

# 2014 Committee Recommendations

“Unanimous” Recommendation for:

District-Funded Full-Day Kindergarten

Maintenance of Current Programmatic, Instructional, & Staffing Practices

Rigorous Academic, Enrichment, Developmental, and Social/Emotional Programming

A Commitment to Equity of Opportunity for All Students

A Commitment to supporting our At-Risk Students

## Next Steps

- Additional Opportunity for Community Input and Questions For the Board's Consideration on January 27th
- Formal Recommendation and Board Action at the Regular Board Meeting on February 10th



# Questions:

Enrollment Comparisons (Case Study)

Instructional Assistants (Intervention)

Learning and Teaching

## Full Day Every Day for All Students

### Basic Principles

- Default: All Students Attend Full Day Kindergarten
- Parents may choose to have their child leave at mid-day
- Intervention Supports embedded in Full Day Program

### Potential Financial Implications ~

	Maintain	Full Day
<b>Staffing</b>		
<b>Teacher</b>		
FTE	8.0	16.0
Cost	\$ 424,000	\$ 848,000
<b>Assistant</b>		
FTE	8.0	16.0
Cost	\$ 104,650	\$ 209,300
<b>Intervention</b>		
FTE	1.5	
<b>Intervention Cost</b>	\$ 100,000	\$ 80,000
Transportation	\$ 156,000	\$ -
<b>Total</b>	<b>\$ 784,650</b>	<b>\$ 1,137,300</b>
Additional Cost per Year		\$ 352,650
One Time Start Up Cost		\$ 78,000

### Pros

- Supports Presented Rationale of Academic, Developmental, and Social/Emotional Programming for All Students
- Most Equitable Model
- Curricular & Instructional Rigor
- Most Likely to Maintain Academic Gains
- Addresses Ongoing Parent Inquiries
- Supports Neighborhood School Model
- Potential Financial Incentives from State Aid
- Provides a True 'Prerequisite' for Our Unit District

### Cons

- Costliest Model

## Case Study Full Day Every Day

### District:

- Large
- Diverse
- Suburban

### Learning and Teaching

- Default Full Day
- Academic Focus in a.m.
- Enrichment and Specials in p.m.
- Most intervention in p.m.

### Enrollment

99% Total Full Day Participation

## Full Day Programs at Each Building / Half Day Programs at Select Location(s)

### Basic Principles

- Full Day Programs at Each Building
- Those Who Choose Half-Day Would Attend at Centralized Site
- Transportation Would be Provided to 1/2 Day Attendees

### Potential Financial Implications

	Maintain	Full Day	Full Day plus 1/2 Day
<b>Staffing</b>			
<b>Teacher</b>			
FTE	8.0	16.0	16.5
Cost	\$ 424,000	\$ 848,000	\$ 874,500
<b>Assistant</b>			
FTE	8.0	16.0	16.5
Cost	\$ 104,650	\$ 209,300	\$ 215,841
<b>Intervention</b>			
FTE	1.5		
<b>Intervention Cost</b>	\$ 100,000	\$ 80,000	\$ 80,000
Transportation	\$ 156,000	\$ -	\$ 31,200
<b>Total</b>	<b>\$ 784,650</b>	<b>\$ 1,137,300</b>	<b>\$ 1,201,541</b>
Additional Cost per Year		\$ 352,650	\$ 416,891
One Time Start Up Cost		\$ 78,000	\$ 78,000

### Pros

- Full Day is Default for Majority of Students
- Provides a structured 1/2 day Option on a Limited Scale

### Cons

- Uncertainty Makes Planning More Challenging
- Less Likely to Maintain Academic Gains
- Starts to Breakdown the Neighborhood Model
- Transportation Complications
- Potential for Variability Year to Year
- Potential to Cost More Than Full Day for All

Cost per Year		\$ 352,650	\$ 416,891
Start Up Cost		\$ 78,000	\$ 78,000

## Case Study of Full Day Plus 1/2 Day

### District

- Large
- Diverse
- High Achieving
- Suburban

### Learning and Teaching

- Default Full Day
- Programming Structured as any other grade
- All core academics and enrichment opportunities

### Enrollment

99% Participation in Full Day

## Full Day Tuition Model

### Basic Principles

- Default: All Students Attend Half Day Kindergarten
- Families that Desire Full Day Programming Pay a Monthly Fee for Their Child to Attend an Additional Half-Day of Enrichment
- District Provides a Subsidy for Low-Income Families
- Booster and Foundations Supports are Provided for Special Education and Identified At-Risk Students

### Potential Financial Implications

	Maintain	Tuition
<b>Staffing</b>		1.0 FTE Teacher - \$53,000
<b>Teacher</b>		
FTE	8.0	
Cost	\$ 424,000	
<b>Assistant</b>		1.0 FTE Assistant - \$13,081
FTE	8.0	
Cost	\$ 104,650	
<b>Intervention</b>		
FTE	1.5	
<b>Intervention Cost</b>	\$ 100,000	\$100,000
Transportation	\$ 156,000	\$156,000
<b>Total</b>	<b>\$ 784,650</b>	<b>?</b>
<b>Additional Cost per Year</b>		
<b>One Time Start Up Cost</b>		\$78,000

### Pros

- Achieves Apparent Desire from Parents for Full-Day Programming

### Cons

- Does not Support Presented Rationale of Academic, Developmental, and Social/Emotional Programming for All Students
- Least Equitable of All Potential Models
- Less Consistency in Programming for Students
- Academic Rigor Suffers When All Students are Not Included
- Less Likely to Maintain Academic Gains
- 'Prerequisite' Becomes 'Enrichment'
- Uncertainty Makes Planning More Challenging
  - (Enrollment Impacts: Programming, Transportation, Fiscal Considerations, and Other Infrastructure Issues)

	\$ 784,650	?
r		
		\$78,000

## Case Study of Established, District-Staffed Tuition Model

### District

- Large
- Diverse
- High-Achieving
- suburban

### Learning and Teaching

- Default 1/2 Day
- Core Academics in 1/2 Day
- Depth and Enrichment in Full Day

### Enrollment

- 70% Total Participation
- 54% Tuition Based
- 16% Subsidized (income considerations)

## Case Study of New, District-Staffed Tuition Model

### District

- Comparable Size
- Comparable Demographics
- Suburban/Rural Mix

### Learning and Teaching

- Default 1/2 Day
- Core Academics in 1/2 Day
- Depth and Enrichment in Full Day

### Enrollment

42% Total Participation  
Roughly 20% Subsidized (income and academic considerations)



## Case Study of Community Partner Tuition Model

### District

- Comparable Size
- Comparable Demographics
- Suburban

### Learning and Teaching

- Default 1/2 Day
- Tuition Program Provided by Community Partner
- Academic Intervention Program Provided by District

### Enrollment

46% Total Participation

Roughly 20% Subsidized (academic considerations only)

# Questions:

Enrollment Comparisons (Case Study)

Instructional Assistants (Intervention)

Learning and Teaching

## Kindergarten Assistants

### *Other Districts*

- Special Education Assistants
- Enrollment Assistants
- Certified and Non-Certified Interventionists
- No 'Dedicated' Kindergarten Assistants

### *Our District*

- Intervention
- Differentiation
- Social Emotional Support
- Cost-Benefit

## *Other Districts*

- Special Education Assistants
- Enrollment Assistants
- Certified and Non-Certified Interventionists
- No 'Dedicated' Kindergarten Assistants

# *Our District*

- Intervention
- Differentiation
- Social Emotional Support
- Cost-Benefit

# Questions:

Enrollment Comparisons (Case Study)

Instructional Assistants (Intervention)

Learning and Teaching

# Learning and Teaching

What would look different for Full Day students?

Calendar, Weather,  
and Work Daily

Full Day Kin

8:00- 8:30

Count Days

## Learning and Teaching

What would look different for Full Day students?

### Half Day Kindergarten Schedule

8:00 - 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Word Work Daily Message, Letter Review

8:30 - 9:00 Math Instruction

9:00 - 9:30 P.E./Music/Library - (Math and/or Literacy instruction at this time for two days each week that students do not have a special class.)

9:30 - 10:30 Literacy Block - Shared Reading, Literacy Centers, Guided Reading, Developmental Choice Time, Writing (Science and Social Studies are integrated activities at this literacy time.)

10:30 Dismissal



### Full Day Kindergarten Schedule

8:00- 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Daily Message, Letter Review

8:30 - 10:00 Literacy Block - Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension: Jolly Phonics, Heggerty, Shared Reading, Work Stations, Guided Reading

10:00 - 10:30 Recess / Developmental Time

10:30 - 11:30 Math

11:30 - 12:00 Center Activities (Critical Thinking and Content Reinforcement) - Art, Drama/Housekeeping, Computers, Listening Center, Math Manipulatives, Blocks, Science Exploration, Writing Center, Reading Center, Social-Emotional Learning

12:00 - 12:20 Lunch Recess

12:20 - 12:40 Lunch

12:40 - 1:00 Interactive, Writing/Sharing/Communication, Shared Reading

1:00 - 1:20 Quiet Reading Time - Read Aloud/Student Reading

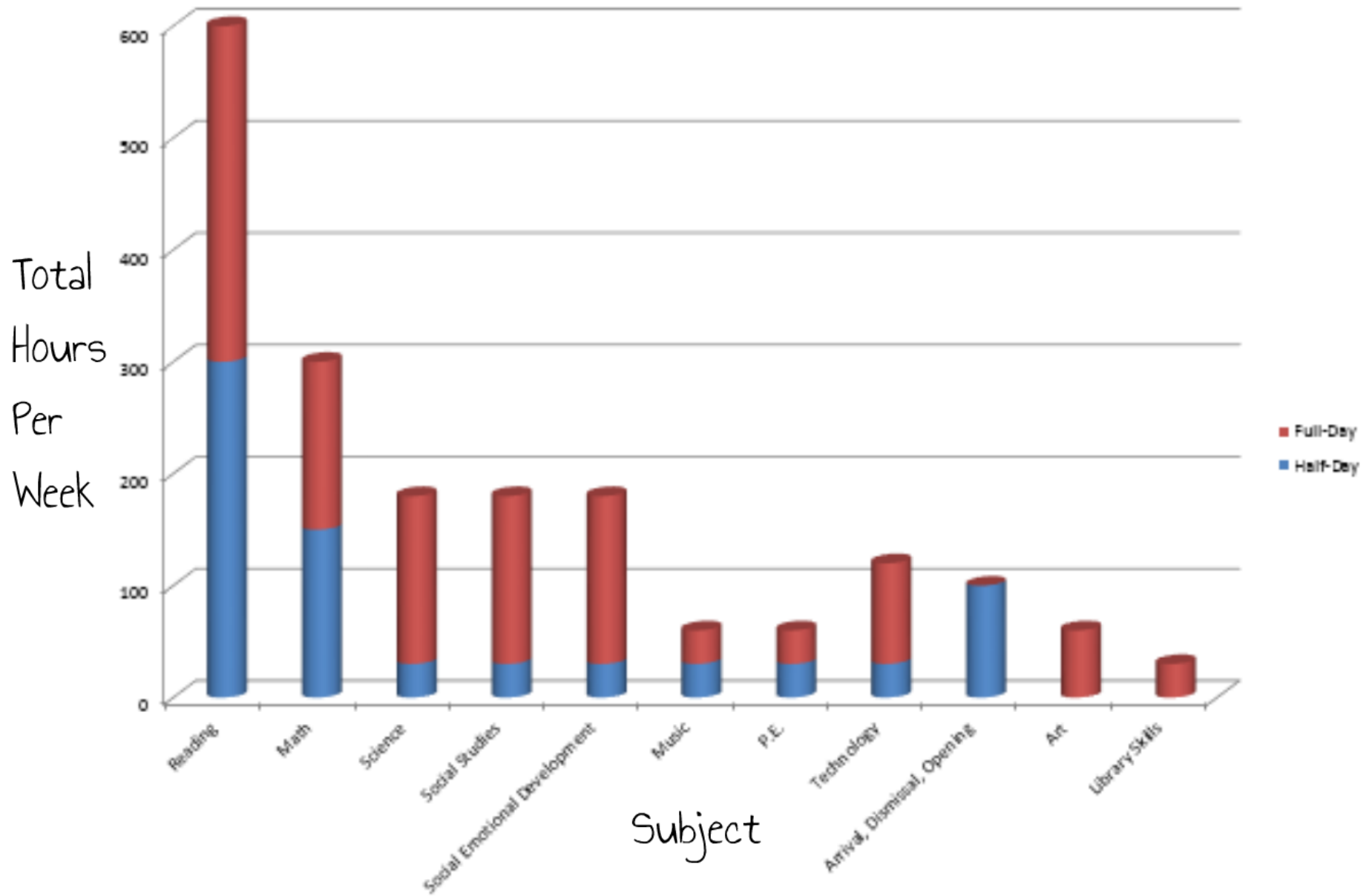
1:20 - 1:50 Specials (Art, Music, PE)

1:50 - 2:15 Science/Social Studies/Computer Lab

2:15 Dismissal



# 1/2 Day vs. Full Day Comparison



## Learning and Teaching

What would look different for Full Day students?

### Half Day Kindergarten Schedule

8:00 - 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Word Work Daily Message, Letter Review

8:30 - 9:00 Math Instruction

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10:30 Dismissal



### Full Day Kindergarten Schedule

8:00- 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Daily Message, Letter Review

8:30 - 10:00 Literacy Block - Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension: Jolly Phonics, Heggerty, Shared Reading, Work Stations, Guided Reading

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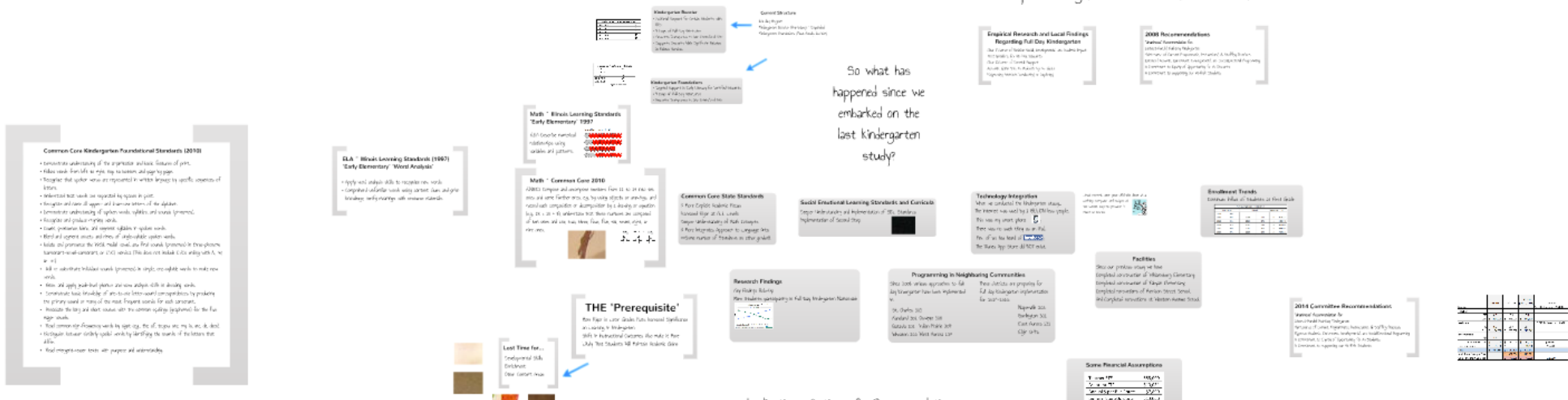
1:50 - 2:15 Science/Social Studies/Computer Lab

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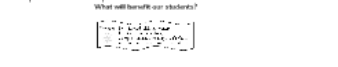
# Kindergarten Programming: Status and Recommendations



## 2008 Report Findings, Recommendations, and Board Goals



## Implications, Options, & Recommendations



### Maintain Current Programming

**Pros:**

- Least costly option
- Proven program

**Cons:**

- May not address all needs
- May not address all needs

Category	Value
Cost	\$1.5M
Enrollment	1,200
Quality	High

### Full Day Every Day for All Students

**Pros:**

- Supports National Institute of Education and Social Emotional Learning for all students
- Most equitable model

**Cons:**

- Higher cost
- Requires additional staff

Category	Value
Cost	\$3.5M
Enrollment	1,200
Quality	High

### Full Day Programs at Each Building / Half Day Programs at Select Locations

**Pros:**

- Flexibility in program delivery
- Proven program

**Cons:**

- Higher cost
- Requires additional staff

Category	Value
Cost	\$2.5M
Enrollment	1,200
Quality	High

### Full Day Tuition Model

**Pros:**

- Supports National Institute of Education and Social Emotional Learning for all students
- Most equitable model

**Cons:**

- Higher cost
- Requires additional staff

Category	Value
Cost	\$1.5M
Enrollment	1,200
Quality	High

### Options

Enrollment Comparison (Full Day)

Financial Assumptions (Enrollment)

Quality of Staff

### Case Study of Full Day Every Day

**District:** [Name]

**Learning and Teaching:** [Details]

**Enrollment:** [Details]

### Case Study of Full Day Plan 1/2 Day

**District:** [Name]

**Learning and Teaching:** [Details]

**Enrollment:** [Details]

### Case Study of Establishment, District-Staffed Tuition Model

**District:** [Name]

**Learning and Teaching:** [Details]

**Enrollment:** [Details]

### Learning and Teaching

What would look different for full day students?

**Half Day Program Model:**

- Classroom environment
- Instructional materials
- Classroom management

**Full Day Program Model:**

- Classroom environment
- Instructional materials
- Classroom management

### Kindergarten Activities

**Other Districts:**

- Reading
- Math

**Our District:**

- Reading
- Math

### Case Study of New, District-Staffed Tuition Model

**District:** [Name]

**Learning and Teaching:** [Details]

**Enrollment:** [Details]

### Case Study of Community Partner Tuition Model

**District:** [Name]

**Learning and Teaching:** [Details]

**Enrollment:** [Details]

