

## Background Information

- 08-09 District Goal - Study Additional Programming Options, including consideration of full day and/or partial day kindergarten for possible implementation in 2010-11.
- Public Act 268 of 2008 (State Aid Act):
  - By 2010-11, to receive a full foundation (per pupil) allowance, kindergarten class hours will have to be at least 60% of the hours required for Grades 1-12;
  - 2011-12, the hours would need to be at least 70%
- Legislative Update: House Bill 4447 (pending)
  - Calls for a **delay in the implementation date** of the additional hours requirement for kindergarten by two years (increased hours required for full funding of standard kindergarten would not be required until 2012-2013).

Decorative elements include a yellow crayon with a purple tip at the top right and a purple squiggly line extending downwards from it. At the bottom left, there are three crayons: one yellow with a red tip, one green with a yellow tip, and one red with a yellow tip.

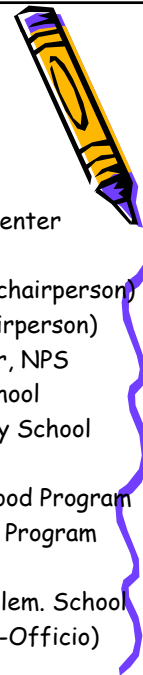
## Committee Charge

- **Review the research** on the impact of full vs. partial day kindergarten programs on **academic achievement** as applied to our **District profile**.
- Conduct a **cost/benefit analysis** of kindergarten programming options
- Collect **parent/stakeholder input**
- Provide an **analysis** regarding the **feasibility/impact** of full day kindergarten to the Board of Education.



## Committee Composition

- **Stephanie Carson**, Parent, Ridge Wood Elementary School
- **Megan Cox**, Consultant, Autistic Spectrum Disorder, NPS
- **Jenny Eagle**, Teacher, Thornton Creek Elementary
- **Eileen Freeman**, Program Coordinator, NPS Early Childhood Center
- **Lois Fuller**, Parent, Amerman Elementary School
- **Mary Kay Gallagher**, Ass't. Supt./Instructional Services (Co-chairperson)
- **Sharon Irvine**, Principal, Thornton Creek Elementary (Co-chairperson)
- **Kim Lockwood**, Early Childhood Intervention Program Teacher, NPS
- **Jan Loeffler**, Kindergarten Teacher, Moraine Elementary School
- **Jean Lopez**, Kindergarten Teacher, Silver Springs Elementary School
- **Pat Messing**, Principal, Winchester Elementary School
- **Sarah Schleicher**, Wondergarten Teacher, NPS Early Childhood Program
- **Denise Strube**, Wondergarten Teacher, NPS Early Childhood Program
- **Heidie Watkins**, Parent, Silver Springs Elementary School
- **Heather Zoldak**, Kindergarten Teacher, Ridge Wood Elem. School
- **Dave Bolitho**, Ass't Supt./Administrative Services (Ex-Officio)



## Summary of Research/Literature

- Summary of research/literature contained in the Education Research Service (ERS) Custom Information response packet for the topic "**Partial Day/Full Day Kindergarten**".
- The Study Committee made an intentional decision to **begin its work with reviewing the research** on partial day/full day kindergarten.
- **Key points** from each article presented / consensus on key messages
- **Summary of Research/Literature** written by Sharon Irvine and subsequently reviewed and supported by consensus of the Kindergarten Study Committee.



## Key Points: Research/Literature

- "The most pressing question a district must ask is whether or not the long term benefits of a full-day kindergarten warrant the **reallocation of resources** necessary for implementation." (Le, et al, 2006)
- The **research surrounding full day kindergarten is riddled with compounding variables** of academic and non-academic readiness, poverty, differing funding sources (i.e. Title I, supplemental tuition) and enrollment is contingent on eligibility criterion or self-selection.
- As a result, control groups do not provide genuinely random samples. (Zvoch et al, 2006; Le et al, 2006; Lee et al, 2006.)  
**Most researchers concede that these flaws diminish generalizability of results and contribute to the contradictory findings.** (Plucker and Zapf, 2005.)



## Key Points: Research/Literature

- Early research promoted lasting benefits of FDK (full day kindergarten) as a powerful support for struggling districts.
- More recent data shows FDK students outperform half day peers in literacy development during their kdg. year, effects quickly dissipate after the kindergarten year.
- Some studies also found higher levels of success into the first grade year.
- Other research (looking at developmental trajectories rather than pre- post test design) shows that the advantages of FDK over half day completely disappear by third grade.
- No research has contemplated the effect of FDK on a group of students who show high nonacademic school readiness.



\*Non-academic school readiness- defined along 5 dimensions: approaches toward learning, self-control, interpersonal skills, and internalizing and externalizing behaviors.

## Current Program

Northville Public Schools currently offers a half-day kindergarten program. The following chart details an analysis of typical weekly allocations to content area instruction, humanities classes, transitions, etc.

Subject	Minutes	% of Week
Core Subject Areas	580	63%
Recess (15 min. per day)	75	8%
Music, Art, Media (30 min each, 1 x per week)	90	10%
Physical Education (30 min, 2x per week)	60	6%
Routines, Procedures, Transitions	120	13%
Minutes per Week Allocated	925	100%



Additionally, the District currently offers parents the option to enroll children in Wondergarten, which is offered on a fee basis to parents wishing to enroll children in a program specifically designed to complement the NPS Kindergarten program.

## Enrollment Data

### Kindergarten Enrollment from '03-04 to '09-10

	03-04	04-05	05-06	06-07	07-08	08-09	09-10**
Kindergarten	382	411	428	426	447	453	447*

### Kindergarten / Wondergarten Enrollment

	07-08	08-09	09-10**
Kindergarten Enrollment	447	453	447
% enrolled in Wondergarten*	41%	38%	41%
% enrolled in Full Time Wondergarten	20%	19%	24%

\*at least 2 days/wk – minimum enrollment  
\*\*as of 6/10/09



## Kindergarten/1<sup>st</sup> Grade Enrollment Trends

	04-05	05-06	06-07	07-08	08-09	09-10*
Kdg.	411	428	426	447	453	447
First	462	489	492	482	493	478
Second	509	487	503	491	510	502
Increase from K-1 (cohort)		78	64	56	46	25
Increase from 1-2 (cohort)		25	14	-1	28	9
% increase from K-1 <sup>st</sup> (cohort comparison)		19%	15%	13%	10%	6%
% increase from 1 <sup>st</sup> -2 <sup>nd</sup> (cohort comparison)		5%	3%	0%	6%	2%



## Facility Information

The following table shows the number of kindergarten classrooms needed for full time kindergarten to be offered for all kindergartners based on the current number of kindergarten sections.

	TOT	AM	MOR	RW	SS	TC	WIN
Number of Kdg. Classrooms needed for FT K*	23	4	3	5	4	3	4
Number of Current Kdg. Classrooms	13	2	2	3	2	2	2
Number of Available Classrooms	3	0	0	1	0	2	0
Minus dedicated Wond. Classrooms	4	1	0	1	0	1	1
<b>Available Number of Classrooms</b>	<b>-3</b>	<b>-1</b>	<b>-1</b>	<b>0</b>	<b>-2</b>	<b>2</b>	<b>-1</b>



When reviewed building by building, four out of six elementaries would have a shortfall in classroom space to accommodate full day kindergarten, while a fifth building would have additional classrooms available.

## Facility Impact

- Classroom shortfall could increase if NPS realized an increase in the # of kindergartners enrolled as a result of offering FDK.
- Impact on core facilities: lunchroom, playground, gym, etc.
- Greater impact if total # of classes in a building exceeds 29, which could require a redesign of the delivery of humanities classes.
- If FDK is considered District-wide, options to increase capacity at the elementary level need to be further explored and evaluated.



## Stakeholder Input

### Parent Survey

08-09 First Graders not enrolled in NPS kindergarten in '07-08:

Response Rate (79 families surveyed) = 46%.

Of those returning the survey:

- 56% moved to Northville after their child's Kdg. year.
- 39% attended private programs
- 39% attended a different public school district
- 75% indicated that their child was enrolled in a full day program,
- 69% indicated that a "full day program was important to me"
- 23% indicated that the length of the program was not the primary factor considered.



## Stakeholder Input

- Pre-K Parent Survey
  - Preschool (part-day) n=38, 95% plan to enroll in NPS kindergarten, 2 not attending will attend a full day program.
  - Child Care (full day) n=23; 78% will attend NPS kindergarten, 4 families not enrolling will attend a full day program.
- Wondergarten Participation
  - Likely that the vast majority of potential Wondergarten families would elect a full day program if offered (~40% of kdg. enrollment)



## Analysis - Half Day Only

### Strengths

- Most efficient from a facility standpoint.
- Potential for wider variety of opportunities during balance of day
- Developmentally sensitive transition into school
- Permits Wondergarten, a quality program and alternate revenue source.
- Less impact on general K-5 building operations.



### Challenges

- Instructional Time
- Increased transitions for students whose families required full day options.
- May cause parents to choose programs outside of NPS for full day.
- Parents pay for programming beyond  $\frac{1}{2}$  day.
- Increased public expectation of full day programming.



\*Refer to Study Committee Report for Detailed Analysis of Strengths / Challenges.

## Analysis - Full Day Only

### Strengths

- More time/opportunity for instruction, pacing, creating a developmentally appropriate program, working with individual students to address unique needs.
- Consolidates and reduces transportation needs
- Reclaims lost funding to non-NPS full day programs.
- Fewer transitions for students who would be in full day programs.



### Challenges

- Could fail to provide for developmental readiness of all children.
- No evidence of sustained instructional advantages.
- Facility impact
- Additional staffing costs
- Limits families' options for supplementing kdg. experience.
- Boundary change or other capacity building options necessary to accommodate full day.



\*Refer to Study Committee Report for Detailed Analysis of Strengths / Challenges.

## Analysis - Choice of Full/Half

### Strengths

- Parents have opportunity to select program that best meets child/family needs.
- Reduced facility/cost impact as compared with implementation of full day kindergarten only.

### Challenges

- Disparate experiences between students attending half-day vs. full-day programs.
- Planning for partial implementation will be complex.
- Unpredictability in space scheduling needs from year to year.
- Unlikely to be able to accommodate providing a choice of full or half at each school.



\*Refer to Study Committee Report for Detailed Analysis of Strengths / Challenges.

## Cost Analysis

*Cost analysis is based on current sections of kindergarten and full implementation to full day programming.\**

Additional Staffing (Teachers)	\$924,600
Increase in Lunch Supervision	\$98,172
Less Transportation Savings** (eliminate midday runs)	(\$202,073)
Ongoing Annual Cost	\$820,699
Start Up Costs to Equip Additional Kdg. Classrooms	\$150,000
Estimated Loss of Kindergarten Revenue available to the NPS General Fund (75% of overall revenue loss)	\$66,000 to \$76,500
Classroom Shortfall	-3 classrooms




\* Details provided in the Study Committee Report (Section 6)

\*\*Does not factor in additional runs that may need to be added due to increased AM/PM ridership.

## Enrollment/Cost Scenario

*Enrollment / Cost Scenario is based on a 13% increase in overall kindergarten enrollment and full implementation to full day programming.\* \*\**


Additional Enrollment (+58 students x \$8483)	(\$492,014)
Additional Staffing (Teachers)	\$1,165,800
Increase in Lunch Supervision	\$114,534
Less Transportation Savings (eliminate midday runs)	(\$202,073)
Net Cost	\$586,247
Start Up Costs to Equip Additional Kdg. Classrooms	\$195,000
Classroom Shortfall	- 6 classrooms

 \* Details provided in the Study Committee Report (Section 6)  
\*\*Does not factor in the cost of additional transportation runs that may need to be added due to increased AM/PM ridership or costs associated with the addition of portable classrooms, for example.

## Enrollment/Cost Scenario

*Enrollment / Cost Scenario is based on figuring out a "break even" point - how many additional students would need to enroll in kindergarten (as a result of NPS offering Full Day Kindergarten) in order to breakeven on the additional cost of staffing.*

Additional Enrollment (+200 students x \$8483)	(\$1,696,600)
Additional Staffing (Teachers)	\$1,651,800
Increase in Lunch Supervision	\$196,344
Less Transportation Savings (eliminate midday runs)*	(\$151,555)
Net Cost	\$389
Start Up Costs to Equip Additional Kdg. Classrooms	\$270,000
Classroom Shortfall	-11 classrooms

 \*Factors in an estimated 25% reduction in transportation savings due to significantly increased ridership during AM/PM.)  
\*\*Does not factor in costs associated with the addition of portable classrooms, for example.

## Concluding Comments

- The Kindergarten Study Committee did not delve deeply into designing a profile of a full day kindergarten day. The analysis took into account current time allocations from a cost/staffing perspective only.
- Further work to identify which capacity building options make the most sense for NPS would be necessary should full day kindergarten become a reality. Each option has implications across the District (attendance boundary changes, addition of portables, redesigning kindergarten programming, etc.)
- The "Partial Day/Full Day Kindergarten Study Committee Report to the Board of Education" contains more detailed information, and will be available on the District website.
- Most committee members indicated that they came to this work with strong opinions that softened through focused study of the issue. Each moved closer to a more neutral center in the matter. This illustrates the strength of competing benefits and challenges of each option considered.
  - Each of the Kindergarten Study Committee members made significant contributions to the committee process, honored the norms and decision-making processes collectively established, and contributed thoughtfully to the body of work represented in this report.

