



# **FULL DAY KINDERGARTEN**

Presented to Board of School Directors  
October 22, 2019

# PRESENTATION PURPOSE

Provide information regarding:

- Process
- Value Proposition
- Why FDK
- Common Challenges
- Financials
- Considerations
- Next Steps

# PROCESS

1. Share matters to be considered in the decision making process
2. Determine as a Board the path forward
3. Provide means/options to accomplish path forward
4. Execute decision

# VALUE PROPOSITION OF FDK

The implementation of **FULL DAY KINDERGARTEN** in the  
**Methacton School District BY August 2022** will provide:

**STUDENTS** with more time to develop their academic abilities and improve their social, emotional, and behavioral skills.

**PARENTS** who work outside their home with better support for their children by limiting disruption within the day and allowing for focused and independent learning.

**TEACHERS** with additional time to develop stronger teacher/student relationships critical for the development of the whole child.

the **DISTRICT** with a geographically comparative market position to attract new families.

the **COMMUNITY** with opportunities to continue to prosper in a diverse and exemplary community-centered environment.



# WHY FDK

Research

Strategic Plan

Other Demographic Data

Investment

- Greater proficiency in ELA and Math
- All Methacton students should be reading at a proficient level by Grade 3

Teacher Perspective

Local, Statewide & National Trends

# RESEARCH ON FDK

Longitudinal data shows children in full-day classes have greater reading & math achievement gains than those in half-day classes.

Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students.

Increase in academic learning time needed to prepare for mastery of 1<sup>st</sup> grade reading & math skills

- Children in full-day kindergarten programs receive 40-50% more instruction than children enrolled in half-day programs
- PA Core Standards and rigor of academics

Children spend more time in “self-directed” activities, connected with long-term learning benefits

Development of skills that support social competence & creative problem-solving

Maturation benefits help with decreasing need for retention

Research has demonstrated that funds invested in quality early education programs produce 3 to 1 return on investment

- Reduce future costs related to remediation, retention, and special services

# STRATEGIC PLAN

**Focus Area 1**: STUDENT GROWTH & ACHIEVEMENT, STAFF DEVELOPMENT, PUPIL SERVICES, AND EDUCATIONAL TECHNOLOGY

- Attention to the “Whole Child” includes social/emotional supports & well-developed transitions

- Addresses the 5 Tenets of Educating the Whole Child

**Healthy | Safe | Engaged | Supported | Challenged**

# DEMOGRAPHIC DATA

<b>2009</b>	4.14%
<b>2010</b>	4.74%
<b>2011</b>	6.26%
<b>2012</b>	8.39%
<b>2013</b>	9.91%
<b>2014</b>	11.62%
<b>2015</b>	13.51%
<b>2016</b>	15.09%
<b>2017</b>	17.06%
<b>2018</b>	11.60%
<b>2019</b>	9.66%
<b>2020</b>	8.02%

The data above show percentages of district students eligible for the National School Lunch and Breakfast program based on the Federal income poverty guidelines by household size.

Between 2008 and 2012, Methacton was one of four districts in Montgomery County in which the free & reduced lunch rates doubled. The other three districts are among those offering full-day kindergarten.

Students eligible for F/R Lunch program are often less likely to have access to pre-school programs.

The District provides a Jump Start program annually for 1/2 Day Kindergarten students that address needs of students in this demographic. On average, between 2015-2019, we identified 41 students per year for this program. Jump Start costs approximately \$17,000 annually.





“Attempting to repair reading skills in fourth grade is far more expensive and risky than guaranteeing good reading skills in kindergarten.”

—Reg Weaver, President,  
National Education Association

# TEACHER PERSPECTIVE

Participating in full-day kindergarten eased the transition to first grade, helping children adapt to the demands of a six-hour school day.

A longer school day offered more flexibility and more time to do activities.

Having more time made kindergarten less stressful and frustrating for children because they had time to develop interests and activities more fully.

Participating in the full-day schedule allowed more appropriate challenges for children at all developmental levels.

Children with developmental delays or those “at-risk” of experiencing school problems had more time for completing projects and for needed socializing with peers and teachers.

Having full-day kindergarten assisted parents with child care.

Having more time made child assessment and classroom record keeping more manageable for teachers.

Switching to full-day kindergarten gave teachers more time for curriculum planning, incorporating a greater number of thematic units in the school year, and offering more in-depth coverage of each unit.

NOTE: As per National Education Association (2006). *Full-day kindergarten: An advocacy guide*.

# TRENDS

## National:

- Percentage of students attending FDK grew from 10% in the 70's to more than 80% in 2016
- 17 states plus Washington, DC mandate kindergarten
- 14 states plus Washington, DC require full day to be offered
- The importance of supporting early learning is an emphasis of the ESSA legislation

## State:

- 2009-2018, FDK grew from 65.7% to 79.5%
- Between 2015 & 2018, enrollment in full day grew from 75.2% to 79.5%
- Across all SD in Pa, 93.2% operate full-day kindergarten programs with 81.4% offering full day only

## Local:

- 15 of 22 districts in Montgomery County provide full day kindergarten only
  - Many have had it in place for more than 10 years

# COMMON CHALLENGES

## Costs – Based on Implementation

- About twice as much as current ½ day program
- Research indicates return on investment is 3 to 1

## Space – Implementation Options

- Add space to Arrowhead/Worcester with minor redistricting
- Add space to Eagleville with redistricting
- Rethink programming & regain space in each building (Recommended)

## Program Configuration – Options

- Transition all schools to FDK; offer limited FDK to Title I schools only; provide a single FDK section in each school based on choice/screenings; continue with all half-day kindergarten programs and add full day care (contract with third party provider)

## Enrollment – What are the projected trends in our district

# PROGRAM CONFIGURATION

## Current 1/2 Day Configuration

Arrowhead Elementary – 4 sections with 2 teachers

Eagleville Elementary – 3 sections with 1.5 teachers

Woodland Elementary – 4 sections with 2 teachers

Worcester Elementary – 3 sections with 1.5 teachers

## Proposed FDK Configuration

Arrowhead Elementary – 4 sections with 4 teachers

Eagleville Elementary – 4 sections with 4 teachers

Woodland Elementary – 4 sections with 4 teachers

Worcester Elementary – 4 sections with 4 teachers

# ENROLLMENT SNAP SHOT

## Current Building/Grade Configuration

Building	Functional Capacity	*Projected Enrollment	Projected Utilization	**Oct 1, 2019	Oct 1, 2019 Utilization	Enrollment Diff
Skyview	876	751	85.73%	777	88.70%	26
Arcola	1290	760	58.91%	772	59.84%	12
HS	2086	1568	75.17%	1540	73.83%	-28
Arrowhead	468	396	84.51%	409	87.39%	13
Eagleville	468	383	81.90%	388	82.91%	5
Worcester	448	425	94.86%	420	93.75%	-5
Woodland	488	439	90.00%	443	90.78%	4
TOTALS	6124	4722	77.11%	4749	77.55%	27

KINDERGARTEN TREND	STUDENTS
M & M Pipeline Kindergarten Projection for 2022-2023	311
M & M Pipeline Grade 1 Projection for 2022-2023	348
<u>Average</u>	<u>330</u>
Avg + Split Current Trend (+17) - Enrollment Planning Target	339

\*Pipeline Enrollment Projection from 9/4/18 M&M Enrollment Update

\*\*Unofficial Oct 1, 2019 Enrollment

# STAFFING

Estimating 20 Total Staff to Operate Full Day Program

Projected additional staffing costs (salary/benefits) FDK Program \$1,010,381

## Staff

- Teachers
  - 16 Teachers required to operate program
    - Based on:
      - Avg. of K & 1 pipeline enrollment projections for 22/23 SY plus trend (339 students)
      - Class Size 22 students per section
    - Currently employ 8 Kindergarten Teachers (6 FT/2PT)
- Support Staff
  - 2 Aides projected
  - 2 PCA's projected

*Costs reflect projected costs in August of 2022*

# PROFESSIONAL DEVELOPMENT

## Professional and Support Staff

Shifts in curriculum framework and scope/sequence

Social-emotional learning strategies

Transitioning students to full day schedule from part time Pre-K or home

Classroom management and instructional practices with full day schedule

## Timeline

Current staff - Beginning January 2022

New staff - Spring 2022

**Estimate \$8,400**



# CURRICULUM

Estimate Math and ELA text an additional \$40,000

Projected additional \$10K for various instructional materials

Determining the daily kindergarten schedule

- Time allotment to each of the four core subjects
- Time allotment for specials along with rotations
- Consideration for remediation/enrichment

Curriculum/pacing will need to be adjusted

- Work during previous school year to implementation and into summer

Counseling adjustments to enhance/extend kindergarten lessons

**Estimated = \$50,000**

# TRANSPORTATION

K students currently ride with other grades

Reduction of 16 mid day runs projected to save \$187,055

Addition 2 buses/2 drivers projected to cost \$109,540

**Net savings of \$77,515 annually**

# FOOD SERVICES

Update State/Federal Application

Update Student Information System

Hire 3 Aramark Staff to address approximately 80 additional students at each elementary location

**Costs Neutral**

*Costs reflect projected costs in August of 2022*

# FURNITURE

ITEM	Room Count	Quantity	Unit Costs	Total Costs
Filing Cabinet	8	2	\$650	\$10,400
Teacher Desk	8	1	\$860	\$6,880
Teacher Chair	8	1	\$222	\$1,776
Teacher Chair (Kidney Table)	8	1	\$103	\$824
Kidney Table	8	1	\$315	\$2,520
Bookcase	8	1	\$325	\$2,600
Rectangular Tables	8	3	\$223	\$5,352
Student chairs	8	25	\$59	\$11,800
Carpet	8	1	\$350	\$2,800
Classroom start up supplies	8	1	\$1,000	\$8,000
<b>Estimated Furniture Costs</b>				<b>\$52,952</b>

# FINANCIALS

CATEGORY	COSTS
Staff	\$1,010,381
Curriculum	\$50,000
Facilities	\$0
Furniture	\$52,952
Professional Development	\$8,400
Jump Start Program	-\$17,000
Transportation	-\$77,515
<b>Projected Net Additional YR 1 Costs</b>	<b>\$1,027,218</b>

CATEGORY	COSTS
Staff	\$1,010,381
Jump Start Program	-\$17,000
Transportation	-\$77,515
<b>Projected Net Additional Annual Costs</b>	<b>\$915,866</b>

*Costs reflect projected costs in August of 2022*



# CONSIDERATIONS

Impact/timing of Arrowhead New Construction

Assess Parent Views

Home and School

Activities

Before and After Care services

Scheduling

- Lunch, Recess, Specials

Substitute Challenges

Contract Language Challenges

Impact to Private Providers

Launching a Communications Campaign

# NEXT STEPS

1. Share matters to be considered in the decision making process
2. Determine, as a Board the path forward
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# REFERENCES

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