

# Full Day Kindergarten Exploration

Spring 2016



# Kindergarten Models

**We inquired with 13 comparable school districts regarding their current Kindergarten model with the following questions:**

1. What is the district's current Kindergarten model and involved fees?
2. If the district has Universal FDK, when was it implemented?
3. Does the district have a unique model and/or scheduling aspects?
4. Is the district currently considering changes to the model?

# Kindergarten Models

## **Summary of Comparable Communities:**

- 6 towns have Universal FDK (Brookline, Concord, Lincoln, Sudbury, Wellesley, Weston)
- 6 towns have TDK with fee-based FDK option (Acton, Belmont, Boxborough, Carlisle, Sharon, Winchester). Carlisle and Winchester are looking to move to Universal FDK.
- 1 hybrid model (Newton): A and B groups; each has three half days and two full days but afternoons are smaller group with no teaching assistant

# Parent Survey (189 from K-5)

Of the 86 parents whose children attended FDK, 99% would make the same choice again.

- More time is beneficial for students given the pace and expectations of what kindergarteners are expected to learn before entering first grade.
- When teachers aren't rushed, there is more time to attend to children's social, emotional, and physical needs.
- Many children have already attended a full day program in preschool.

Of the 75 parents whose children attended TDK, only 53% would make the same choice again. Of the other 47%, many cited that if FDK was available at no extra cost, they would choose FDK.

# Parent Survey (142 Pre-K Parents)

88% of the parents surveyed stated they would choose FDK. Of those, 77% based their decision on the fact that their child is currently in a full day preschool program and felt that TDK would be a step backwards. Other reasons cited for choosing FDK included:

- Longer day allows for more time for curriculum and opportunities for social interaction.
- I regret the decision to do traditional day with my first child.
- Structure of full day allows to break up the learning more; Traditional day is too compressed and rushed.
- Seems to be more of the current model in MA.
- Child will benefit from stimulation, structure, and pacing of the longer school day.
- Both parents work and it suits that schedule best.

The following statement was echoed by many parents on both surveys:

A 5+ year “trial” program is far too long. Debating this issue each year causes uncertainty and stress among parents of kindergarteners. It causes a class divide in the town between who can afford and who can’t? Who wins the lottery and who doesn’t.

# Staff Survey (56 respondents K-5)

- In any given year, 60% are unaware which students attended FDK versus TDK
- 18% do not see a noticeable difference in the social-emotional development between the two groups
- 65% are unsure about a difference in the social-emotional development between the two groups
- 10% do not see a noticeable difference in the academic preparedness
- 72% are unsure about a difference in the academic preparedness

# Staff Survey

- 85% believe Wayland should offer free universal FDK:
  - Equity for all students, accessibility for all families
  - Other districts provide free FDK
  - With increased academic standards, students would benefit from more time learning how to be a student
- There is significant concern that whatever the program, kindergarten should be developmentally appropriate and should offer opportunities for play and exploration
- There is significant support for continuing to offer a traditional day, even if Wayland offers free universal FDK

# Is there a difference in academic outcomes dependent on enrollment in TDK or FDK?

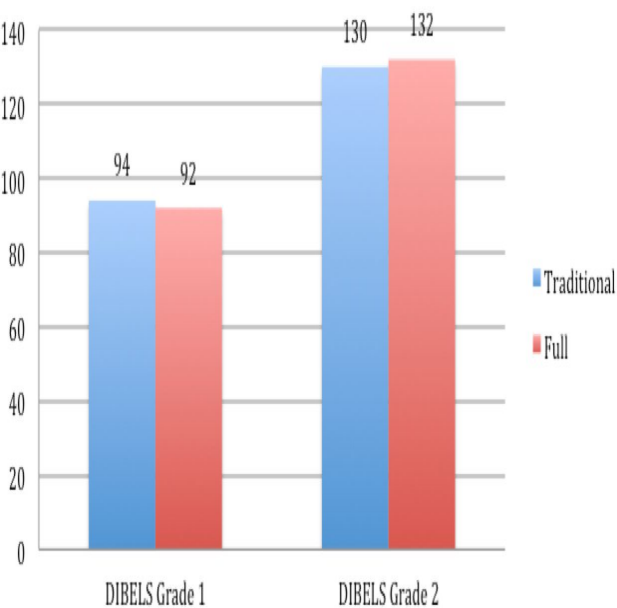
- GMADE, GRADE and DIBELS data were gathered from students who attended kindergarten in Wayland and are now currently attending Grades 1 through 5.
- Data from students who attended TDK and FDK were compared.
- No statistically significant differences were found.
- Attending FDK or TDK had no significant impact on academic outcome as measured by GMADE, GRADE and DIBELS.



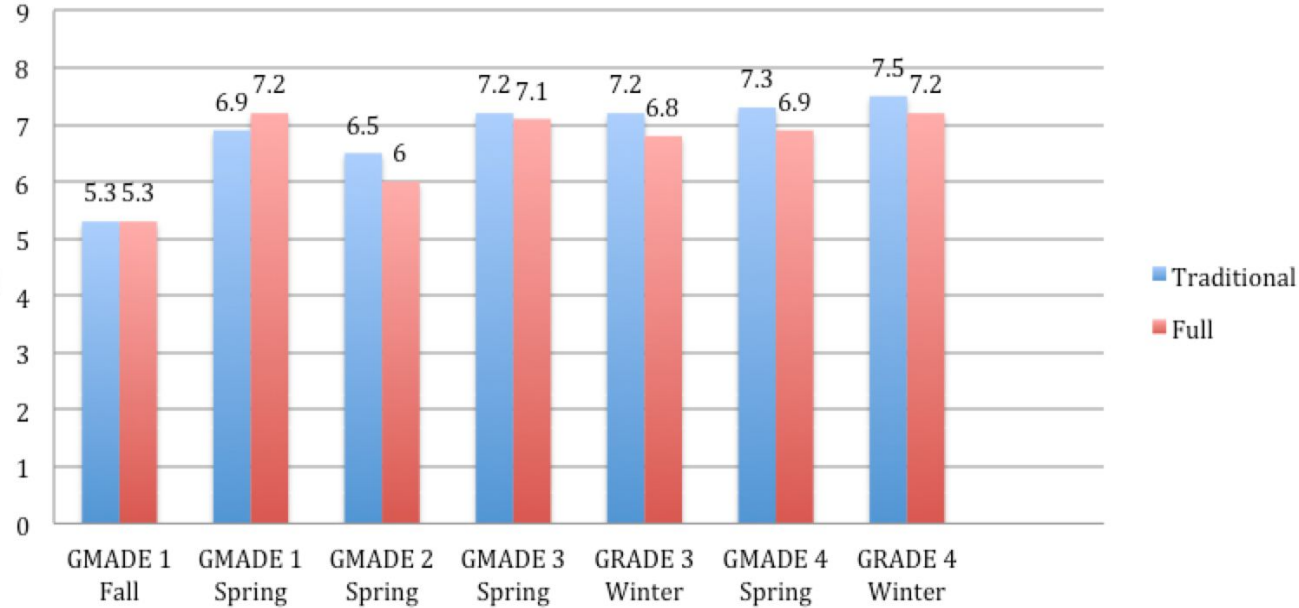
# Academic Outcomes

## Data Comparison of Current Grade 5

### DIBELS Data Class of 2023



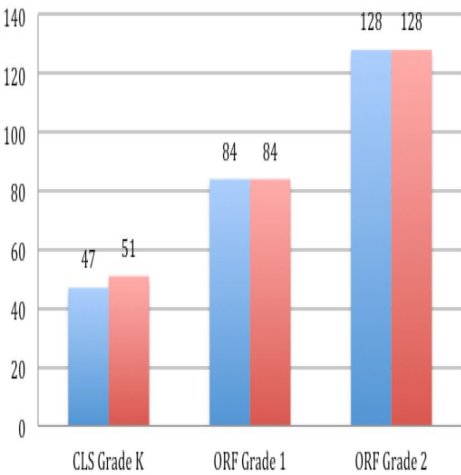
### GMADE and GRADE Data Class of 2023



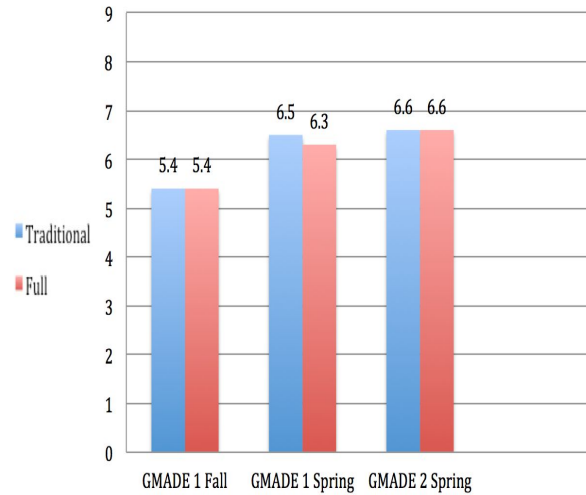
# Academic Outcomes

## Data Comparison of Current Grade 3 and Grade 1

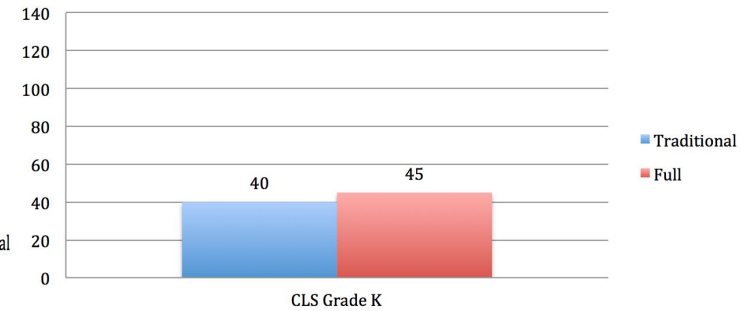
### DIBELS Data Class of 2025



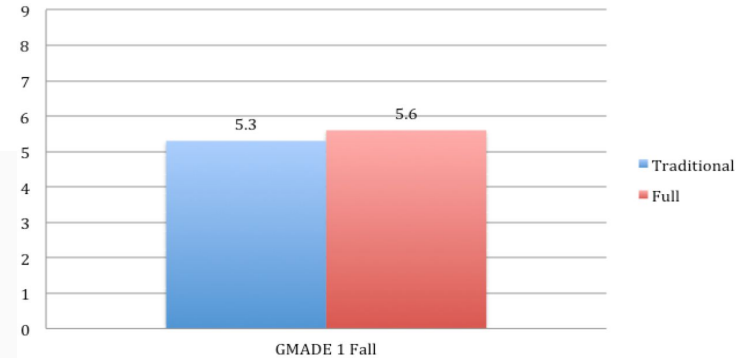
### GMADE Data Class of 2025



### DIBELS Data Class of 2027



### GMADE Data Class of 2027



# Financials

## **Paying for Universal FDK - Estimated Costs and Savings**

|  |                   |
|--|-------------------|
| Direct Costs - Teachers & Assistant Teachers (Wages/Fringe/OPEB) | \$470,000         |
| Indirect Cost Allocations - Personnel and Non-Personnel          | \$ 87,000         |
| Bus Savings- 4 mid-day buses                                     | <u>(\$41,000)</u> |
| Total Net Cost   | \$516,000         |

# Financials

## **Funding Universal FDK - Projected Sources and Amounts of Funding**

|   |    |                        |
|---|----|------------------------|
| Additional Chapter 70 Funding                     | \$ | 0                      |
| Potential DESE FDK Planning/Implementation Grants | \$ | 30,000                 |
| Town Meeting Appropriation                        |    | \$486,000 to \$516,000 |

# Curriculum Implications

| <u>Curriculum</u>   | <u>TDK</u>                   | <u>FDK</u>   |
|---|------------------------------|--|
| New Social Emotional Learning Standards, June 2015          | Significant Time Constraints | Flexibility and Ability to Integrate Activities and Meet Standards |
| Anticipated Digital Literacy and Computer Science Standards | Significant Time Constraints | Flexibility and Ability to Integrate Activities and Meet Standards |

# Factors for Consideration

- Balance of Social and Emotional Well-being of Students with Increased Curriculum Demands
- Equity
- New Social Emotional Standards Require Additional Teaching Time
- New Digital Literacy and Computer Science (STEM) Standards Require Additional Teaching Time
- Importance of Families Having a Choice that is Not Impacted by Financial Restrictions
- Continued Need for the Kindergarten Curriculum to be Developmentally Appropriate