

MOORHEAD AREA PUBLIC SCHOOLS
KINDERGARTEN TASK FORCE
RECOMMENDATION REPORT

Submitted to
Dr. Larry P. Nybladh, Superintendent

April 14, 2008

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Background

In 2007, the school district engaged in a strategic planning process. One outcome of the strategic planning process focused on exploration of the efficacy and feasibility of all-day, everyday kindergarten as a program option for Moorhead Area Public Schools. The school district currently offers a half-day, everyday kindergarten program in each of the district's three elementary schools. In December of 2007, Dr. Larry P. Nybladh, Superintendent, established and convened a Kindergarten Task Force. The task force was composed of central office administration, school board members, building administrators, parents, kindergarten teachers, and early childhood and early intervention specialists.

The task force began meeting on December 5, 2007, with meetings held nearly each week until March 4, 2008. The Kindergarten Task Force was charged with the responsibility of exploring the efficacy and feasibility of all-day kindergarten as a program option for Moorhead Area Public Schools. Emphasis was given to the following goals:

Goal 1

Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.

Goal 2

Determine the budgetary considerations of all-day kindergarten.

Goal 3

Determine the impact of early childhood intervention/readiness collaborative programs.

Beginning December 2007, members of the Kindergarten Task Force studied research on educationally appropriate kindergarten programs and practices. Task force members read research articles, searched the Internet for relevant information, and explored with staff and community members questions and concerns. In addition, members considered data from previous programs in Moorhead Area Public Schools including all-day kindergarten pilots and collaborative programs, programs available in the area and those offered statewide. State statutes, regional and national perspectives, local demographic data and availability, funding costs and possible options, curriculum needs, space and other requirements for kindergarten were also reviewed by the task force.

Discussion of Options Considered

Initially, there were many options considered by the Kindergarten Task Force. The committee began by discussing six different options. The options were:

1. Full-day everyday kindergarten throughout the year funded with a combination of general revenue and parent contribution (parental choice of full day everyday or traditional half day).
2. Full-day, everyday kindergarten throughout the year or full day, four days per week with no parent paid tuition (parental choice of full day everyday or traditional half day).
3. Full day, three days per week.
4. Full day, alternative days.
5. Full day with Title I funding.
6. Half day daily.

The committee considered three kindergarten program model options in the final recommendation phase. These options were:

- 1) the status quo – half-day program,
- 2) a full-day, 5-days-a-week program staffed by the same kindergarten teacher throughout the entire day,
- 3) a full-day, 5-days-a-week program staffed by a kindergarten teacher for half a day and another teacher (paraprofessionals, early childhood family education teachers, licensed childcare providers) for the other half of the day.

Committee members were asked to rate each of the three models as the preferred option (p), acceptable option (a), or unacceptable option (u). The current half-day model was considered an acceptable model by a majority of the task force members. Some expressed a desire to keep a half-day program as an option for parents. However, a half-day program was not the “preferred” option for anyone on the committee.

The full-day option in which students spent half days with a kindergarten teacher and half days with another teacher had support by some committee members. However, the preferred model was the full-day 5-days-a-week program staffed by a licensed kindergarten teacher throughout the entire day. Disagreement among the committee centered on whether or not the program could be fee based. Some believed a full-day option ought to be offered, even if it needed to be fee based. Other task force members noted a preference for a fully funded program for reasons of equity and equal access rather than a fee-based program.

Summary of Findings and Discussion

The initial meeting of the task force included a review of perceptions and perspectives. The discussion centered on the demands in today’s kindergarten classrooms:

- There is added curriculum, higher-level curriculum and assessment time.
- The day seems more scheduled and rushed, which may lead to feelings of frustration for some teachers and students.
- There is more difficulty in reaching the wide span of needs of all levels of learners.

Moorhead kindergarten teachers presented potential schedules for all-day everyday kindergarten. Times included in the sample schedules were reading, unit time, center time, recess, music, story, time for social studies and science, and quiet time. Samples of those schedules are included in the appendices.

Other ideas discussed by the task force included childcare options versus more educational time, collaboration needed between licensed teachers and childcare providers or paraprofessionals, and the incorporation of more curriculum or enhanced time on established curriculum, the need to provide meals, physical activity and the possible addition of music and art.

The task force committee spent two weeks researching literature on the strengths and challenges posed by all-day kindergarten and the effect on emotional, academic and social growth. The complete report is included in Appendix A.

A parent survey was also drafted. It was intended to garner the perspectives of parents as they were registering their child for kindergarten fall 2008. The results of the survey are found in Appendix C.

Summary of the Research

Summary of Goal 1:

Research on the short/long-term academic, social and emotional benefits of all-day kindergarten.

The committee reviewed the research on all-day everyday kindergarten. There was general concern about the research in that it was difficult to compare results since all variables were not defined the same way. Additionally, there is concern that the research from one type of all-day program (all-day academic versus half-day plus childcare) may not be generalizable to the other type of program. The committee distilled the findings in three areas: emotional, social, and academic. Strengths and challenges were found in each area.

The task force found students gained many positive emotional effects from all-day, everyday kindergarten. Students from all-day programs were generally more successful at school, had a better attitude, and showed better personal development. Teachers reported that a longer school day allowed for more individualized instruction and more time for active learning.

Alternately, an all-day program creates some challenges. One concern is student readiness for an all-day program. Some children are not emotionally ready and experienced transition issues. Parents of students are also concerned about readiness. Finally, some research suggests the long-term emotional/social benefits of all-day kindergarten may disappear by second grade.

Research shows academic benefits for students in all-day kindergarten programs. Students in all-day programs are more likely to spend time on math, science and social studies than those in half-day programs allowing for more in-depth exploration of material. Students in full-day programs showed higher academic achievement and lower grade retention. Additionally, achievement was greater for certain student sub-groups. Research indicates that the long-term benefits of all-day, everyday kindergarten may wane during the primary grades (1-3).

Research shows both strengths and challenges related to the social development of students in all-day programs. Recent studies find students in full-day kindergarten show significantly higher progress in learning social skills and for first grade readiness. (Earlier studies found no difference and in one case, the reverse effect.) Generally, students in all-day programs had more time to develop conflict resolution, problem solving, communication and cooperation. Also, they exhibited a greater sense of independence, higher self-concept, better first grade readiness, and a greater degree of active engagement in learning.

Alternately, there are challenges associated with an all-day program. The research discusses the challenges of instituting a developmentally appropriate curriculum. Additionally, research suggests that it is not the length of day but the quality of the teacher that may account for differences among students.

In summary, all-day, everyday kindergarten offers students many benefits but not without some valid concerns. Noting these concerns is important for the recommendation and design of any type of all-day program.

Summary of Goal 2: Budget/Facility Considerations

Budgetary considerations would include many variables such as staffing levels and facilities. A full-day, everyday program for all students, for example, would require the addition of up to nine classroom teachers, additional staffing in the areas of music, physical education, special education and art. Under this scenario, annual staffing costs would increase by more than \$600,000 with additional costs for capital expenses such as construction of classrooms or leasing arrangements with non-school district entities.

An in-depth, objective study of existing facilities must still be conducted. It is possible that the district's elementary schools currently lack the capacity to house an all-day, everyday kindergarten program. Potentially, up to nine additional classrooms would be needed, assuming current enrollment levels, to house an all-day kindergarten program. Facility considerations also include the availability of space in media centers, gymnasiums, cafeterias, and other commonly used spaces. The district does have the ability to levy annually to obtain the funds required to lease additional instructional space. A voter-approved bond referendum would likely be required to provide adequate revenue to construct additional district-owned instructional space.

Other areas of district operations that may be impacted by a change to our current kindergarten program include transportation, building-level administration, and increased demand on the food services program and the health offices. Supplies, equipment and materials costs would also likely increase on an annual, ongoing basis.

Summary of Goal 3: Impact on Early Childhood Intervention/Readiness Collaborative Programs

The Kindergarten Task Force completed and reviewed a survey of information shared from childcare centers, public schools, and private schools.

A phone survey was conducted of 14 programs that offer full-day kindergarten in the region. Five parochial schools were surveyed, along with three Minnesota public schools. Six private schools and daycare centers were also surveyed.

The following information was gathered from the telephone survey.

Plans for future or current programming:

- Eleven sites plan to offer full-day kindergarten next fall.
- One private school/daycare will not offer full-day kindergarten due to low interest.
- Two other (Fargo based) parochial schools are considering the potential impact of the North Dakota Legislative initiative to provide free public all-day kindergarten.

Information on the schedule and day:

- School start time ranges from 8:00-8:45 a.m. End times range from 2:30-3:30 p.m.
- The length of day is at least 6.5 hours for students.
- Eleven programs offer first grade. Of these programs, managers estimate that they lose between the lowest, 3% to highest, 85% of their students to public schools the year after kindergarten.

Financial and other considerations:

- Cost per child per school year ranged from \$0 (school referendum) to \$4,815 per year.
- Program size ranged from 6 children to 100 children.
- Three of the 14 programs currently serve children whose first language is not English.
- Seven of the 14 programs also offer half-day kindergarten or release children halfway through the day.
- Eight programs offer sliding fees or scholarships. Many of the parochial school programs are supported by their parish funding.
- All 14 programs offered lunch; four programs offered breakfast as well.
- Ten programs offered some sort of transportation. This may be a van, bus, and shuttle from public school to private school. At least two programs charge transportation fees.

The academic program was described:

- Ten programs described their curriculum as academic all day.
- Four programs described their curriculum as academic in the morning and enrichment in the afternoon.
- 100% of the programs employed licensed staff (early childhood or kindergarten teachers) all day.
- Many programs offered before and/or after school care beyond the full-day kindergarten times. Programs opened as early as 6 a.m. and closed as late as 9 p.m. Schools often used private providers to come in to the school to offer extended options.

Kindergarten Task Force Program Recommendations

Implications for Further Action and Research

1. The task force recommends on-going follow-up to be prepared to implement all-day kindergarten when funding becomes available. An action plan should be developed by administration to work toward implementation of all-day kindergarten as a choice for all students.
2. There is a need for further exploration and examination of funding options for providing all-day, everyday kindergarten programming.
3. Facility options must be researched to determine appropriate models for financial and operational efficacy.
4. Alignment of early and elementary education must be examined to provide connection for curriculum and instructional practices and activities.
5. The collaboration and location of early childhood, kindergarten, and elementary programs should be further researched and explored.
6. The task force recommends that funding for all-day kindergarten should not displace other early childhood program funding.

Recommendation for Policy Decisions

Based on the Kindergarten Task Force's research and surveys the task force believes adequate funding for all-day, everyday kindergarten should be available equitably for every child in the Moorhead School District. Twenty-nine states in the United States fund all-day kindergarten for their students. The neighboring communities of Fargo and West Fargo are currently in the process of implementing all-day kindergarten for the fall of 2008. North Dakota currently fully funds all-day kindergarten.

The task force recommends that full-day kindergarten be offered as a choice to every child in the Moorhead Area Public Schools when funding becomes available to provide true equal access of programming to all district families. Until such time, it is recommended that administration continue to formulate a plan to implement full-day kindergarten as soon as funding becomes available.

The exploration of the feasibility of all-day, everyday kindergarten was one of the priorities of the school district's current strategic plan. It is recommended that future strategic planning conducted by the school district also give continued priority consideration to the exploration of the feasibility of all-day, everyday kindergarten.

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Walston, J., West, J., and Rathbun, A.H. (2005). Do the greater academic gains made by full-day kindergarten children persist through third grade? Paper presented at the American Educational Research Association. Retrieved from <http://www.air.org/news/documents/AERA2005Full-day%20Kindergarten.pdf>

Appendix A

Kindergarten Task Force Review of Research January 8, 2008

Strengths – Emotional

1. Students from all-day programs are less likely to be held back in grades 1-3.
2. Students from all-day programs had a positive attitude toward school and were better prepared to transition to grade 1.
3. Students from all-day programs had a greater sense of independence.
4. A more relaxed day allows for more engagement in active educational activities.
5. With fewer transitions, students from all-day programs felt less pressure and stress. This allowed them to form stronger attachments to significant adults (teacher, etc.).
6. More time allows for more individualized learning and recognition of child's emotional, cultural, and special needs.
7. Students from all-day programs are less likely to be referred to special education.
8. Students from all-day programs showed improved student achievement.
9. Students from all-day programs had better student attendance.
10. Students from all-day programs showed better personal development including positive appropriate behavior, working and sharing.
11. All-day programs provide a nourishing meal and physical activity in a safe environment.
12. All-day programs provide more free time.

Challenges – Emotional

1. Length of the day is an issue (some students from all-day programs not emotionally or physically ready).
2. Students from all-day programs had issues with transition from home/parents.
3. Teachers reported more stress because of extra needed support (for teachers).
4. Parent of students in all-day programs had concerns such as proper supervision, worried about child's maturity and being successful in school.
5. There is a fear that having an all-day program pushes down curriculum.
6. Some positive effects of all-day programs wear off. Little difference with social/emotional readiness by second grade (per one research study).

Strengths – Academic

1. Students from all-day programs are more likely to spend time on math, science, physical education, music and social studies than happens in half-day programs.
2. Students from all-day programs showed greater academic progress than in half-day programs.
3. Students from all-day programs showed less retention in grade 1.
4. All-day programs allowed more in-depth in curriculum areas.
5. All-day programs allowed more opportunity for differentiation.
6. Effects of all-day programs are better for subgroups (SES, race) depending on the study.

Challenges – Academic

1. There is a concern that all-day programs will be too academic, too demanding for the children.
2. There is not strong evidence that the academic gains persist beyond grade 1/grade 3.
3. It is difficult to compare findings across the studies, many variables not described or controlled.
4. Assuming results of a full-day kindergarten program will be the same as half-day kindergarten and half-day daycare is an issue.

Strengths – Social

1. Students from all-day programs showed significant higher progress learning social skills.
2. More time in all-day programs allows for social interactions to develop conflict resolution, problem solving, communication and cooperation.
3. Higher first grade readiness in social skills (teachers report better behavior) for students from all-day programs.
4. Students from all-day programs engaged in more independent learning.
5. Students from all-day programs scored higher in grade 2 and 3 on P/H self-concept scale.
6. Students from all-day programs are less likely to be retained or referred to special education.
7. Peer group interaction more likely (small learning group) in all-day programs.
8. Students from all-day programs showed a greater sense of independence.
9. Students from all-day programs showed a greater degree of active engagement.

Challenges – Social

1. There is conflicting evidence related to instituting curriculum changes which recognize learning habits of 5 year olds versus increasing length of day.
2. There is concern over developmentally appropriate curriculum (DAP) in an all-day program.
3. Quality of teachers versus amount of time.
4. One study found no difference in maturity levels between full- and half-day kindergarten students (1988).
5. One study found that half-day kindergarten personal/social skills more pronounced than full day (1986).

Appendix B

Parent Survey



Moorhead Area Public Schools Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310
Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

January 29, 2008

Dear Parents of Prospective Kindergarten Students:

As part of the Moorhead Area Public School District's Strategic Plan, a Kindergarten Task Force has been created to study the feasibility of an all-day, everyday kindergarten program. Presently, the school district offers a half-day, everyday kindergarten program. Currently, the State of Minnesota does not fully fund an all-day, everyday kindergarten program. The task force is investigating various options for alternatives to the school district's current program. The task force is interested in seeking the opinion of parents of kindergarten-aged children. To assist this study process, we ask that you complete the attached survey in one of the following ways:

- (Preferred) Complete the survey on one of the computers set up specifically for this purpose on January 29 and January 30 during kindergarten registration at the district's elementary schools.
- Complete the survey by writing your responses on the paper copy you received during kindergarten registration and leave it at the school office before leaving.
- Complete the survey on your own computer. The web address for this survey is www.moorhead.k12.mn.us/kindergartensurvey. Please note that the survey will close on Friday, February 1 at 4:30 p.m.

The Kindergarten Task Force thanks you for your participation in this parent survey. The task force will include your opinions and preferences in its recommendations to the Moorhead School Administration and School Board. This spring the School Board will be considering whether or not to change from the current half-day, everyday kindergarten program to some other option. Your input is valued and appreciated!

Sincerely,

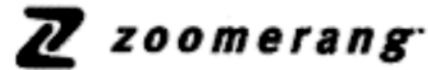
Dr. Larry P. Nybladh
Superintendent

An Equal Opportunity Employer

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world.

ALL-DAY K PARENT SURVEY ISD #152

Results Overview



Date: 2/4/2008 3:21 PM PST
 Responses: Completes
 Filter: No filter applied

As part of the Moorhead Area Public School District's Strategic Plan, a Kindergarten Task Force has been created to study the feasibility of an all-day, everyday kindergarten program. Presently, the school district offers a half-day, everyday kindergarten program. Currently, the State of Minnesota does not fully fund an all-day, everyday kindergarten program. The task force is investigating various options for alternatives to the school district's current program. The task force is interested in seeking the opinion of parents of kindergarten-aged children. To assist this study process, please complete the following survey. Directions: Select the choice that best reflects your opinion.

1. Which of the following kindergarten programs do you believe that your child will be ready for in Fall, 2008?

Half-day, everyday	<input type="checkbox"/>	29	18%
All-day, everyday	<input checked="" type="checkbox"/>	84	51%
Both	<input type="checkbox"/>	52	32%
Total		165	100%

2. Do you plan to enroll your child in kindergarten in Fall, 2008?

Yes	<input checked="" type="checkbox"/>	164	99%
No	<input type="checkbox"/>	1	1%
Total		165	100%

3. If "yes" above, which of the following do you plan to enroll your child in (check all that apply):

a Moorhead public school half-day, everyday kindergarten	<input checked="" type="checkbox"/>	84	51%
a Moorhead public school all-day, everyday kindergarten (if offered)	<input checked="" type="checkbox"/>	106	64%
a private school kindergarten	<input type="checkbox"/>	3	2%
a child care center	<input type="checkbox"/>	5	3%
other:	<input type="checkbox"/>	2	1%

4. Currently the State of Minnesota does not fully provide financial support for all-day, everyday kindergarten. If Moorhead Area Public Schools offers all-day, everyday kindergarten next year, are you willing to pay a fee to help cover the cost of

the program that is not covered by the State of Minnesota?

Yes	[REDACTED]	68	41%
No	[REDACTED]	56	34%
Undecided	[REDACTED]	41	25%
Total		165	100%

5. If a fee needs to be charged to an all-day, everyday kindergarten program, what fee amount would you be willing to pay to have your child attend all-day, everyday kindergarten?

\$2,000/year(\$222/month)	[REDACTED]	57	35%
\$2,500/year(\$278/month)	[REDACTED]	14	8%
\$3,000/year(\$333/month)	[REDACTED]	3	2%
I cannot/will not pay a fee for this program.	[REDACTED]	91	55%
Total		165	100%

6. The fee charged for an all-day, everyday kindergarten program may be higher or lower depending on how the program is staffed. Which of the following would you prefer:

A lower fee for a program staffed by licensed kindergarten teachers for one half day and staffed by qualified, but not licensed, kindergarten teachers for the other half day.	[REDACTED]	79	48%
A higher fee for a program staffed by a licensed kindergarten teacher for the full day.	[REDACTED]	60	36%
other:	[REDACTED]	26	16%
Total		165	100%

7. If Moorhead Area Public Schools offers all-day, everyday kindergarten, I am most interested in having my child attend:

the school in my attendance area	[REDACTED]	110	67%
a kindergarten center	[REDACTED]	9	5%
Spanish Immersion	[REDACTED]	24	15%
whatever is most cost	[REDACTED]		

effective for the district	[REDACTED]	29	18%
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ALL-DAY K PARENT SURVEY ISD #152



Results Overview

Date: 2/4/2008 3:22 PM PST
Responses: Completes
Filter: No filter applied

3. If "yes" above, which of the following do you plan to enroll your child in (check all that apply):

#	Response
1	All day M,W,F 1/2 days T and TH.
2	Barnesville Everyday all day kindergarten

Zoomerang | ALL-DAY K PARENT SURVEY ISD #152: Open Ended Report: Question 6

2/4/08 5:22 PM

ALL-DAY K PARENT SURVEY ISD #152



Results Overview

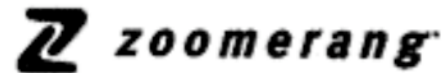
Date: 2/4/2008 3:22 PM PST
Responses: Completes
Filter: No filter applied

6. The fee charged for an all-day, everyday kindergarten program may be higher or lower depending on how the program is staffed. Which of the following would you prefer:

#	Response
1	other states offer all day at no fee !
2	test of the other answer on question 6
3	no preference-would pay for either
4	either lower would be best as i am a low income
5	we should not have to pay a fee for all day kinder
6	would like program, cannot pay
7	not interested in paying
8	Sorry, but we already pay enough taxes as it is!
9	either is acceptable
10	Lower fee staffed by licensed all day
11	I'm not interested in full day k at this time
12	Cannot afford a fee
13	It should be covered without a fee, in my opinion.
14	Half day kindergarten
15	Either
16	No answer given
17	No answer given
18	No answer given
19	I just don't like the idea of all day kind.
20	No answer given
21	No answer given
22	Not willing
23	No answer given
24	Either, but lower is better
25	Not sure
26	No answer given

ALL-DAY K PARENT SURVEY ISD #152

Results Overview



Date: 2/4/2008 3:23 PM PST
 Responses: Completes
 Filter: No filter applied

#	Response
1	none
2	I think all day kindergarten is a wonderful idea as other districts in the surrounding area are also implementing this plan.
3	I have chosen to stay at home at least until both my children get to first grade, then I plan to return to work. Adding to that the child I am registering for K this year would get tired and likely have behavioral issues by the end of a full day. Consequently, all-day K is not a good fit for my family. That being said, I can see its value for families where both parents must work. While I know this would be logistically challenging, it seems to be the best option would be choice - offering both half day and all day kindergarten. Last, I feel strongly that only licensed teachers should teach kindergarten because hiring unlicensed teachers opens a Pandora's box, a slippery slope I would like to see our district avoid. Thanks for having this survey.
4	What happened to free public education for all? I went all day as a kindergartener and never paid a fee, the way it was meant to be!
5	I don't want my daughter to be in all day I think it would be too much for her.
6	2.5 hours a day is not sufficient enough. Would offering MWF full days be an option? What are the cost comparisons to the current schedule?
7	if all day kindergarten is not an option could there be an alternate solution for the remainder of the day for students
8	none testing
9	I would vote for all-day kindergarten, or even an increase in the time for the current program. I feel currently, the 2 1/2 hour day is far too short. I would like to see a class day minimum of four hours.
10	Although, with our current schedule, I would not enroll my daughter in all-day kindergarten, I think all day kindergarten is a great option to offer. Thanks.
11	I feel as if they should offer full day kindergarten for children that have disabilities as they are in more need but also it reduces the cost of daycare for low income families and single mothers. I would rather have my child attend all day as she attends all day headstart right now which has been the best experience for her.
12	I would also be interested in half day Spanish Immersion followed by half day conventional kindergarten, and would participate in that if it were offered (if full day Spanish Immersion was not an option). I would not, however, do full day non-Spanish Immersion.
13	The district seems to be making this way too complicated. Have the kids go full day mon and wed or tues and thurs. followed by every other Friday, totaling five total days of kindergarten over two weeks. This would save the district money and space.
14	Because my child will be an older kindergartener I believe he would do well in all day kindergarten. Statistics show that children who attend all day Kindergarten tend to progress better than those who attend half day kindergarten. I want my children to keep up with all of the other children who are offered full day kindergarten.
15	whatever is good for child -- 5 child in family, no welfare, work to support 7 people
16	My daughter currently attends the YMCA childcare in Fargo. They have not decided whether they plan to offer the before/after kindergarten childcare next year since Fargo has changed to the all-day kindergarten and there are only a few Moorhead students at their facility. I don't know when they plan to finalize their plans, but this causes a struggle in planning for childcare for the upcoming fall. It's unfortunate that Fargo and Moorhead didn't make this change at the same time.
17	We cannot afford to pay an additional fee for kindergarten and I bet even the people that would not have to pay as much day care costs would have their cost savings eaten up by this fee. Plus, I don't think these kids have the attention span for all day to be an effective tool.
18	Please start all day kindergarten. It is best for the kids.
19	All day Kindergarten is a great program- right now it seems the kids just get there and then they leave- not to mention the daycare and transportation issues- my third grader went to Grace Lutheran for Kindergarten because it was full day- unfortunately we were unable to continue for subsequent children- but there was more time to do more in depth projects and I think he really benefited as for paying for it- many families do not have the funds- will there be an option to pay for those who can not afford to do so?

20	Parents who work full time would greatly benefit from all day K. Also, the child would not have to be bussed back and forth from childcare and have to adjust to two different styles of teaching/discipline in one day. It would be cost beneficial for the working class.
21	Is it possible to add my house on a bus route, if there is all day kindergarten
22	im not sure that all day is necessary, if less structured, i would be more for it. kids need to be kids.
23	no
24	I feel my child's attention span is currently only able to handle a half-day. He's a well adjusted boy who does real well focusing on listening during storytime. Just thought you should know this.
25	This is an important step for the Moorhead school district. It benefits working families and child development.
26	Money is tight, will need to know of any changes in advance to plan for it.
27	My child will be coming from Head Start, where he is already attending all-day, so an all-day program would be an easy transition for him. I understand it's not for everyone, especially if a child has not been in preschool or Head Start, but it seems to make the most sense for my child.
28	When we moved to Moorhead from Fargo 3 years ago, one of the major reasons was the quality of education in MN. Now fast forward 3 years and other local districts, not to mention other districts across the US, are offering all day kindergarten while Moorhead is left behind. It's a major disappointment. Even Moorhead's half day program is shorter than others. If all day kindergarten can't be provided maybe the district could at least lengthen the half day by a half hour or so. And if it is decided that all day kindergarten would be an option but with fees, I would certainly hope these fees would be based on ability to pay.
29	I would fully support an all day kindergarten for Spanish Immersion.
30	I am an at-home Mom, and I don't need all day kindergarten. My child would not adjust as well to all day kindergarten.
31	I think this is the best thing as kids can adjust to all day school days.
32	This needs to be considered. Kindergarten needs to be more hours if not possible to have all day.

Appendix C

Findings of Parent Survey

1. Which of the following kindergarten programs do you believe that your child will be ready for in Fall 2008?

Half-day everyday	18%
All-day, everyday	51%
Both	32%

2. Do you plan to enroll your child in kindergarten in Fall 2008?

Yes	99%
No	1%

3. If “yes” above, which of the following do you plan to enroll your child in (check all that apply):

A Moorhead public school half-day, everyday kindergarten	51%
A Moorhead public school all-day everyday kindergarten (if offered)	64%
A private school kindergarten	2%
A child care center	3%
Other	1%

4. Currently the state of Minnesota does not fully provide financial support for all-day, everyday kindergarten. If Moorhead Area Public Schools offers all-day, everyday kindergarten next year, are you willing to pay a fee to help cover the cost of the program that is not covered by the state of Minnesota?

Yes	41%
No	34%
Undecided	25%

4. If a fee needs to be charged to an all-day, everyday kindergarten program, what fee amount would you be willing to pay to have your child attend all-day, everyday kindergarten?

\$2,000/year (\$222/month)	35%
\$2,500/year (\$278/month)	8%
\$3,000/year (\$333/month)	2%
I cannot/will not pay a fee for this program.	55%

6. The fee charge for an all-day kindergarten program may be higher or lower depending on how the program is staffed. Which of the following would you prefer?

A lower fee for a program staffed by licensed kindergarten teachers for one half day and staffed by qualified, but not licensed, kindergarten teachers for the other half day.	48%
A high fee for a program staffed by a licensed kindergarten teacher for the full day.	36%
Other	16%

7. If Moorhead Area Public Schools offers all-day, everyday kindergarten, I am most interested in having my child attend:

The school in my attendance area	67%
A kindergarten center	5%
Spanish Immersion	15%
Whatever is most cost effective for the district	18%

Appendix D

Kindergarten Facilities Options

Options:

1. Kindergarten Center – all kindergarten classes housed in one building.
2. Multiple sites kindergarten – kindergarten classes scattered at multiple sites throughout community (churches, strip malls, office buildings).
3. Shared sites – kindergarten classes at different sites with existing programs (Early Childhood Centers, MSUM, YWCA, etc.).
4. Elementary School sites – kindergarten classes at elementary schools within attendance areas.
5. Combo - this seemed to be evolving as we were filling out the survey. This option may include half-day and full-day programs available with one additional location, such as a Probstfield building, with most programming at the elementary schools.

Key: P = Preferred, A = Acceptable, U = Unacceptable

1. Kindergarten Center

P = 1

A = 11

U = 1

2. Multiple sites kindergarten

P = 0

A = 1

U = 12

3. Shared sites

P = 0

A = 1

U = 11

4. Elementary School sites

$$P = 12$$

$$A = 1$$

$$U = 0$$

5. Combo

$$P = 1$$

$$A = 11$$

$$U = 0$$

Appendix E

Kindergarten Program Model Options

Options:

1. Half-day program.
2. Full-day, 5-days-a-week program staffed with the same licensed teacher all day.
3. Full-day, 5-days-a-week program staffed half day MDE licensed teacher, half day other.

Key:

P = Preferred option
A = Acceptable option
U = Unacceptable option

1. Half-day program.

P = 0

A = 8

U = 5

Comments:

2. Full-day, 5-days-a-week program staffed with the same licensed teacher all day.

P = 13 (no fee, as one choice for parents)

A = 0

U = 0

Comments:

- * Need sliding fee scale.
- * Only acceptable even with fee.
- * No fee.
- * As one choice for parents, no fee so everyone has equal access.

3. Full-day, 5-days-a-week program staffed half day MDE licensed teacher, half day other.

P = 0

A = 3 + 1 = a little bit acceptable.

U = 9

Comments:

- * With one room for K and one room for child care with the child care run by a separate agency.
- * A little bit acceptable but more options need to be explained or less acceptable.
- * Need sliding fee scale.
- * We should not be in the child care business.
- * Note- would need to have the second half of day with someone who has some early childhood qualifications and some academic enrichment expectations. Also in the same building as the first part of the day - otherwise this option is unacceptable.

Appendix F
Kindergarten Program Model Schedules

All Day Everyday Kindergarten Schedule



- 8:15 - Settling in
sign in, games, books, puzzles, exchange library books
- 8:30 - Opening/Community Circle
Morning Meeting
Greeting, sharing, activity, morning message
Calendar
- 9:00 - Reading
Phonics, story/reading, writing, guided reading, handwriting
- 10:00 - Snack
- 10:15 - Unit/Theme
Social Studies/Science
- 10:45 - Academic Centers
Reading, math, social studies, science, art, computers, listening
- 11:15 - Lunch
- 11:45 - Recess
- 12:15 - Story and Quiet Time
- 12:45 - Math
- 1:15 - Play/Choice
- 2:00 - Music/Movement/Story
- 2:40 - Prep for going home
- 2:50 - Dismissal

Our Day Together

- 8:50-9:00 Arrival/Greeting
- 9:00-9:30 Brainsmart Start/Morning Circle
- 9:30-9:45 Shared Reading
- 9:45-10:15 Reading Workshop
- 10:15-10:40 Math Workshop
- 10:42-11:07 Lunch
- 11:10-11:25 Story Time
- 11:25-11:40 Outside Time
- 11:40-12:10 Writing Workshop
- 12:10-12:45 Work Areas (Free Choice Centers)
- 12:45-1:10 Science/Social Studies/Project Work
- 1:10-1:55 Special Area Class (Art, Music, Reading Lab,
P.E.)
- 1:55-2:10 Snack
- 2:10-2:40 SMART (Stretching, Myelinating, and
Resting Time)
- 2:40-3:00 Closing Circle/Celebrating Our Day