

Minnesota Children's Summit 2005: Smart Policies, Strong Families
Monday, March 28, 2005
Practicing Family Impact Analysis
1:45-2:45 p.m.

All-Day Kindergarten

Introductions

- Topic will be All-Day K
- Name, organization, and knowledge of all-day K
- Goal will be to use this too and this example of K.
- The tool we're using...It's fine if you don't know a lot about all-day K because this is a case study to use the tool.
- Often about environment or economic impact
 - Use this tool for family impact – what are some possible negative impacts?
 - Good when need something to organize thinking.
 - Not for own personal values. It's fact-based.
 - Could be used at any level – school, state, etc.
 - The tool can pull out values issues and make them more explicit.

All-Day K

- K is not mandatory in most states including MN.
- Most kids do go.
- Most kids go to all day –sometimes have to pay extra.
- Research on all-day-
 - At least past 3 decades
 - Mixed results
 - At-risk kids do better in all day (vs. 1/2 day)
 - Longitudinal data is mixed
 - Parent and teacher attitudes: in general, increased relationships between family and schools because teachers have more time to get to know kids.
 - More small group and individualized attention
 - Stronger school family relationships
 - Teachers like it because more time for individual creativity, useful play.
- What about reading readiness? Personal story – own kids did better because in all day.
- Yes, seems like it's the case...keep top students motivated.
- Early literacy is an important issue...
- Parents have to pay for day care versus public school (free) all –day K
- Minneapolis, experiment of all-day, talk about that.
- Could offer at least 1 all-day classroom in each school (due to funding), but state felt law didn't support this and took away some funds.
- MPLS research has found all-day K has benefit for high-risk, BUT focused placed on teachers –teachers got some education (especially in literacy) so it was more than just an increase in the hours).

- St. Anthony Park example – will all-day K increase or decrease differences between at-risk and low-risk kids? Probably depends on the program. If only place all-day in rich communities we've increased the differences. Potential resource available to different kids under different circumstances.
- Louisiana – all-day day care longitudinal studies...in strong programs see dramatic differences between kids with all day vs. not... But by 4th grade and later the differences aren't as dramatic (as kids get older).
- Let's think about family outcome, not just kids.
- Start at **Principle 6**: Could all day K benefit vulnerable families?
 - Kids in nurturing, safe, supportive environment for a full day – less strain emotionally on the family – knows that their child is in a safe place longer.
 - Impact on the whole family
 - Provide a strong parenting component
 - See difference between policy and policy implication
 - ESL – make sure everything is translated for the families.
 - School is a point of contact to get services
 - Helping socially – appropriate role models, environment – helping economically – parents
 - Get breakfast and lunch
 - Meals help families financially
 - All day is max 6 hours. These families may work other hours so childcare program has to compensate: All-Day may not help. So if really trying to help family, need to reevaluate childcare homes
 - Universal preK will be easier to implement (political reasons) than high-risk...but just starting the achievement gap a year early. But if not long term outcomes, may be it's ok.
 - But some really support universal K. In LA families support it, they have busing, parent education, before and after school care, holistic system.
 - I support U-K but need more classes, teachers, need bigger budget. More taxes so poor families affected economically.
 - Do we need more early intervention with families?
 - People who go to school board meetings are often elderly fearing they're losing their homes. This is another vulnerable population. About 80% of homes in Minneapolis don't have kids.
 - Family Impact – family as a group of individuals.
 - **Principle 1**: How would all-day support families/parents? Should parents have the responsibility to take care of the kids?
 - Family-friendly policies need to take into consideration busing, care...beyond just 6 hours.
 - ECFE is well used by middle class. Supports parents who need more education. With universal kindergarten do it for kids who need it, but doing parenting as product development for middle class parents. Thinking it's your way to get your kid into Harvard puts pressured on kids. Co-opting your parenting to the school. Stripping responsibility from the parents....when we just want to help support parents.

- Says not sure data supports this about ECFE.
- ECFE reaches into all populations (where need it). Reaches single dads, long income. And yet this year a budget cut.
- Statewide 22% of ECFE have <\$30,000 incomes, Minneapolis, Duluth, almost 40%
- A lot of this depends on what the parent component is. A little PTA? Parent support/mentors
- Community school model – clinic concept is supportive of the parent.
- Employee parent
- Many Somali women don't read/write. Can empower the parents and the childcare can help the mother.
- What about taking 5-year-olds away from family?
- Some parents do what this extra time...but K could stay voluntary.
- Tacking on another year of school without any great policy objective can be unappealing.
- See parents who move kids into all day after X-mas.
- This tool brings up questions. Don't need to know all the research, but if you were testifying you would want it.
- 2 largest school districts – Minneapolis/St. Paul do worse for African-American and Native American children over the decades. So is it good to take the kids from these populations for more hours if school is failing them? When Minneapolis did have all-day did help lower achievement gap. But that only 1 slice of the kids.
- But the question is larger for us. The question isn't taking the child away from the family, but taking the child away from the communities.
- What are we taking the kids away from? All-Day K, all day what? What would you get out of an additional 3.5 hours per day? With an ecological model, where do you stop? When doing all day, what are costs? Benefits? What are you losing out on when you spend money on this? How else could you use those resources? Community development or block grants might be more useful? Have to weight all-day K against how else you could use these resources.
- Put more money in all-day K or early childhood programs? Compared to other things, all-day K is attractive to policymakers. We know where the kids are and where the money is going.
- So where do you stop?
- The best would be to target everything. Example – should we have something after 12th grade? Is that not the right endpoint? Do we want a universal start point by the community? How can we get the best services/most appropriate for families and cost effective.
- Interesting that we're all talking about economics. How does this affect the family? The marriage? Subculture issues?

- Are there other principles that jump out as having important pro's/con's?
- #4 family empowerment – taking on an extra year won't help without extra support.
- The extra services and family involvement comes into play. You get this with half-day K.
- But is this access to the same services? (all-day vs. .5 day)
- Full-time k – teacher has fewer families they have to connect with.
- A stabilizing factor for the family. In all day streamlines the family's schedule – a few less hours to micromanage.
- St. Paul schools – all-day K for them. Psych Council decision, increased the number of kids in each classroom. Moved from 18-22 to 27 (in order to afford it). So benefits and liabilities. How can we help families and communities see this and analyze it? So families know what they want to advocate for. How do we advocate for families? We anticipate what they will want.
- How do we actually engage these families in this decision? We're doubling the cost of K. How can we engage these affected families at the local level in making the decision?
- So what is the effect on families? Why haven't we prioritized all-day K if it clearly has a positive impact?
- Economics – can't get it out of communities. The K's don't take tests (like 3rd graders), etc. So don't see those results.
- 1st Day Preparedness Program – Those parents don't come and advocate for all day K. It's the suburban parents that advocate.
- Economic considerations are frustrating, but we don't consider these issues until people speak up and say this is a great investment and good investment. Economics drives this into the spotlight.
- Remember that family values, structures, and stability are key. We need to consider these issues because others don't.