

# Kindergarten Programming: Status and Recommendations



2008 Report

Current Structure

1/2 day Program



# Helping our students become...

We are: Self-directed, lifelong learners;  
Effective communicators;  
Complex, creative, & adaptive thinkers;  
And collaborative & productive citizens.







# 2008 Report: Findings, Recommendations, and Board Goals

## **Empirical Research and Local Findings Regarding Full Day Kindergarten**

Clear Evidence of Positive Social, Developmental, and Academic Impact  
Most Beneficial for At-Risk Students  
Clear Evidence of Parental Support  
Academic Gains Tend to Moderate by 3rd Grade  
Neighboring Districts 'conducting' or 'exploring'

## **2008 Recommendations**

"Unanimous" Recommendation for:  
District-Funded Full-Day Kindergarten  
Maintenance of Current Programmatic, Instructional, & Staffing Practices  
Enhanced Academic, Enrichment, Developmental, and Social/Emotional Programming  
A Commitment to Equity of Opportunity for All Students  
A Commitment to supporting our At-Risk Students



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# Current Structure

1/2 day Program

Kindergarten Booster (Pre-Study ~ Expanded)

Kindergarten Foundations (Post-Study Addition)



# Kindergarten Booster

- Additional Support for Certain Students with IEPs
- 4 Days of Full-Day Attendance
- Students Transported to One Centralized Site
- Supports Students With Significant Minutes in Related Services



## Kindergarten Booster Participation

2009-2010

8

2010-2011

7

2011-2012

7

2012-2013

15

2013-2014

12



## Kindergarten Foundations

- Targeted Support in Early Literacy for Identified Students
- 4 Days of Full-Day Attendance
- Students Transported to One Centralized Site



## Kindergarten Foundations Participation

2009-2010

20

2010-2011

22

2011-2012

13

2012-2013

19

2013-2014

11\*

\*preliminary data



So what has  
happened since we  
embarked on the  
last kindergarten  
study?



# Common Core State Standards

A More Explicit Academic Focus

Increased Rigor at ALL Levels

Deeper Understanding of Math Concepts

A More Integrated Approach to Language Arts

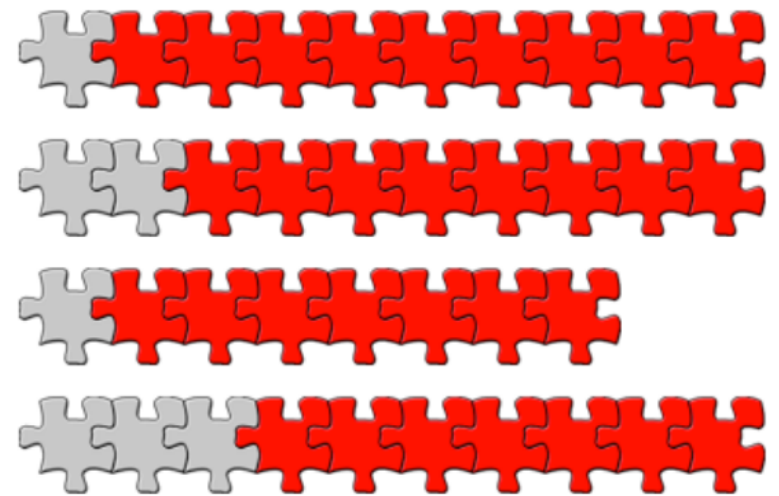
\*\*\*Same number of Standards as other grades!!



# Math ~ Illinois Learning Standards 'Early Elementary' 1997

K.8.A Describe numerical relationships using variables and patterns.

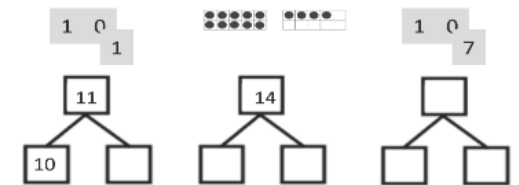
Which picture shows  $2 + 8 = 10$ ?





# Math ~ Common Core 2010

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.





## **ELA ~ Illinois Learning Standards (1997)**

### **'Early Elementary' 'Word Analysis'**

- Apply word analysis skills to recognize new words
- Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.



## Common Core Kindergarten Foundational Standards (2010)

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Read emergent-reader texts with purpose and understanding.



letters.

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- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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# THE 'Prerequisite'

More Rigor in Later Grades Puts Increased Significance  
on Learning in Kindergarten

Shift in Instructional Outcomes Also make it More  
Likely That Students Will Maintain Academic Gains



# Lost Time for...

Developmental Skills

Enrichment

Other Content Areas



# Social Emotional Learning Standards and Curricula

Deeper Understanding and Implementation of SEL Standards  
Implementation of Second Step





...that moment when your child sits down at a desktop computer and swipes at the screen, only to presume it must be broken.





# Technology Integration

When we conducted the kindergarten study...

The internet was used by 1 BILLION less people;

This was my smart phone



There was no such thing as an iPad;

Few of us had heard of **facebook**;

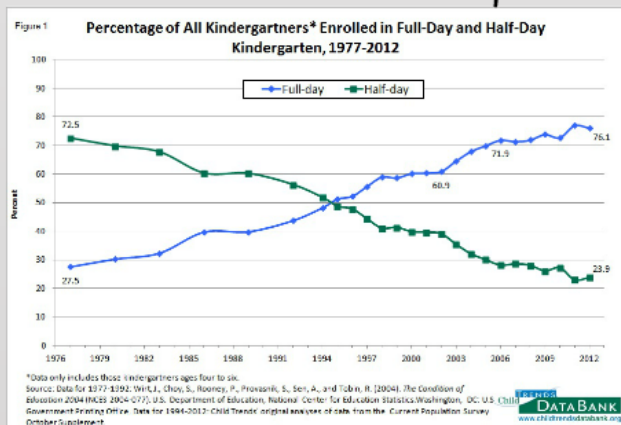
The iTunes App Store did NOT exist.



# Research Findings

Key Findings Hold-Up

More Students participating in Full Day Kindergarten Nationwide





# **Empirical Research and Local Findings Regarding Full Day Kindergarten**

Clear Evidence of Positive Social, Developmental, and Academic Impact

Most Beneficial for At-Risk Students

Clear Evidence of Parental Support

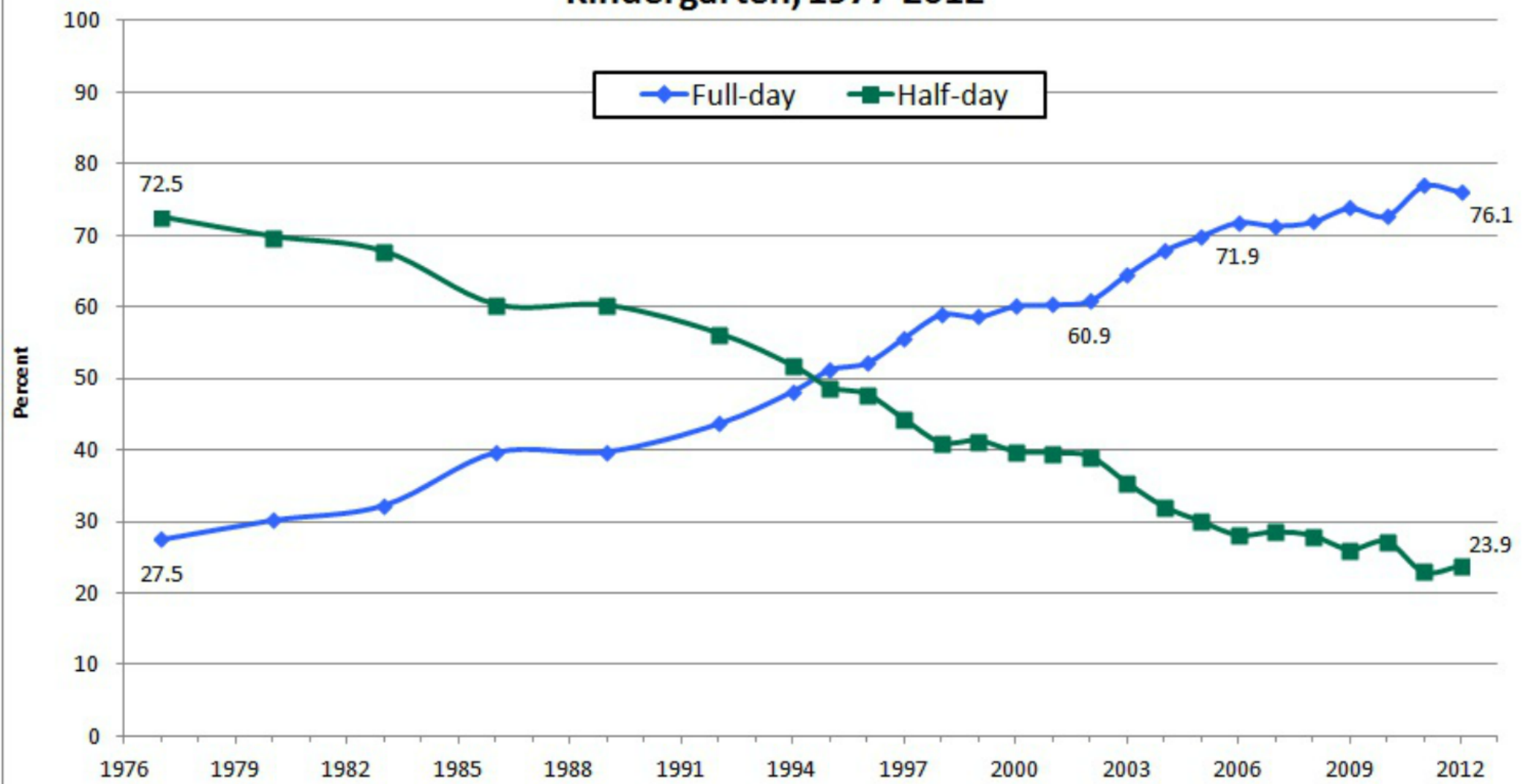
Academic Gains Tend to Moderate by 3rd Grade

Neighboring Districts 'conducting' or 'exploring'



Figure 1

## Percentage of All Kindergartners\* Enrolled in Full-Day and Half-Day Kindergarten, 1977-2012



\*Data only includes those kindergartners ages four to six.

Source: Data for 1977-1992: Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., and Tobin, R. (2004). *The Condition of Education 2004* (NCES 2004-077). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Data for 1994-2012: Child Trends' original analyses of data from the Current Population Survey October Supplement.



The iTunes App Store did NOT exist.

## Programming in Neighboring Communities

Since 2008 various approaches to full day kindergarten have been implemented in:

St. Charles 303

Kaneland 302 Oswego 308

Batavia 101 Indian Prairie 204

Wheaton 200 West Aurora 129

These districts are preparing for full day kindergarten implementation for 2014-2015:

Naperville 203

Burlington 301

East Aurora 131

Elgin U-46



## Facilities

Since our previous study we have:

Completed construction of Williamsburg Elementary;

Completed construction of Fabyan Elementary;

Completed renovations of Harrison Street School;

And Completed renovations at Western Avenue School.



# Enrollment Trends

Continued Influx of Students at First Grade

Fall Housing Student Count by Grade					
Kindergarten		1st Grade		difference	%
2014	308				
2013	338	2014	388	50	0.871134
2012	331	2013	372	41	0.889785
2011	319	2012	353	34	0.903683
2010	369	2011	417	48	0.884892
2009	371	2010	398	27	0.932161



# Implications, Options, & Recommendations

**What will benefit our students?**

We are: Self-directed, lifelong learners;  
Effective communicators;  
Complex, creative, & adaptive thinkers;  
And collaborative & productive citizens.





## Some Financial Assumptions

Teacher FTE	\$53,000
Assistant FTE	\$13,081
Annual \$ per Bus Route	\$7,800
General Start-Up Costs	\$13,000



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# 2008 Recommendations

"Unanimous" Recommendation for:

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Maintenance of Current Programmatic, Instructional, & Staffing Practices

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## Maintain Current Programming

### Basic Principles

- All Students Attend Half Day Kindergarten
- Booster and Foundations Remain Intact to Support Special Populations
- Maintains Current Financial Obligations

Potential Financial Implications ~ None

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

### Pros

- Least Costly Option
- Provides Targeted Support to Those Who Most Need It

### Cons

- Inequitable Model for our Students
- Does Not Address Curricular or Long Term Academic Implications
- Does Not Follow Local and National Trends
- Does Not Provide our Students With the Same Programming Model afforded to 3/4 of Kindergarteners Across The Country



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Potential Financial Implications ~ None

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## 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



# Full Day Every

## Basic Principles

- Default: All Students Attend Full Day Kindergarten
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## Potential Financial Implications ~

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## 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



# Full Day Programs at Each Building / Half D

## 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
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## 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
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<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)



# Full Day Tuition

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	Maintain	Tuition



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	Maintain	Full Day	Full Day plus 1/2 Day	Tuition
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District-Funded Full-Day Kindergarten

Maintenance of Current Programmatic, Instructional, & Staffing Practices

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

A Commitment to Equity of Opportunity for All Students

A Commitment to supporting our At-Risk Students



# 2014 Committee Recommendations

"Unanimous" Recommendation for:

District-Funded Full-Day Kindergarten

Maintenance of Current Programmatic, Instructional, & Staffing Practices

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A Commitment to supporting our At-Risk Students



## Full Day Every Day for All Students

### Basic Principles

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### Potential Financial Implications ~

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- Supports Neighborhood School Model
- Potential Financial Incentives from State Aid
- Provides a True 'Prerequisite' for Our Unit District

### Cons

- Costliest Model



## 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



<p><b>Empirical Research and Local Findings Regarding Full Day Kindergarten</b></p> <p>Are Teachers of Younger Social Development and Younger Students More Likely to be Full Day Teachers?</p> <p>Are Teachers of Socially-Engaged Students More Likely to be Full Day Teachers by the Social Engagement Methods of Learning by Inquiry?</p>	<p><b>2016 Recommendations</b></p> <p>Universal Kindergarten</p> <p>Expansion of Current Kindergarten Enrollment and Quality of Instruction</p> <p>Additional studies, interventions, implementation, and evaluation of program</p> <p>Continued research on supporting full day teachers</p> <p>Continued research on supporting full day students</p>
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**Social Emotional Learning Standards and Curriculum**  
 deeper understanding and implementation of SEL standards  
 implementation of Social Step

[illegible]

- Apply word analysis skills to recognize new words
- Comprehend unfamiliar words using context clues and knowledge; verify meanings with resource materials

	Early Elementary (90)
FSA Descriptor numerical relationships using variables and patterns.	48 60 72 84 96

RNMT composite and decompose numbers from 11 to 14  
ones and wrote further ones, e.g., by writing objects or a  
record card composition or decomposition by 4 (drawing of  
e.g.,  $35 = 15 + 20$ ) and noted that these numbers are  
of ten and are also two, three, four, five, six, seven, eight, nine  
ones.

A new Sapient Academic Press  
increased size of this book  
improves understanding of both concepts.  
A new language approach to language  
surface number of friends is still a

Deeper Understanding and Implementation of DEI Standards  
Implementation of Social Step

The internet was won by 100%  
This was my smart phone  
There was no such thing as an iPhone  
For if we had none of

Table 1. Demographic characteristics of the study population			
Age (years)		Sex	
15-20	100	Male	50
21-25	100	Female	50
26-30	100	Male	50
31-35	100	Female	50
36-40	100	Male	50
41-45	100	Female	50

- reconstruction of Atlantic
- reconstruction of Europe
- reconstruction of African
- reconstruction of Asia

- **Commitment to:**
  - **World Bank Group**
  - **Ministry of Social Progress, Education & Training**
  - **Private Sector, Government, Universities and Social Investment**
  - **Commitment to create opportunities for all citizens**
  - **Commitment to support our rural students**

Bandwidth	$2\pi \times 10^3$
Attenuation	20 dB
Gain (dB) at Passband	0 dB
Stopband Attenuation	50 dB

What will benefit our students?

Basic Principles	Focus
<ul style="list-style-type: none"> <li>All Students Attend All Day Kindergarten</li> <li>Booster and Foundation Funds Used to Support Special Populations</li> <li>Partners Create Shared Objectives</li> </ul>	<ul style="list-style-type: none"> <li>Cost Eff.</li> <li>Student Ex.</li> </ul>
Potential Financial Implications: * None	cost

[illegible]

Basic Principles	Pros
<ul style="list-style-type: none"> <li>• Default: All Students Attend Full Day Kindergarten</li> <li>• Parents may choose to have their child leave at mid-day</li> <li>• Intervention Supports embedded in Full Day Program</li> </ul>	<ul style="list-style-type: none"> <li>• Supports Promotes Full Developmental and Social Growth</li> </ul>

	1997-2000	2001-2005
Age 18-24		
Female	1.1%	1.1%
Male	0.9%	0.9%
Age 25-34	2.1%	2.1%
Female	1.1%	1.1%
Male	1.1%	1.1%
Age 35-44	1.1%	1.1%
Female	1.1%	1.1%
Male	1.1%	1.1%
Age 45-54	1.1%	1.1%
Female	1.1%	1.1%
Male	1.1%	1.1%
Age 55-64	1.1%	1.1%
Female	1.1%	1.1%
Male	1.1%	1.1%
Age 65+	1.1%	1.1%
Female	1.1%	1.1%
Male	1.1%	1.1%

Basic Principles	Pros
<ul style="list-style-type: none"> <li>Full Day Programs at Cash Building</li> <li>Does Not Cause Half-Day Module Around 20 Canceled Site</li> <li>Competition Would be Provided to 20 Day Program</li> </ul>	<ul style="list-style-type: none"> <li>Full Day is Suitable for Majority of Sites</li> <li>Provides a structured 100 day option</li> </ul>

Financial Statement Implications			
	1994 Sales	1994 Costs	1994 Profit
Revenue			
Expenses			
Operating Profit			
Operating Profit Margin			
Operating Profit to Sales			
Operating Profit to Costs			
Operating Profit to Assets			
Operating Profit to Equity			
Operating Profit to Debt			
Operating Profit to Total Capital			
Operating Profit to Total Assets			

Basic Principles	Prize
• Infants: All infants attend half-day kindergarten	• Address to
• Parents that refuse full-day programming pay a Monthly Fee for Their Child to attend an Alternative Half-day of Education	Cdn

	Number of	Cost per
2000 units	1.2	\$ 1.20000 = \$ 2,400
1000 units	2.0	\$ 2.00000 = \$ 2,000
500 units	4.0	\$ 4.00000 = \$ 2,000
250 units	8.0	\$ 8.00000 = \$ 2,000
125 units	16.0	\$ 16.00000 = \$ 2,000
62.5 units	32.0	\$ 32.00000 = \$ 2,000
31.25 units	64.0	\$ 64.00000 = \$ 2,000
15.625 units	128.0	\$ 128.00000 = \$ 2,000
7.8125 units	256.0	\$ 256.00000 = \$ 2,000
3.90625 units	512.0	\$ 512.00000 = \$ 2,000
1.953125 units	1024.0	\$ 1024.00000 = \$ 2,000
0.9765625 units	2048.0	\$ 2048.00000 = \$ 2,000
0.48828125 units	4096.0	\$ 4096.00000 = \$ 2,000
0.244140625 units	8192.0	\$ 8192.00000 = \$ 2,000
0.1220703125 units	16384.0	\$ 16384.00000 = \$ 2,000
0.06103515625 units	32768.0	\$ 32768.00000 = \$ 2,000
0.030517578125 units	65536.0	\$ 65536.00000 = \$ 2,000
0.0152587890625 units	131072.0	\$ 131072.00000 = \$ 2,000
0.00762939453125 units	262144.0	\$ 262144.00000 = \$ 2,000
0.003814697265625 units	524288.0	\$ 524288.00000 = \$ 2,000
0.0019073486328125 units	1048576.0	\$ 1048576.00000 = \$ 2,000
0.00095367431640625 units	2097152.0	\$ 2097152.00000 = \$ 2,000
0.000476837158203125 units	4194304.0	\$ 4194304.00000 = \$ 2,000
0.0002384185791015625 units	8388608.0	\$ 8388608.00000 = \$ 2,000
0.00011920928955078125 units	16777216.0	\$ 16777216.00000 = \$ 2,000
0.000059604644775390625 units	33554432.0	\$ 33554432.00000 = \$ 2,000
0.0000298023223876953125 units	67108864.0	\$ 67108864.00000 = \$ 2,000
0.00001490116119384765625 units	134217728.0	\$ 134217728.00000 = \$ 2,000
0.000007450580596923828125 units	268435456.0	\$ 268435456.00000 = \$ 2,000
0.0000037252902984619140625 units	536870912.0	\$ 536870912.00000 = \$ 2,000
0.00000186264514923095703125 units	1073741824.0	\$ 1073741824.00000 = \$ 2,000
0.000000931322574615478515625 units	2147483648.0	\$ 2147483648.00000 = \$ 2,000
0.0000004656612873077392578125 units	4294967296.0	\$ 4294967296.00000 = \$ 2,000
0.00000023283064365386962890625 units	8589934592.0	\$ 8589934592.00000 = \$ 2,000
0.000000116415321826934814453125 units	17179869184.0	\$ 17179869184.00000 = \$ 2,000
0.0000000582076609134674072265625 units	34359738368.0	\$ 34359738368.00000 = \$ 2,000
0.00000002910383045673370361328125 units	68719476736.0	\$ 68719476736.00000 = \$ 2,000
0.000000014551915228366851806640625 units	137438953472.0	\$ 137438953472.00000 = \$ 2,000
0.0000000072759576141834259033203125 units	274877906944.0	\$ 274877906944.00000 = \$ 2,000
0.00000000363797880709171295166015625 units	549755813888.0	\$ 549755813888.00000 = \$ 2,000
0.000000001818989403545856475830078125 units	1099511627776.0	\$ 1099511627776.00000 = \$ 2,000
0.0000000009094947017729282379150390625 units	2199023255552.0	\$ 2199023255552.00000 = \$ 2,000
0.00000000045474735088646411895751953125 units	4398046511104.0	\$ 4398046511104.00000 = \$ 2,000
0.000000000227373675443232059478759765625 units	8796093022208.0	\$ 8796093022208.00000 = \$ 2,000
0.0000000001136868377216160297393798828125 units	17592186044416.0	\$ 17592186044416.00000 = \$ 2,000
0.00000000005684341886080801486968994140625 units	35184372088832.0	\$ 35184372088832.00000 = \$ 2,000
0.000000000028421709430404007434844970703125 units	70368744177664.0	\$ 70368744177664.00000 = \$ 2,000
0.0000000000142108547152020037174224853515625 units	140737488355328.0	\$ 140737488355328.00000 = \$ 2,000
0.00000000000710542735760100185871124267578125 units	281474976710656.0	\$ 281474976710656.00000 = \$ 2,000
0.000000000003552713678800500929355621337890625 units	562949953421312.0	\$ 5629

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