



Four-Year-Old Kindergarten In Wisconsin

The History of Early Education

Agrarian Closed Community

Factory Schooling

Diverse Open Community

1850

1875

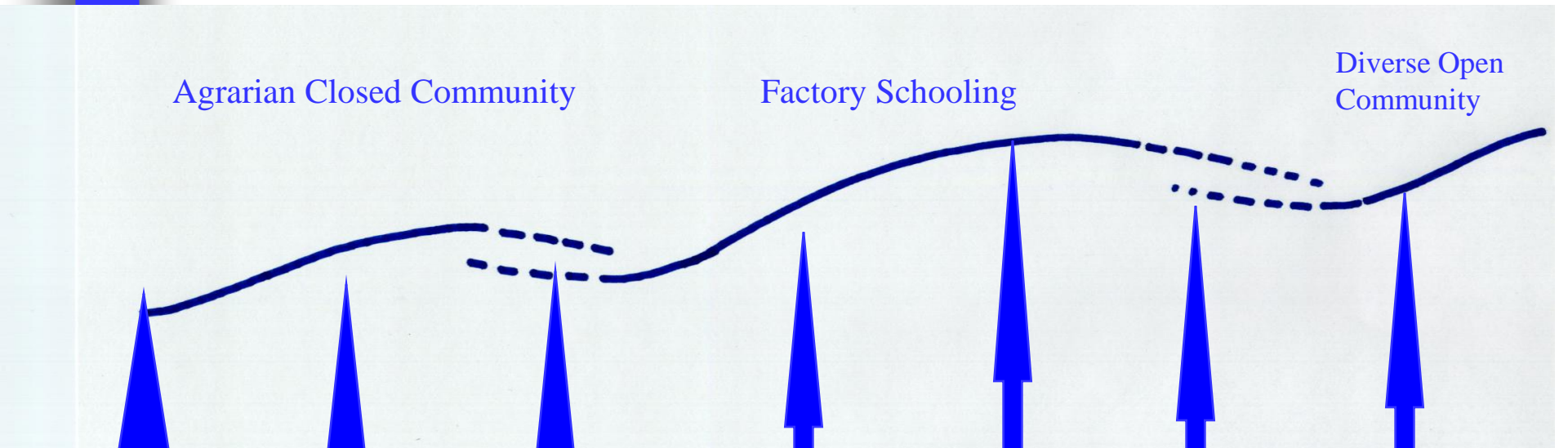
1900

1925

1950

1975

2000





The Expansion of Early Childhood Programs

1800-1870	Extended Family + school/church/neighbors
1870-1920	Family + Kindergarten
1920-1960	Family + Kindergarten + Cooperative Nursery
1960-1980	Family + Kindergarten + Cooperative Nursery + Compensatory Education
1980-1990	Family + Kindergarten + Cooperative Nursery + Compensatory Education + Child Care
1990-2000	Keep all the plates spinning...collaboration
2000+	?? no shift = collusion shift = community

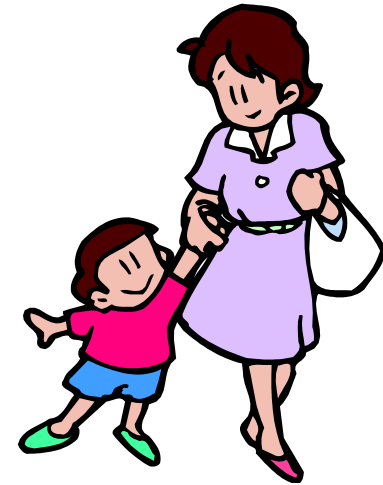


4 K in Wisconsin

- Wisconsin made a constitutional commitment to early education in 1848*.
- Article X of the constitution called for school districts to be as uniform as practical and free to all children between the ages of 4 and 20 years.

4 K in Wisconsin

Wisconsin is one of the few states in the U.S. that maintains state funding for four-year-old kindergarten.



History: One Room Schools Included 3-and 4-Year-Olds



Wisconsin, 1877
Wisconsin State Historical Society
Image 27276



Poynette, 1898
State Historical Society Image 6558

History: First Kindergartens

- 1856 — the first private kindergarten opened in Watertown serving children ages two to five
- 1873 — the first public kindergartens in the state limited kindergarten enrollment to four- and five-year-olds





History: 4K Peaked in 1890s

- **Public School 4K programs began to decline in the 1890s due to:**
 - Movement toward grade level structure and closing of one room schools
 - Emphasis on higher grade levels, especially efforts to increase high school attendance
 - Recognition that programs educating younger children require a different approach

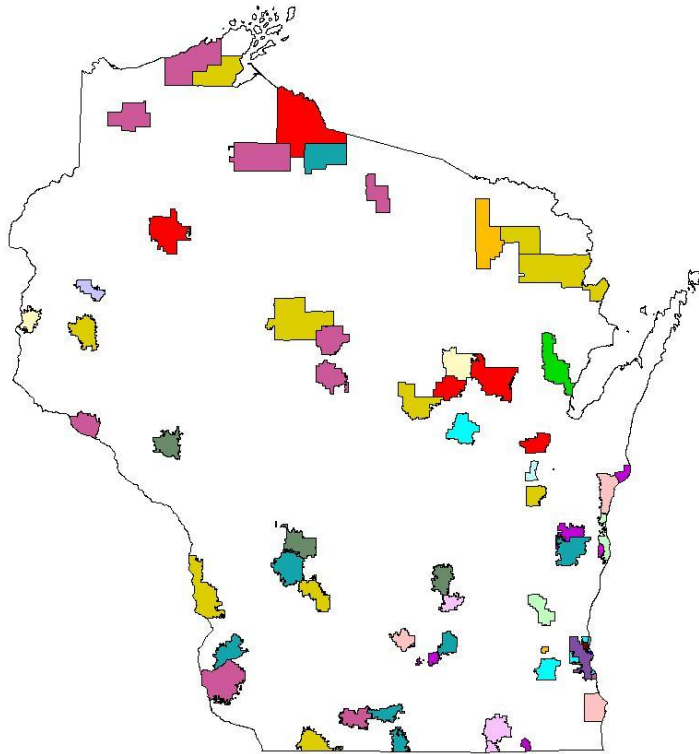
History: 1940-1986 Only A Handful of Districts Retained 4K

All were in
Milwaukee County

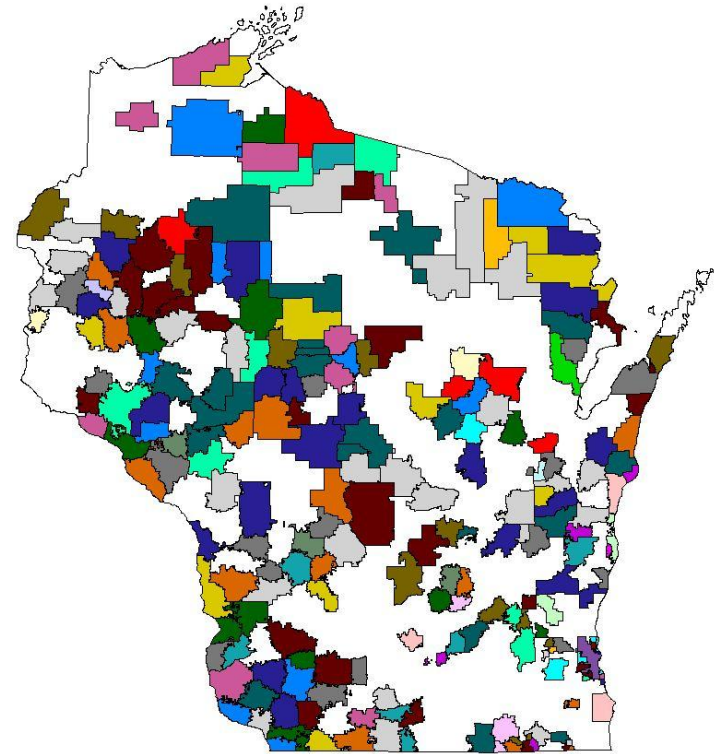


History: 1985-2000s Public 4K Expands

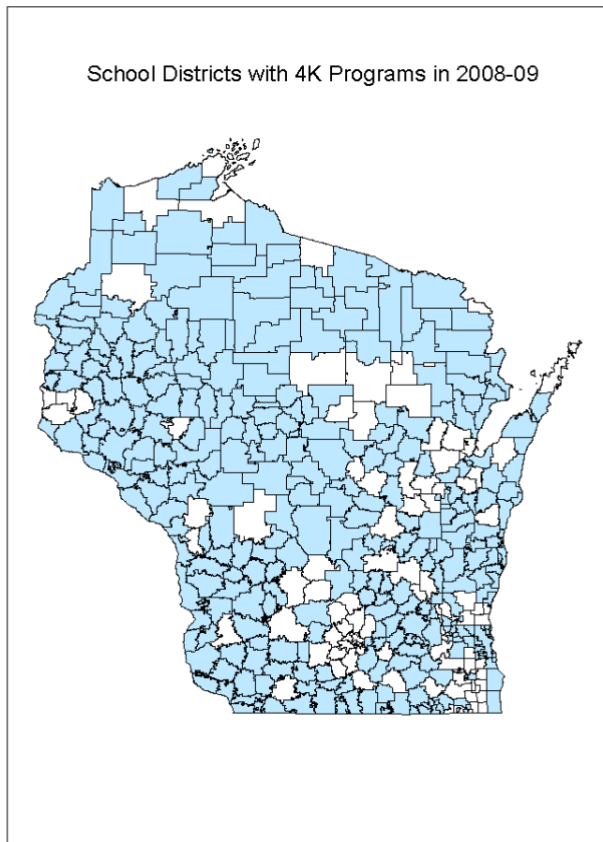
1996



2006



Current Picture of 4K 2007-2008



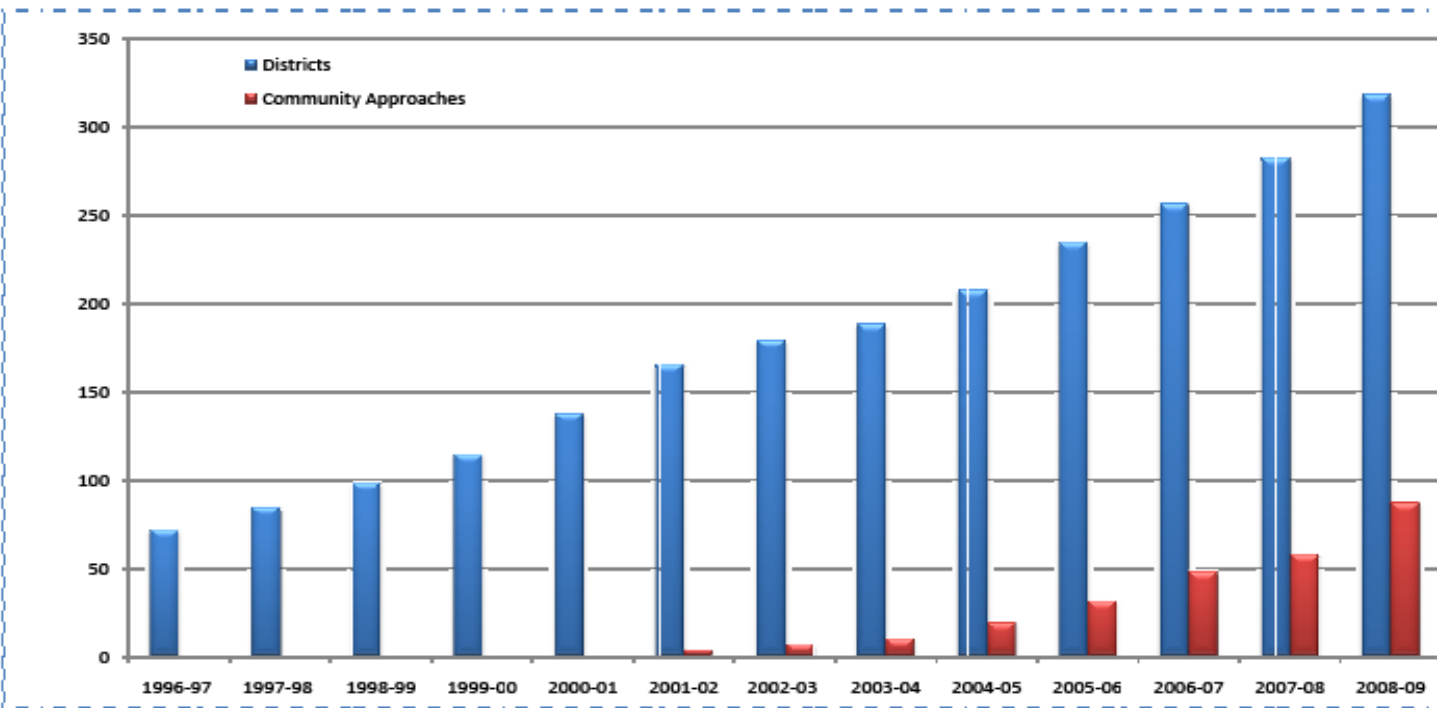
- 319 districts with 4k (76%)
- 33,976 children served
- Approximately 89 use community approaches
- \$131 Million in revenue limit authority (*property taxes & state aids*) — estimated \$85M in state funding

Growth of 4K and Community Approaches

Trends in 4-Year-Old Kindergarten

The number of Wisconsin school districts offering 4-year-old kindergarten, 1996-2009 and
The number of Wisconsin school districts using the Community Approach, 2001-2009

Year	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Districts	72	85	99	115	138	166	180	189	208	235	257	283	319
Community Approaches						3	7	10	19	31	48	58	87





Influences on the Growth of 4K

- State funding and declining enrollment
- Parents asked school boards for the program
- Research supported the early investment
- State and national focus raised awareness
- Child Care providers asked for consideration
- Special education for children with disabilities
- Educational policies for charters, voucher program, and open enrollment



Influences: 4K Funding

- 1898: Legislature permits schools to establish 4&5K
- 1919: Local taxes could be levied for kindergarten
- 1927: State financial aids established for 4&5K
- 1949: 4&5K counted as 1/2 pupil for state aids
- 1957: Legislature repealed 4K aids
- 1973: Legislature required districts to provide 5K
- 1984: Legislature reinstated 4K aids & allows 5K aids for full day
- 1991: Legislature allowed 4K 20% time outreach to parents
- 2007: Legislature approved 3M for start-up grants



Influences: Research Showed Academic Benefits

National research shows low income children with quality preschool achieve greater success during school years

- Higher reading and math tests at ages 8,12, and 15
- Reduced special education placements
- Reduced occurrences of grade retentions
- Higher rates of high school graduation

Reynolds, Perry Preschool and Abecedarian



Influences: Research Showed Societal Benefit

National research shows low income children with quality preschool achieve greater success outside of school years

- Lower rates of juvenile arrests
- Reduced arrests for violent offenses
- Increased employment rates and high wages

Reynolds and Perry Preschool



Influences: Research Shows Benefit of All Income Levels

National and state research shows the benefit for children regardless of family income:

- Children make progress during the pre-kindergarten year in language, literacy, and numeracy
- Teachers report improved social skills

NCEDL's Multi-State Study of Pre-Kindergarten & Study of State-Wide Early Education Programs (SWEEP)

NIEER 5 State Study and New Jersey Study



Influences: Research Shows Economic & Financial Benefit

- Research shows short-term return rates varying from \$8 return on every \$1 invested in the longitudinal studies, to \$17 return for every \$1 in the 40 year study (Chicago Study and Perry Preschool).
- Wisconsin report shows for every dollar invested in quality 4k, a school district could see \$.68 in educational savings (Belfield & Winters, Pre-K Now Research Series, 2005).

Who is Eligible

- 4K programs must make enrollment open to all children who are 4 years old on or before September 1.





Program Availability

- The program must be available to all children based on age
(September 1 of school year)



Program Availability

- The number of children that will eventually attend 4-year-old kindergarten can be estimated based on the number of children currently attending 5-year-old kindergarten.



Act 48: Hours and Funding

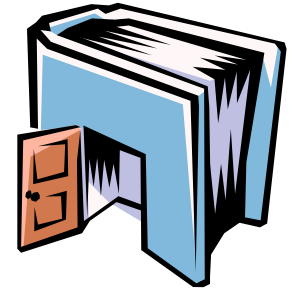
- To receive 0.5 in membership aide, a district must:
 - Operate a program a minimum of 437 hours per year (175 days X 2 1/2 hours per day).
 - 87.5 hours (20%) of the 437 hours can be used for outreach activities for the school staff to link to the child's primary caregivers.

Act 48: Additional Outreach Hours

- To receive 0.6 in membership aide, a district must:
 - Annually provide at least 87.5 hours of outreach activities in addition to the 437 hours of center-based programming.



What is the required square footage?



- There is no minimum square foot requirement for any classroom.
- For safety purposes, the WDOC specifies a maximum of 20 sq.ft. per occupant of open floor space, assuming a self-contained classroom with one exit. This standard does not suggest this is the optimal room size for an education program.
- In considering space for educational programming, a district may look for guidance to the Head Start and child care requirement of no less than 35 square feet of usable floor space for each child.

What is the Suggested Teacher Child Ratio?



- Teacher/child ratio is locally determined.
- Considerations:
 - 1:10 with a maximum class size of 20 as defined for quality benchmarks by the National Institute on Early Education Research (NIEER);
 - 1:13 with a maximum group size of 24 as required in state child care licensing regulations;
 - 1:15 ratio required by the Student Achievement Guarantee in Education (SAGE) class size reduction program and early childhood special education inclusion models; or
 - 2 teachers working with groups of 16 to 20 as advised by the National Association for the Education of Young Children (NAEYC).

Are the specials (*physical education, art, and music*) required?



- Yes, the same as 5 k:
 - 10% of the instruction year (*437 hours*) for music, phy. ed., health, science and social studies.
 - Do not need to be taught as separate subjects using a teacher driven curriculum.
 - Should be integrated within the learning day with children working in two or more areas at a time (*i.e., movement and music*) using an integrated curriculum.

How about the rest of the school services—like libraries, computers, and guidance?

- Yes, as needed





What About Curriculum?

- The state statutes, 121.02(1), define subject areas that should be addressed at each grade level. For kindergarten they include:
 - reading/language arts
 - social studies
 - health ed
 - art
 - environmental ed
 - math,
 - science,
 - physical ed
 - music
 - computer literacy
- Curriculum can be integrated and developmentally appropriate and not taught by subject area alone. Such a curriculum would incorporate the concepts from the required subject areas.

What About Curriculum?

Best Practice Suggests

- 1/3 direct instruction
- 1/3 experiential
- 1/3 child initiated



Is there a requirement for teacher planning time

- Yes, the same as all other teachers per local union contract.





What about early entrance to 4 K?

- Children are eligible based on their age. They must be 4 by September 1 of the school year.
- By law, each school district decides if their policies will allow early entrance.
- If they do allow early entrance, they must have a policy on the requirements.
- Policies for 4K should take into account policies at 5K.

What are Start Up Costs?

- Districts report setting aside between \$4,000 to \$10,000 per room for purchasing classroom materials and equipment.
 - Cost of co-locating were less than costs of totally new start-up.





Rationale for Public School 4-Year-Old Kindergarten

- WI constitution commits to schools for all children 4 to 20 years.
- Community perspective — common school for the common good.
- Provides equity since it is available to all children in a community; the child does not have to be labeled to be enrolled.
- Affordable to parents as cost distribution across community.
- Many families would like school-based services for their children.
- Brings funding to schools & communities as state shares cost.
- Applies research on early brain development and cost benefits.
- Teachers with BA or higher degrees in early childhood education.
- Teacher salaries & work environment create more stable work force.
- Support services are available to address special needs: e.g., school nurse, psychologists, and special education services.
- Access to resources and materials: e.g., libraries, art, music.
- Availability of older children as peer models/tutors/coaches.
- Sense of continuity for child as they move into the next grade level.



Concerns Expressed About 4 K in Public Schools

- Negative community impact on the day care/nursery industry by duplicating or eliminating community programs.
- Traditional school structure is not equipped to deal with many needs of young children: e.g., environment of large numbers, travel time on bus, lack of parent involvement.
- Curriculum could be watered down 5-year-kindergarten program: not developmentally appropriate, with too much structure, and overemphasis on intellectual development.
- No rules in public schools like those in DHFS governing day care so may not appropriately address naps, toileting, or snacks, or may have high pupil teacher ratios.
- Part day does not respond to the needs of working parents needing extended day care.
- Community may be concerned that government taking over family life.

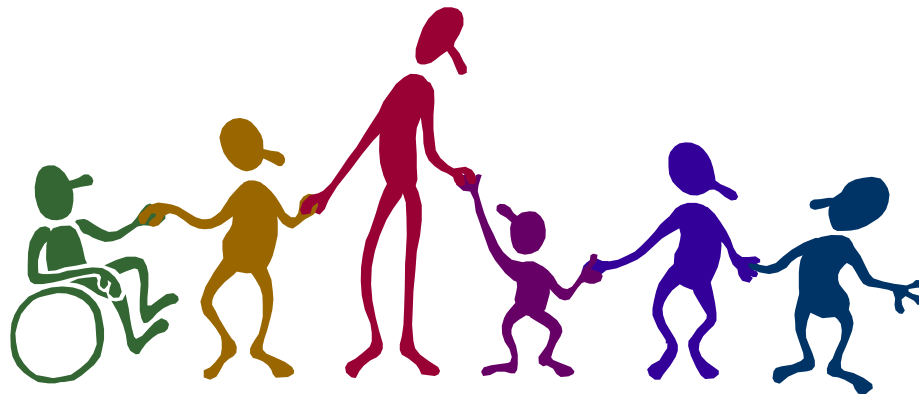
The Approach Is Changing

A system to meet children where they are.....



The New Approach Requires

Community wide considerations....





Current Types of Public 4K Programs

- **Traditional School Based**
- **Community Approaches**
 - Offering parents options in school or community settings



4K Community Approaches

- Milwaukee was first to send teachers into child care
- La Crosse was first mid-sized community to plan & implement the new community approaches
- Others followed, including: Wausau, Portage, Montello, Wisconsin Rapids, Eau Claire, Fond du Lac, Monroe, Rhinelander, and others
- More than 50 school districts now partner with child care and/or Head Start



4K Community Approaches Provide Parents Options

Parents can select settings and schedules

- School Buildings
- Community Child Care, Private Preschool, or Head Start Centers
- At Home Support
 - Parent outreach for enrolled children
 - For children not enrolled, parents receive curriculum and learning ideas



Service Delivery Models

Families and their children have options from a variety of settings:

- **Community Sites**
- **Community Site/School Teacher**
- **School District Building**
- **At Home Support**



Community Sites

- **Child care, Head Start, or private preschool settings provide services**
- **Licensed four-year-old kindergarten teachers employed by site**
- **Parent Outreach**
- **Wraparound care available**
- **Additional school 4K funding**



Community Site/School Teacher

- Child care, Head Start, or private preschool settings provide services
- School District Teacher
 - Two and a half hours per day
 - Four or Five days a week
- Parent Outreach
- Wraparound care provided by child care or private preschool



School District Building

- **School District 4K Teacher**
 - Two and a half hour program,
 - Four or five days a week
- **Parent Outreach**
- **Potential for wraparound services or transportation to**
 - Child care
 - Head Start



At Home Support

- **Parent outreach ensured in all programs**
- **For children not in classes, parents receive curriculum ideas developed by collaboration and/or supported by agencies that offer family support services**



Community Approaches Maximize Resources

- Funding Mechanisms**
- Facilities**
- Transportation**
- Space and Equipment**
- Professional
Development**



Community Approaches Benefit Children

- 4 year-old children are not turned away from services
- Wrap-around services in one setting
 - Fewer transitions between locations
 - Special services more accessible
- Preschool experience provided by with licensed early childhood teacher
- Early assessment and identification allows for early intervention



Community Approaches Benefit Families

- Families have options in locations and schedules, or to keep their child at home
- Financial barriers to preschool are lifted
- Families are introduced to public school earlier
- Families are given opportunities for parent education, family fun nights, family literacy, and other family support



Community Approaches Benefit Communities

- Engagement with the community for all young children — not just targeted
- Provide a level of services not possible for any one agency to do alone
- Programs developed common standards & expectations
- Shared staff development resources allows all staff to receive training



Community Approaches: Limitations

- **Each community is different and there are some limitations to the schools' ability to partner:**
 - 85 districts do not have a child care or Head Start center in their attendance area
(UW Extension Research Partnership)
- **Districts must consider quality as they enter into agreements for community settings:**
 - Licensing status
 - Licensing compliance
 - Accreditation



Community Approaches: Challenges

These approaches bring challenges:

- Many voices need to be at the table to move to true partnerships
- New approaches require new management systems
- Different program regulations/policy may be contradictory
- Integrity of services depends on ability of each community to successfully work with another
- Start-up costs and fear that funding will be eliminated, limits expansion

What's in a Name?

- Communities may call their program for 4-year-olds by other names as long as all of the essential requirements of the 4K funding are met.



What's in a Name:

“Kindergarten” = “Children’s Garden”



- Each has its own time and season for maturing
- Some reach great heights; others are low growers
- Most thrive best in a rich environment
- Need time to rest
- Need space for growing
- Need light, sunshine, and fresh air
- Variety adds interest and charm to garden
- Growth comes from within-not something to be added
- Forced growth weakens the results
- Individuals may need special treatment
- In certain stages of development, some need props or support
- Garden is more effective if designed to fit harmoniously into its surroundings
- Good gardener makes an overall plan
- Good gardener knows that physical effort is involved
- Good gardeners needs different tools
- When blight strikes, the good gardener seeks the advice of others
- Research has done much to help the gardener have different results
- Good gardeners contribute to research through experimentation, observation and data collection



What is in the Name?

A new way of doing business-

- Different funding streams coming together at the local level; such as 4K, Head Start, Special Education, Title I, child care, etc.
- Alignment so that from the perspective of the parents and the child there is a single early childhood program (*a single name*) with different variations (*models*) available at different locations (*site based management*) and delivered by a team of people working together.
- This team may be funded from a variety of sources with different eligibility and service requirements but those issues are addressed at the adult level (*administrators, teachers, and parents*) without having to separate the programs at the child level.



The Philosophy

Unacceptable Practices

- inappropriate uses of screening and readiness tests
- denial or discouragement of entrance for eligible children
- formal academic instruction



The Philosophy

Acceptable Practices (NAESP)

- Contents of the curriculum reflect a balance of all areas of learning, offered in an integrated manner, and reflecting the holistic nature of learning
- Practices reflect developmental stages of the children:
 - scheduling,
 - teaching strategies and
 - classroom materials and equipment



The Philosophy

Acceptable Practices (NAESP)

- Grouping practices facilitate the individual student's total development
- Classroom environment promotes the interaction of children with materials, other children, and adults



The Philosophy

Acceptable Practices (NAESP)

- Screening/assessment reflects developmental theory and practice.
- The school is ready for the children rather than expecting the children to be ready for the school.
- The school's procedures and policies reflect both the community's standards and the children's needs.
- Retention is rarely considered.



The Philosophy

Acceptable Practices (NAESP)

- Parent involvement is crucial for success:
 - regular communication
 - parent involvement in their child's program and the school operations
 - information on parenting issues
 - parent teacher conferences
 - focus on the child and on the family as a unit
 - home-school-community connections



The Philosophy

Acceptable Practices (NAESP)

- The Principal plays a vital role within the community:
 - initiates relations with community agencies
 - works with child-focused agencies to provide a range of services
 - recognize the need for child care services and in forefront of community moves to provide those services
 - works with agencies to assure a smooth transition to public school



Shifting the Sequence

The School Paradigm

ASSESSMENT

APPROACH

CURRICULUM



Shifting the Sequence

The Learning Paradigm

AIM

APPROACH

CURRICULUM

ASSESSMENT



Shifting the Sequence

- **AIM:** What do you want children to be like when they grow up?
- **APPROACH:** What is the most natural and effective way to learn it?
- **CURRICULUM:** What must schools teach that will not be naturally learned?
- **ASSESSMENT:** How do we know we are getting there?



Linkages

DPI Early Childhood Web Page

<http://www.dpi.wi.gov/ec/index.html>

Community Approaches

<http://www.collaboratingpartners.com>

National Association of Elementary School Principals

<http://www.naesp.org/index.html>

National Association for Education of Young Children

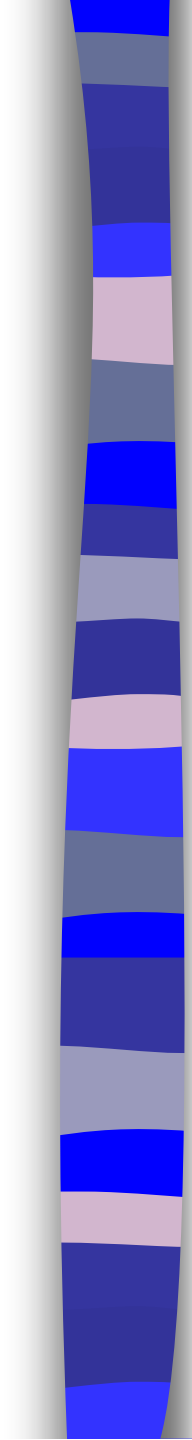
<http://www.naeyc.org/>



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We are also pleased to share references, bibliographies, or other materials.

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