

PROPOSED FULL-DAY KINDERGARTEN IN U-46
EXECUTIVE SUMMARY
September 2015

Proposal:

Full-Day Kindergarten to all U-46 elementary schools beginning as early as the 2016-2017 school year to ensure that all children have access to a robust early childhood education and help close the achievement gap.

I. Background:

District administration has been reviewing elementary school boundaries along with the Citizens' Advisory Council for more than a year. Our intention has been to better balance enrollments and be more operationally efficient. One goal, discussed during both our strategic plan development and boundary changes, is to provide voluntary access to full-day kindergarten in all our elementary schools. The desire to provide full-day kindergarten has grown in U-46 in recent years as more studies have documented the benefits of early childhood education. Neighboring districts have made a similar move, in step with the rest of the state and nation. After discussing the most recent proposed boundary adjustments, the district's cabinet in August asked Chief Operations Officer Jeff King to again review how the district might achieve the following:

- 1) Offer full-day kindergarten across U-46 at a student's home school, and
- 2) Keep Illinois Park as an early learning center as there continues to be shortage of space for Pre-K on the west side of Elgin.

Mr. King studied the issue again and has concluded that with additions at three buildings: Coleman Elementary, Laurel Hill Elementary, and Highland Elementary, combined with fewer boundary changes, we can make full-day kindergarten a reality in U-46. This new proposal therefore seems to address the enrollment and operational efficiency issues in our district, as well as the need to provide quality full-day kindergarten to all students.

While we want to offer this opportunity, enrolling children in full-day kindergarten is not required under Illinois law nor will it be required under district policy.

We believe this proposal offers three important benefits 1) improved academic opportunities for all students; 2) Improved distribution of students in our schools; and 3) a financial arrangement that makes full-day kindergarten both affordable in the short and long-term with a promised return on investment.

II. Educational Impact of Full-Day Kindergarten

The research highlighting the benefits of full-day kindergarten is clear: It makes a difference for all students. Studies have repeatedly shown an investment in early childhood education pays

long-term dividends. That's because children who have access to full-day kindergarten are more likely to:

- Transition to first grade with greater ease and confidence
- Demonstrate appropriate behavior in first grade and arrive ready to learn
- Stay in school over the long term

The students of U-46 in particular deserve access to full day-kindergarten. Nearly 60 percent of our students come from low-income families and may not otherwise have access to early childhood education. Half of our students are Hispanic. A 2014 University of Virginia study shows the advantage for Hispanic full-day students over other Hispanic kindergartners is nearly twice that seen in the overall sample. See: <http://www.edcentral.org/fullday-k-research/>

A February 2015 Child Trends Data Bank report also outlined the benefits of full-day kindergarten. See: <http://www.childtrends.org/?indicators=full-day-kindergarten>

Earlier studies have shown that full-day kindergarten can narrow academic achievement gaps between groups of children, including those who receive extra learning time in kindergarten and those who do not. A 2008 National Education Policy Brief also outlines benefits and notes that both teachers and parents prefer full-day kindergarten.

http://www.nea.org/assets/docs/HE/mf_PB12_FullDayK.pdf

III. Context

According to the U.S. Department of Education's [National Center for Education Statistics](#), 12 states and the District of Columbia require full-day kindergarten. In Illinois, the legislature considered a bill last session (HB2405) which, if enacted, would require full-day kindergarten in all school districts beginning in the 2016-2017 school year.

Since 1977, the percentage of kindergartners nationwide enrolled in full-day (in contrast to half-day) programs has nearly tripled, increasing from 28 to 77 percent between 1977 and 2013, according to the February 2015 Child Trends Data Bank report. Similarly, about 79 percent of Illinois Kindergarten classes are full-day classes.

Neighboring Districts with Full-Day Kindergarten

Geneva Public Schools District 304: (tuition based)

<http://www.geneva304.org/kindergartenprogram.aspx>

St. Charles Community Unit School District 303: <http://district.d303.org/all-day-kindergarten>

District 300: <http://www.d300.org/news/district-300-excited-announce-districtwide-expansion-full-day-kindergarten>

Barrington School District 220: (tuition based) <http://barrington220.org/Page/15313> and <http://www.chicagotribune.com/suburbs/barrington/chi-d220-to-offer-fullday-kindergarten-in-2015-20141118-story.html>

Indian Prairie School District 204: <http://ipsdweb.ipsd.org/uploads/curriculum/IPSDKindergartenInfoBooklet.pdf>

Burlington Central 301: <http://www.burlington.k12.il.us/vnews/display.v/ART/528ba11b94891>

East Aurora 131: <http://www.chicagotribune.com/suburbs/aurora-beacon-news/news/ct-abn-east-aurora-kindergarten-st-0520-20150519-story.html>

West Aurora 129 - <http://patch.com/illinois/montgomery/full-day-kindergarten-coming-to-nicholson-elementary>

IV. Current Kindergarten Classes

There are currently 14 full-day kindergarten classrooms that serve about 250 students in our district. The remaining approximate 2,500 kindergartners are in half-day classes across our elementary schools (not necessarily at the child’s home elementary school).

V. Facility Implications & Boundary Changes

This proposal would require adding 10 classrooms at Coleman and Highland Elementary schools and six rooms at Laurel Hill Elementary.

The additions would mean fewer boundary changes, impacting fewer students. This proposal allows Illinois Park to remain an early learning center rather than become a K-6 school as planned under the most recent boundary change proposal.

Because of the additions, the impact on the boundary discussions is minimal (and will impact fewer students) as follows:

BOUNDARY CHANGES BEFORE ALL DAY K PROPOSAL AND AFTER		
Proposed Changes	Number of Students Impacted (Original Plan)	Number of Students Impacted if We Provide All Day K
Channing to O'Neal	58	58
Channing to Garfield	0	29
Channing to Huff	0	29
Harriet Gifford to Lowrie	44	44
Otter Creek to Fox Meadow	82	0
Liberty ESL to Praireview	227	227
Century Oaks to IP	94	0

Highland to IP	181	0
Otter Creek to Harriet Gifford	4	4
Hillcrest to Highland	177	177
Ontarioville to Parkwood	39	0
Laurel Hill to Parkwood	41	0
Laurel Hill to Ontarioville	42	0
Lincoln to Lords Park	43	57
Lincoln to McKinley	53	30
Lincoln to Coleman	49	139
Nature Ridge to Liberty	0	107
Total	1134	901

VI. Financial Implications and Return on Investment

The estimated expenditures for Fiscal Year 2016 and 2017 would be about \$14.5 million (14,587,200) with the bulk of the cost going toward construction of the additions for as much as \$9.3 million. But that initial total cost would be offset by savings, reducing the net cost of the first year of expenditures to \$6.9 million. It would take the district approximately six years to recoup the first-year investment, not including the construction costs.

In FY16, the district would draw from several sources: about \$5 million from contingency, \$2.5million from the equipment fund, \$2 million from the staffing line which was allocated to align with the strategic plan and the balance from the capital fund.

The cost of offering a full-day kindergarten is limited to the first year of implementation. In subsequent years, revenue generated through full-day kindergarten will exceed the expenditures, excluding the capital costs, by about \$650,000 per year before factoring inflation and adjustments for the revenue and salary increases.

ALL DAY K DISTRICT WIDE

Revenue/Savings	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Increased GSA (Starting Year 2)	\$0	\$0	\$3,650,000	\$3,723,000	\$3,797,460	\$3,873,409
Savings from Reduced Mid-Day Bus Routes	\$0	\$1,000,000	\$1,020,000	\$1,040,400	\$1,061,208	\$1,082,432
Elimination of at risk all day K bussing	\$0	\$100,000	\$102,000	\$104,040	\$106,121	\$108,243
Increased Revenue from Federal Government for Free Lunch	\$0	\$202,500	\$206,550	\$210,681	\$214,895	\$219,193
Increased Registration Fees	\$ -	\$ 67,200	\$67,200	\$67,200	\$67,200	\$67,200
Consider Selling Streamwood Elementary or Woodland Heights	\$0	\$500,000	\$0	\$0	\$0	\$0
Savings from Utilities by selling property	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Savings Generated by creating additions and eliminating mobiles (28 classrooms at an average cost per yr of \$8,500 per room per year)	\$0	\$238,000	\$238,000	\$238,000	\$238,000	\$238,000
Sell Property Around Hawk Hollow	\$0	\$900,000	\$0	\$0	\$0	\$0
Total Projected Savings and Revenue Opportunities	\$0	\$3,027,700	\$5,303,750	\$5,403,321	\$5,504,883	\$5,608,477
Costs						
55 FTE	\$0	\$4,125,000	\$4,228,125	\$4,333,828	\$4,442,174	\$4,553,228
3 Additions (26 rooms, 850 sq.ft. per room, 2,000 added for halls for each project)	\$4,650,000	\$4,650,000	\$0	\$0	\$0	\$0
Additional PE Teachers (40 sections to one teacher)	\$0	\$225,000	\$230,625	\$236,391	\$242,300	\$248,358
Increased Supervision	\$0	\$187,200	\$189,072	\$190,963	\$192,872	\$194,801
Professional Development	\$0	\$250,000	\$40,000	\$0	\$0	\$0
Furniture & Equipment	\$0	\$500,000	\$0	\$0	\$0	\$0
Total Costs	\$4,650,000	\$9,937,200	\$4,647,822	\$4,761,181	\$4,877,347	\$4,996,387
Total (revenues versus costs)	(\$4,650,000)	(\$6,909,500)	\$655,928	\$642,140	\$627,537	\$612,090

VII. Recommended Next steps:

- 1) Provide Executive Summary and boundary maps to Enrollment & Facilities for consideration.
- 2) Hire architects and solicit bids for the construction of additions and share updated projections with the Board.
- 3) Solicit community feedback through a series of town hall meetings in Fall 2015 following E&F discussion.