



***Partial Day/Full Day
Kindergarten Study
Committee***

Report to the Board of Education

June, 2009

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NORTHVILLE PUBLIC SCHOOLS
Northville, Michigan

PARTIAL DAY/ FULL DAY KINDERGARTEN COMMITTEE
REPORT TO THE BOARD OF EDUCATION

I. Background

NPS has established a 2008-09 District Goal to study additional programming options, including consideration of full and/or partial day kindergarten for possible implementation in 2010-11. There has been an increase in the number of Michigan districts offering full-day kindergarten programs, and an increased focus on full day kindergarten at the state level. Finally, the following language was added to the Fiscal Year 2008-09 State Aid Act (Public Act 268 of 2008), forecasting future changes in the funding of partial day kindergarten programs:

Sec. 6(4)(r). Kindergarten Membership – REVISED

“By FY 2010-11 to receive a full foundation allowance for kindergarten pupils class hours will have to be at least 60% of the hours required for Grades 1-12, and by FY 2011-12, they would have to be 70% of the required hours for grades 1-12.”

Legislative Update: House Bill 4447 (pending)

The House of Representatives passed House Bill 4447(Fiscal Year 2009-10 School Aid budget) on 4/2/09. HB 4447 calls for a **delay in the implementation date of the additional hours requirement for full funding of kindergarten by two years. The increased hours for full funding in standard kindergarten would not be required until the 2012-2013 school year.**

If the Senate agrees with the delay in implementation dates, the proposal will go on to the Governor for her signature and enactment into law. If the Senate does not agree, then a Conference Committee will decide the terms of the program.

II. Committee Composition

Dave Bolitho, Assistant Superintendent for Administrative Services (Ex-Officio)
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, Assistant Superintendent for Instructional Services (Co-chairperson)
Sharon Irvine, Principal, Thornton Creek Elementary School (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 Elementary School

III. Committee Charge

The Northville Public Schools Kindergarten Study Committee is charged to:

1. Review the research on the impact of full vs. partial day kindergarten programs on academic achievement as applied to our District profile.
2. Conduct a cost/benefit analysis of kindergarten programming options (full day/partial day), with consideration given to the following:
 - Profile(s) of the kindergarten day
 - Elementary school programming
 - Facility impact
 - Staffing costs
 - Classroom set up and materials
 - Impact on early childhood programming
 - Transportation costs
 - Other operational costs
 - State funding allocations
3. Collect parent/stakeholder input
4. Provide an analysis regarding the feasibility/impact of full day kindergarten to the Board of Education.

IV. Summary of Research/Literature

(Summary of research/literature contained in the Education Research Service Custom Information response packet for the topic "Partial Day/Full Day Kindergarten". The Study Committee began its work with reviewing the research on partial day/full day kindergarten and engaged in a process of presenting key points from each article and reading consensus on key messages. Sharon Irvine, Principal and Committee Co-Chair drafted the Summary of Research/Literature, which was subsequently reviewed and supported by consensus of the Kindergarten Study Committee.)

In Michigan, full-day kindergarten is one of the most popular subjects in education. It has captured the interest of politicians determined to substantiate early intervention practices, educators committed to addressing achievement gaps, and parents struggling with the inefficiencies of mid-day transitions or simply looking for a way to satiate the inquisitive mind of an eager preschool graduate. Districts across Michigan have adopted full-day kindergarten programs for multiple reasons, not the least of which is retaining student enrollment. However, regardless of the motivation for evaluating the feasibility of district implementation of full-day kindergarten, 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, Kirby, Barney, Setodji, and Gershwin, 2006¹).

Full-day kindergarten is a national phenomenon. Sixty-five percent of the children in the United States have the opportunity to attend full-day kindergarten (Shin, 2005²). This opportunity is most prevalent in economically disadvantaged arenas with disproportionately high percentages of minority students. Subsequently, the research surrounding full-day kindergarten is riddled with compounding variables of academic and nonacademic school readiness, poverty, and urban plight. Nation-wide models of full-day kindergarten have found funding through Title I, supplemental tuition, and off-setting costs of loss of enrollment. Enrollment in full-day kindergarten is typically contingent on eligibility criterion or self-selection corresponding with these funding mechanisms. Consequently, control groups fail to provide genuinely random samples (Zvoch, Reynolds, and Parker, 2006³; Le, Kirby, Barney, Setodji, and Gershwin, 2006¹; Lee, Burkam, Ready, Honigman, and Meisels, 2006⁴). Most researchers concede that these inherent flaws diminish the generalizability of their results and contribute to their contradictory findings (Plucker and Zapf, 2005⁵).

Proponents of full-day kindergarten cite the associated benefits to include reduced transitions, increased developmentally appropriate opportunities for exploration and play, and qualitatively improved contact time with teachers (Miller, 2001⁶; Elicker, 2000⁷; Vecchiotti, 2003⁸). Most pervasively, however, full-day kindergarten is seen to reduce the initial achievement gaps inherent in disparate levels of prior knowledge. Early research in the effects of full-day kindergarten promoted its lasting effects as a powerful support for struggling districts (Weiss and Offenber, 2002⁹).

More recent data demonstrates that, indeed, full-day kindergarten students outperform their half-day peers in literacy development during the course of their kindergarten year (Wolgemuth, Cobb, and Winokur, 2006¹⁰). Studies in Ohio and Indiana school districts also found higher levels of success into the first grade year (Plucker and Zapf, 2005⁵). However, these effects quickly dissipate after the kindergarten year (Votruba-Drzal, Li-Grining, and Maldonado-Carreño, 2008¹¹). Where prior research examined gains via a pre-post test model, Votruba-Drzal, et. al (2008)¹¹ changed the research design to analyze developmental trajectories. With this approach, researchers showed that the advantages of full-day kindergarten over half-day kindergarten completely disappeared by third grade (Votruba-Drzal, Li-Grining, and Maldonado-Carreño, 2008¹¹). The elusiveness of these benefits is addressed by Le et. al. (2006)¹ who determined that nonacademic school readiness presents a better correlation with future academic success. Nonacademic school readiness is best described as features of parent involvement, attitudes toward learning, self-control, and interpersonal skills (Le, Kirby, Barney, Setodji, and Gershwin, 2006¹). This research accounted for the dissipation of full-day benefits by hypothesizing that students most highly represented in full-day kindergarten do not have the requisite environmental support to maintain the advantages provided in the full-day context. No research has contemplated the effect of full-day kindergarten on a homogenous group of students who show high nonacademic school readiness.

Parent perspectives on full-day kindergarten are most heavily influenced by employment and the subsequent number of transitions that their child will undergo during the kindergarten year. Where a parent is present during the day, the decision to choose full-day kindergarten reflects the child's preschool experience, the parent's perceived ability to provide meaningful experiences, perceptions of maturity, and the effectiveness of the program (Brannon, 2005¹²). In one narrow look at parent perspectives, 50% of parents believed that full-day better prepared children for first grade (Brannon, 2005¹²).

Full-day kindergarten programming is noted to provide an additional 30% of reading instruction and 46% of math instruction, even though there is a 100% increase in instructional minutes (Votruba-Drzal, Li-Grining, and Maldonado-Carreño, 2008¹¹). The literacy gains made during the full-day kindergarten year are shown to diminish with increased class size. In classes less than 20, full-day kindergarten students performed twice that of half-day peers. In classes between 20-24, performance was simply greater than half-day peers. In classes with more than 25 students, performance was no greater than half-day peers (Zvoch, Reynolds, and Parker, 2006³).

The Education Commission of the States report (2005)¹³ cites that research shows no detrimental effects of full-day kindergarten. The report encourages states to define their policies on full-day kindergarten by clarifying what constitutes full-day kindergarten, aligning learning standards for kindergarten with first grade that reflect multiple domains of child development, considering the continuity of children's schedules, and enacting consistent statewide policies requiring districts to offer full-day kindergarten.

Note: The references for the Summary of Research/Literature are listed in Section 2 of this report.

V. 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%

A typical **Half-Day schedule** includes, but is not limited to the following:

8:45- 9:10	Exploration/Table time
9:10-9:25	Group/Calendar/ Language Arts
9:25-9:45	Rotations/Centers
9:50-10:20	Specials/Humanities*
10:25-10:35	Snack
10:35-11:00	Writer's Workshop
11:00-11:25	Math/Science/Social Studies*
11:25-11:40	Reader's Workshop
11:40-11:55	Recess and Dismissal

* varies by day

In addition to the half-day kindergarten program, the District offers parents the option to enroll children in the Wondergarten program through the NPS Early Childhood and Extended Day Program. This program is offered on a fee basis to parents wishing to enroll children in a program specifically designed to complement the NPS Kindergarten program.

VI. Enrollment Data

Kindergarten Enrollment from '00-01 to '09-10

From 2000-01 to 2008-09, kindergarten enrollment increased from 332 to 453 with several stable years within that range, as noted below:

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Kdg.	332	381	381	381	411	428	426	447	453	447*

*as of 6/10/09

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

For the three year period from 07-08 to the enrollment as of 6/09 for the 09-10 school year, the percentage of NPS kindergarten students enrolled in Wondergarten at least two days per week (minimum enrollment) has ranged from 38-41%, with 19-24% enrolled full time (five days per week.)

Kindergarten/First 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 st (cohort comparison)		19%	15%	13%	10%	6%
% increase from 1 st to 2 nd (cohort comparison)		5%	3%	0%	6%	2%

*as of 6/10/09

From the September count date in kindergarten to the following year's enrollment on the September count date in first grade, NPS gained:

- 78 students from '04-05 kdg. to '05-06 first grade, an increase of 19%
- 64 students from '05-06 kdg. to '06-07 first grade, an increase of 15%
- 56 students from '06-07 kdg. to '07-08 first grade, an increase of 13%
- 46 students from '07-08 kdg. to '08-09 first grade, an increase of 10%

These numbers reflect September to September growth, rather than simply growth over the summer months. The trend is for NPS to gain a significant number of students into first grade, although the rate of increase has steadily dropped from 19% to 10%, as compared with a growth rate from first grade to the following year in second grade that has ranged from 0% to 6%.

Note: Detailed information regarding enrollment data and projections, provided by Mr. Dave Bolitho, Asst. Superintendent for Administrative Services, is located in Section 3 of this report.

VII. Facility Information

In January, 2007 NPS conducted “Managing Our Growth” forums to grapple with issues of capacity at the elementary level. Although the rate of growth has slowed significantly in the past few years, several elementary schools are at or near capacity. A move to full day kindergarten for some or all students would have a significant impact with regard to capacity and facilities across the district.

Section 4 of this report contains a detailed analysis of facilities information, including: current elementary school utilization, options to create capacity, school site implications, and core space implications provided by Mr. Dave Bolitho, Assistant Superintendent for Administrative Services.

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
Available Number of Classrooms	-3	-1	-1	0	-2	2	-1

**Note: Assumes all kindergarten classes are full-time, based on current enrollment.*

Taking into account the current number of kindergarten classrooms, available classrooms, and reassigning Wondergarten classroom space to kindergarten, the overall shortage would be 3 classrooms district-wide at this point in time. However, when this is 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.

It is important to note that additional students may enroll in NPS as kindergartners should full day kindergarten be offered; and as a result, there may be additional classrooms needed beyond this shortfall.

In addition to classroom space, full day kindergarten would have an impact on the core facilities (lunchroom, special area or humanities classrooms, and playground). For example, under the current configuration and boundaries, Ridge Wood Elementary School would exceed the 29 section (classes) capacity of the building. The 29 section capacity is based on limitations of core facilities and the number of humanities classes that can be accommodated in a special purpose room (art, music, gym) over the course of one week.

As noted in Section 4, options to increase capacity where classroom space is needed include considering boundary changes, use of portable classrooms, or further impacting other programs utilizing space. Each of these options has implications that affect the broader school community (i.e. implementing a boundary change can be a difficult, emotional process; addition of portables impacts available playground and parking space; obtaining space from the early childhood program results in fewer Pre-K options for parents and causes a reduction in revenue.)

A full day kindergarten program could also present the opportunity to redesign delivery of the humanities curriculum (art, music, PE, media) at the kindergarten level to reduce impact on the special purpose rooms. For example, movement opportunities could be designed using other building space (i.e. cafeteria, extended learning areas); art, music and/or world language experiences could be incorporated into the regular kindergarten classroom rather than being located in special purpose rooms.

Likewise, the impact on core facilities such as the lunchroom and playground could be reduced by scheduling kindergarten lunch time either before or after the 1st-5th grade lunch hour. This would need to be carefully designed, with thought given to how many kindergarten classes could be safely scheduled on the kindergarten playground at the same time (given the size of kindergarten playgrounds at each building). While this would reduce impact on core facilities, there are also cost implications to provide appropriate supervision during the kindergarten lunch and recess times.

Should a full day kindergarten program be considered District-wide, options to increase capacity at the elementary level need to be further explored and evaluated.

VIII. Stakeholder Input

Note: A copy of the survey sent to families of first graders who did not attend NPS kindergarten, along with more detailed survey results are provided in Section 5 of this report.

In order to determine why families with new first graders did not choose not to attend the NPS kindergarten program, a “Kindergarten Program Survey” was mailed to the parents of every first grader who did not attend Northville Public Schools in kindergarten.

The response rate from the 79 families surveyed was 46%. Of those returning the survey:

- 56% moved to Northville after their child’s kindergarten year.
- 39% attended private programs (either within or outside of Northville)
- 39% attended a different public school district (either within or outside of Michigan)
- 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.

The survey responses support an interest in full day programming on the part of a significant percentage of the parents responding to this survey.

Parents of Pre-K children enrolled in the NPS Early Childhood Program were also asked about their plans for kindergarten enrollment. Although the response rate to the online end of year NPS Early Childhood Program Zoomerang survey was very low, the following questions were included in the survey of parents of children currently enrolled in NPS pre-K programs:

Preschool (part time) Classes: Of the 38 respondents, 95% plan to enroll their child in NPS kindergarten; of the 2 not attending NPS kindergarten, both responded that the student would be enrolled in a full day program.

Child Care (full day) Classes: Of the 23 respondents, 78% plan to enroll their child in NPS kindergarten; each of the 4 families not planning to enroll in NPS are planning to attend a full day program.

Although not specifically surveyed, the vast majority of families who enroll in Wondergarten (approximately 40% of kindergarten families) would likely elect a full-day kindergarten program should that option be provided in Northville Public Schools.

As discussed with the Board of Education, the Kindergarten Study Committee felt that a survey of the broader school community regarding partial day/full day preferences was premature at this juncture. The concern was that such a survey could reinforce an expectation for full day programming prior to Board consideration of the potential budgetary/facility/enrollment impact and pending legislative changes.

IX. Cost Analysis

Note: A spreadsheet with a detailed cost analysis is provided in Section 6 of this report.

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 Wondergarten Revenue	\$88,000 - \$102,000

The bottom line estimated cost of implementing full day kindergarten across the district is \$820,699 plus additional start up costs of about \$150,000 to equip additional kindergarten classrooms. Additionally, the elimination of Wondergarten programming will result in a loss of revenue ranging between \$88,000 and \$102,000.

These costs could be offset by increases in enrollment (additional \$8539 per student); however, such increases may also increase staffing costs and space considerations if additional sections of kindergarten are added as a result of the increase in enrollment.

X. Analysis of Programming Options / Summary Comments

Section 7 of this report provides a summary of the strengths and challenges of each programming option (half-day, full-day, and choice of either) in the areas of instruction, programming, facility, cost and public relations.

Note: The Kindergarten Study Committee discussed, but did not pursue an analysis of a partial day option (i.e. 60% or 70% of a full day rather than 50% of the full day) because this option would reduce potential transportation savings by half, would still require the same number of classrooms as full day implementation (because two classes could not share one classroom), and would likewise have staffing implications in that the number of positions that must be part time would increase. Additionally, providing child care for the balance of the day for those parents needing full time care could be more difficult with partial days longer than 50%. Finally, the indication from the language in the State Aid Act is that the hours required for kindergarten (should this actually happen in the future) would increase by 10% each year, presumably until the required hours is equal to what is required for 1st-12th grade students.

Summary Comments

Each programming option has both benefits and challenges. The current half day structure for kindergarten is the most efficient from a facility standpoint, as two classes share one classroom space and the impact on core facilities is reduced because kindergartners do not have lunch at school. The half day structure provides the potential for a wider variety of experiences outside of school for the balance of the day, which could mean more one:one time for many children, more play opportunities, and other potentially enriching experiences and is time that many families in our community may value. On the flip side, challenges of the half day program include more limited time for instruction, a faster pace, less time for developmentally appropriate experiences, and the likelihood that some families are choosing other programs in order to have a full day experience for their children.

Full day kindergarten provides more time and opportunity for instruction, pacing of the curriculum, time for reinforcement and extension to meet the individual needs of students, and has the potential for greater focus on social, physical and emotional development. For those students already in programs for the full day, a full day kindergarten option may provide greater consistency in caregivers and fewer transitions each day. Likewise, more families may choose to send their children to NPS kindergarten vs. other programs, and families researching districts may be more likely to choose NPS if full day kindergarten was provided. On the flip side, the cost of full day kindergarten is significant as is the impact on facilities that are already near capacity. Long term academic benefits of a full day kindergarten program have not been supported by the available research.

Finally, the committee considered the strengths and challenges of providing families with a choice of half or full day kindergarten. The obvious benefit of this option is that parents have the opportunity to select the program they feel best meets the needs of their child and family. Offering a choice to select a half-day program could reduce the cost and facility impact as compared with only offering full day kindergarten.

On the flip side, if a choice of a half or full day program is provided, students will likely have differential exposure to the curriculum in their kindergarten experience, which may impact first grade. Unpredictability in space scheduling needs from year to year would be challenging, and each school is unlikely to have the flexibility with capacity to allow for a full and half day option at every school. Offering full day or half day at some, rather than all locations, could also be challenging as one group or the other has the added issue of moving children out of their neighborhood school.

XI. Conclusion

During the committee's final meeting on June 3, 2009 the committee members shared their thoughts regarding committee process, as well as individual views of full/half day kindergarten. The comments regarding views of full vs. part day were insightful, and it is interesting to note that most committee members indicated that they came to this work having a preferred option at the beginning the study which became more moderate as a result of the study committee process. Those favoring full day were closer to neutral at the end of the study, although still favoring full day; while those favoring half day were likewise closer to neutral while still favoring half day. This speaks to the fact that there are both benefits and challenges to each of the options considered, and also reinforces the statement referenced in the review of the research "regardless of the motivation for evaluating the feasibility of district implementation of full-day kindergarten, 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, 2006¹).

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.

Respectfully submitted by the Kindergarten Study Committee,

Dave Bolitho, Assistant Superintendent for Administrative Services (Ex-Officio)
Stephanie Carson, Parent, Ridge Wood Elementary School
Megan Cox, Consultant, Autistic Spectrum Disorder, NPS
Jenny Eagle, Teacher, Thornton Creek Elementary
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Attachments

Section 1: Summary Report (this document)
Section 2: References – Review of Literature/Research
Section 3: Enrollment Data, Projections, Kindergarten/Wondergarten Enrollment
Section 4: Facilities Data
Section 5: Survey of Parents of 1st Graders New to NPS
Section 6: Cost Analysis
Section 7: Detailed Analysis of Programming Options

Review of Research/Literature References

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NORTHVILLE PUBLIC SCHOOLS

**FULL DAY KINDERGARTEN STUDY COMMITTEE
ENROLLMENT DATA**

INTRODUCTION

This report is to provide the Kindergarten Study Committee with the enrollment data for consideration should the Northville Public Schools decide to implement a full day kindergarten program.

- Past Elementary School Enrollment Trends
- Current Elementary School Pipeline Enrollment
- Enrollment Projections

PAST K-5 ENROLLMENT TRENDS

Kindergarten enrollment has increased each year since 2000-01 with the exception of 2002-03 where it remained at 381 and 2006-07 where there was a decline of two students.

The average annual year increase was 13 students, but the overall increase from 2000-01 to 2008-09 was 121 students.

Year	Enrollment	Year	Enrollment
2000-01	332	2005-06	428
2001-02	381	2006-07	426
2002-03	381	2007-08	447
2003-04	382	2008-09	453
2004-05	411		

GRADES 1-5 ENROLLMENT

Grades 1-5 enrollment from 2000-01 to 2008-09 increased every year, except in 2007-08 where it declined by 50 students. The average annual increase was 67 students, but the overall increase 2000-01 – 2008-09 was 532 students.

Year	Enrollment	Year	Enrollment
2000-01	2096	2005-06	2588
2001-02	2135	2006-07	2633
2002-03	2242	2007-08	2583
2003-04	2407	2008-09	2682
2004-05	2470		

PIPELINE ENROLLMENT

In the past, inbound and outbound migration balanced out and the increase in enrollment was attributed to the increase in residential construction bringing in additional students.

Current elementary enrollment by grade level is as follows:

1st	2nd	3rd	4th	5th
493	510	508	557	544

There is not a significant enrollment difference from grade level to grade level, but the kindergarten enrollment at 453 is significantly lower than the enrollment in grades 1-5.

A review of pipeline enrollment by elementary school shows the following:

Amerman: The range in students attending Amerman is deceiving because of the ALPs Program where students from the other elementary buildings attend Amerman for grades 3-5. Amerman's enrollment is expected to remain stable.

Moraine: Moraine currently has 63 kindergarten students and 81 5th graders. Moraine's kindergarten and first grade enrollment is less than grades 2-5. Enrollment will decline unless there is an increase in enrollment in the attendance area.

Ridge Wood: Experienced a 22 student increase from count day 2007-08 to count day 2008-09. The Ridge Wood attendance area remains a growth area, although at a much slower pace. The 105 kindergarten students is less than the 126 at 1st grade, but the 105 kindergarten students is much higher than the 72 5th grade student enrollment that will exit Ridge Wood at the end of the year.

Ridge Wood might have the capacity to accept more students, but will exceed the 29 section limit where the Humanities program cannot be delivered.

Silver Springs: Kindergarten-5 enrollment is consistent, ranging from 73 kindergarten students to 85 5th graders. It appears that the Silver Springs enrollment will remain stable.

Thornton Creek: Continues to decline in enrollment with 68 kindergarten students to 94 5th graders. It is expected that the enrollment decline will continue.

Winchester: Has had the most stable enrollment of all of the elementary schools. It is expected that the enrollment will continue this way.

ENROLLMENT PROJECTIONS

The Northville Public Schools contracts with two companies who assist the District with enrollment projections. **Attachment A**, the October 7 memo to Dr. Rezmierski is analysis of the accuracy of the projections for the 2008-09 school year.

Economic realities surfaced at the conclusion of the 2005-06 school year where the projected enrollment did not materialize. Since that time, the District has relied on completed registration forms before considering additional staff.

Chart B shows that ESI was accurate for kindergarten enrollment projection, while Stanfred was the most accurate for grades 1-5 enrollment projection.

It is expected that this scenario will hold for 2009-2010 enrollment projections.

DCB:jt
FDK.enrollmentdata
11/11/08
Revised: 6/10/09

TO: Dr. Leonard Rezmierski
Superintendent

FROM: Mr. David C. Bolitho
Assistant Superintendent for Administrative Services

DATE: October 7, 2008

SUBJECT: **Actual September 19, 2008 Enrollment
Compared to Stanfred and Education Services Inc. Projections**

Projection Accuracy

The attached chart (A) shows the District's September 19 actual enrollment compared to the Stanfred (SF) and the Education Services, Inc. (ESI) Projections.

The bold figures on the attached Chart (A) identify the projection that best matches the September 19, 2008 enrollment.

ESI has been the most accurate on Kindergarten enrollment projections for the past several years, including this year. This year, the SF Most Likely is the more accurate projection for six of the thirteen grade level projections, while the ESI Most Likely projection was the more accurate on only three of the thirteen grade level projections. The ESI Low projections were the most accurate for four of the grade levels and SF was the most accurate for one grade level at the low projection. See Chart B.

A comparison of the SF and ESI Most Likely projections for grades K-12 shows similarity for grades 1,2,3,4,5,6,7,10, 11 & 12, but the SF Total at the Most Likely, 6942, best matches District actual of 6954.

The sudden decline in enrollment in 2006-07 has resulted in administration using the projections as a tool rather than as "the" resource to project enrollment.

TRENDS

It is not possible to develop a trend with only two years experience, but the following is interesting.

- **Actual Enrollment:** When the projected enrollment did not materialize for the 2006-07 school year, the trend of gaining 200 or more students per year discontinued. Since 2006-07 the following has occurred:
 - **Kindergarten** enrollment decreased from 2005-06 to 2006-07, (426), increased to 447 in 2007-08 and continued to increase this year, 2008-09, to 453. The rate of growth has slowed significantly since 2006-07, but enrollment continues to increase.
 - **Grades 1 – 5** enrollment decreased from 2633 in 2006-07 to 2583 in 2007-08 (-50 students). The September 19 enrollment was 2612 or an increase of 29 students over 2007-08.

- **Grades 6-8** enrollment increased by two students from 2006-07 to 2007-08. The September 19 enrollment of 1696 is a 70 student increase. This increase is partly due to a larger 6th grade class replacing a smaller graduated 8th grade class.
- **Grades 9-12** enrollment in 2006-07 was 2125 and increased by only 5 students in 2007-08. The September 19 enrollment of 2193 is a decrease of 37 students.

PIPELINE

The pipeline figures are represented in Chart C. This enrollment by grade level chart shows the incremented pipeline by grade level for comparison purposes.

K to First Grade: First Grade enrollment has historically been higher when compared to the previous year’s Kindergarten enrollment. This is primarily due to parents preferring Kindergarten and childcare in one location, usually at a private program.

The increase in enrollment from Kindergarten to First Grade remains high. (Figures also include new students.)

2005-06 to 2006-07	64
2006-07 to 2007-08	56
2007-08 to 2008-09	46

The pipeline figures for grades 1 – 12 show mixed results and lack a pattern.

- K Level:** Minimal growth but enrollment has actually increased for the past two years.
- Grades 1 – 5:** The 500+ students going to middle school have been replaced by fewer kindergarten students entering the pipeline.
- Grades 6 – 8:** The pipeline has been fairly consistent with student enrollment ranging from the low to high 500.
- Grades 9 – 12:** In 2006-07 the high school graduated 477 Seniors that were replaced by 591 Freshman, but from 2007-08 to 2008-09 the high school actually declined in enrollment.

FUTURE CONSIDERATIONS

When students did not materialize as projected for the 2006-07 school year, subsequent projections became suspect. The loss of 50 students in 2007-08 at the elementary level was unprecedented, the increase of only two students at the middle level showed extremely slow growth and this year a decrease in enrollment of 37 students at the high school level was not expected three years ago.

The state and national economy have affected the housing market within the Northville Public Schools. The rate of student growth will continue at a slow pace or will even decline at some levels until the economic situation improves.

NORTHVILLE PUBLIC SCHOOL'S
ACTUAL ENROLLMENT TO PROJECTIONS

ENROLLMENT BY GRADE LEVEL

Grade Level	9/19/08 Actual Enrollment	STANFRED			ESI		
		Low	Most Likely	High	Low	Most Likely	High
K	453	397	412	426	441	455	469
1	493	476	489	503	504	521	538
2	510	499	508	516	480	503	526
3	508	517	521	526	513	521	529
4	557	542	554	566	537	552	567
5	544	545	553	561	529	543	557
6	572	543	556	570	535	560	585
7	577	589	597	604	582	595	608
8	547	533	538	543	529	541	553
9	516	498	512	526	518	527	536
10	581	595	604	613	589	602	616
11	529	524	529	534	529	534	539
12	567	560	569	577	554	564	573
Sub Total	6954	6818	6942	7065	6840	7018	7196
Categorical	16						
Total	6970						

ENROLLMENT BY GRADE GROUPING

Grade Level	9/19/08 Actual Enrollment	STANFRED			ESI		
		Low	Most Likely	High	Low	Most Likely	High
K	453	397	412	426	441	455	469
1 - 5	2612	2579	2625	2672	2563	2640	2717
6 - 8	1696	1665	1691	1717	1646	1696	1746
9 - 12	2193	2177	2214	2250	2190	2227	2264
Sub Total	6954	6818	6942	7065	6840	7018	7196
Categorical	16						
Total	6970						

GRADE LEVEL SUMMARY
October 8, 2008

GRADE LEVEL	STANFRED			EDUCATION SERVICES INC.		
	L	ML	H	L	ML	H
K					✓	
1		✓				
2		✓				
3				✓		
4		✓				
5	✓				✓	
6		✓				
7				✓		
8			✓			
9				✓		
10				✓		
11		✓				
12		✓				

PIPELINE

SCHOOL YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12
2008-09	453	493	510	508	557	544	572	577	547	516	581	529	567
2007-08	447	482 ↗ 46	491 ↗ 28	535 ↗ 17	526 ↗ 22	549 ↗ 18	574 ↗ 23	529 ↗ 3	515 ↗ 18	591 ↗ 1	535 ↗ (-10)	566 ↗ (-6)	538 ↗ (-1)
2006-07	426	492 ↗ 56	503 ↗ (-1)	516 ↗ 32	542 ↗ 10	580 ↗ 7	521 ↗ (-6)	512 ↗ 8	583 ↗ 3	533 ↗ 9	571 ↗ 2	544 ↗ (-5)	477 ↗ (-6)
2005-06	428	489 ↗ 64	487 ↗ 14	537 ↗ 29	572 ↗ 5	503 ↗ 8	491 ↗ 19	576 ↗ 21	515 ↗ 7	559 ↗ 18	539 ↗ 12	482 ↗ 5	503 ↗ (-5)

KINDERGARTEN ANALYSIS POTENTIAL IMPACT OF FULL DAY KINDERGARTEN

ENROLLMENT INFORMATION							
	<i>Totals</i>	<i>AMER</i>	<i>MOR</i>	<i>RW</i>	<i>SS</i>	<i>TC</i>	<i>WIN</i>
08-09 Kindergarten (as of 3/13/09)							
Current Kdg. Enrollment (as of 3/13/09)	452	72	63	100	73	70	74
# of Kindergarten Sections	23	4	3	5	4	3	4
Current Kdg. Tchr. FTE	11.5	2	1.5	2.5	2	1.5	2
# of full time K teachers	8	2	1	2	1	1	1
# of half time K teachers	7	0	1	1	2	1	2
# of Classrooms	13	2	2	3	2	2	2
08-09 Wondergarten							
Current Wond. Enrollment - FT (5 days)	85	9	12	26	11	19	8
Current Wond. Enrollment - PT (less than 5 days)	86	4	13	10	15	9	35
(Wait listed for FT)	3	0	0	0	0	3	0
Total (not including wait listed for FT from PT)	171	13	25	36	26	28	43
Wondergarten % of total Kindergarten Enrollment	38%						
Full Time Wonder. % of total K Enrollment (w/WL)	19%						
09-10 Kindergarten (as of 6/10/09)							
Kdg. Enrollment (as of 6/10/09)	447	57	73	99	69	63	86
# of Kindergarten Sections	23	3	4	5	4	3	4
Kdg. Tchr. FTE	11.5	1.5	2	2.5	2	1.5	2
# of full time K teachers	9	1	2	2	2	1	1
# of half time K teachers	5	1		1		1	2
# of Classrooms	13	2	2	3	2	2	2
09-10 Wondergarten (as of 6/10/09)							
Wond. Enrollment - FT (5 days)	108	9	14	32	14	21	18
Wond. Enrollment - PT (less than 5 days)	76	11	12	15	10	11	17
(Wait listed for FT)	0	0	4	4	2	1	0
Total (not including wait listed for FT from PT)	184	20	26	47	24	32	35
Wondergarten % of total Kindergarten Enrollment	41%						
Full Time Wonder. % of total K Enrollment (w/WL)	24%						
CLASSROOMS NEEDED							
	<i>Totals</i>	<i>AMER</i>	<i>MOR</i>	<i>RW</i>	<i>SS</i>	<i>TC</i>	<i>WIN</i>
# of Wondergarten Sections	8	1	1	2	1	1	2
# of Dedicated Wond. Classrooms	5	1	1 *	1	0	1	1
*550 sq. ft. Note: Am, SS, TC also have KC w/Wond.							
# of Kdg. Classrooms needed for FT (assuming all FT, no add'l enrollment)	23	4	3	5	4	3	4
# of current Kdg. Classrooms	13	2	2	3	2	2	2
# of available classrooms	3	0	0	1	0	2	0
Less dedicated Wond. Classrooms	4	1	0	1	0	1	1
Available # of Classrooms (or shortfall)	-3	-1	-1	0	-2	2	-1

NORTHVILLE PUBLIC SCHOOLS

FULL DAY KINDERGARTEN STUDY COMMITTEE FACILITIES DATA

INTRODUCTION

This report is to provide the Kindergarten Study Committee with the facility implications should the Northville Public Schools decide to implement a full day kindergarten program.

- Current Elementary School Utilization
- Options to increase Elementary School capacity to accommodate full day Kindergarten
- School Site Size Implications

CURRENT ELEMENTARY SCHOOL UTILIZATION

Attachment A shows current elementary school utilization. It is important to note that school utilization rarely remains consistent with the original design. This is due to program changes such as adding a content area (i.e. Foreign Language) or deleting a content area (i.e. Health). When content is added, principals are faced with the dilemma of finding space to accommodate the new content and when it is deleted, there are always meaningful suggestions from staff as to how to occupy the space.

Another factor impacting school building utilization is increasing or decreasing enrollment. When enrollment decreases program expands to occupy the available space.

OPTIONS TO CREATE ELEMENTARY CAPACITY

The elementary school usage chart shows current facility usage. It is important to note that once an elementary school reaches 29 sections, it is not possible to deliver the Humanities offerings (physical education, art, music, foreign language) due to facility constraints.

In the past, the Northville Public Schools has created capacity in the following ways:

- Constructed new schools
- Used Foreign Language rooms for K-5 instruction
- Used smaller rooms for K-5 instruction
- Constructed additions to schools
- Added portable classrooms
- Changed attendance boundaries
- Relocated Kindergarten from Ridge Wood to other elementary schools for two years.
- Used Early Childhood classrooms for K-5 instruction.

Attachment B shows current number of K-5 sections, the number of kindergarten rooms currently used, additional rooms needed if a full day kindergarten program was implemented this year and options to increase capacity at each elementary school.

SCHOOL SITE SIZE IMPLICATIONS

The current standard for an elementary school site with an enrollment ranging between 500-600 students is 20 acres.

Amerman, Moraine, Silver Springs and Winchester Elementary Schools are situated on 10 acre school sites and each school has had at least one addition constructed to accommodate additional students and programs.

Ridge Wood has had a six classroom addition constructed since it opened in 2003.

Thornton Creek could accommodate an addition if needed, but it is currently under utilized

Due to the school building footprint and the site sizes at Amerman, Moraine, Silver Springs, Winchester and Ridge Wood Elementary Schools, it is not recommended that future additions be constructed.

CORE SPACE IMPLICATIONS

Another factor when considering adding sections is the impact on core spaces, i.e. cafeterias and libraries. Libraries are currently used by kindergarten students, but the time in the medial center may increase with a full day kindergarten program. Cafeteria capacity must be considered to determine if the kindergarten students can be accommodated during the existing lunch periods or if other arrangements are needed.

FULL DAY KINDERGARTEN STUDY COMMITTEE

**ELEMENTARY SCHOOL
FACILITY USAGE
2008-09**

SPACE	AMERMAN	MORAINE	RIDGE WOOD	SILVER SPRINGS	THORNTON CREEK	WINCHESTER
K	2	2	3	3	2	3
Gr. 1 - 5	19	16	22	18	16	20
Vacant	-	-	1	-	2	
Media	1	1	1	1	1	1
MPR	1	1	1	1	1	1
Gym	1	1	1	1	1	1
Resource Room Spec. Ed.	2*	1*	1*	1	1	1
SC or ASD Sp. Ed.	-	1*	-	-	1	-
Computer Lab	1	-	1	1	1	-
Art	1	1	1	1	1	1
Music	1**	1	1	1	1	1
Staff	1	1	1	1	1	1
Foreign Language	1**	1*	1	-	1	1*
Speech & Language	1*	-	1*	1*	1*	1*
Early Childhood (Pre-K)	-	-	3	-	3	-
Wondergarten	1	1*	1	-	1	1
Social Worker	1*	1*	1*	1*	1*	1*
Media Center	1	1	1	1	1	1
Portables	2	-	-	-	1	-
Learning Consultant	1*	1*	1*	1	1	1*
ECIP	-	-	1	-	-	-
Media Classroom	-	-	1	-	1	1
ESL	-	-	-	1*	1*	-

*Room is less than 720 sq. feet

**Portable Classroom

OPTIONS TO INCREASE CAPACITY

	AMERMAN	MORAINE	RIDGE WOOD	SILVER SPRINGS	THORNTON CREEK	WINCHESTER
2008-09 K-5 Sections	25	19	27	27	19	24
2008-09 Kindergarten rooms used	2	2	3	2	2	2
Additional Kindergarten rooms needed	2	1	2	2	1	2
Options to implement All Day Kindergarten						
Use Early Childhood Program Rooms	1		4		4	1
Use Foreign Language Room	1		1		1	
Add Portables		2 - 4		2 - 4	1	2
Use Existing Portables					1	
Use Vacant Room			1		3	
Move Learning Consultant to Original Room					1	
Use Media Classroom					1	1
School Site Acres	10	10	15.4	10	18	10
Use Kindergarten Motor Room				1		

Kindergarten Program Survey Results (New to NPS in 1st Grade)
6/11/2009

Question 1: What school does your child currently attend for first grade?		
Amerman	3	8%
Moraine	5	14%
Ridge Wood	9	25%
Silver Springs	5	14%
Thornton Creek	8	22%
Winchester	6	17%
Total	36	100%
Question 2: Please indicate where your child attended kindergarten during the '07-08 school year.		
Public School District in MI (Berkley, Novi, Livonia, W/W, Plymouth, Redford; Dearborn Hgts. Montessori; Farmington)	9	25%
Public School District outside MI	5	14%
Private school/program in NV	4	11%
Private school/program outside NV	10	28%
My child was home schooled		0%
Other: (in Ireland, but have 2 other children younger - will send to full time K; Schoolcraft College; Novi/Northville Montessori; Ontario, Canada; Armenian Charter School in Southfield; private school outside MI; Montessori of Our Lady - Roman Catholic)	8	22%
Total	36	100%
Question 3: The program my child attended was a:		
Half-day program	8	22%
Full-day program	27	75%
Other: (Special Needs classroom)	1	3%
Total	36	100%
Question 4: To what extent did the length of the program (full or half day) enter into your decision to have your child attend that particular program for kindergarten?		
Half-day program was important to me	1	3%
Full-day program was important to me	24	69%
Length of program was not the primary factor	8	23%
Other: (School did have an option - we choose full day; babysitting, since I work full-time; local school; full-time turned out to be very beneficial academically to our children; focus was already on learning and life skills; he went to private (Catholic) preschool, and we really liked the progress he was making and the school so we kept him there for kindergarten)	2	6%
Total	35	100%
Question 5: Were there other factors that led to your decision to attend kindergarten outside of Northville Public Schools?		
Moved to NV after kindergarten year	18	56%
Was committed to preschool program my child attended	6	19%
Other: Would like to see full-day program in NV; transportation logistics for child, wife worked at same school child attended so she was able to take him with her in morning and bring him home in afternoon; Montessori methods, emphasis on reading - SRA; comparison of standardized test scores; Armenian School - had preK-3 and PreK-4 programs - preK-4 was five full days, too; child came from the early intervention preschool - NV team recommended MacGowan School for my child's needs; convenient and consistent for what kids learning at school; wanted full three years of Montessori recommended - child loved school; teacher/student ratio was 1:11, cost was same as paying for Wondergarten and Kids Club plus lunch; was very satisfied with 2 years of preschool in NMC and was aware of the importance of continuing in the kindergarten year; great teaching staff and learning environment; have a full day program and my child attended preschool there, too; right now, I am home with my kids, so half-day kindergarten is great. However, when my kids are older, and I go back to work, I may consider full-day kindergarten for my youngest)	8	25%
Total	32	100%
# surveys mailed = 79; Returned surveys=36; Response Rate=46%		

Leonard R. Rezmierski, Ph.D.
Superintendent



Mary K. Gallagher
Assistant Superintendent
Instructional Services

June 1, 2009

Dear NPS First Grade Family,

Our records indicate that your currently enrolled first grade child did not attend kindergarten in Northville Public Schools (NPS).

As part of the information being gathered by the NPS Partial Day – Full Day Kindergarten Study Committee, we are interested in the factors you considered when selecting a kindergarten program outside of Northville Public Schools last year.

Please consider completing the following survey, and returning it in the envelope provided either to your child's elementary school, or by US Mail to the Office of Instruction as addressed on the envelope, by **Tuesday, June 9, 2009**.

If you have any questions regarding this survey, please feel free to call the Office of Instruction at 248.344.8442.

Sincerely,

Mary Kay Gallagher
Assistant Superintendent for Instructional Services
Northville Public Schools

**NORTHVILLE PUBLIC SCHOOLS
OFFICE OF INSTRUCTION
501 West Main Street
Northville, Michigan 48167
248-344-8442**

KINDERGARTEN PROGRAM SURVEY

Please complete and return the survey to NPS by **Tuesday, June 9, 2009.**

Family Name (optional) _____

1. What school does your child currently attend for **first grade**:

- Amerman
- Moraine
- Ridge Wood
- Silver Springs
- Thornton Creek
- Winchester

2. Please indicate where your child attended **Kindergarten** during the '07-08 school year:

- Public School District in Michigan: _____
- Public School District outside of Michigan
- Private school/program in Northville
- Private school/program outside of Northville
- My child was home schooled.
- Other, please specify: _____

3. The program my child attended was a:

- Half-day program Full day program Other, please specify _____

4. To what extent did the length of the program (full or half day) enter into your decision to have your child attend that particular program for kindergarten?

- A half day program was important to me
- A full day program was important to me
- The length of the program was not the primary factor in our decision.
- Other, please specify: _____

5. Were there other factors that led to your decision to attend kindergarten outside of Northville Public Schools? (please specify)

- Moved to Northville after kindergarten year
- Was committed to preschool program my child attended
- Other, please specify: _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

KINDERGARTEN ANALYSIS POTENTIAL IMPACT OF FULL DAY KINDERGARTEN

COST ANALYSIS							
<i>Cost analysis is based on current sections of kindergarten and full implementation to full day programming.</i>							
	TOTAL	AM	MOR	RW	SS	TC	WIN
Full Time Kdg. FTE required (assuming all FT)	23	4	3	5	4	3	4
Less Current Kdg. FTE	11.5	2	1.5	2.5	2	1.5	2
Additional Staffing required	11.5	2	1.5	2.5	2	1.5	2
Add'l Humanities Tchrs needed for contractual prep (.34 FTE per K section)	3.91						
Total added FTE	15.41						
Projected Cost per FTE	\$60,000						
Additional Kdg. Staffing Costs (Teacher)	\$924,600						
Increase in lunch supervision*	\$98,172						
<i>At the very minimum, the likely increase in lunch supervision paraprofessionals would be two paraprofessional per building from 11:45-2:45 p.m. In larger buildings, all kindergarten children cannot be on the kdg. playground at the same time, which would increase this cost. The calculation is at the base step and includes FICA/RET costs of 25%.</i>							
Transportation Savings*							
(Based on 08/09 data from D. Bolitho)							
Wages and Benefits	\$76,765						
Fuel	\$59,308						
Operating Expense (39277 miles x \$1.66)	\$66,000						
Total	\$202,073						
<i>(*eliminating noon runs if all FT and assuming no additional busses will need to be added due to increased numbers)</i>							
Set up Costs for New Kdg. Classrooms (per classroom)							
Instructional materials (Sci Kits, ELA, Math, SS)	\$4,000						
Furniture/ K manipulatives, etc.	\$11,000						
Total per classroom	\$15,000						
Total set up costs (per classroom x (needed classrooms - current K rooms))	\$150,000						
Ongoing Costs (Staffing less Transportation)	\$820,699						
One-Time Start Up Cost - equipping classrooms*	\$150,000						
<i>* A portion of this cost may be offset by use of current Wondergarten furniture/equipment if not needed by ECC.</i>							
Wondergarten Revenue Impact	2008 - 2009	2009 - 2010*					
Wondergarten Fees	\$ 397,108	\$447,300					
Less Staffing/Supplies/etc.	\$ 308,157	\$345,295					
Total Potential Loss of Wond. Revenue	\$88,951	\$102,005					
<i>*based on 09-10 enrollment as of 6/10/09</i>							
Total Estimated Cost of moving to Full Day Kdg.	\$970,699						
Total Including Lost Wondergarten Revenue	\$1,059,650						

**Kindergarten Study Committee
Analysis of Programming Options**

HALF DAY KINDERGARTEN	
STRENGTHS	CHALLENGES
<p><u>INSTRUCTIONAL</u></p> <ul style="list-style-type: none"> • Half day may respond better to a child’s attention, comfort, maturity, and/or physical needs, especially where no previous school experiences exist. • Potential benefits of the remaining half day (not spent in kindergarten): <ul style="list-style-type: none"> ○ Half day kdg. provides more time for age appropriate play (during non school time) over premature increased academic demands. ○ There is a great benefit to reading aloud to a child this age one-on-one for prolonged periods of time as determined by the individual child’s desire in topic and duration – this may occur more freq. outside of a half day program. • Developmentally sensitive transition into formal school. <p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> • Permits Wondergarten, a quality program and an alternate revenue source • Provides opportunities for parents to supplement extra- curricular music, art, athletic, and social activities. • Fits current district space availability. • Fits current district fiscal budget. <p><u>FACILITY</u></p> <ul style="list-style-type: none"> • Maintains current levels of space use, custodial demands • Limits impact on general K-5 building operations <p><u>COST</u></p> <ul style="list-style-type: none"> • No additional demands on current budget. • Increases District revenue through Wondergarten <p><u>PUBLIC RELATIONS</u></p> <ul style="list-style-type: none"> • Ongoing academic success with current model of kindergarten programming. • Permits family-friendly alternatives for non-school hours. 	<p><u>INSTRUCTIONAL</u></p> <ul style="list-style-type: none"> • Time: <ul style="list-style-type: none"> ○ Defined instructional increments (20-25 minutes) reduce the opportunity for appropriately paced, in-depth, hands-on learning or differentiation. ○ Minimal transition time, occurring frequently, disadvantages students with special needs. ○ Increased Michigan grade level content expectations for kindergarten reduce opportunities for interest-based, developmental, and movement learning. ○ Due to their time-intensive protocols, the benefits of district workshop format in reading and writing are limited. ○ Reduced opportunities to meet the developmental needs of students. ○ Reduced opportunities to meet the academic needs of students. • Increased transitions for students whose families require full-day options. <p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> • Continues the obligation to find alternate childcare with the parents, which may cause some parents to choose other districts or programs for kindergarten placement. • Limits opportunities for social, physical, and affective developmental programming within the school. <p><u>FACILITY</u></p> <ul style="list-style-type: none"> • Dual administration for building use with current Wondergarten program. <p><u>COST</u></p> <ul style="list-style-type: none"> • Lost FTEs for parents choosing full-day options outside NPS. <p><u>PUBLIC RELATIONS</u></p> <ul style="list-style-type: none"> • Public relations advantages stemming from contemporary views of full-day kindergarten throughout Michigan. • Anticipation of potential full day kindergarten options beginning in 2010, based on future mandates for full day kindergarten as defined by School Aid Act. • Parents pay for the cost of additional programming to constitute a full-day.

Kindergarten Study Committee Analysis of Programming Options

FULL DAY KINDERGARTEN	
STRENGTHS	CHALLENGES
<p><u>INSTRUCTIONAL</u></p> <ul style="list-style-type: none"> • More time and opportunity to: <ul style="list-style-type: none"> ○ Implement/pace curriculum. ○ Provide extended activities, project work, small group work to support and practice concepts. ○ Create a more developmentally appropriate program (cooperative play, problem solving, free choice (play) time, rest period, conflict resolution, communicating, etc) while meeting academic demands ○ Integrate lessons with developmentally appropriate practices.. ○ Work with individual students and address unique needs: differentiation ○ Focus on social, physical, and emotional development. ○ Child initiated activities and teacher-directed individual work. ○ Develop deeper relationships with students and families. ○ Improve the transition from kindergarten to first grade ○ Cover all core content areas daily • Full day kindergarteners could benefit both socially and behaviorally from increased student to teacher and peer-to-peer interactions. <p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> • Full participation of kindergarten students in school culture and activities • Student ownership in classroom environment without the obligation to house two classes in the same space. <p><u>FACILITY</u></p> <ul style="list-style-type: none"> • Fewer building transitions requiring supervision <p><u>COST</u></p> <ul style="list-style-type: none"> • Consolidates and reduces transportation needs. • Reclaims lost funding to non-NPS full-day programming options <p><u>PUBLIC RELATIONS</u></p> <ul style="list-style-type: none"> • Reduced transitions and caregivers for students requiring full-day care. • Improved student/family-teacher relationships • Instructional gains made during full-day kindergarten. • District assumes the cost of full-day care. 	<p><u>INSTRUCTIONAL</u></p> <ul style="list-style-type: none"> • Could fail to provide for the developmental readiness of all children. • No evidence of sustained instructional advantages. • No scaffolded transition into formal school experiences <p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> • Increased demand on humanities scheduling. • Increased staffing requirements with specialized certification. • Increased demand on general K-5 building management and operations • Increased custodial needs <p><u>FACILITY</u></p> <ul style="list-style-type: none"> • Increase in the number of classrooms needed at each building – available space is limited, and not matched to where the increase in kindergarten classrooms are necessary • Increased demands on core facilities: lunchroom, playground, parking lot, humanities classrooms. • If there is an increase in kindergarten enrollment as a result of having a full time opportunity, the need for more classrooms will be greater than double the number of current kindergarten classrooms. <p><u>COST</u></p> <ul style="list-style-type: none"> • Doubles the current staff FTEs for kindergarten • Increases the humanities teacher FTEs • Loss of Wondergarten revenue • Cost of furnishing, supplying additional kindergarten classrooms (start up cost) • Ongoing increase in cost of consumable supplies <p><u>PUBLIC RELATIONS</u></p> <ul style="list-style-type: none"> • Community is divided in their preference for kindergarten programming. Many need a full-day option. Many feel that full-day is developmentally inappropriate. • Limits the families’ ability to supplement their kindergarten child’s experiences outside of school. • Fails to provide a developmental transition from primary caregiver to formal full-day school. • A boundary change, addition of portables, or other capacity building options may be necessary to accommodate full day kindergarten, each having PR implications.

*Kindergarten Study Committee
Analysis of Programming Options*

CHOICE OF HALF OR FULL DAY KINDERGARTEN	
STRENGTHS	CHALLENGES
<p><u>INSTRUCTIONAL</u></p> <ul style="list-style-type: none"> • Parents are instrumental in selecting the program that best meets the needs of their child. • Programs may better meet the individual needs of each child. <p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> • Reduced program impact through limited full-day options rather than complete full-day implementation • Provides an option for maintaining Wondergarten, a revenue-producing program <p><u>FACILITY</u></p> <ul style="list-style-type: none"> • Reduced space demands compared to full implementation of full-day • Allows the implementation of full-day to impact buildings most capable of accommodating. <p><u>COST</u></p> <ul style="list-style-type: none"> • Reduces the impact of the full-day kindergarten only cost. • Permits a partial implementation plan that could be strategically devised to minimize cost (fewer full day sections, reducing staffing costs, etc.) <p><u>PUBLIC RELATIONS</u></p> <ul style="list-style-type: none"> • Empowerment to the NPS community to choose the best educational path for their child/family/home situation. • Respectful way to compromise the diverse opinions of appropriate kindergarten programming. Parents have both family-friendly options to promote togetherness as well as an option for reduced caregiver transitions, providing a more secure environment for students requiring full-day care. • Provides a developmental option for students needing developmental consideration. • Costs of full-day implementation are picked up by the school district. 	<p><u>INSTRUCTIONAL</u></p> <ul style="list-style-type: none"> • Disparate experiences between students attending half-day vs. full-day; uneven exposure to curriculum may impact the instructional program in first grade. • Increased planning and professional development demands to maintain experience and curriculum alignment. • May have diminished heterogeneity in classroom student composition. • Perceived differences in child's educational opportunities may lead to the improper developmental choice of placement -just because the program is paid for, cheaper than day care, or because a parent fears the child will fall behind peers who are enrolled in the full day program. <p><u>PROGRAMMING</u></p> <ul style="list-style-type: none"> • Planning for partial implementation will be complex • Staffing of programs aligned with the master agreement with the teacher union. • Humanities scheduling will increase in complexity, planning for both half- day and full-day scheduling <p><u>FACILITY</u></p> <ul style="list-style-type: none"> • Unpredictability in space scheduling needs from year to year based on the formula for determining numbers of sections offered. <p><u>COST</u></p> <ul style="list-style-type: none"> • Funding to add staff, materials and resources to provide adequate instruction. • Unpredictable costs from year to year with changing full-day enrollment staff, and cost. • Loss or reduction of Wondergarten revenue. • Partial implementation may eliminate the feasibility of a mid-day run, limiting transportation accessibility to half-day students. <p><u>PUBLIC RELATIONS</u></p> <ul style="list-style-type: none"> • Framing the disparate experiences so that they can effectively coexist. • Permitting each family the opportunity to make their decision in an informed way, understanding the similarities and differences. • Establishing and clearly communicating the most effective plan for partial implementation. Permitting stakeholder input on matters like number of sections, location, transportation, etc.