

**Universal Full Day Kindergarten**  
*Whitman-Hanson Regional School District  
January, 2012*

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**Kindergarten is Important!**  
*Vocabulary, as assessed in first grade, can predict more than 30% of grade 11 reading comprehension.*  
  
*Biemiller (2001, 2005)*

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**Current Kindergarten Program**

- Four full-day kindergarten classrooms and nine half-day kindergarten classes*
- Full-day kindergarten is supported by tuition paid by families*
- Proposal: full-day kindergarten for all age-eligible students at no cost to families*

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### Benefits of Full-Day Kindergarten

- *Students have more time to learn skills and concepts included in kindergarten curriculum* (Elicker & Mathur, 1997; Hough & Bryde, 1996; Martinez & Snider, 2001; Wahlstrom, Michlin, & Hansen, 2007)
- *Children have more opportunities for student-centered learning* (Wahlstrom, Michlin, & Hansen, 2007)

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### Benefits of Full-Day Kindergarten

- *Increased school readiness*
- *Increased student achievement* (Lee, et al., 2005; Wahlstrom, et al. 2007; US DOE, 2007)
- *Greater confidence*
- *Improved social skills* (Lee et al., 2005)
- *Increased vocabulary*

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### School Readiness

*Students in full-day kindergarten tend to:*

- *be better prepared for primary grades* (Wahlstrom, et al, 2005; WestEd, 2005)
- *handle transitions more easily* (WestEd, 2005)
- *show gains in socialization skills / understand how to do school* (Lee, et al, 2005; Wahlstrom, et al, 2007; WestEd, 2005)

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### Student Achievement

*Students in full-day kindergarten:*

- *demonstrate greater learning in reading and math* (Lee, et al, 2002; NCES, 2004; Wahlstrom, et al, 2007)
- *are more likely to reach grade level without repeating a grade* (Viadaro, 2002; WestEd, 2005)

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### Greater Confidence

*Students in full-day kindergarten:*

- *are more likely to approach teacher* (Cryan, et al, 1992)
- *are less likely to express shyness* (Cryan, et al, 1992)
- *exhibit more independent learning, more reflection on learning* (Cryan, et al, 1992)

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### Language Proficiency

*Students in full-day kindergarten:*

- *have more opportunities for social interaction and use of language* (Elicker & Mathur, 1997; Hough & Bryde, 1996; Marinez & Snider, 2001)
- *demonstrate enhanced language development* (WestEd, 2005)
- *show significantly greater progress in language proficiency* (Caldwell, 1989; Clark, 2001; deCosta, 2001; Nielsen & Cooper-Martin, 2002)

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### Do Benefits Last?

- . Yes! Multiple studies indicate that higher academic achievement persists over time, as demonstrated by classroom participation and performance as well as scores on standardized tests.*

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### Any concerns?

- . Demands on children: studies show that children not only handle full-day kindergarten, but thrive there*
- . Parents report that children experience less stress and less frustration*
- . Consistent schedule reduces transitions and stress*

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### Estimated First Year Cost

- . increase number of kindergarten teachers: additional 4.5 positions: \$305,028*
- . increase number of kindergarten paraprofessionals: additional 4.5 positions: \$150,939*
- . furniture and equipment: \$14,814*
- . curriculum materials: \$20,150*
- . reconfigure special subject teacher schedules*

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### Cost Savings?

#### Transportation

- Eliminate current mid-day bus routes, save: \$51,660

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### Finances

- elimination of tuition vs. chapter 70:
- tuition: \$325,769
- chapter 70: \$300,000 with one year lag
- first year cost greater than future years

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### Total Cost First Year

- Personnel: \$455,967
- Equipment + supplies: 34,964
- Loss of Revenue: Tuition 325,769
- Total = \$816,700
- Save transportation -51,660
- Total Year One = \$765,040

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### Future Costs / Savings

• *Year one cost reduced by Chapter 70 =  
\$765,040 - 300,000 = \$465,040*

• *(based on current figures)*

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### Long-term Benefits of Kindergarten:

- *March 2011, 50-state, 50-year, large-scale (almost 25,000 observations) multivariate study*
- *Hispanic children 17% less likely to be below grade-level for age*
- *5% higher wages as adults*

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### Long-term Benefits of Kindergarten:

- *15,200 dropouts in Massachusetts*
- *\$4 billion lost wages and productivity in ONE CLASS*
- *\$363.5 million in medical care*
- *\$115 million PER YEAR SAVINGS from a FIVE PERCENT REDUCTION IN MALE DROPOUT RATE*

*Source: Alliance for Excellent Education, 2009, www.all4ed.org*

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## Conclusion

*Full-day kindergarten for all age-eligible students - at no cost to families - would benefit children and families of Whitman and Hanson now and in the future.*

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Thank you!

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