

Full Day Kindergarten, AA

Agency: 350 Office of Superintendent of Public Instruction
Budget Period: 2007-09

Short Description:

Students who have participated in full day kindergarten have shown a greater academic success rate than students who participated in traditional half day kindergarten. Research has shown that full day kindergarten contributes to increased school readiness, improves student attendance and supports literacy and language development. The Superintendent is requesting funding to implement optional full day kindergarten in schools with high poverty statewide, and eventually phased-in statewide.

Fiscal Detail

Operating Expenditures		FY 2008	FY 2009	Total
Full Day Kindergarten	001-01	\$35,644,800	\$81,938,400	\$117,583,200
Total Cost		\$35,644,800	\$81,938,400	\$117,583,200

Staffing	FY 2008	FY 2009	Annual Avg.
FTEs	1.3	1.3	1.3

Package Description:

Students who have participated in full day kindergarten have shown a greater academic success rate than students who participated in traditional half day kindergarten. Research has shown that full day kindergarten contributes to increased school readiness, improves student attendance and supports literacy and language development.

According to the National Association of School Psychologists, developmentally appropriate full day kindergarten offers a more relaxed atmosphere and more opportunities for child centered, creative activities, as well as more opportunities for developing social skills. Full day kindergarten provides more time for field trips, activity centers, projects and free play. At risk students, which includes students with delayed development, disabilities, or limited preschool experience, who have attended a full time kindergarten are more likely to have higher basic skill achievement and are better prepared for first grade. This is due to the fact that full day kindergarten teachers have more time to spend with their students and are able to detect learning and developmental needs earlier and provide the student with prevention services.

Another benefit of full day kindergarten is its support of English language learners (ELL). Recent studies have shown that full day kindergarten ELL students show faster gains on literacy and language measures compared to half day kindergarten students. These early gains have shown to last over time. One study has shown that higher reading achievement by the full day ELL kindergarten students persisted through the third grade and in some cases through the seventh grade.

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Currently, in Washington a number of school districts statewide have begun to offer optional full day kindergarten classes. The latest data available shows that over 43% of school districts statewide provide full day kindergarten or an extension of service to the kindergarten population. Local school districts have funded these expanded kindergarten programs with local and I-728 funds because state funds do not provide full time equivalent (FTE) apportionment funding.

In order to support the academic success of all students, the Superintendent is requesting funding to allow all schools statewide to offer full day kindergarten to its early learners. This request would phase-in full day kindergarten over four years by increasing FTE apportionment funding from one-half to a full FTE. This phase-in consists of 4 quartiles of schools based on the percentage of students eligible for free or reduced price school meals. The first quartile would consist of schools that have the highest percentage of students eligible for free or reduced meals (100% - 61.5%), the second (61.5% - 40%), the third (40% - 24%) and the fourth (24% - 0%). The table below shows the number of schools in each quartile.

Number of Schools						
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Quartile 1	280	280	280	280	280	280
Quartile 1-2		305	305	305	305	305
Quartile 1-3			300	300	300	300
Quartile 1-4				382	382	382
Total	280	585	885	1,267	1,267	1,267

The fiscal impact to the state would be the cost of funding the additional one-half FTE to make a kindergarten student a full FTE. The table below shows the fiscal impact by quartile by fiscal year.

Millions	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Quartile 1	\$ 35.5	\$ 8.9				
Quartile 2		\$ 72.9	\$ 18.2			
Quartile 3			\$ 115.7	\$ 28.9		
Quartile 4				\$ 156.6	\$ 39.1	
All Quartiles					\$ 163.6	\$ 40.9
All Quartiles						\$ 166.5
Total	\$ 35.5	\$ 81.8	\$ 133.9	\$ 185.5	\$ 202.7	\$ 207.4
Biennial Cost		\$ 117.3		\$ 319.4		\$ 410.1

In order to support full day kindergarten in schools statewide, OSPI will meet with stakeholders to create a developmentally appropriate optional full day kindergarten curriculum. A full time curriculum specialist will be on staff to meet the needs of stakeholders (parents, teachers, and the early learning community) to create and develop curriculum guidelines for schools. The curriculum specialist will also be available on a full time basis to support schools as they begin to offer full day kindergarten.

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Additional support will be given to schools in the form of regional training sessions at each of the educational service districts (ESDs) statewide. This funding request provides resources to ESDs to provide three days of training to schools focusing on full day kindergarten curriculum and instruction. The funding will support a “train the trainer” program which will allow one representative of each school district offering full day kindergarten to become a “trainer” for other kindergarten or early learning instructional staff. This training will provide instructors with the latest curriculum guidelines and latest research surrounding full day kindergarten and early learning. The number of districts which would receive training is shown below:

Education Service District Train the Trainer Program

ESD	Number of Districts Served	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Total Trained
101	59	21	18	12	6	57
105	25	13	7	4	1	25
112	30	8	6	9	8	31
113	45	12	22	8	3	45
114	15	3	11	1	-	15
121	35	13	8	7	7	35
123	23	11	7	1	1	20
171	29	21	6	1	1	29
189	35	9	15	9	2	35
Total	296	111	100	52	29	292

By funding this request, early learners will have a greater opportunity for academic success and their teachers will receive the needed professional development and curriculum to successfully implement optional full day kindergarten statewide.

In summary, optional full day kindergarten will be phased as followed: 1) based on need – the allocation to a needy school district is not an entitlement and 2) based on a commitment to a quality full day program. The Superintendent intends that schools will provide assurances that they will analyze and enhance the quality where appropriate. Additionally, school districts that have a partnership with local early childhood entities will be favored in this phased structured program.

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Narrative Justification and Impact Statement

Reason for request:

Studies have shown that full time kindergarten better prepares students for academic success in their early years of learning. Increased classroom time enables teachers to observe and diagnose children with learning disabilities earlier than if they attended half time kindergarten. Early prevention is shown to increase student success and save state and local resources.

Impact on clients and services:

A large number of local school districts statewide have been offering full time kindergarten for several years. In the 2001-02 school year 43% of school districts statewide offered full time kindergarten or some other extension of service. Current state apportionment formulas fund half time and full time kindergarten students as 0.5 FTE. This package would fund a full time kindergarten student at 1.0 FTE which would ease the financial burden of local school districts and low-income parents in offering or buying full time kindergarten.

How contributes to strategic plan:

This request supports the Superintendent Goal 1 “High Achievement for all Students”. The professional development component of the request supports Goal 2 “highly skilled, Diverse Educators.”

Impact on other state programs:

This request will impact state apportionment funding by increasing the amount of dollars being disbursed to local school districts.

Relationship to capital budget:

Currently, the state’s school construction assistance program formulas recognize kindergarten students as a full FTE when a school is built or modernized. The construction formula does not offer an immediate space solution if schools were to offer full time kindergarten programs because not all districts will be modernizing or building new schools to house the expanded program. The space needs of full time kindergarten will most likely be addressed by adding portable classrooms.

Required changes to existing RCW, WAC, contract, or plan:

OSPI will need to change the following WACs”

180-16-200 – Total Instructional Hour Requirement

180-16-215 – Minimum One Hundred Eighty School Day Year

Alternatives explored by agency: None

Budget impacts in future biennia:

The fiscal impact in future biennia is based on the number of kindergarten students entering the K-12 system and the state funded apportionment per FTE. The fiscal impact to the 2009-11 biennial budget is \$320 million (FY 2010 \$134.1 million and FY 2011 \$185.7 million).

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Distinction between one-time and ongoing costs:

One Time Costs –

Curriculum & Instruction Specialist Equipment FY 2008 \$6,800

All other costs are assumed to be on-going.

Effects of non-funding:

If this request is not funded, local school districts will continue to offer full day kindergarten programs and by using limited local funds, only when local funding is available.

Expenditure Calculations and Assumptions: (Include Agency Indirect 8.2%)

Apportionment

FY 2008 – 1st Quartile FTE Increase (0.5 FTE to 1.0 FTE) X State FTE Apportionment

9,009 additional FTE count X \$4,912 state apportionment = \$44.3 million

School Year Conversion to State Fiscal Year \$35.4 million FY 2009 Impact \$8.9 million

FY 2009 – 1st & 2nd Quartile FTE Increase (0.5 FTE to 1.0 FTE) X State FTE Apportionment

18,010 additional FTE count X \$5,057 state apportionment = \$91.1 million

School Year Conversion to State Fiscal Year \$72.9 million FY 2010 Impact \$18.2 million

FY 2010 – 1st – 3rd Quartile FTE Increase (0.5 FTE to 1.0 FTE) X State FTE Apportionment

27,706 additional FTE count X \$5,218 state apportionment = \$144.6 million

School Year Conversion to State Fiscal Year \$115.7 million FY 2011 Impact \$28.9 million

FY 2011 – 1st – 4th Quartile FTE Increase (0.5 FTE to 1.0 FTE) X State FTE Apportionment

36,921 additional FTE count X \$5,301 state apportionment = \$195.7 million

School Year Conversion to State Fiscal Year \$156.6 million FY 2012 Impact \$39.1 million

OSPI Costs		FY 2008	FY 2009
1.0 FTE Curriculum Specialist	1.0 FTE	\$88,400	\$88,400
0.3 FTE Administrative Support	0.3 FTE	\$16,100	\$16,100
Goods & Services		\$17,800	\$17,800
Travel		\$ 9,800	\$ 9,800
Equipment		\$ 7,300	\$ 500
Grants to ESD “Train the Trainer”		\$104,200	\$93,000
Apportionment to School Districts		\$35.4 Million	\$81.8 Million

Object Detail

		FY 2008	FY 2009	Total
A	Salary and Wages	\$87,200	\$87,200	\$174,400
B	Employee Benefits	\$17,300	\$17,300	\$34,600
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$17,800	\$17,800	\$35,600
G	Travel	\$9,800	\$9,800	\$19,600
J	Equipment	\$7,300	\$500	\$7,800
N	Grants	\$35,505,400	\$81,805,800	\$117,311,200
	Interagency Reimbursement			
	Other			
Total Objects		\$35,644,800	\$81,938,400	\$117,583,200

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Performance Measure Detail

Activity Inventory Item	Program	FY 2008	FY 2009	Total
A012 – General Apportionment	021	\$35,505,400	\$81,805,800	\$117,311,200
A009 – Curriculum & Instruction	055	\$139,400	\$132,600	\$272,000
Total Activities		\$35,644,800	\$81,938,400	\$117,583,200

Output Measures	FY 2008	FY 2009	Total

Outcome Measures	FY 2008	FY 2009	Total
# of Schools offering full day Kindergarten	280	585	585
# of District Trainers Trained	111	110	221

Efficiency Measures	FY 2008	FY 2009	Total