

Full-Day Kindergarten

The Budget Committee is opposed to implementing full-day kindergarten in the coming year:

- Studies on the benefits of full-day kindergarten are mixed.
 - Some studies indicate increased scores through grade 3, while others show no benefit.
 - Many of the studies show a leveling off of benefits by 3rd grade.
- In a comparison of similar NH school districts with full-day vs. half-day kindergarten, there was little difference in subsequent test scores. (In fact schools with a half-day program actually did slightly better.)
- The decision to implement full-day kindergarten is effectively a long-term commitment, with a corresponding long-term impact on costs.
- State subsidies for full-day kindergarten are guaranteed for the first year only. After that, state subsidies could be reduced or eliminated.
- The full-day program would limit options for half-day kindergarten for parents who prefer that option.

Kindergarten Scenarios

	Assumption	Scenario #2	Scenario #3	Scenario #4
	As Proposed	Fewer students in year 1	No subsidy in future years	No subsidy + fewer students
Current number of students	31	31	31	31
Projected number of students	40	31	40	31
Increase over half-day enrollment	9	0	9	0
GROSS Incremental Cost of Full-Day Kindergarten	\$ 117,745	\$ 46,803	\$ 117,745	\$ 46,803
Additional State Subsidy for half-day	\$ 16,200	\$ -	\$ 16,200	\$ -
Additional State Subsidy for full-day	\$ 44,000	\$ 34,100	\$ -	\$ -
NET Incremental Cost of Full-Day Kindergarten	\$ 57,545	\$ 12,703	\$ 101,545	\$ 46,803
Tax Rate Impact: Lyndeborough	0.08	0.02	0.14	0.07
Tax Rate Impact: Wilton	0.09	0.02	0.16	0.07
Tax Impact: Lyndeborough home valued at \$235k	\$ 18.80	\$ 4.15	\$ 33.17	\$ 15.29
Tax Impact: Wilton home valued at \$208k	\$ 18.72	\$ 4.13	\$ 33.03	\$ 15.23
Assumptions: furniture costs do not recur after year 1, but these are offset by increases in payroll & benefits.				

Comparison of 3rd grade test scores for towns in NH served by 1 elementary school:

Comparable districts with half-day kindergarten:

	15-16 % proficient		16-17 % proficient	
	READING	MATH	READING	MATH
Atkinson	65%	58%	68%	54%
Auburn	55%	53%	73%	82%
Brentwood	86%	77%	66%	63%
Brookline	85%	75%	78%	86%
Chichester	67%	57%	72%	76%
Danville	59%	70%	96%	81%
Easton	77%	73%	74%	No record
Epping	56%	72%	57%	No record
Epsom	69%	51%	65%	44%
Farmington	48%	45%	68%	52%
Franconia	77%	73%	74%	No record
Greenland	76%	76%	91%	91%
Henniker	40%	72%	66%	79%
Hollis	86%	88%	64%	71%
Hooksett	61%	54%	61%	68%
Litchfield	71%	77%	54%	68%
Lyme	64%	64%	83%	72%
Middleton	No Record	No Record	32%	21%
Northfield	43%	33%	53%	31%
Northwood	62%	31%	47%	61%
Nottingham	61%	73%	60%	59%
Raymond	45%	47%	59%	62%
Sanbornton	75%	71%	62%	53%
Sandown	63%	87%	73%	81%
Weare	60%	62%	54%	65%
AVERAGE	65%	64%	66%	65%
WLC	52%	52%	81%	76%

Comparable districts with full-day kindergarten:

2014-15		
	Reading	Math
Wilton-Lyndeborough	41%	50%
Sunapee	48%	52%
Moultonborough	66%	62%
Sanborn	58%	68%
Interlakes	55%	54%
Jaffrey-Rindge	67%	62%
White Mountains	55%	53%
Average	58%	59%

2015-16		
	Reading	Math
Wilton-Lyndeborough	52%	52%
Sunapee	81%	70%
Moultonborough	50%	64%
Sanborn	60%	59%
Interlakes	56%	54%
Jaffrey-Rindge	69%	67%
White Mountains	55%	55%
Average	62%	62%

Full-day kindergarten is failing our children

A closer look at Ontario's \$1.5-billion-a-year full-day kindergarten experiment

Charlie Gillis
October 31, 2013



Kai Pfaffenbach / Reuters

When German educator Friedrich Fröbel opened the world's first kindergartens in the mid-1800s, he frequently found himself at odds with suspicious government officials. Prussia, for example, banned his schools in 1851, characterizing them as hotbeds of socialist subversion and radicalism.

<http://www.macleans.ca/general/why-full-day-kindergarten-is-failing-our-children/>

Not only did most children not receive a distinct advantage from spending all week at school, the results for many were lower than if they'd stayed in the old half-day system.

"To be clear, some children appear to have done worse with [full-day early learning kindergarten]," the report states. The biggest failings were in the categories of emotional maturity, communication skills and general knowledge. This aligns with complaints that full-day programs impede the social and emotional development of some children by removing them from familial care too early.

Special-needs kids did particularly poorly. "The children with special educational needs showed superior outcomes on the measures of social competence and emotional maturity in non-[full-day early learning kindergarten] programs," the researchers found, calling for more investigation into this troubling result. It's a far cry from declaring the whole thing "life-changing" or "nothing short of incredible."

It is worth noting that even those gains identified for some kids are likely to be temporary, a phenomenon that's been identified in numerous other studies.

Full-Day Kindergarten Effects on Later Academic Success

SAGE Open
1-11
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DOI: 10.1177/2158244012442677
<http://jgo.sagepub.com>
SAGE

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Abstract

The purpose of this research was to investigate full-day kindergarten, as a means of improving later academic achievement. A total of 208 students who had continuous enrollment for three consecutive school years from a school district in southern California participated in the study. The sample contained 165 students who had attended the traditional half-day kindergarten program with 43 attending a hybrid all-day kindergarten program. All students were administered the California Standardized Testing and Reporting (STAR) assessment and the California Achievement Test 6th Edition (CAT 6) survey exams. Using stepwise multiple regression, several independent variables were introduced into the regression equation to obtain a Prediction Model of Student Success. The English language arts and math scores of the California STAR Assessment were used as the dependent variable separately. A significant model was not developed. Using an independent-sample T Test procedure, comparing the two groups, was also performed revealing that there were no significant differences in students who attended the all-day kindergarten program and students who attended a traditional kindergarten program.

Keywords

full day, kindergarten, achievement, success

Introduction

Full-day kindergarten is becoming the norm in elementary schools across the country. In fact, many education experts

kindergarten (Kauerz & McMaken, 2003). However, in some instances where districts offer traditional half-day kindergarten, parents are willing to pay the difference to enable districts to provide a full-day program.

<http://journals.sagepub.com/doi/pdf/10.1177/2158244012442677>

Discussion and Conclusion

Hypothesis 1 is accepted; there is not a significant difference in language arts achievement as measured by the California Standards assessment between students attending an full-day kindergarten program and those students who attended a traditional half-day kindergarten program. Hypothesis 2 is accepted; there is not a significant difference in math achievement as measured by the California Standards assessment between students attending a full-day kindergarten program and those students who attended a traditional half-day kindergarten program. Hypothesis 3 is accepted, attendance in a full-day kindergarten program is not a predictor of achievement in second-grade students.

Full-Day versus Half-Day Kindergarten: In Which Program Do Children Learn More?

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Do children learn more in full-day kindergartens than half-day programs? If full-day kindergarten increases learning, are kindergartners in some schools particularly advantaged by their full-day experience? We address these questions with a nationally representative sample of over 8,000 kindergartners and 500 U.S. public schools that participated in the Early Childhood Longitudinal Study—Kindergarten Cohort. More than half of kindergartners experience full-day programs, which are most commonly available to less-advantaged children. Using multilevel (HLM) methods, we show that children who attend schools that offer full-day programs learn more in literacy and mathematics than their half-day counterparts. We also explore differential effectiveness in some school settings.

Introduction

A major national concern is whether all schoolchildren, regardless of their social and educational backgrounds, have equal access to our nation's most effective educational programs. We know that children do not arrive at the doors of their schoolhouses on an equal footing (Alexander and Entwisle 1988; Comer 1988; Duncan et al. 1998; Entwisle et al. 1997; Lee and Burkam 2002;

American Journal of Education 112 (February 2006)
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0195-6744/2006/11202-0001\$05.00

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Table 1. Characteristics of Kindergarten Children in Half-Day and Full-Day Schools

	Half-Day Kindergarten (standard deviation)	Full-Day Kindergarten (standard deviation)
Unweighted sample size	3,855	4,600
Weighted percentages	44.3	55.7
Average SES	.14***	.13
	(.72)	(.75)
Average age (months)	66.0	66.6***
	(4.3)*	(4.2)
Average fall math score	20.2***	19.0
	(7.1)**	(6.8)
Average spring math score	28.0*	27.6
	(8.4)	(8.5)
Average fall literacy score	22.3***	21.6
	(8.3)**	(7.7)
Average spring literacy score	31.8	32.0
	(9.8)	(9.9)
Average days between testing	185	187**
	(21.2)*	(20.8)

NOTE: significance levels are indicated on the larger of the two numbers.

* $p < .05$; ** $p < .01$; *** $p < .001$.

The authors claim that children who attend schools that offer full-day programs learn more in literacy and mathematics in that year than their half-day counterparts. However, **the data they present do not tell that story**. The differences in scores from fall to spring for math and literacy look almost identical, as is highlighted in Table 1 (table 2 in the article).

<https://www.schoolchoicenh.org/2017/04/06/full-day-vs-half-day-kindergarten/>