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Parental Opinions About Full Day Kindergarten

David R. Carey
*Eastern Illinois University*

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Parental Opinions About Full Day Kindergarten
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BY

David R. Carey

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1996
YEAR

I HEREBY RECOMMEND THIS FIELD STUDY BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE
Parental Opinions About Full Day Kindergarten
David R. Carey
Department of Educational Administration
Eastern Illinois University

Running head: Parental Opinions
Abstract

This study focused on the opinions that parents of kindergarten children in Community Unit School District #1 in Charleston, Illinois, have about full day kindergarten and its perceived impact on their children. The Charleston district does not offer full day kindergarten. The study was conducted during the month of February, 1996. It examined whether or not parents of current kindergarten students in Charleston, Illinois would have taken advantage of the opportunity to send their children to full day kindergarten had it been made available. Parents were asked to answer more detailed questions to determine why they answered the way they did. They were also given the opportunity to comment. Data were obtained through the use of a survey which was sent to all parents of the kindergarten children currently attending Community Unit School District #1 in February of 1996.

In reviewing the results of the surveys, it was determined that 85% of the parents of children who attended kindergarten in Community Unit School District #1 in Charleston, Illinois during the 1995-96 school year would have taken advantage of the full day option had it been made available. It was recommended that Community Unit School District #1 aggressively pursue the steps necessary to offer a full day kindergarten program to the children of Charleston.
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CHAPTER I
Overview

Introduction and Background

Children who are now enrolled in kindergarten will graduate from high school in the twenty-first century. They will need to have attained essential skills necessary for success in a world considerably more complex than that encountered by previous generations. Faced with the need to upgrade educational opportunities for today's youth, most of the states have reviewed their policies regarding early childhood education.

There has often been a lack of continuity and coordination of the kindergarten curriculum with the primary curriculum. This, in part, is due to the half-day kindergarten model which is different than the full-day pattern for subsequent grades, as well as the traditional philosophy of kindergarten teachers which focuses on social adjustment to school. Now, the focus has shifted from a strictly social experience to a combination of a social and academic kindergarten experience. The kindergarten has become an integral part of the elementary school's curriculum where kindergarten and primary teachers work together to develop an appropriate course of study for elementary school children. The topic of this study was selected by the author because of a perceived need for Community Unit School District #1 to provide a full day kindergarten program for the children it serves.

Statement of the Problem

A recent informal survey conducted by the author revealed that 61% of the public school districts in east central Illinois (Regional Office of Education #11) provide full day kindergarten programs for their students. Community Unit School District #1 is in the minority of districts continuing to provide the traditional half-day program for
Parental Opinions

kindergarten students. The main problem with providing a full-day program in CUSD#1 has been a lack of facilities. All of the elementary buildings in the Charleston district, except for the schools located in Ashmore and Lerna, are unable to provide a full-day program because there is no space for the additional classrooms that would be needed. Before the survey was conducted it was not known if parental opinion warranted the addition of a full day program. If parents were not willing to send their children to a full day kindergarten program, it would have been unwise to provide the program, at least until after parents were educated about the impact of full day kindergarten. This study examined parent opinion toward full day kindergarten. It was important to know whether or not parents would allow their children to attend a full day program and also to know why.

Assumptions

It was assumed that the responses to the surveys that were received were actually prepared by the parents. It was also assumed that the answers and comments parents provided in the survey reflected their true feelings concerning the questions posed and that the parents participating in this study were representative of the population.

Limitations

This study concentrated on parents in Community Unit School District #1 in Charleston, Illinois. This community was selected because it did not provide full day kindergarten and was particularly relevant to the author as an elementary principal in two of the six elementary buildings. It was felt that some generalizations derived from this study would be applicable to other communities in Illinois that similarly do not provide a full day kindergarten program.

It is important to note that several other factors other than parental opinions
influence whether or not a school district provides full day kindergarten. However, due to the nature of such a study, this field experience concentrated solely on parental opinions toward full day kindergarten.

Operational Definitions

**Full day kindergarten.** Full day kindergarten is a program that is offered on the same daily schedule as the mandated grades in the building.

**Half day kindergarten.** Half day kindergarten is a program that is offered for half of the daily schedule of the mandated grades in the building. There is usually a morning session and an afternoon session of the program. Each session is identical to the other.

**Developmentally appropriate.** Developmentally appropriate refers to the kinds of activities that are provided for children. These activities take into account the developmental stages of the children involved and do not have expectations that are too high for the children to succeed or require the children to attempt activities that are not within their ranges of ability.

**CUSD#1.** Community Unit School District #1 is located in Charleston, Illinois.
CHAPTER II
Rationale, Related Literature and Research

Rationale

Effective kindergartens lay the cognitive and emotional groundwork for the public school experience. For many years, kindergartens were not universally available, and educators debated whether they should be. While kindergartens have become regular parts of the public schools, there is no consensus about their purposes, format, and classroom practices. A number of critical decisions about the appropriate direction for early education, in particular kindergarten education, confront public school educators.

Overwhelming empirical evidence indicates that the most important factor in providing effective schools (those which truly educate the student) is the classroom teacher. The teacher must be dynamic, committed, enthusiastic and, above all, willing to go the extra mile for each child he or she is responsible for in the classroom and out of the classroom. The second most important factor in providing an effective school is family involvement in the child's education. This can come in the form of volunteerism, assistance and support at home and open communication with the school. While the effective school attempts to solidify quality teaching and family involvement, personnel also should be considering factors such as curriculum, class size, and the length of the school day and their impact on the overall school program.

In view of the large number of children presently experiencing preschool programs, especially when many of these programs often involve longer periods of daily attendance than the typical half-day kindergarten, a modification of the length of the school day does not seem drastic. Although research results are mixed, the majority of studies indicate that extending the school day can have a very positive impact on the overall development of the kindergarten child as long as the program is child-centered and allows the child to learn in small groups and at his or her own pace.
Review of Related Literature and Research

A review of the literature reveals support for the position that full-day kindergarten is becoming the norm rather than the exception. In a study conducted for the Little Rock Public Schools, Smith (1974) found that a large majority of teachers and 15 of 19 principals favored continuing the full day kindergarten program. Both groups expressed general satisfaction with the progress of the pupils in the full day program.

Winter (1978) found that achievement scores for the educationally disadvantaged pupils in extended day kindergarten were far higher than those pupils in half day kindergarten and that the differences remained one year later. For the advantaged children there were no differences on standardized tests but the full day children had higher classroom achievement than half day children.

Adcock, Hess and Mitchell (1980), found that children attending a full day kindergarten program scored significantly higher than those children attending a half day program in the areas of math, reading and language skills.

In a study completed for the Board of Education in Evansville, Indiana Humphrey (1980) discovered that full day kindergarten children outperformed half day kindergarten children on every academic measure except auditory visual skills. The differences favoring full day children persisted throughout first grade. Among parents, 92 percent with children in full day kindergarten and 53 percent with children in half day kindergarten preferred the full day schedule.

In a follow up study Humphrey (1983) found that full day kindergarten children had a positive attitude toward the full day kindergarten program as did their parents and teachers. Later, as third and fourth graders, these same children tended to have higher mathematics and conduct marks, lower retention rates and higher standardized achievement test scores than did former half day kindergarten pupils.

Humphrey (1988) found that full day kindergarten students had significantly higher achievement scores on reading readiness tests at the end of first grade, on reading tests in grades one, two and three and on a battery of standardized tests in grades three, five
and seven.

Ciesluckowski (1981) studied schools with full day kindergarten and found that the longer session did not necessarily create physical and emotional fatigue when the teachers were properly trained. Also, teachers found the full day schedule to be less hurried and more relaxed than the half day.

McClinton and Topping (1981) found that first grade teachers judged their former full day kindergarten pupils to be more capable first grade students than the former half day kindergarten students.

Niewman and Ghostwrote (1981) found that full day kindergartners had significantly higher academic achievement scores in 4th and 8th grade than did their half day kindergarten counterparts. The former full day kindergarten pupils experienced less grade retention and special class placement than did the half day kindergarten pupils.

The Madison Metropolitan School District (1985) found that full day kindergarten pupils consistently scored higher on academic and cognitive measures; that teachers found a higher level of independence among full day kindergarten pupils; and that parents and teachers felt that there was more balance in the curriculum of the full day kindergarten program.

In a review completed by The Center for Research on Elementary and Middle Schools, it was concluded that students who attend full-day, compared to half-day kindergarten programs, are better prepared for first grade (CREMS, 1987).

A study by Jones, Pollack, and Marockie (1988) found that in the areas of cognitive, physical and social emotional maturity the full day kindergarten students improved from marginal proficiency to high average proficiency while half day kindergarten students remained at marginal proficiency.

A full day kindergarten program was established in five schools within the Wichita, Kansas Public School System during the 1988-89 school year. The goal was to establish a full day balanced readiness program that would enhance skill building in the cognitive, social/emotional, and motor development areas. A formative evaluation was conducted
during the first year of operation. The evaluation included classroom observation; surveys of teachers and parents; comparison of students with students in control schools regarding scores on the Iowa Tests of Basic Skills and a motor skills test; and comparison of data on attendance, mobility, retention, and special education placement. Results indicated that: (1) teachers, administrators, and parents supported the program; (2) ITBS scores were higher for full day kindergarten students than for control students; and (3) there were fewer special education placements for full day kindergarten schools compared to control schools (Wichita Public Schools, 1989).

Based on data from all 50 states, a feasibility study completed by Humphrey for the state of Indiana, recommended that kindergarten attendance be mandated for children in Indiana starting in 1993. It further recommended that school corporations be funded for full-day kindergarten on the same basis as other grade levels (Humphrey, 1991).

In a report completed by Johnson and Morgan for the Private Industry Council of Ohio entitled Language Development Component All Day Kindergarten-- PIC Program 1991-92, the authors studied the effectiveness of the full-day kindergarten in Columbus, Ohio. Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading readiness textbooks. Emphasis was placed on activities which would increase language development and enhance those skills needed to be successful in first grade. Findings from the report suggest that the full-day kindergarten program was very effective in assisting underachieving pupils and should be continued. Other reports indicated that a child's participation in full-day kindergarten was positively related to to his/her school performance through first grade. Another evaluation of a district-wide full-day kindergarten program presented a longitudinal view of the program's progress and outcomes from 1988-1991, including enrollment and achievement trends and the extent of program implementation. Full-day kindergarten students consistently scored above the national norm on the reading, math, and language sub tests that were administered in order
to assist in the evaluation of the program.

Housden and Kam summarized the research on the full-day kindergarten in a report entitled *Full-Day Kindergarten: A Summary of the Research (1991).* They addressed the question of whether full-day scheduling is good for children. The majority of the research justifies the following conclusions: 1) a developmentally appropriate program focuses on activities that are appropriate for the child’s age and involves interaction with objects and other children and adults; 2) a developmentally appropriate full-day schedule benefits children academically and socially, especially children from low socioeconomic or educationally disadvantaged backgrounds; 3) teachers prefer full-day to half-day scheduling; 4) parents react favorably to the full-day schedule; 5) start-up costs can be offset by increased state aid for all-day students and reduced transportation costs for special and remedial education. Interviews with area educators involved in teaching children in full-day programs support the contention that full-day kindergarten, when applied with a developmentally appropriate approach to instruction, is superior to the half-day approach in preparing children for first grade. The approach is particularly helpful in assisting children who do not progress enough to be adequately prepared for first grade.

The reasons for offering full-day kindergarten include but are not limited to the following:

1. There is a renewed interest in academic preparation for later school success.
2. There is an increase in the number of children who have had prekindergarten group experiences.
3. Children are more knowledgeable about their world due to the influence of television and family mobility and are ready for a richer school program.
4. The number of mothers of children under 6 who work outside the home is much larger than in the past.
5. One-way transportation for half-day kindergarten poses an especially
difficult problem for working mothers and economically disadvantaged families.

6. Time is available for activities that are presently rushed in the half-day program.

7. Children have more opportunities to use facilities such as gymnasiums, cafeterias, auditoriums, and library media centers and to participate in enrichment activities including field trips.
Research Questions

If parent involvement in schools is important, then parent support and opinion concerning school activities is equally important. If parents are to become involved in their children’s schooling process, they must be made to feel that their opinion is valued and considered when important changes in school structure are studied. In an effort to determine parental opinion about full day kindergarten, this study focused on the following questions:

**Question 1.** If Charleston had been able to offer full-day kindergarten to your child would you have taken advantage of this option?

**Question 2.** Why did you answer yes?

(check those that apply)

Do you believe that a full-day kindergarten program would provide academic and social benefits for your child?

Do you believe that finding quality day care for the part of the day your child does not attend kindergarten is difficult?

Do you believe that day care is expensive?

Do you believe that a full-day kindergarten program would better prepare your child for first grade?

Do you believe that arranging for transportation for your kindergarten child in the middle of the day is difficult?

Do you believe that the transition from school to home or home to school would be less worrisome for you if your child was in a full-day kindergarten program?

**Question 3.**

"Would you have been more favorable to this option (full day kindergarten) if the
following concerns were addressed?"  
(check those that apply)

An adequate rest period is provided so the children do not become overtired.

The program does not over stress academics and allows children to learn naturally through developmentally appropriate activities.

Parents who are unsure of the program are offered the half day option with an opportunity to change to a full day program at any time.

The program offers a nutritious and economical lunch program.

Sample and Population

This study focused on parents of kindergarten children attending Community Unit School District #1 during the 1995-96 school year. These parents were selected because of the importance of determining parental opinions about full-day kindergarten in the district in which the author is employed as an elementary principal. A listing of parents of kindergarten children was generated at the administrative office in Community Unit School District #1.

Because of limited numbers, an attempt was made to survey all parents of kindergarten children attending all six of the Charleston elementary schools during the 1995-96 school year. This resulted in 240 parents composing the sample. A total of 164 parents returned completed surveys for a 68% return rate.

Data Collection and Instrumentation

Each parent participating in the study was sent a survey letter which was developed by the author in conjunction with the Assistant Superintendent of Instruction for
Community Unit School District #1. The letter asked parents to reply to five informational questions and three opinion questions associated with the full day kindergarten concept. Parents were to answer the questions keeping their own kindergarten child and their own family situation in mind. They were also asked to provide written comments if they felt compelled to do so. The responses were compiled and organized into six groups (parents of children attending each of the six elementary school buildings in CUSD#1). The results were examined to determine parental opinion concerning full day kindergarten. A mean percentage was calculated for each survey item for each school and then combined into one district-wide report. A descriptive summary of the results is provided.

**Data Analysis**

All of the 164 surveys that were returned were legible and the responses valid and useful for analysis. Many of the surveys included written responses generally reflecting the parent’s personal opinions about the questions asked. As was expected, the topic was of critical importance to the parents who responded. It was assumed that a greater response was not received due to the fact that the surveys were sent home and returned in the children’s book bags and may have been overlooked or set aside and forgotten.
CHAPTER IV
Results and Conclusions

Introduction

Responses for each of the items on the survey were tallied, averaged, and separated into six groups (one group for each of the six elementary buildings in the district). A mean score for each survey question was computed to determine the average. Table 1 details the mean response for each survey item according to the building the parent’s child was attending. Responses to each item for each building were combined to determine the total for each survey item for the district. This information may be found in Table 2. It is interesting to note the similarities and differences for each building, as well as the range found within each building’s parent answers.

Demographic Information

In addition to the survey questions some basic information concerning each student’s circumstances was gathered. This information provided background information for the author and will assist the district when looking at possible structural changes. Parents were asked to respond to these five queries by filling in the blank with the appropriate response:

The first query was:

My child attends___________________ school.

(MT,CS,Linc,Jeff,Ash, Lrna)

This gave us the number of children attending each school.

Results

Table 1

Survey and Response Data
<table>
<thead>
<tr>
<th>School</th>
<th>Number of Surveys Sent</th>
<th>Number of Surveys Returned</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Twain</td>
<td>57</td>
<td>41</td>
<td>72%</td>
</tr>
<tr>
<td>Ashmore</td>
<td>25</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>47</td>
<td>34</td>
<td>72%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>37</td>
<td>21</td>
<td>57%</td>
</tr>
<tr>
<td>Carl Sandburg</td>
<td>52</td>
<td>42</td>
<td>81%</td>
</tr>
<tr>
<td>Lerna</td>
<td>22</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Totals</td>
<td>240</td>
<td>168</td>
<td>70%</td>
</tr>
</tbody>
</table>

The second query was:

My child attends _________ kindergarten.

(AM,PM)

AM=98 responses
PM=66 responses

Ashmore and Lerna Schools do not have a PM or afternoon session of kindergarten. When those totals are removed the results are as follows:

AM=68
PM=66

This indicates a very balanced response.

The third query was:

My child spends one half day in school and the other half day at

(home, day care, home care, Title 1 Kindergarten)

Results:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home (with parent)</td>
<td>50%</td>
</tr>
<tr>
<td>Day care</td>
<td>37%</td>
</tr>
<tr>
<td>Home care</td>
<td></td>
</tr>
<tr>
<td>(at home with a paid care giver)</td>
<td>8%</td>
</tr>
<tr>
<td>Title 1 Kindergarten</td>
<td>5%</td>
</tr>
</tbody>
</table>
The fourth query was:

Cost of providing care for my child for the half day he or she is not attending school is ___________ dollars per week.

The cost of providing care ranged from $12 per week to $105 per week. The average cost of providing care was $40 per week.

The fifth query was:

My child is transported to school by ____________ (bus, car or van, walking).

My child is transported away from school by ____________ (bus, car or van, walking).

The results of the fifth query are found in Table 2.

Table 2

Transportation Choices to School and Away From School

<table>
<thead>
<tr>
<th>Transportation Choice</th>
<th>Bus</th>
<th>Car</th>
<th>Walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>To School</td>
<td>38%</td>
<td>57%</td>
<td>5%</td>
</tr>
<tr>
<td>From School</td>
<td>47%</td>
<td>46%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Results for Question 1

Research question number 1 asked, “If Charleston had been able to offer full day kindergarten to your child would you have taken advantage of this option?” As indicated in Table 3, 85% of the parents responding said they would have taken advantage of the full day kindergarten program.
Table 3

Mean Responses to Survey Question 1 by Building and by Total

<table>
<thead>
<tr>
<th>Building</th>
<th>Yes</th>
<th>No</th>
<th>Percent yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Twain</td>
<td>35</td>
<td>7</td>
<td>83%</td>
</tr>
<tr>
<td>Ashmore</td>
<td>12</td>
<td>2</td>
<td>86%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>29</td>
<td>5</td>
<td>85%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>19</td>
<td>2</td>
<td>90%</td>
</tr>
<tr>
<td>Carl Sandburg</td>
<td>34</td>
<td>5</td>
<td>87%</td>
</tr>
<tr>
<td>Lema</td>
<td>11</td>
<td>3</td>
<td>79%</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>24</td>
<td>85%</td>
</tr>
</tbody>
</table>

Results for Question 2

Research question number 2 asked, “Why did you answer yes?”
(check those that apply)

A full day kindergarten program would provide academic and social benefits for my child. 85%

I feel that a full day kindergarten program would better prepare my child for first grade. 82%

Finding quality day care for the part of the day my child does not attend kindergarten is difficult. 18%

Day care is expensive. 27%

Arranging for transportation in the middle of the day is difficult. 24%
The transition from school to home or home to school would be less worrisome for me if my child was in a full day kindergarten program. 19%

Results for Question 3

Research question number 3 asked, “Would you have been more favorable to this option (full day kindergarten) if the following concerns were addressed?” (check those that apply)

Concerns

An adequate rest period is provided so the children do not become overtired. 67%

The program does not over stress academics and allows children to learn naturally through developmentally appropriate activities. 51%

Parents who are unsure of the program are offered the half day option with an opportunity to change to a full day program at any time. 75%

The program offers a nutritious and economical lunch program. 63%
CHAPTER V
Summary, Findings, and Recommendations

Summary
This field experience examined parental opinions about full day kindergarten. The focus was whether or not parents would have taken advantage of a full day kindergarten option for their children if it had been offered during the 1995-96 school year. Responses to three questions concerning the full day kindergarten option were examined to determine the overall parental opinion concerning the full day kindergarten option.

Findings
In reviewing the results of the surveys, it was determined that 85% of the parents of children who attended kindergarten in Community Unit School District #1 in Charleston, Illinois during the 1995-96 school year would have taken advantage of the full day option had it been made available. It was also determined that of the 15% of the parents responding "no" to the survey question, "If Charleston had been able to offer full-day kindergarten to your child would you have taken advantage of this option?" sixty-seven percent would have considered the option if an adequate rest period was provided. Fifty-one percent would have considered the option if the program did not over stress academics and allowed children to learn naturally through developmentally appropriate activities. Seventy-five percent would have considered the program if they would have been given the option to have their children attend for 1/2 day and to change to the full day option at any time. Sixty-three percent would have considered the full day option if a nutritious lunch program had been offered.

Recommendations
In reviewing the findings of this study, it was clear that the majority of the parents who had children attending kindergarten in Community Unit School District #1 elementary schools during the 1995-96 school year would have allowed their children to attend a full day kindergarten program. It was also clear that it is important from both a research point
of view and from a parent opinion point of view that if a full day program is offered to the children of Community Unit School District #1 that the program is developmentally appropriate and does not over stress academics, that an adequate rest period is provided, that a nutritious noon meal is provided and that parents who do not want their children to attend kindergarten for a full day are allowed to send them for 1/2 day and that they be allowed to change to the full day program at any time during the school year.

It is this author's recommendation that Community Unit School District #1 aggressively pursue the steps necessary to offer a full day kindergarten program to the children of Community Unit School District #1 for the following reasons: the majority of research studies indicate that a developmentally appropriate full day kindergarten program is superior to the traditional half day program; the majority of parents of children who attended kindergarten in CUSD#1 during the 1995-96 school year are favorable to a full day program; and, through an informal survey, the six kindergarten teachers currently teaching kindergarten in CUSD#1 are favorable to the full day program.
References


Cieslukowski, W. J.: Summary and Results of Research and Investigation on Full Day Kindergarten Programs.” Presented to East Hampton Board of Education, East Hampton, CT, 1981.


__________. Feasibility study concerning mandatory half-day kindergarten and mandatory and voluntary full day kindergarten, 1991.


Parental Opinions

Appendix

Questions presented to parents

Please return this form to your child's teacher in the envelope by March 8.

Dear Parents and Guardians of Kindergarten Children,

In a recent informal poll of school districts in the neighboring six counties it was discovered that 61% of those districts offer full day kindergarten to their kindergarten students. Although the half day option is also offered, nearly 100% of the families eventually choose the full day option for their children. Most importantly research studies indicate that attendance in full day kindergarten results in academic and social benefits for students. Community Unit School District #1 in Charleston is considering a way to offer this program to kindergarten children and their families. Even though any changes may not affect you we would appreciate your help. Please answer the following questions and return your responses to your child's teacher in the envelope by March 8. Thank you!

My child attends ________________ school.
(MT,CS,Linc,Jeff,Ash, Lrna)

My child attends ___________ kindergarten.
(AM,PM)

My child spends one half day in school and the other half day at _________________.
(home, day care, other)

Cost of providing care for my child for the half day he or she is not attending school is ___________ dollars per week.

My child is transported to school by ________________ (bus, car or van, walking).

My child is transported away from school by ________________ (bus, car or van, walking).

1. If Charleston had been able to offer full day kindergarten to your child would you have taken advantage of this option?
   _____ yes  _____ no

If you answered yes to this question please go to question 2.
If you answered no to this question please go to question 3 on the back.

2. I answered yes because: (check those that apply)
   a. _____ a full day kindergarten program would provide academic and social benefits for my child.
Parental Opinions

b. ___ finding quality day care for the part of the day my child does not attend kindergarten is difficult.

c. ___ day care is expensive.

d. ___ I feel that a full day kindergarten program would better prepare my child for first grade.

e. ___ arranging for transportation in the middle of the day is difficult.

f. ___ the transition from school to home or home to school would be less worrisome for me if my child was in a full day kindergarten program.

g. ___ other (please list below)

3. If you answered no to question 1 would you have been more favorable to this option if the following concerns were addressed in the program:

a. providing an adequate rest period so children do not become overtired.
   ___ yes ___ no

b. insuring that the program does not over stress academics and allows children to learn naturally through developmentally appropriate activities.
   ___ yes ___ no

c. insuring that those parents who were unsure about the full day program were offered the half day option with an opportunity to change to full day at any time.
   ___ yes ___ no

d. insuring that a nutritious and economical lunch program is offered.
   ___ yes ___ no

4. Please list other reasons you checked no.

____________________________________

____________________________________

____________________________________

____________________________________