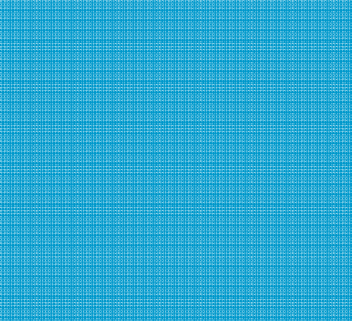


**EXECUTIVE SUMMARY:
FULL-DAY VERSUS HALF-DAY KINDERGARTEN
PROGRAM SURVEY**



GUILLERMO MONTES, PH.D.
THERESE RIORDAN
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children's institute
Strengthening social and emotional health



EXECUTIVE SUMMARY

Fifty school districts were contacted from Monroe, Genesee, Livingston, Ontario, Orleans and Wayne counties, along with eleven districts from other areas. We were able to obtain information from fifty-three and that specific data is on the charts attached.

The results of this research indicate:

- Monroe County contains the least number of districts with full-day kindergartens. Discussion appears to be a common topic in the schools and communities and several have investigated the possibility and will continue to do so. The factors contributing to maintaining status quo include lack of funding, space and equipment, staff, and consensus of opinion. Many districts have recently passed or are anticipating significant additions to their budgets for building purposes that may influence pursuing the option.
- A review of the remaining counties demonstrates a long-term commitment to a full-day program. Many of these districts are small in size regarding the number of students, but have relatively large geographic territories (Note that there are a number with combined, hyphenated names and others which, though not designated by the school district name, have combined into one, such as Bloomfield.). Although these districts may have had improved student performance as a goal, it is also likely that the decision was made with consideration for the cost of additional bus rounds and crossing guards, as well as for extensive travel time that, for some kindergarteners, would come close to the time actually spent in school.
- Among the larger districts outside of the Rochester area the trend is toward full day kindergarten. (The word trend is used to designate that these districts do not demonstrate the longevity shown in the smaller rural districts in the Rochester area.) Some provide both full and half-day programs, but the former are restricted to magnet or neighborhood schools and are meant to respond to the needs of a disadvantaged population.
- Most school districts assign the task of determining the viability of providing a full-day kindergarten program to an Early Childhood Committee consisting of teacher, parent,

administrative and community representatives. The state mandate has encouraged many to incorporate review of all early childhood options in their review of Pre-K. The Committee then embarks on an organized and broad study including surveys, a literature review, school visits, consultation with stakeholders and others prior to making a recommendation to the School Board. A number of districts have chosen to test a full-day program or to gradually introduce a program by individual schools. This allows for evaluation and adjustments and also reduces the extensive expenditure that would be required to accommodate all.

Note: Reference T00-605.1

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