b>	<b>2014-15</b>		
Waterford	2007-08		
Wethersfield	2011-12		
Windsor	2011-12		



# Survey & Findings

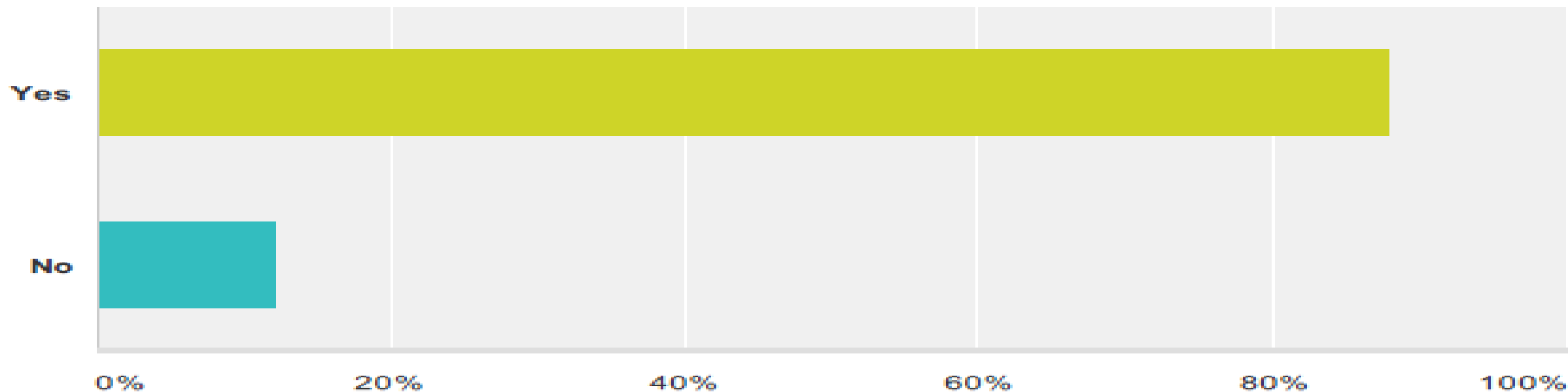
- 📌 Online survey on district website that was offered to preschool parents, as well as, current Memorial School parents
- 📌 468 survey responses (approximate 50% return rate)
- 📌 88% responded in favor of a full day Kindergarten choice

Questions	Responses rounded to the nearest whole
How long have you lived in East Hampton?	More than 6 years (75%)
The child I am referencing in this survey is at the following age level?	Between the ages of Birth – 6 (70%)
My child experienced (preschool)?	(81% total) (28% full day)
My child experienced (kindergarten)?	Have not yet experienced Kindergarten (37%)
Overall, I was satisfied with my child's Kindergarten Experience.	78% agreed
The Kindergarten program met the academic needs of my child.	71% agreed
The Kindergarten program met the social and emotional needs of my child.	70% agreed
The Kindergarten program met the physical needs of my child.	77% agreed
The Kindergarten program met our standards for a quality educational program.	67% agreed

# Survey Findings

**Q5 If full day Kindergarten was a choice for my child, I would have chosen it.**

Answered: 468 Skipped: 0



88% of respondents would have chosen a full day kindergarten option



# Some survey comments...

“If not available, I would send my child to a full day magnet program and consider she remain for her primary years.”



“The opportunity to have my child exposed to more focused learning and enrichment is too valuable to ignore.”



“This is the only option to prepare students for the amount of work they are expected to cover in first grade.”



“With the amount of information children are required to learn in this day and age, it is only fair to allow that child every chance to achieve the desired results.”



“A full day program is critical for a child’s social, academic, and emotional development.”



“The majority of children in our state have mandatory full day kindergarten classes and I feel like our kids who have half day classes are at a disadvantage.”



“My child will only attend East Hampton if full day is available.”





# K Connecticut Standards **Then.**

## K Common Core Standards **Now.**



### Math

- Then:

Count by rote to at least **30**.

- Now:

Count to **100** by **ones** and by **tens**.



### Reading

- Then:

Emergently "read" familiar books, i.e., **recognize** print and pictures **tell** the story.

- Now:

With prompting and support, **describe the relationship** between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).



# Kindergarten Time Allocations

## Daily Recommended CSDE Core Instructional Time Expectations

90 minutes for Balanced Literacy Block

60 minutes for Writing Workshop

60 minutes for Math Workshop

(210 minutes)

(CSDE Report 2011)

## Daily Current Half Day Kindergarten Core Instructional Time Allocations

45 minutes Reading and Writing Instruction

20 minutes for Math Instruction

15 minutes for Calendar (includes math and reading skills)

(80 Minutes)

# Program Comparisons

	Half Day	Full Day
Meeting/Greeting	10 Minutes	15 Minutes
Read-Aloud	20 Minutes	25 Minutes
Literacy Block	45 Minutes	120 Minutes (including a 30 minute whole group intro/check for understanding)
Math	20 Minutes (plus whatever time is spent on calendar activities during the meeting/greeting)	75 Minutes
Science/Social Studies	Incorporated into the read-aloud, as well as the small group instruction	30 Minutes (plus whatever time is incorporated into the read-aloud and small group instruction)
Special Area Classes	30 Minutes	40 Minutes





# 2013-2014 Current Kindergarten Program

3 classroom teachers for full day (22, 22, 21)

2 classroom teachers for (4) half day sessions (19, 19, 19, 19)  
(141 students)

## FDK Feasibility Study Committee Recommendation

**Full Day Kindergarten for all beginning 2014-2015**

**6 classroom teachers (20, 20, 20, 19, 19, 19)  
(117 students)**

### NESDEC Enrollment Projections

2014-2015 (117)

2015-2016 (141)

2016-2017 (150)

2017-2018 (146)

2018-2019 (142)

# Recommended Option- Enrollment Projection

## Full Day Kindergarten for ALL in 2014-2015

School Year	Total Number of Teachers	Kindergarten	Grade 1	Grade 2	Grade 3
Current year 2013-2014	26 T	5 Teachers 141 Students  3 Full Day Sessions (3T)  4 Half Day Sessions (2T)  Class size 19-22	7 Teachers 156 Students  Class size	7 Teachers 162 Students  Class Size	7 teachers 138 Students  Class Size
2014-2015	27 T	6 Teachers 117 Students 6 Full Day Sessions  Class size 19-20	7 Teachers 142 Students  Class Size 20	7 Teachers 160 Students  Class size 22-23	7 teachers 162 Students  Class Size 23
2015-2016	27 T	7 Teachers 141 Students  Class size 20	6 Teachers 119 Students  Class Size 19-20	7 Teachers 143 Students  Class Size 20-21	7 Teachers 159 Students  Class Size 22-23
2016-2017	27 T	7 Teachers 150 Students  Class Size 21-22	7 Teachers 144 Students  Class Size 20-21	6 Teachers 119 Students  Class Size 19-20	7 Teachers 142 Students  Class Size 20-21
2017-2018	27 T	7 Teachers 146 Students  Class Size 20-21	7 Teachers 153 Students  Class Size 21-22	7 Teachers 145 Students  Class Size 20-21	6 Teachers 118 Students  Class Size 19-20

# Alternative

## B

Partial implementation for 2014-2015

4 classroom teachers for full day (20, 20, 20, 20)

1 classroom teacher for (2) half day sessions (19, 18)  
(117 students)

Full implementation for 2015-2016

7 classroom teachers for full day (20, 20, 20, 20, 20, 20, 21)  
(141 students)





# Cost Analysis – FDK For All

		SY 2014-2015		SY 2014-2015	
Expenses	FTE	With Current Program	FTE	With Recommended Program	Difference
Transportation		56,934		0	(56,934)
Staffing (Salary & Benefits)					
Teachers	5	473,805	6	551,157	77,352
Paraeducators	2	89,465	3	127,641	38,176
Curriculum PD		0		2,000 (2014-2015) 0 (2015 – future)	2,000
Furniture, Equipment & Supplies					
One time (estimated)		0		5,000	5,000
Facilities		0		0	0
Total Net Cost		620,204		685,798	
Net budget impact (2014-2015)					65,594
Net annual budget impact					58,594



# Full Day Kindergarten Program Evaluation

📌 Monitoring and analysis of Kindergarten benchmark assessment results



📌 Monitoring and analysis of student intervention data



📌 Analysis of qualitative program feedback

# Questions?



“There is always one moment in childhood when the door opens and lets the future in.”

- Deepak Chopra