

Approved: 2-22-93  
Date

## MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 11, 1993 in Room 519-S of the Capitol.

All members were present except: Representative Gary Blumenthal (excused)  
Representative Bruce Larkin (excused)

Committee staff present: Ben Barrett, Legislative Research Department  
Dale Dennis, Deputy Commissioner, Department of Education  
Avis Swartzman, Revisor of Statutes  
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Kathy Caldwell, Director, Early Childhood,  
Cindy Shaffer, Coordinator, Prekindergarten  
Brenda Leerskov, Teaching Specialist, Kindergarten  
Judy Zimbelman, Teaching Specialist, Child Learning Centers  
Linda Saad, Program Supervisor, Parents as Teachers  
(All conferees are from Wichita Public Schools)

Others attending: See attached list

Kathy Caldwell addressed the committee regarding the early childhood programs run by Wichita Public Schools. (Attachment #1).

The floor was opened for questions.

Representative Bowden made a motion to amend the February 1, 1993 minutes to correct the initials of the Kansas High School Activities Association and accept the minutes from February 2, 3, 4, 7, 8 and 9, 1993. Barbara Ballard seconded the motion. The motion carried.

The meeting was adjourned at 4:50pm.

The next meeting is scheduled for 3:30pm, February 15, 1993, in Room 519-S.

COMMITTEE:

DATE:

2/11/95

ADDRESS

COMPANY/ORGANIZATION

[illegible]

HE  
Attachment 1-1  
2-1-93

**EARLY CHILDHOOD PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

**KATHY CALDWELL, DIRECTOR, EARLY CHILDHOOD - 833-4420  
CINDY SHAFFER, COORDINATOR, PREKINDERGARTEN - 833-4154  
BRENDA LEERSKOV, TEACHING SPECIALIST, KINDERGARTEN - 833-4420  
JUDY ZIMBELMAN, TEACHING SPECIALIST, CHILD LEARNING CENTERS/LATCHKEY - 833-4420  
LINDA SAAD, PROGRAM SUPERVISOR, PARENTS AS TEACHERS - 833-4635**

HE  
attachment 1.2  
2.11.93

## EARLY EDUCATION PHILOSOPHY

We recognize that young children learn best through active involvement with their environment. This involvement provides for the growth and development of the whole child, physically, emotionally, socially and intellectually. To nurture this development in a relaxed setting requires time. We believe implementation of this philosophy will provide children the time to experience their childhood.

We believe in childhood. Childhood - the time to dream, explore, discover, create and enjoy is rapidly becoming a vanishing phenomenon. In its place, society has imposed an adult-like environment, filled with inflexible routines, unrealistic standards and overwhelming demands. Much of this has been brought about by changing lifestyles, economic issues, technology, and global interaction. Because of these influences, there is a need to bridge the gap between these unrealistic societal expectations and what early childhood educators believe is best for children.

We believe a developmentally appropriate program will provide children more time and opportunity:

1. To feel good about themselves as capable, unique individuals.
2. To engage in playful work.
3. To grow in decision making, problem solving, and critical thinking.
4. To express themselves creatively through language, writing, movement, and use of materials and resources.
5. To interact in guided and informal play experiences.
6. To develop self-motivation, self-discipline, and self-direction toward purposeful activities.
7. To explore their environment using their five senses.
8. To foster a curiosity and enthusiasm for learning.
9. To enjoy age-appropriate activities for their own sake, not only as a preparation for the future.

We believe that the implementation of this philosophy requires a firm commitment to a home and school partnership. Therefore, we must recognize and appreciate the contributions that both home and school make to the care and education of young children.

## EARLY CHILDHOOD PROGRAM GOALS

A high quality Early Education Program expands the young child's world in terms of time and experiences.

The goals of the Early Education Program are to provide:

1. A child-centered environment which encourages competence and self-esteem.
2. A positive, non-competitive, non-sexist atmosphere which fosters an acceptance of the uniqueness of self and others.
3. A physical setting which allows a child to safely explore self-selected activities.
4. A learning setting in which teaching means facilitating a child's intellectual growth through guided discovery in a prepared environment.
5. An experiential, hands-on, curriculum flexible enough to meet individual and group needs.
6. Developmentally-sequenced activities which not only contribute to a child's total progress, but are also enjoyable and meaningful.
7. Effective communication skills (oral, written, listening, reading) which are interwoven into the child's daily experiences.
8. Opportunities for family involvement which strengthen the educational program, enhance the child's experiences, and lay a foundation for the future of the home-school partnership.
9. A more adequate assessment of each child's ongoing education and developmental needs in terms of physical, emotional, social, and intellectual growth.

HE  
outlined 1-23  
2.11.92

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

COMPONENTS	PARENTS AS TEACHERS						
1. Synopsis	<p>Parents As Teachers is a parent education program that emphasizes empowerment of the parents. Its goals are:</p> <ul style="list-style-type: none"> <li>To help parents be better teachers for their children during the crucial first three years.</li> <li>To help parents understand more about how children grow and learn.</li> <li>To help reduce parental stress.</li> <li>To promote optional development of children 0-3 years of age.</li> </ul>						
2. Funding Source	<p>Grant from State Department of Education USD 259</p>						
3. Eligibility	<p>USD 259 resident Children 0-3 years of age</p>						
4. Current Enrollment	<p>400 families with children 0-3 years of age will be served 1992-93</p>						
5. Screening Timeline and Procedures	<p>DDST II (Denver Developmental Screening Test II) at 12 and 24 months of age PLS (Zimmerman Preschool Language Scale) at 18 and 36 months of age Periodic hearing and vision screening Count Your Kid In referrals Listing of other community resources</p>						
6. Services Offered for Children	<p>Home visits for parents and children every 4 to 6 weeks Weekly playgroup Limited book and toy library</p> <p>Other Services: Monthly parent meeting and limited book and periodical library</p>						
7. Staffing Pattern and Certificate	<p>One parent educator per 50 families</p>						
8. Centers/Classes	<p>Booth, Franklin, Irving, Jefferson, Stanley</p>						
9. Days of Service to Children	<p>5 days per week. Home visits days, evenings, and Saturdays</p>						
10. Transportation	<p>Parent provided Limited transportation for playgroups and parent meetings</p>						
11. Home Visitation Parent Program	<p>Home visits every 4 to 6 weeks to share developmental information and activities. Parent Educators assist parents in finding answers for their parenting concerns</p>						
12. Staff Training	<p>Parent educators receive and must pass a week of training provided by the National Parent As Teachers Office to be certified. Certified parent educators have the following training requirements:</p> <table style="margin-left: 40px;"> <tr> <td>First Year</td><td>20 hours</td></tr> <tr> <td>Second Year</td><td>15 hours</td></tr> <tr> <td>Third Year</td><td>10 hours</td></tr> </table>	First Year	20 hours	Second Year	15 hours	Third Year	10 hours
First Year	20 hours						
Second Year	15 hours						
Third Year	10 hours						
13. Meal Service-Nutrition Program	<p>No meals served. Nutrition information for children 0-3 years provided. Resources for other nutritional information suggested.</p>						
14. Administration	<p>Director of Early Childhood Services supervises Parents As Teachers Program. Parents As Teachers Supervisor monitors the nine Parent Educators and one clerk. Parents As Teachers Program works in cooperation with Chapter I Parent Coordinator and principals.</p>						

3  
Attachment 1.1  
2.11.93  
HE

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

HE  
Attachment 1-5  
2/11/93

PREKINDERGARTEN					
COMPONENTS	HEAD START	BOARD OF EDUCATION	EARLY CHILDHOOD SPECIAL EDUCATION- 3, 4	CHAPTER I	EVENSTART
1. Synopsis	A comprehensive child and family development program with emphasis on enhancement of the total environment for the low income child and family. (Handicapped children included).	A Comprehensive Developmentally Appropriate curriculum is provided for low-income or special needs children.	An Early Childhood program for disabled children. The program is designed in accordance with federal and state regulations.	An Early Childhood program to serve children from target Chapter I school areas who show developmental delay and/or educational need. Readiness skills and parent involvement are emphasized.	A parent and child program for residents from the Chapter I school areas. The focus of parent is to improve their literacy skills, obtain a GED, and participate in their child's education.
2. Funding Source	Elementary and Secondary Education Act-Title II/Office of Child Development (HEW). Funds allocated to Wichita Child Care Association and delegate to USD 259.	USD #259; (Local tax funds) Support services available through USD 259.	State Department of Education, Wichita Public Schools, PL 99-457.	Augustus F. Hawkins, Robert T. Stafford Elementary and Secondary - School Improvement Amendments of 1988.	U.S. Department of Education Grant and Wichita Public Schools.
3. Eligibility	USD #259 resident-Family income within federal guidelines. 10% of enrollees may be over income. 10% of the enrollees may be handicapped. Other Head Start programs, operated by the Child Care Association, may enroll residents out of school district- Examples: Home Base, South-Sedgwick County, LaPlaza Delos Ninos, Martin Luther King, Jr., Resource Center Parent/Child Program, Stepping Stones, Camp Hiawatha.	USD #259 resident, 4 years of age on or before September 1.	When the child turns 3 years of age and is disabled as documented by a comprehensive evaluation. Staff child ratios of the disabled and non-disabled must be met. Services will be mandated in 1991.  Referral Procedures for admission: Request for services is made to parent's base school. Preassessment and comprehensive evaluation determine placement into the program. Services are then delivered at the appropriate location and program. CE or comprehensive evaluation must include psychological report, speech evaluation, if appropriate, health, social and education information.	Chapter I target school district resident - 4 years of age on or before September 1. Educational need as per DIAL-R.	Participants must be residents of a Chapter I area. Parent must be over 16 years of age and qualify for the Adult Basic Education Program  If the parent qualifies, children, 2-1/2 to 5, are enrolled in prekindergarten. Child care is provided for children ages 1 and 2.

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

**PREKINDERGARTEN**

COMPONENTS	HEAD START	BOARD OF EDUCATION	EARLY CHILDHOOD SPECIAL EDUCATION 3, 4	CHAPTER I	EVENSTART
4. Current Enrollment	4 year olds - 306	4 year olds - 220	Current slots: Depends on the number of children identified.	4 year olds 560	Funded for 40 families (Ongoing enrollment)
5. Screening Timelines and Procedures	Prekindergarten Spring Roundup. Health Screening Roundup.	"Count Your Kid In"	"Count Your Kid In" - 3 times per year at various locations. History and referrals made for services needed.	Spring Roundup of each year, "Count Your Kid In" referrals	All students are screened into the program.
6. Services Offered for Children	Speech arranged through the Child Care Associa- tion. Psychologist Services provided as needed/Wichita Guidance Center. Nurse Coordina- tor.  Medical/Dental costs paid for children of eligible families.  1 teacher or Child Development Associate (per 20 children) 1 paraprofessional- classroom volunteers encouraged (Foster Grandparents)	Classroom Program and Board of Education and Prekindergarten goals are available. Speech services through clinician assigned to local building. Special services from regular building staff. Nurse service through building staff/health education in classroom. Elementary school social worker.	Developmental prekindergarten with special services as needed and documented on the Individual Education Plan. Early Childhood Special Education classroom (8 children) Nursing services through building staff. Social Services through building staff.	Chapter I Program goals.  Speech, counselor, and social worker services through building staff. Nurse provides dental, vision, and hearing screening to all sites.	Even Start Program for parents and children.
Other Services	Field Trips	Field Trips	Field Trips	Field Trips	Field Trips
7. Staffing Pattern and Certificate	1 teacher (per 20 children) degreed & certified in Early Childhood Educa- tion; 1 paraprofessional; classroom volunteers encouraged.	1 teacher per 15-18 students. 1 para (18 or more students) Classroom volunteers encouraged.	1 teacher (Early Childhood Special Education certified) 1 Paraprofessional Childhood Special Education classroom (10 children - 5 disabled)	1 teacher (per 20 children) degreed & certified in Early Childhood Education; 1 paraprofessional; classroom volunteers encouraged.	Social worker 2 prekindergarten teachers, 1 teacher for adults.

5  
Attachment 1-6  
2-11-93  
HE



**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

**PREKINDERGARTEN**

COMPONENTS	HEAD START	BOARD OF EDUCATION	EARLY CHILDHOOD SPECIAL EDUCATION	CHAPTER I	EVENSTART
8. Centers/classes	Stanley 2    Colvin 2 Dodge 2    Longfellow 2 Little 6    Chisholm 2  Child Care Association of Wichita/Sedgwick County is Head Start Grantee and serves 538 additional child- ren at 10 sites within Wichita surrounding area.	Colvin 2    White 2 Payne 2    Booth 8	Booth 2    Chisholm Tr. 2 Little 2    Dodge 2 Woodman 2    Kensler 2 Mueller 2    Chisholm 2 Levy Special Day School 2 Caldwell-Hearing Impaired 2  Rainbows United 10 (USD 259 contracts with Rainbows United to serve 3 and 4 year old children at 2 locations: 2615 Wellesley and 251 Whittier.	Cloud 2    Stanley 2 Little 6    HM/Irving 4 Colvin 2    Ark. Ave. 2 Dodge 2    Jefferson 2 Harry Street 2 Gardiner 2 Washington 2	Little Early Childhood Education Center 2
9. Days of Service to Children	4 days a week (half days)	5 days per week (half days)	5 days per week (half days)	5 days/week (half days)	Five days per week in class (parents and children) 9:00-2:30 T, W, Th. 9:00-1:00 M & F.
10. Transportation	Parent provided	Combination of school bus or parent provided.	Transportation provided for disabled. Parent provided for non-disabled.	Parent provided	Limited transportation and child care provided for parents and children.
11. Home Visitation Parent Program	Minimum of 2 visits per year. Monthly Parent meeting.	Parent conferences according to building schedules.	Parent meetings, parent participation in individual education plans and home visits at each site.	Home visits as needed (Minimum 2 days per yr.) Parent meetings held periodically.	Parents are instructed in basic skills and trained to become full partners in the education of their children. Home visits and home instruction for parents and children are conducted on Monday and Friday afternoons.
12. Staff Training	Preservice - 2 days 1 day inservice per month	2 days during year.	Two inservice days per year sponsored by the building.	Chapter I Inservice	2 days during the year.
13. Meal Service-Nutrition Program	Required: Breakfast, lunch, and P.M. snack; program pays for all children. (CACFP provides)	Breakfast, lunch, and P.M. snack for all children. (CACFP provides)	Breakfast, lunch and P.M. snack available for all children. (CACFP provides)	Breakfast, lunch, P.M. snack; program pays for all children. (CACFP provides)	Breakfast, lunch, and P.M. snack are provided for each child. Breakfast and lunch provided for adults.

11/2  
 attached to 1-97  
 2-11-93

**EARLY CHILDHOOD PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

**PREKINDERGARTEN**

COMPONENTS	HEAD START	BOARD OF EDUCATION	EARLY CHILD SPECIAL EDUCATION 3, 4	CHAPTER I	EVENSTART
14. Administration	USD 259 Coordinator of Prekindergarten Programs under the supervision of Early Childhood Education, Director. District is a Delegate Agency of Wichita Child Care Association Grantee Agency.	Classes are a part of school and are under the supervision of building principal. Program is supervised by the Coordinator of Prekindergarten Programs, supervised by Early Childhood Education Director.	Coordinator of Early Childhood Special Education supervises program development under the Director of Special Education Youth Services Division. Building principals supervise classes as part of their building responsibilities.	This program is under the direction of Chapter I and Early Childhood Education. Coordinator of Prekindergarten supervises the programs. Individual principals are responsible for day- to- day needs of classes located in their buildings. Program administered through State and Local Chapter I offices.	Teaching Specialist in charge reports to building principal/Chapter I Director.

7  
HE  
Attachment 1-8  
2.11.93

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

**KINDERGARTEN**

COMPONENTS	BOARD OF EDUCATION	CHAPTER I	EARLY CHILDHOOD SPECIAL EDUCATION-5
1. Synopsis	A comprehensive developmentally appropriate curriculum is provided which offers a balance between academic and personal/social education opportunities.	<p><u>Extended Day Kindergarten:</u> Service is provided to serve eligible Chapter I students in an additional half-day program to build self-esteem, impose math, language and cognitive development and to reinforce the regular half-day kindergarten reading, language arts and math programs.</p> <p><u>Reading:</u> To help Chapter I educationally disadvantaged students learn to read and to close the educational gap with their peers.</p> <p><u>Math:</u> Preteaching math objectives with the use of a great variety of manipulatives. Emphasis on higher-level thinking skills; done in small groups orally.</p>	A comprehensive program is provided for Early Childhood Special Education children in accordance with state and federal regulations.
2. Funding Sources	<ul style="list-style-type: none"> <li>-USD #259 General Fund (local tax funds)</li> <li>-State per pupil funding</li> <li>-Chapter I funds 50% of All Day Kindergarten program in 1 school.</li> <li>-Chapter 2 funds 50% of All Day Kindergarten program in 5 schools.</li> </ul>	<p><u>Extended Day Kindergarten:</u> Federal Funding: Augustus F. Hawkins Robert T. Stafford Elementary and Secondary - School Improvement Amendments of 1988</p> <p><u>Reading:</u> Same</p> <p><u>Math:</u> Same</p>	State aid per teacher through State Department of Education, Wichita Public Schools, PI.94-142.
3. Eligibility	<p>Student must be a USD #259 resident and 5 years of age on or before September 1.</p> <p>Documentation required:</p> <ol style="list-style-type: none"> <li>1. Certified copy of birth certificate</li> <li>2. Kansas Certification of Immunization</li> <li>3. Pupil Information Form</li> <li>4. Health examination report card</li> <li>5. Dental care card</li> <li>6. Kindergarten Information Card</li> <li>7. Full payment of fees - \$20.00</li> </ol>	<p><u>Extended Day Kindergarten:</u></p> <ol style="list-style-type: none"> <li>1) Attend a half-day BOE provided kindergarten program in an eligible Extended Day Kindergarten Chapter I school</li> <li>2) have an identified educational need and</li> <li>3) teacher referral</li> </ol> <p><u>Reading:</u> Attend a Chapter I identified school and have an educational need. Service is given beginning the 2nd nine weeks. All Day Kindergarten programs do not receive additional Chapter I services.</p> <p><u>Math:</u> Same</p>	<p>Students must be 5 years of age on or before September 1 and disabled as documented by a comprehensive evaluation.</p> <p style="text-align: center;">Referral Procedure (admission)</p> <p>Request for services is made to parents' base school. Preassessment and comprehensive evaluation determine placement into the program. Services are then delivered at the appropriate location and program. Comprehensive evaluation (CE) must include psychological report, speech evaluation, if appropriate, health, social, and education information.</p> <p style="text-align: center;">Referral Procedure (discharge)</p> <p>Comprehensive evaluation with a recommendation for regular placement. Also, a parent may withdraw the child from the program through established due process procedures.</p>

HE  
Attachment 189  
2-11-93

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

<b>KINDERGARTEN</b>			
<b>COMPONENTS</b>	<b>BOARD OF EDUCATION</b>	<b>CHAPTER I</b>	<b>EARLY CHILDHOOD SPECIAL EDUCATION-5</b>
4. Current Enrollment	All Day Kindergarten 2150 Half Day Kindergarten 2350 Kindergarten/First Grade Comb. 12 <b>TOTAL 4512</b>	<u>Extended Day Kindergarten:</u> 60-80 students, 15-19 students per class  <u>Reading:</u> Approximately 300 students beginning 2nd nine weeks.  <u>Math:</u> Approximately 300 students beginning 2nd nine weeks.	Current slots: Depends on number of children that are identified.
5. Screening Timelines and Procedures	September: The state mandated Wichita Uniform Kindergarten Screening Instrument (WUKSI) is administered by the kindergarten teacher and certificated support personnel to all incoming kindergarten students. The purpose of this screening is to individualize the curriculum, not to exclude, place or track.  First Semester: Speech, hearing and vision screenings of all kindergarten students administered by appropriate support personnel.	<u>Extended Day Kindergarten:</u> Kindergarten students must be referred by the classroom teacher and score at or below 60 on the Chapter I Kindergarten Reading Local Assessment Test or below 30 on the Math Local Assessment Test. Students are served based on greatest need first.  <u>Reading:</u> Kindergarten students must be referred by the classroom teacher and score at or below 60 on the Chapter I Kindergarten Local Assessment. Students are rank-ordered based on test scores and service is given to the neediest first.  <u>Math:</u> Kindergarten students must be referred by the classroom teacher and score below 30 on the Chapter I Kindergarten Math Local Test. Students are rank-ordered based on test scores, and service is given to the neediest first.	"Count Your Kid In"-3 times per year at various locations. History is filled out before attendance. Referrals made.
6. Services Offered	Speech, health, psychological, counseling and social services provided on site according to building allocations. -Field trips.	<u>Extended Day Kindergarten:</u> An additional half-day program is offered to qualifying Extended Day students.  <u>Reading:</u> Students will be seen 40-70 minutes weekly in class or pull out.  <u>Math:</u> Students will be seen 40-60 minutes weekly in class or pull out.	Developmental early childhood program with special services as documented on the Individual Education Plan (IEP). -Field trips.
7. Staffing Pattern and Certification	-1 Teacher (certificated)-15-30 students -Paraprofessionals at selected sites. -Classroom volunteers are encouraged. -Speech, health, social, psychological and counseling services provided through support personnel assigned to building.	<u>Extended Day Kindergarten:</u> Certificated teacher and a paraprofessional assigned to each Extended Day Kindergarten classroom. <u>Reading:</u> Certificated Special Reading Teacher, Paraprofessionals are assigned as caseload warrants. <u>Math:</u> Certificated teacher with inservice training in math. Paraprofessionals are assigned as caseload warrants.	1 Teacher (ECSE certified) 2 Paraprofessionals to 12 children Speech, physical and occupational therapy services through clinicians assigned to buildings. Nursing services through building staff. Elementary school social worker.

HE attached E-10  
2-11-93

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

10  
Attachment 1-11  
2-11-92  
HE

KINDERGARTEN			
COMPONENTS	BOARD OF EDUCATION	CHAPTER I	EARLY CHILDHOOD SPECIAL EDUCATION-5
8. Centers/Classes	<u>Half Day Kindergarten</u> Allen 2      Field 2      McLean 2 Anderson 4    Franklin *3    Minneha 3 Beech 3      Gammon 5      OK 2 Benton 4      Gardiner 3      Payne* 3 Black 2      Harry St. 3      Peterson 4 Bryant 3      Jeferson* 2      Price 3 Chisholm 3      Kellogg 2      Riverside 2 Chisholm Tr. 4    Kelly 2      Seltzer 2 Clark 2      Lawrence 4      Stanley 2 Cleaveland 2      Lincoln* 2      Stearman 1 College Hill 4    Longfellow 2    Sunnyside 2 Dodge 3      McCollom 3      White 2 <u>36 Schools - 97 Sessions</u>   *Chapter I Extended Day Kdg. Program  <u>All Day Kindergarten</u> Adams 2      Earhart 1      L'Ouverture 3 Ark. Ave. 2      Emerson 1      Mueller 5 Booth 6      Enterprise 4      Park 3 Buckner 2      Funston 5      Pl. Valley 2 Caldwell 3      Hyde 2      Riverview 3 Carter 2      Ingalls 4      So. Hillside 3 Cessna 3      Irving 4      Washington 2 Cloud 5      Kensler 4      Woodland 2 Colvin 6      Lewis 2      Woodman 7 <u>27 Schools - 88 Sessions</u>  <u>All Day Kindergarten/First Combination</u> Earhart 2      Washington 1 Hyde 1 <u>3 Schools - 4 Sessions</u>  5 days per week -Half Day Kindergarten - 3 hours per day -All Day Kindergarten - 6 hours per day -All Day Kindergarten/1st Grade Combination- 6 hours per day	<u>*Extended Day Kindergarten: 4 Sites</u> .5 Extended Day Kindergarten classrooms at: Franklin      Lincoln Jefferson      Payne <u>4 Schools - 4 Sessions</u>  <u>Reading/Math: 17 sites</u> Black      Irving Chisholm      Jefferson Cloud      Lincoln Colvin      Longfellow Dodge      Park Field      Payne Franklin      Stanley Gardiner      White Harry Street	Anderson 1 Beech 1 Booth 1 Caldwell 2 (Hearing Impaired) Chisholm 1 Chisholm Trail 2 (Communicative Disorders) Cleaveland 1 Dodge 1 Irving 1 Kensler 1 Levy 2 (ECSE/SMH) Mueller 1 South Hillside 1 (BD) Woodman 1
9. Days of Service		<u>Extended Day Kindergarten:</u> Half-day program, 5 days per week  <u>Reading:</u> 2-3 days a week for a total of 40-70 min.  <u>Math:</u> Twice weekly for total of 40-60 minutes	5 days per week 6 hours a day unless altered by IEP

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

**KINDERGARTEN**

COMPONENTS	BOARD OF EDUCATION	CHAPTER I	EARLY CHILDHOOD SPECIAL EDUCATION-5
10. Transportation	School bus or parent provided	<p><u>Extended Day Kindergarten:</u> A combination of bus (if eligible) and parent provided.</p> <p><u>Reading:</u> A combination of bus (if eligible) and parent provided.</p> <p><u>Math:</u> A combination of bus (if eligible) and parent provided.</p>	Transportation provided for disabled.
11. Home Visitation Program	Parent conferences according to building schedule.	<p><u>Extended Day: Kindergarten:</u> Chapter I Parent Involvement Program services are available to all Extended Day Kindergarten parents. Parental conferences and visitations are encouraged. Parents are strongly encouraged to attend one activity per month.</p> <p><u>Reading:</u> Chapter I Parent Involvement Program services are available to all Chapter I parents. Parental conferences are encouraged. Parent information meetings are held in the fall.</p> <p><u>Math:</u> Chapter I Parent Involvement Program services are available to all Chapter I parents. Parental conferences are encouraged. Parent informational meetings are held in the fall.</p>	<p>Parent meetings</p> <p>Parent participation in Individual Educational Plan</p> <p>Home visits determined at each site</p>
12. Staff Training	2 inservice days per year sponsored by building	<p><u>Extended Day Kindergarten:</u> 4 staff inservices are scheduled a year.</p> <p><u>Reading:</u> 4 staff inservices are scheduled a year. Additional optional inservices are available for the staff.</p> <p><u>Math:</u> 4 staff inservices are scheduled a year. Additional optional inservices are available for the staff.</p>	2 inservice days per year sponsored by building
13. Meal Services/Nutrition Program	<p>Crackers and milk available to all kindergarten students.</p> <p>Hot lunch program available to All Day Kindergarten, All Day Alternate Day Kindergarten, Extended Day Kindergarten and All Day Kindergarten/First Grade Combination</p>	<p><u>Extended Day Kindergarten:</u> Lunch is provided by the parent. Free/Reduced lunches are available if the parent qualifies.</p>	Crackers and milk available to all students. Hot lunch program available to those students who attend all day program. All Early Childhood Special Education-5 students attend all day unless IEP specifies a shortened day.

HE  
Outlook 1-12  
2-11-93

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

12  
HE  
attachment 1-13  
2-11-93

KINDERGARTEN			
COMPONENTS	BOARD OF EDUCATION	CHAPTER I	EARLY CHILDHOOD SPECIAL EDUCATION-5
14. Administration	Kindergartens are under the supervision of the building principal, supervised by the Early Childhood Services Director and the Associate Superintendent of Educational Services and respective Area Superintendents and Area Elementary Directors.	<p><u>Extended Day Kindergarten:</u> Program Coordinator, under the supervision of the Chapter I Director and the Director of Compensatory and Accountability, is responsible for overall program supervision. Individual building principals are responsible for day to day needs of Extended Day Kindergarten classes. Program monitoring and evaluation are done by the Chapter I Program Coordinator.</p> <p><u>Reading:</u> The Chapter I Reading Coordinator and Administrative Assistant, under the Supervision of the Chapter I Director and the Director of Compensatory and Accountability, are responsible for overall program supervision. Individual building principals are responsible for day to day needs of Reading classes. Program monitoring and evaluation are done by the Chapter I Program Coordinator.</p> <p><u>Math:</u> The Math Coordinator and Administrative Assistant, under the Supervision of the Chapter I Director and the Director of Compensatory and Accountability, are responsible for overall program supervision. Individual building principals are responsible for day to day needs of Math classes. Program monitoring and evaluation are done by the Chapter I Program Coordinator.</p>	Coordinator of Early Childhood Special Education supervises program development under the Director of Special Education as a part of the Youth Services Division. Building principals supervise classes as a part of their building responsibilities under direction from their respective Area Superintendents and Area Elementary Directors.

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

13

HE  
attachment 1-14  
2-11-93

1992-93

COMPONENTS	CHILD LEARNING CENTERS	LATCHKEY												
1. Synopsis	<p>To provide a comprehensive developmentally appropriate curriculum which combines education, occupational, vocational programs, parenting education, and other services for parents and their children.</p> <p>To enable the student parent to complete requirements for diploma, its equivalent, and/or post-secondary program in a school setting while his/her child is enrolled in the Child Learning Center.</p> <p>To encourage enrolled students with an opportunity to observe and work with young children and/or prepare for employment.</p>	<p>To serve school age children in grades kindergarten through fifth grade before and after school hours. To provide programming to meet the developmental needs of the children including educational, nutritional, and recreational services.</p>												
2. Funding Source	<p>General Fund, user fees accounts, SRS/Kan Work reimbursements, vocational fund and Child Care Food Program.</p> <p>Rates are based on age of child:</p> <table><tr><td>Infant weekly</td><td>\$86.00</td></tr><tr><td>Toddler weekly</td><td>\$75.00</td></tr><tr><td>Preschool weekly</td><td>\$65.00</td></tr></table>	Infant weekly	\$86.00	Toddler weekly	\$75.00	Preschool weekly	\$65.00	<p>The program is self-supporting with revenues obtained through contracts with Social Rehabilitation Services, Child and Adult Care Food Program, and parent fees.</p> <p>Rates are based on hours of attendance:</p> <table><tr><td>1-3 hours</td><td>\$3.50</td></tr><tr><td>3-6 hours</td><td>\$7.00</td></tr><tr><td>6-10 hours</td><td>\$10.00</td></tr></table>	1-3 hours	\$3.50	3-6 hours	\$7.00	6-10 hours	\$10.00
Infant weekly	\$86.00													
Toddler weekly	\$75.00													
Preschool weekly	\$65.00													
1-3 hours	\$3.50													
3-6 hours	\$7.00													
6-10 hours	\$10.00													
3. Eligibility	<p>A child may be admitted to the Child Learning Center between the ages of two weeks and/or until he/she is eligible for kindergarten. Enrollment is dependent on space available within the child's age group.</p> <p>Enrollment priority is: infants (2 weeks to 18 months), toddlers (18 months to 2-1/2 years), preschoolers (2-1/2 years to kindergarten age). Priority will be given to children of high school students, then to children of employees, and if any spaces remain to preschool age children from the general community.</p> <p>Eligibility is dependent upon completion of the application form and receipt of required deposit.</p> <p>Applications for enrollment are completed at each individual site and are considered on an individual basis.</p>	<p>Each site is responsible for enrollment based on space available. Approximately 26 sites - selected elementary schools are now in operation. Eligibility will be determined upon completion of the application form and receipt of required deposit.</p>												
4. Current Enrollment	<p>KSDHE licensed capacity is 226.</p>	<p>26 sites are in operation with varying capacities.</p>												
5. Screening Timelines and Procedures	<p>None.</p>	<p>None.</p>												
6. Services Offered for Children	<p>Comprehensive services are available but limited to on site allocation and access.</p>	<p>Programming will include educational, nutritional, and recreational services. Field trips and community liaisons are developed to enhance educational opportunities, social, and cultural awareness.</p>												



**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

COMPONENTS	CHILD LEARNING CENTERS	LATCHKEY
7. Staffing Pattern and Certificate	<p>Heights-1 Program Planner, 2 Instructional Assistants  Metro-Blvd.-1 Program Planner, 1 Instructional Assistant  Dunbar-1 Program Planner, 1 Instructional Assistant  East-1 Program Planner, 1 Instructional Assistant and 6 Aides  Metro-Midtown-1 Program Planner, 2 Instructional Assistants  North-1 Program Planner, 1 Instructional Assistant, 2 CLC Aides  Northwest-1 Program Planner, 1 Instructional Assistant  South-1 Program Planner, 2 Instructional Assistants, 1 CLC Aide, 1 HS Coop.  Southeast-1 Program Planner, 1 Instructional Assistant, 1 CLC Aide  West-1 Program Planner, 1 Instructional Assistant, 1 CLC Aide  All staff members meet State Department Health-Environment requirements. The District Teaching Specialist is a certified Early Childhood teacher.</p>	<p>A certified teacher serves as the director of the program. The daily operation of the program is supervised by the building principal. The district teaching specialist oversees licensing compliance, program uniformity, and community agency liaisons. Paraprofessionals implement daily activities as planned by the site director.</p>
8. Centers/Classes	<p>Child Learning Centers are located at: Dunbar, East, Metro Midtown, North, Northwest, South, Southeast, West, Heights, Metro-Boulevard and Metro-Meridian (second semester).</p>	<p>Adams, Allen, Anderson, Beech, Buckner, Caldwell, Cessna, College Hill, Colvin, Chisholm Trail, Cloud, Emerson, Enterprise, Franklin, Funston, Gammon, Gardiner, Harry St., Hyde, Jefferson, Lawrence, Lewis, Lincoln, Linwood, Longfellow, L'Ouverture, McCollom, Minneha, Peterson, Pleasant Valley, Price/Harris, Riverside, Stearman, Stanley, Sunnyside and Woodman</p>
9. Days of Service to Children	<p>Centers are open for children during the school year with the exception of Dunbar Adult Center which is open twelve months.</p>	<p>Service is offered as an extension of the day that children are in school according to the published school calendar. Selected sites are open during the summer.</p>
10. Transportation	<p>No transportation is provided. A student parent is eligible to ride the school bus and may take along his/her child.</p>	<p>Transportation is the responsibility of parents.</p>
11. Home Visitation Parent Program	<p>Parents participate daily/weekly in center activities. Parent meetings are held a minimum of two times per semester. These meetings are held after class hours.</p>	<p>Communication is maintained through daily contact, newsletters, interviews, bulletin boards and parent meetings.</p>
12. Staff Training	<p>Differentiated levels of staff are employed. Staff completes a minimum of ten hours of approved KSDHE inservice annually. This is completed after center hours of operation.</p>	<p>Differentiated levels of staff are employed. The site director is a certificated employee. Annual inservice for paraprofessionals is required.</p>
13. Meal Service-Nutrition Program	<p>Breakfast, lunch, and snack is served daily. Meals are provided by School Food Service under requirements of CACFP.</p>	<p>Breakfast and afternoon snacks are available from School Food Service which meet the requirements of CACFP.</p>

HE  
attachment 1-13  
2-11-93

**EARLY CHILDHOOD EDUCATION PROGRAMS  
WICHITA PUBLIC SCHOOLS  
1992-93**

COMPONENTS	CHILD LEARNING CENTERS	LATCHKEY
14. Administration	<p>The Program Planner is listed as the KSDHE director on site. Each center is staffed with additional Instructional Assistants and CLC aides. The centers are located in secondary and post secondary sites. The principals or their designee are responsible for day to day operations with the Program Planner. Overall coordination is accomplished at the district level by a teacher specialist.</p> <p>The program is administered through Early Childhood Education Services. Home Economics teachers are the teachers of record for secondary students enrolled in the Child Learning Centers. The child care instructor(s) at Dunbar is the teacher of record for those post secondary students enrolled.</p>	<p>The building principal oversees daily operation. The site director manages the program and is responsible for fiscal integrity. The district specialist oversees agency liaisons and licensing regulations.</p>

HE  
Attachment 1-16  
8-11-93

**SEDGWICK COUNTY REFORM INDICATORS  
WICHITA PUBLIC SCHOOLS**

**SEDGWICK COUNTY  
REFORM INDICATORS**

**WICHITA PUBLIC SCHOOLS  
88% OF SEDGWICK COUNTY  
REFORM INDICATORS**

* 112,000 children	98,560
34,500 under the age of 5	30,360
77,500 age 5-17	68,200
* 40,000 children living in poverty: (SRS estimate)	35,200
26% increase in % of children in poverty 1979-1989	
over 6,000 under the age of 5	5,280
12,387 children on AFDC	10,900
* 1,100 pregnant teenagers: ('91)	968
700 are single teens (Rank 8th)	616
30+ between the ages of 10-14	
18% increase of birth to single teens 1980-1990	
1,500 births to mothers without high school diploma (Rank 7th)	1,320
20% increase in percent of children in single parent families (Rank 10th)	
507 children born with low birth weight ( '90) Rank 7th	446
* 6,500 children reported abused or neglected	5,720
* 5,000 children severely, emotionally disturbed	4,400
* 3,400 children age 5 & under that are physically handicapped	2,992
* 1,350 children in SRS Custody	1,188
* 888 CHILDREN IN OUR-OF-HOME PLACEMENTS: (+ 41% 1989-1991) Rank 7th	781

**COST TO TAXPAYERS \$16 MILLION PER YEAR**

27% increase in juvenile arrest rate 1990-1991 (5,027) Rank 10th  
21% increase incarceration rates (age 12-18) 1989-1991 Rank 9th

- \* 35% of eligible 4 year-olds in Sedgwick County are in Head Start (Head Start returns between \$5-7 to the community for every \$1 spent; in reduced dropouts, unemployment, crime, teenage pregnancy, etc.)
- \* Immunization rates in Sedgwick County for Kindergartners, by age 2 faltered from a poor 59% in 1989 to 54% in 1990 (a dollar spent on immunization returns \$10 to the community in savings).

\* Rank of 10 is the most negative in 1-10 state rankings

HE  
Attachment 1-17  
2-11-93

## **STATE OF KANSAS REFORM INDICATORS**

- \* *Every 93 minutes an infant is born into poverty*
- \* *Every 28 hours an infant dies*
- \* *Every 4 hours an infant is born to a mother who received late or no prenatal care.*
- \* *Every 119 minutes an infant is born to a teenage mother*
- \* **RANKS 45TH IN U.S. IN JUVENILE INCARCERATION RATE.**

*726 Kids in Youth Centers (increase of 94% 1985-1990)*

- \* *In 1985 Kansas allocated more money per capita to state hospital care than any other state.*
- \* **SPENT \$357 MILLION AS A RESULT OF TEENAGE PARENTS**

*(\$60 - \$80 Million of this in Sedgwick County)*

- \* **FOSTER CARE COSTS GREW \$25 MILLION, OR 109%, FROM 1987-1992.**

*At this rate these costs will reach \$100 million in 1997.*

- \* *Immunization rates in Kansas for Kindergartners, by age 2 faltered from a poor 64% in 1989 to 52% in 1990 (a dollar spent on immunization returns \$10 to the community in savings).*
- \* *Number of children in SRS Custody increased 28% 1985-1991.*

# USD 259 PREKINDERGARTEN PROGRAMS

USD 259 Prekindergarten programs serve the needs of approximately one fourth of the children who will go to Kindergarten in USD 259 the following year. Children are enrolled in programs funded through Head Start, Chapter 1 and the local school district.

## IN AN EFFORT TO HELP OUR CHILDREN MEET THE NATIONAL READINESS GOALS---

### All enrolled children receive:

- \*Two meals each day at no cost
- \*Vision, dental, hearing and speech screenings at no cost

### Parents of all enrolled children receive:

- \*Opportunities for parent involvement
  - school wide events
  - program opportunities
  - training workshops
  - limited state level training
- \*Information regarding normal child development
- \*Assistance finding community resources

### ALL ENROLLED CHILDREN MUST HAVE COMPLETED AGE -APPROPRIATE IMMUNIZATIONS

Funding sources and program requirements vary. However, average education costs per child include the following:

Certificated teacher, trained paraprofessional and support staff	\$ 1,754.00 w/Benefits
In-district travel for staff and inservice	\$ 17.00
Student services (medical/dental and activity trips)	\$ 12.00
Supplies, additional equipment/furniture and printing	\$ 30.00

This cost is based on a half day program---twenty (20) students per classroom, a certificated teacher, trained paraprofessional, minimal costs for support staff services and classroom equipment and supplies. Not included in this cost are:

- Transportation (only provided for special education students)
- Basic furniture and equipment needs (\$5,000 per classroom)
- Nutrition (provided through C.A.C.F.P.)
- Administrative services
- Building space
- Building maintenance
- Utility costs

HE  
Attachment 1-19  
2-11-93

## RESEARCH and CURRENT NUMBERS

One out of six eligible low income preschool children are served by Head Start (GAO1/90)  
35% of eligible four year olds in Sedgwick County are in Head Start

Estimates reflect that five to seven dollars is returned to the community for every one dollar spent on quality Early Education Programs

Wichita Sedgwick County Head Start Grant \$2,252,597	(\$463,491.00 goes to USD 259)
502 children served by Grantee	306 children served by Delegate

Wichita Chapter 1 Grant \$5,921,795	(Approximately 1.1 million dollars goes to Prekindergarten)
	560 children are served

Almost six hundred (600) children applied for USD 259 Prekindergarten and C.C.A. Programs and were not served due to limited funds for programs (1992-93 school year.)

### THREE CONDITIONS THAT MUST BE ADDRESSED (Head Start Silver Ribbon Panel, 1990)

- \* Need to protect the quality of programs
- \* Expand enrollment and service delivery
- \* Encourage collaboration and research

The early childhood community faces new challenges each day, as the need for services increase. No one agency or segment of the community can meet all of the needs presented by the families. Only by joining together and increasing funding for all early childhood programs can we be effective educators and advocates for the children and families most in need.

# WICHITA PUBLIC SCHOOLS

USD #259

## KINDERGARTEN PROGRAM

### KINDERGARTEN ENROLLMENT

All Day Kindergarten:	1980
Half Day Kindergarten:	2180
Extended Day Kindergarten:	60*
Kindergarten/First Grade Combination:	<u>40</u>
TOTAL Kindergarten Enrollment:	4200

(\* Included in Half Day Kindergarten Enrollment)

### NUMBER OF TEACHERS

All Day Kindergarten:	90
Half Day Kindergarten:	53
Extended Day Kindergarten:	4
Kindergarten/First Grade:	<u>4</u>
TOTAL Number of Teachers:	151

### NUMBER OF SESSIONS

All Day Kindergarten:	88
Half Day Kindergarten:	97
Extended Day Kindergarten:	4
Kindergarten/First Grade Combination:	<u>4</u>
TOTAL Number of Sessions:	193

### NUMBER OF SCHOOLS

All Day Kindergarten:	27
Half Day Kindergarten:	36
Extended Day Kindergarten:	4
Kindergarten/First Grade:	<u>3</u>
TOTAL Number of Schools:	63

### PER PUPIL COST(Full-time Student)\$4,400.00

Full FTE	\$3,600.00
1/2 FTE for Kdg. Students	\$1,800.00
Local Cost to District Now	\$2,600.00
Local Cost to District if received Full FTE for Kdg. Students	\$ 800.00

### TEACHER COST

Salary	\$28,800.00
Health	3,780.00
Fringe Benefits	<u>2,756.00</u>
TOTAL	\$35,336.00

### SERVICES PROVIDED

Vision, hearing, dental and speech screenings

### CHAPTER 2 FUNDING

\$299,000.00 funds 7.5 teacher positions in 4 schools

### EQUIPMENT COST

It costs approximately \$5,000.00 to equip a new kindergarten classroom. Approximately 35 new rooms have been equipped in the last five years, costing approximately \$175,000.00. Additional rooms needed for All Day Kindergarten classrooms have been made available through the transition to the Middle School model, moving the sixth grade students to middle school buildings. More efficient use of space has opened up other available space in buildings.

### TRANSPORTATION COST

Bussing occurs in USD #259 for desegregation purposes, hazardous walking situations, and magnet attendance. All Day Kindergarten classes are provided for all of our bussed minority kindergarten students in the AAA Attendance Area. Noon buses have been eliminated at the schools with All Day Kindergarten, resulting in a savings to the district. The district spends approximately \$160,000.00 each year on noon busses for Half Day Kindergarten students. This will increase by approximately 4% next year.

### PLACEMENT OF ALL DAY KINDERGARTEN PROGRAMS

The placement of these programs is a site-based decision based on space available, educational need and program need. The majority of the programs are placed in neighborhoods of high educational need and in magnet schools where the All Day Kindergarten lends to the fluidity of the magnet program.

### INSERVICE

The availability of district experts decreases some of the inservice costs. Site-based inservicing on developmentally appropriate practice and teaching strategies for drug-affected

HE  
Attachment 1-21  
2-11-92

and at-risk children are coming in our district through our Early Childhood Department.

## EVALUATION

The results of the evaluation of the All Day Kindergarten Program conducted in our district in 1989 mirror the findings of national research.

### RESULTS:

- The program is supported by teachers and administrators.
- The program is supported by parents.
- Academic performance is higher as measured by the Iowa Test of Basic Skills.
- Other learning is taking place (social, emotional, etc.) that cannot be measured by this instrument.
- Children did not appear overly tired in the afternoon.
- Educational disadvantaged children are given an added opportunity for success in school

USD #259 has followed through with the recommendations stemming from this evaluation.

- RECOMMENDATIONS:
- Continue the program in the present schools. (All five schools included in this study have this program operating presently.)
  - Expand to as many of the at risk schools as economically feasible. (The district has expanded from 10 schools in 1989-90 to 27 schools at present.)
  - Consider establishing a half day prekindergarten in conjunction with this program.
  - Consider lowering the class size in all these classrooms. (The district has strived to keep class size at 24 students or lower.)
  - Provide more inservice for teachers. (The district is offering several site-based inservice opportunities to assist teachers with small group instruction, manipulative activities, experiential activities, etc.)
  - Identify means of evaluating learning which does not rely on paper and pencil achievement tests. (Observational instruments, portfolios, anecdotal records are now in place to assess the students' performance on newly developed learning outcomes.)

## REVIEW OF PROGRAM

The district will be reviewing the All Day Kindergarten program this year. All of the children in district early childhood programs are in the process of being coded so future longitudinal studies may take place. It is not our district's goal to have All Day Kindergarten in all of our elementary schools, but to offer the parents of our district a choice in program.



# SUMMARY OF THE RESEARCH: EFFECTS OF KINDERGARTEN SCHEDULING

The information contained in this summary is taken directly from the 1989 ERS Research Brief entitled, Effects of Kindergarten Scheduling. According to ERS, education researchers and practitioners are reexamining the role of kindergarten in American public education. Kindergarten is no longer considered a luxury--rather, it is an important introduction to the educational system, and an opportunity to lay the foundation for a successful scholastic career.

One of the basic questions about kindergarten is what kind of schedule best meets the needs of children...half-day, alternate day or full-day. While half-day schedules have dominated the scene since WWII, today more decision makers are considering the full-day and alternate schedules. The portion of kindergarten programs that operate on an extended day schedule has risen from less than 10 percent in 1969 to 31 percent in 1982, and 35 percent in 1985.

Since 1980, almost 40 studies have been published comparing the effects of full-day, alternate day, and half-day kindergarten. The research addresses the effects of the various schedules on the academic, cognitive, and socio-emotional development of young children, as well as parental and educator attitudes, and program cost.

## FULL-DAY VS. HALF-DAY KINDERGARTEN PROGRAMS

The consensus among the reviewers of the research is that: full-day kindergarten is superior to half-day kindergarten for educationally disadvantaged and low-income children.

There was agreement that for children from low socio-economic or educationally disadvantaged backgrounds, full-day kindergarten provides significantly greater benefits than half-day kindergarten.

The developing consensus that full-day kindergarten benefits at-risk children from low-income groups may become increasingly important in the near future. This is because a growing proportion of young students will be coming from these very groups. With a workforce being composed of disadvantaged children, full-day kindergarten may prove helpful in developing American manpower to the greatest extent possible.

Federally funded all-day programs designed specifically for at-risk children yielded "empirical research" substantiating the point.

There are indications of benefits to educationally disadvantaged children in full-day kindergartens.

Full-day kindergarten is potentially beneficial to children of all backgrounds, but it appears most effective with educationally disadvantaged groups.

The following tentative conclusions can be drawn from 37 studies comparing full-day with half-day kindergarten:

Five studies found at least one positive academic effect favoring half-day kindergarten over full-day.

In each of 12 studies there was at least one point at which there were no significant differences in academic effects between the full-day and the half-day schedules.

Twenty studies found results that favored the full-day schedule in academic achievement.

Seven studies measured the effects of full-day kindergarten on educationally disadvantaged children. All seven reported significant differences in favor of full-day programs as compared to half-day programs.

Most teachers reported that they prefer the full-day schedule to the half-day; the full-day schedule allows teachers to devote more uninterrupted time to academic pursuits.

Parents generally reacted favorably to the full-day kindergarten schedule. The two most frequently reported reasons for this were: the full-day program accommodated family schedules well when both parents worked outside of the home; and parents appreciated the more complete preparation for first grade which their children received in full-day kindergartens.

Fatigue was reportedly not a long-term problem for most full-day kindergarten pupils.

A substantial majority of studies that reported academic and social differences found in favor of the full-day kindergarten. These differences were reportedly due primarily to the uninterrupted time that full-day teachers were able to devote to teaching skills. Also, most full-day kindergarten programs tended to have a more academic orientation.

From the principals' perspectives: while full-day programs were the most expensive of the three kindergarten schedules, they also best met curriculum needs. Conversely, alternate day kindergarten was the least expensive to operate, yet it was also the least desirable program. The principals also reported that the half-day kindergarten posed the greatest busing difficulties, and full-day posed the least.

# FULL-DAY VS. HALF-DAY KINDERGARTEN

The following graphs present an overview of the studies that compare various effects of full-day and half-day schedules on the basis of academic achievement, student attitude and behavior effects, and parental, teacher, and principal preference effects.

Figure 1

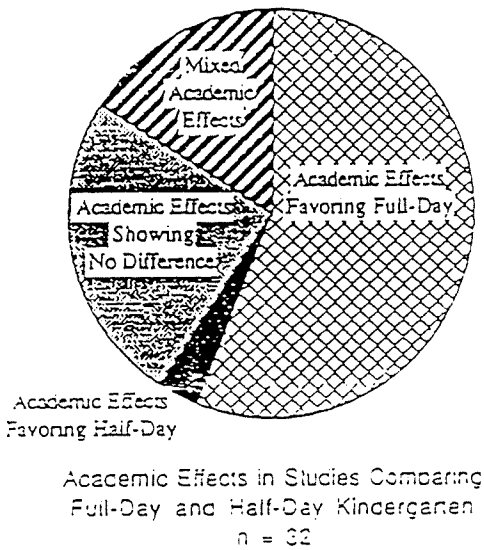


Figure 2

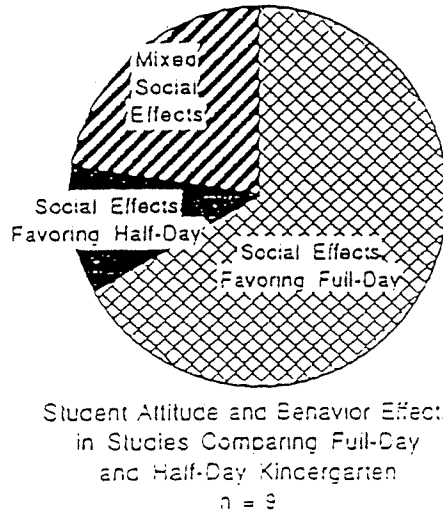


Figure 3

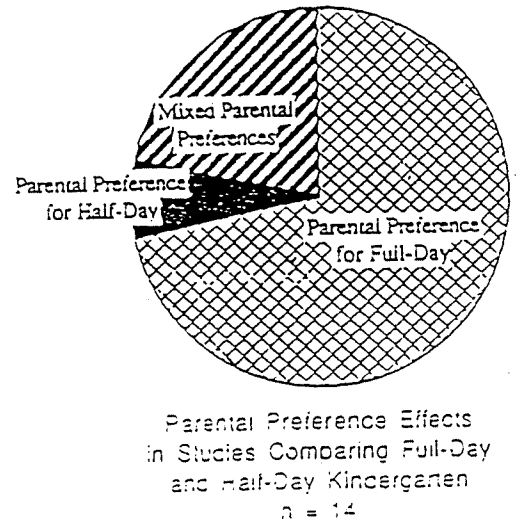


Figure 4

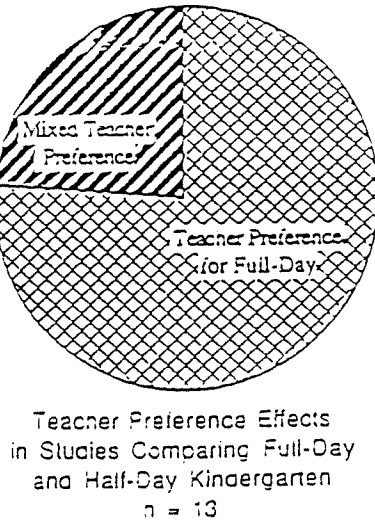
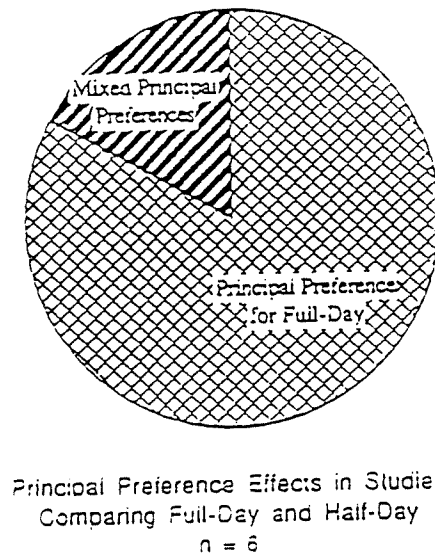


Figure 5



## ALTERNATE DAY VS. HALF-DAY KINDERGARTEN PROGRAMS

The research (fourteen studies) is evenly divided on the relative academic benefits of alternate day and half-day kindergarten:

Five studies found no significant differences among advantaged children between half-day and alternate day kindergartens.

Three studies reported significant academic differences among advantaged children in favor of alternate day kindergarten.

Three studies found the half-day schedule to be to the children's best benefit.

Pasco (1987) found alternate day programs to be significantly better for disadvantaged pupils.

Eight studies tested for non-academic student outcomes, such as classroom behavior and attitude toward school:

Five studies found no significant differences between alternate day and half-day pupils in non-academic spheres.

Three studies reported at least one non-academic effect favoring the alternate day schedule.

Kindergarten teachers indicated a preference for the alternate day schedule over the half-day schedule. In general, this was because: teachers preferred the uninterrupted classroom time afforded them by the alternate day schedule; teachers appreciated not having to do the same things twice each day as they usually do when teaching two half-day sessions.

Principals generally preferred the alternate day schedule over the half-day schedule. The most often reported reason for this was the saving which resulted from eliminating noon transportation costs.

Parents, for the most parents, reacted positively to the alternate day program. Most parents reported that neither fatigue nor learning difficulties resulted from the alternate day schedule.

## Child Care in USD 259

### Child Learning Centers

Child Learning Centers provide a comprehensive developmentally appropriate curriculum and combine educational, occupation, vocational programs, parenting education, and other services for young children. The centers serve as child care facilities for the children of enrolled pupils, training laboratories for observing developmental patterns of children, and classrooms for preparing pupils for employment. The centers provide child care to the children of high school pupils first; secondly, to the children of post secondary vocational students; thirdly, to the children of district employees.

#### Goals for the Children:

To achieve a positive sense of self

To grow in social skills

To build language and communication skills

To develop cognitive skills through manipulative exploration

To become aware of the diversity of our community and culture

To work toward self-discipline

Program success is measured by vocational student placement rates, high school completion rates and the waiting list for future enrollment. We have grown from one site in 1968 (North High) for 15 children to eleven sites in 1993 serving more than 200. In 1991-92, our enrollment was 224 with 59% students' children and 37% employees' children. Of these 133 students, 28 completed high school, 2 completed a GED, 5 completed a vocational program, while only 13 dropped out.

The cost for this program is shared by BOE and the users. The cost per child averages \$3,200 per year. However, infant care is very expensive unless offset by preschool enrollment.

Infants 1/3 ratio adult to child cost: \$6,300 average per year

Toddlers 1/5 ratio adult to child cost: \$4,200 average per year

We are able to set enrollment at approximately 50% employees paying full rate, while students pay only \$3.00 per day. Approximately, 47% of the students are eligible for SRS reimbursement for child care expenses. Currently, we are able to collect nearly \$2,700 per child to offset expenses. Equipment and material set up for a unit of 8 (4 infants/4 toddlers) and a unit of 12 preschoolers is approximately \$14,000. (This does not include renovations.)

To continue the success of this program we will need to seek outside funding for program expansion and improvement. We may also need to seek funding for wear and tear or replacement. Outside funding has included, Vocational Funding, Carl Perkins Grants, Pregnant and Parenting Teen Grants, Kanwork, Child Development Block Grants, Southwestern Bell mini-grants, and the Child Care and Adult Food Program. We also need support in meeting the licensing and monitoring of health department requirements.

HE  
attachment 1-21  
2-11-92

### **Latchkey**

The purpose of Latchkey is to provide coordination of individual family resources and the resources of the Wichita Public Schools in meeting the developmental needs of the elementary child for adequate adult supervision and guidance when they are not in school and their parents are at work.

Our program has grown from 9 sites in 1988 to 36 out of 69 elementary schools in 1993. Twenty-seven of these programs are supervised by certificated teachers of USD 259. The other programs are joint ventures with the YMCA and Park and Recreation Services. There are over 1300 children participating in the program and parents are requesting additional sites and additional services including access for special needs children.

The primary support of the program by the BOE is for space and custodial or maintenance. The staff costs and supplies are borne by the users. The average cost is \$990 per child per year.

We need continued support for cooperative agency agreements. We also need outside funding for set-up and expansion. The removal of roadblocks for licensing requirements for school-age programs should be continually monitored. We need industry to be more responsive to parents for school-related activities, with flex-time and leave for conferences and illness. Children need the time to be children and not necessarily to be miniature adults in charge of their house, their supper, or their siblings full-time.

Are these child care programs the answer to teen pregnancy and drug-prevention or reduction of gang activities for primary students? Probably not. In 1991, there were 1500 births to mothers without high school diplomas in Sedgwick county, yet we served only 133 parents. When alternative support systems or parents are not available then the school seems to be a logical delivery system for these child care services. It would be nice if all teens were required to take a parenting class before child birth to help meet the demands of balancing the needs of a young child and the needs of a teenager. It would also be nice if a parent was home to greet the elementary age child each day when they came home from school. But this is not the current configuration of our society.



## PARENTS AS TEACHERS WICHITA PUBLIC SCHOOLS



The Parents As Teachers program is a home/school partnership designed to provide parents with developmental information and activities that support the work that they do as their child's first teacher. It is based on the assumption that all parents have strengths and can benefit from support during the critical years before their children go to school. This research based program provides *personal in-home visits, group meetings, information and guidance, newsletters and screenings* (developmental, language, vision, and hearing) for families with children from birth to three years.

In an effort to better serve parents, the Wichita Parents as Teachers Program is located in elementary schools, community centers (African American Family Preservation Center, Stanley-Alley Community Center, St. Francis Child Development Center, Booth Early Childhood Center), and Metro-Midtown Alternative High School. A Community Advisory Committee, and Internal Coordinating Committee and a Parent Advisory Committee have been established to guide and support the Wichita program. Community and parent input is an essential part of the Parents as Teachers program. Coordination of services for families with community agencies is a high priority for the Wichita Parents as Teachers program (please see the list of coordinating community agencies on the back).

Statistics of the families served by USD# 259 Parents as Teachers are below:

	<u>1991-1992</u>	<u>Projected 1992-1993</u>
Number of families served	308	430
Family Information		
First time parents	193	283
Teen parents	63	95
At-risk families	103	166
Low income families	147	190
ESL parents	78	110
Transient/homeless	13	15
Single parents	86	126
Waiting list	228	400

**The benefits of Parents As Teachers programs are far-reaching:**

*PAT is a low-cost prevention program that:*  
*Reduces parental stress and child abuse*  
*Reduces need for remedial and special education programs*  
*Contributes to adult and child literacy*  
*Promotes the health and mental health of young children*  
*Involves parents in their child's education from the beginning.*

Parents As Teachers evaluation reports reveal positive feedback from the parents such as changing attitudes toward childrearing, more satisfaction in their task of parenting, and appreciation of the support system. Research and experience show that each dollar invested in quality parent-child early education pays rich dividends in terms of reduced need for remediation, special education, and social services.

Many of the Wichita P.A.T. parents say that they would like to see the program continue past thirty six months. H.B. 2060 proposed to expend the number of school districts and to offer service through forty-eight months. This expansion would facilitate our at-risk children going directly from the P.A.T. program into the USD# 259 Pre-Kindergarten programs--continuous service for families with the highest need. The expansion would benefit all families. **We urge you to support this program expansion (H.B. 2060).**

HE  
Attachment 1-29  
2-10-92

# COOPERATING AGENCIES

Coordination and cooperation with other agencies and programs serving parents and children is a major components of the Parents as Teachers Program. Cooperating agencies are:

- Catholic Social Services** (Community Advisory Committee, assistance serving South East Asian families)
- Chapter One Parent Program** (Community Advisory Committee, sharing of space for P.A.T. parent educators in elementary school sites, sharing of resources)
- Child Care Association** (Community Advisory Committee, P.A.T. brochures with child care mailing)
- Cities in Schools** (Community Advisory Committee, joint staff training, sharing of resources)
- Division of Youth Services** (Community Advisory Committee, Internal Coordinating Committee, assistance with staff training, location of screening resources)
- EvenStart** (Community Advisory Committee, coordination of services to families, sharing of resources)
- Gerard House** (Assistance with recruiting of teen parents)
- Interfaith Ministries** (Community Advisory Committee, brochures and information to churches)
- Junior League** (Community Advisory Committee, toys shower for P.A.T. program)
- Kansas Lean** (Nutrition resources and information for parents)
- Kansas State Extension Services** (Parenting and child care publications for P.A.T. parents)
- Labor of Love** (Assistance with recruiting of teen parents)
- Pediatricians** (Community Advisory Committee, distribution of brochures, presentation of P.A.T. programs for parents)
- Pre-Kindergarten Programs** (Community Advisory Committee, coordination of training and inservices, sharing of resources)
- Project Freedom** (Parenting Providers Information Service, Drug-Affected Babies Task Force)
- PTA Representative** (Community Advisory Committee)
- Salvation Army** (Community Advisory Committee)
- Sedgwick County Adolescent Pregnancy Network** (Community Advisory Committee, coordination through SCAPN monthly meetings)
- Sedgwick County Coalition for the Prevention of Child Abuse** (Community Advisory Committee, distribution of P.A.T. brochures, resource information for P.A.T. staff and parents)
- Sedgwick County Family and Youth Commission** (Community Advisory Committee, resources for families)
- The Medical Society of Sedgwick County** (Community Advisory Committee, physician mailing information)
- United Methodist Urban Ministries** (Community Advisory Committee)
- United Way First Call for Help** (Community Advisory Committee, Parenting Resources Brochures, assistance with families needing additional services)
- USD# 259 Board of Education Member** (Community Advisory Committee)
- USD# 259 Library Media Specialist** (Community Advisory Committee)
- USD# 259 Nursing Services** (Internal Coordinating Committee, assistance with staff training, recruiting, location of resources)
- Wichita Association for the Education of Young Children**
- Wichita Sedgwick County Department of Community Health** (Healthy Start, Immunization Task Force, Community Advisory Committee)
- Wichita Social and Rehabilitation Services** (Community Advisory Committee, distribution of P.A.T. brochures, inservice for staff, and assistant with public relations)

Wichita  
Sedgwick County  
1-2011  
7-11-11