KINDERGARTEN PROGRAM REVIEW COMMITTEE RECOMMENDATION

Committee of the Whole Meeting

February 7, 2023

Kindergarten Program Review Committee Members

Member	Role	School
Casey Godfrey	Elementary School Principal	Lincoln Elementary
Diane Wood	Elementary School Principal	Willard Elementary
Kathleen Fleming	Instructional Specialist	Willard Elementary
Barb Garvey	Kindergarten Teacher	Willard Elementary
Lori Suzuki	Kindergarten Teacher	Lincoln Elementary
Jackie Peters	Grade 1 Teacher	Willard Elementary
Maggie Berg	Grade 2 Teacher	Lincoln Elementary
Mona Mann	Specials Teacher - Music	Lincoln Elementary
Luke Politis	Teacher Aide	Lincoln Elementary
Sarah Lim	English Learner Teacher	Willard Elementary
Sharon Payton	Social Worker	Lincoln Elementary

Kindergarten Program Review Committee Members

Member	Role	School/Organization
Juan Alegria	External Equity Partner	National Equity Project
Laura Crawford	Early Childhood Community Leader	Center for Early Childhood
Sharon Ellison	Early Childhood Community Leader	Center for Early Childhood
Respicio Vazquez	River Forest Community Member	River Forest
Devin Howe	Parent	Lincoln Elementary
Rashida Dairyko	Parent	Willard Elementary
Dawne Simmons	Director of Communications	District
Debbie Lubeck	Director of Student Services	District
Alison Hawley	Assistant Superintendent - Instruction	District
Anthony Cozzi	Consulting Member - Finance	District
Ed Condon	Consulting Member- Superintendent	District

ROLE AND SCOPE OF KINDERGARTEN PROGRAM REVIEW

Improve	Improve understanding of how kindergarten aligns with broader instructional programming
Ensure	Ensure District 90 is providing a strong academic foundation for all students
Garner	Garner an improved understanding of the student and family experience
Analyze	Analyze current resources (facilities and finance) that support programming across the District
Facilitate	Facilitate a transparent review process through regular communication to all stakeholders
Conduct	Conduct a balanced review based on research, facts and data gathered through investigative process

ESSENTIAL QUESTION

Does the current District 90 half-day kindergarten program provide an optimal learning experiences for our students?

ESSENTIAL CONSIDERATIONS

Does the current kindergarten program...

- Reflect District 90's commitment to equity?
- Allow for optimal time to focus on social emotional development?
- Provide optimal time to address kindergarten academic standards?
- Provide optimal time for developmentally appropriate play-based learning/instruction?
- Allow optimal time for intervention support during school hours?

WORKING GROUPS

WORKING GROUP	CHAIR(S)
LITERATURE REVIEW	KATHLEEN FLEMING
SURVEYS	ED CONDON
DATA/GEODEMOGRAPHIC	DEBBIE LUBECK
FACILITIES	CASEY GODFREY & DIANE WOOD
FINANCE	ANTHONY COZZI
COMMUNICATIONS	DAWNE SIMMONS

WORKING GROUP: LITERATURE REVIEW

LITERATURE REVIEW: SOURCES

- Studies sourced from peer reviewed publications, vetted think-tanks, education commissions, or State Departments of Education
- Group reviewed 32 studies related to half-day and full-day kindergarten
- Studies mainly focused on the impact of full-day kindergarten on a range of student populations
- Publication dates range from 2004 – 2022

LITERATURE REVIEW: RESEARCH LIMITATIONS

- There is a lack of recent research in certain areas of study
- Limited comparability to full-day and half-day kindergarten programs
- Studies had heavier emphasis on academics than social emotional learning
- Confounding variables that limit ability to compare students longitudinally
- Fewer studies focus on particular populations (e.g., EL students, students with disabilities) than the general population

LITERATURE REVIEW:

KEY ELEMENTS OF HIGH-QUALITY EARLY CHILDHOOD PROGRAMS

- Inclusive
- Developmentally appropriate
- Access
- Supports
- Participation
- Builds on each child's unique individual and family strengths, cultural backgrounds, languages, and ability

LITERATURE REVIEW:

ACADEMIC ADVANTAGES OF FULL-DAY KINDERGARTEN

- Time to interact with teachers and peers in meaningful way
- Time to address academic standards designed for full-day kindergarten program
- Ability to sustain learning/engagement more substantively
- Ability to address the diverse needs of students
- Greater gains in reading and math for all students

LITERATURE REVIEW:

SOCIAL EMOTIONAL LEARNING ADVANTAGES OF FULL-DAY KINDERGARTEN

- Lasting benefits for student regulation
- Increased social and behavioral development
- Positive association with full-day kindergarten and student self-confidence and ability to play with others
- Positive affect
- Better work habits demonstrated
- More time to interact fostering socialization skills and retention rate
- Improved attendance

LITERATURE REVIEW:

EQUITABLE OUTCOMES

- Full-day kindergarten is beneficial to all students for cognitive learning in reading and math across groups
- Full-day kindergarten improves academic achievement and greater health equity for low-income students
- Stronger outcomes for low-income students, children of diverse backgrounds, English language learners, and students with disabilities
- Significant effects for students with disabilities for working memory, cognitive flexibility, and learning and communications disorders

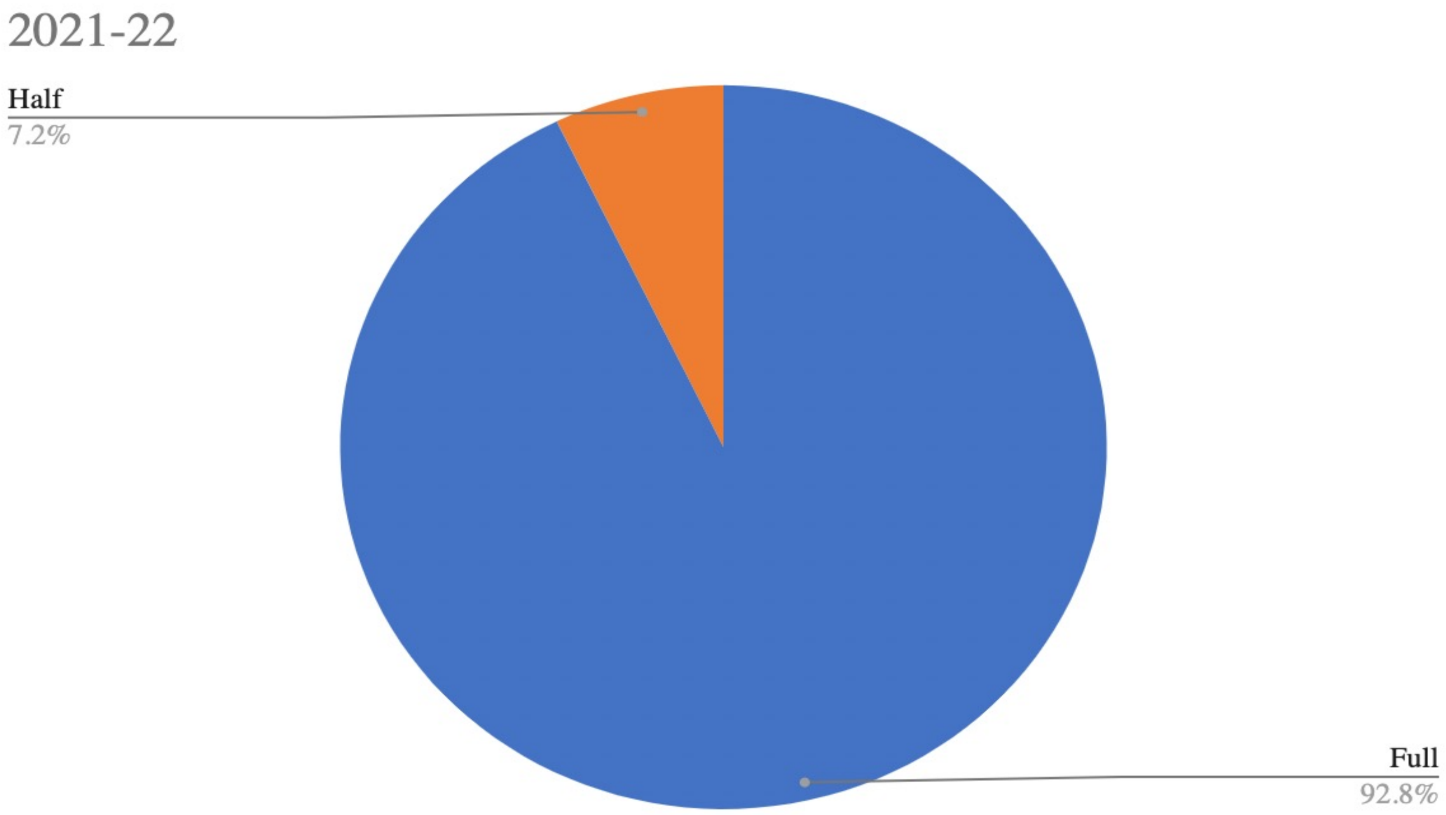
LITERATURE REVIEW:

EXPANDED PROGRAMMING DRAWBACKS

- Some studies did not find social emotional benefits
- Evidence indicates that academic and social emotional benefits "fade" after kindergarten and by third grade
- A few studies did not find significant effects of full-day kindergarten for English language learners or low-income students

WORKING GROUP: DATA/GEODEMOGRAPHICS

Illinois State Board of Education Kindergarten Program Structure
Half-Day vs. Full-Day Programming



PRIOR SCHOOL PLACEMENT OF STUDENTS ENROLLING IN D90 FOR THE FIRST TIME IN FIRST GRADE

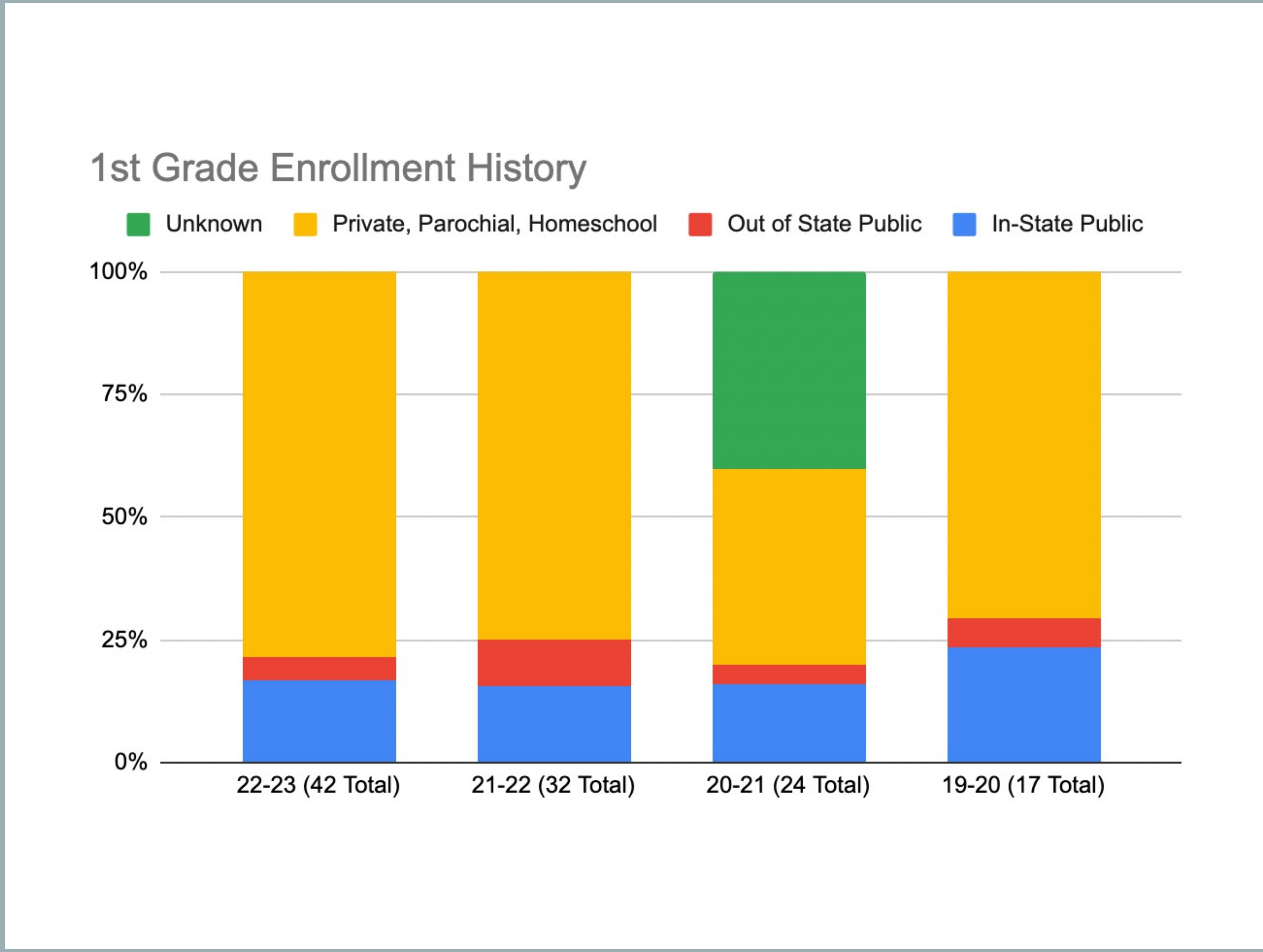


Table 35 – District Enrollment Projections by Grade EXPECTED (B) 2023/24 to 2032/33

	K	1	2	3	4	5	6	7	8	Total
2022-2023	89	139	148	154	127	182	155	168	167	1329
2023-2024	102	117	148	155	159	131	183	154	168	1317
2024-2025	112	130	126	155	160	163	132	182	154	1314
2025-2026	111	140	139	133	160	164	164	131	182	1324
2026-2027	107	139	149	146	138	164	165	163	131	1302
2027-2028	103	135	148	156	152	142	165	164	163	1328
2028-2029	96	131	144	155	162	116	143	164	164	1275
2029-2030	103	124	140	151	161	164	117	142	164	1266
2030-2031	99	131	133	147	157	165	165	116	142	1255
2031-2032	101	127	140	140	153	165	166	164	116	1272
2032-2033	103	129	136	147	145	142	166	165	164	1297

Source: River Forest Public Schools District 90 Demographic Trends and Enrollment Projections. GeoLytics, Inc. (Oct. 2022)

Working Group Kindergarten Enrollment Projections

	Lincoln	Willard	Actual	*Plus average 1st grade new enrollment
2019-2020	63	56	119	139
2020-2021	63	48	111	121
2021-2022	56	47	103	123
2022-2023	52	38	90	110
2023-2024 (projected)	58	44	102	128
2024-25 (projected)	62	50	112	132

GEODEMOGRAPHIC CONCLUSIONS

- Likely need for three sections of Kindergarten at each elementary school to expand kindergarten programming to full-day
- 10-year average of 26.8 additional students enrolled in first grade who did not attend D90 kindergarten program
- 76% of first grade students new to District 90 were previously enrolled in private/parochial schools or homeschooled
- Working group added 26 students to each year's enrollment to project what enrollment might have looked like to reflect full-day kindergarten programming

STUDENT DATA REVIEW: LIMITATIONS

- Range of student pre-kindergarten experience limited ability to compare data
- Age of students requires gathering of observational versus standardized data
- Kindergarten Individual Developmental Survey (KIDS) results assess student readiness upon arrival to kindergarten
- Developmental range of students limits comparability

WORKING GROUP: FACILITIES

FACILITIES: PROCESS

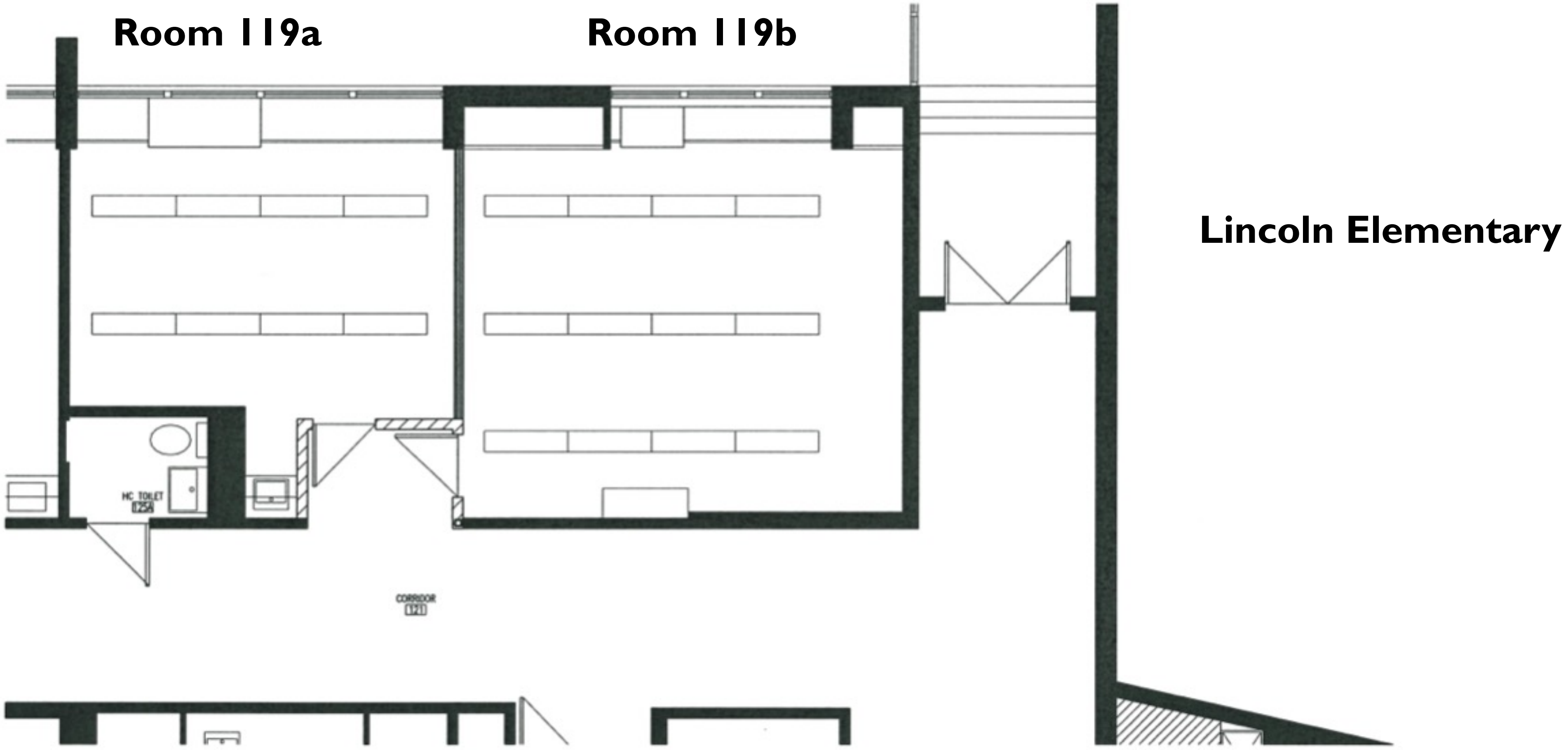
- Reviewed current elementary floor plans and space allocation at each building
- Conducted walk-through of each building space to assess space for possible kindergarten program expansion
- Drafted floor plans to incorporate expanded kindergarten programming
- Assessed staffing impact
- Willard can accommodate three total kindergarten classrooms with internal space reconfigurations
- Lincoln can accommodate four or five total kindergarten classrooms with internal space reconfigurations

FACILITIES: PROPOSED INTERIOR CONSTRUCTION

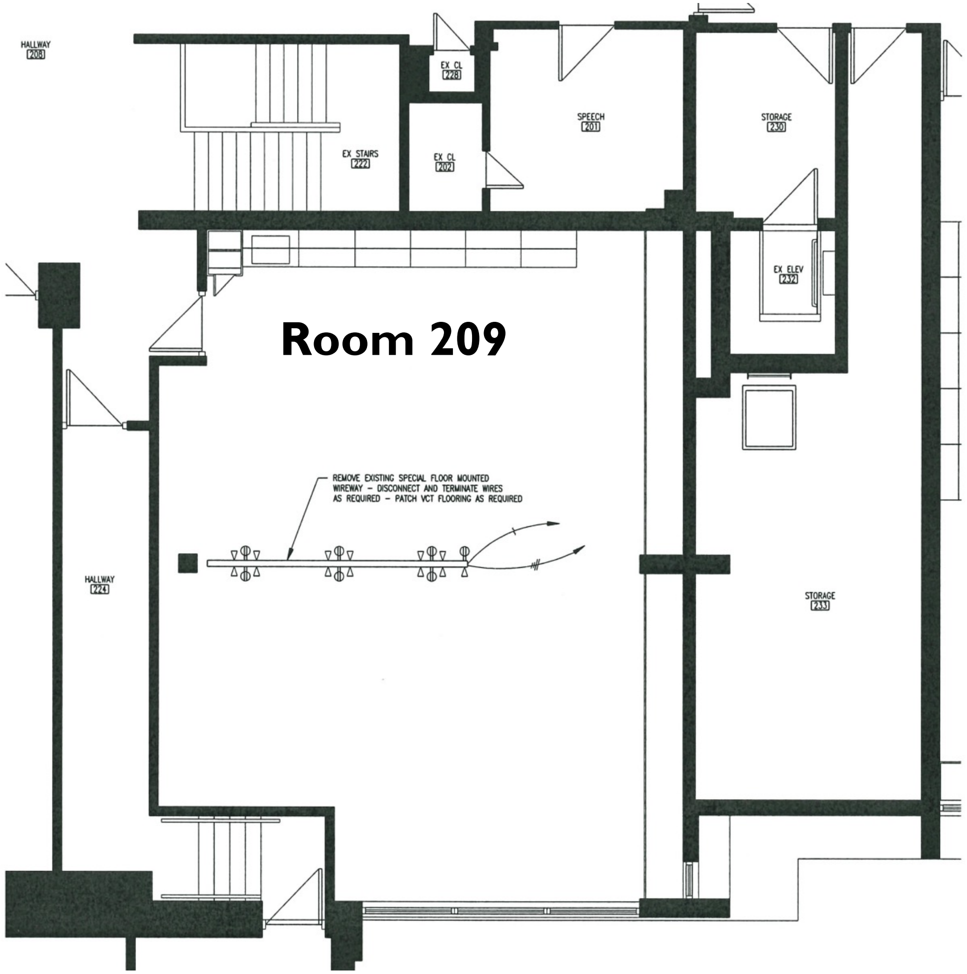
Lincoln Elementary School

- Subdivide LLC Room 107 and create a new instructional space (mirror previous computer lab)
- Subdivide Multipurpose Room 119 and create two smaller spaces
- Remove existing electrical data wireway from STEM Room 208

Lincoln LLC Room 107


Room 119a
Room 119b
Lincoln Elementary
HC TOILET
125A
CORRIDOR
121

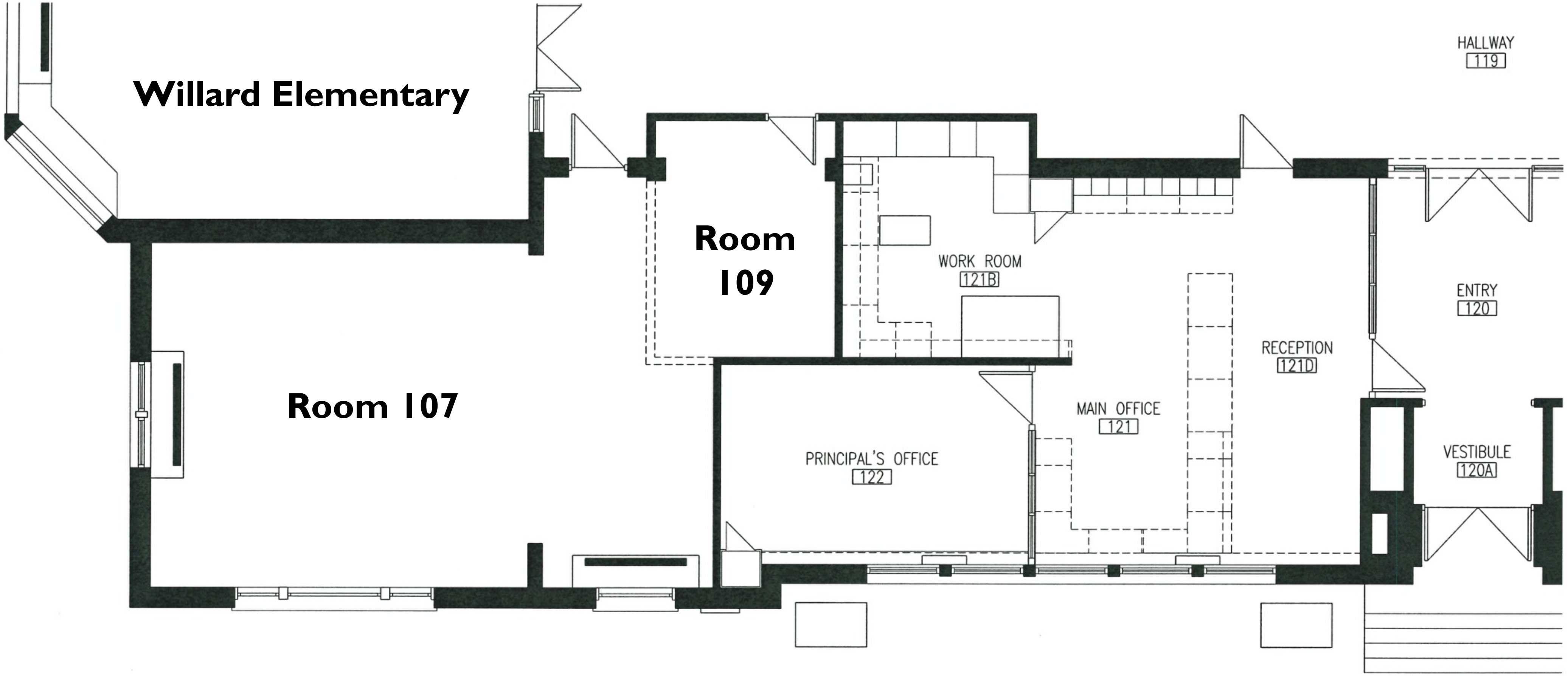
Lincoln Elementary



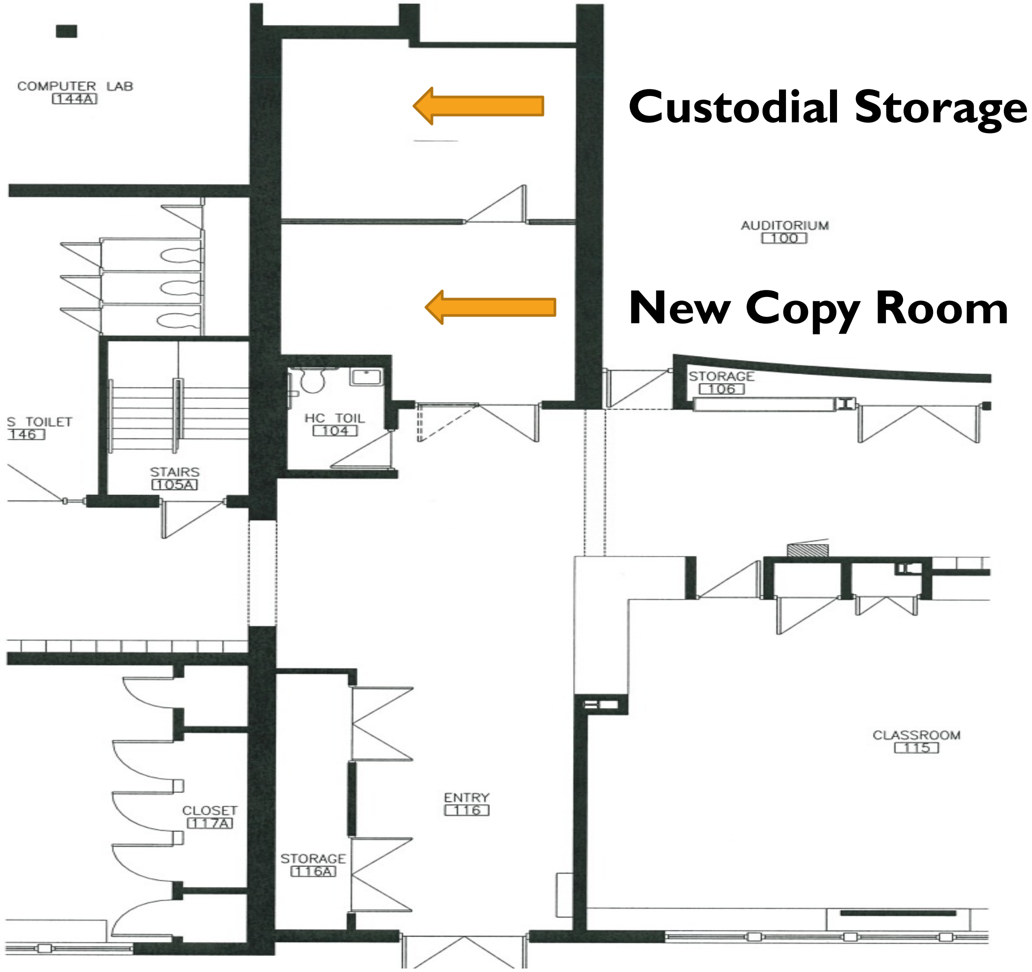
FACILITIES: PROPOSED INTERIOR CONSTRUCTION

Willard Elementary School

- Remove wall between Rooms 107 and 109 to create larger Special Education instructional space
- Subdivide current Custodial Storage Area and create a Copy/Work Room in front


Willard Elementary
Room 109
Room 107
HALLWAY
119
WORK ROOM
121B
ENTRY
120
RECEPTION
121D
MAIN OFFICE
121
PRINCIPAL'S OFFICE
122
VESTIBULE
120A

Willard Elementary



WORKING GROUP: FINANCE

COST ASSUMPTIONS:
INTERIOR CONSTRUCTION ONLY

Education Fund

Salary – Additional 3.0 FTE (2 Lincoln and 1 Willard)

- Annual increases of 5.0%, 3.0%, 3.0% and 3.0% for FY's 24-27 respectively

Benefits - Includes employer share of TRS, THIS and Medicare benefits

- Health insurance – annual increases of 11.5%

Supplies – Year 1 includes $8,000 each for 3 new teachers plus $400 each for 60 new iPads. Years 2-4 includes $2,000 for each new teacher plus for $400 each for 60 new iPads.

Removal of pension cost shift assumption from existing Long-Range Financial Plan

COST ASSUMPTIONS: INTERIOR CONSTRUCTION ONLY (CONT.)

Operations and Maintenance Fund

Lincoln interior construction –

- LLC Room 107 instructional space - $55,000
- Room 119 Subdivision - $77,000
- Room 208 electrical/data wireway removal - $7,000

- Willard interior construction –
  - Rooms 107/109 throughway - $9,000
  - Storage Room subdivision - $45,000
- Classroom furniture for 3 new classrooms and additional lunch tables - $20,000

1/23/23

RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

EDUCATION FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
With Comparative Actual Amounts For FY 2021/22 and Projections
For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior construction only)

	Actual 2021/22	Budget 2022/23	Projected 2023/24	Projected 2024/25	Projected 2025/26	Projected 2026/27
CURRENT PROJECTIONS:						
Beginning Fund Balance, 7/1	$ 24,731,503	$ 24,563,048	$ 27,248,248	$ 24,983,948	$ 23,374,948	$ 21,739,948
Receipts	23,303,919	22,227,900	23,380,000	25,202,000	26,329,000	26,947,000
Trans In	-	5,000,000	-	-	-	-
Expenditures	(23,472,374)	(24,542,700)	(25,644,300)	(26,811,000)	(27,964,000)	(29,092,000)
Ending Fund Balance, 6/30	$ 24,563,048	$ 27,248,248	$ 24,983,948	$ 23,374,948	$ 21,739,948	$ 19,594,948
PRO FORMA WITH CHANGES:						
Beginning Fund Balance, 7/1	$ 24,731,503	$ 24,563,048	$ 27,248,248	$ 24,669,948	$ 22,876,748	$ 21,177,448
Receipts	23,303,919	22,227,900	23,380,000	25,202,000	26,329,000	26,947,000
Trans In	-	5,000,000	-	-	-	-
Expenditures	(23,472,374)	(24,542,700)	(25,644,300)	(26,811,000)	(27,964,000)	(29,092,000)
Changes to Expenditures:						
Removal of pension cost shift assumption	-	-	123,000	250,000	386,000	527,000
Xtra Full K Salary/Benefits	-	-	(389,000)	(404,200)	(420,300)	(437,300)
Xtra Full K Supplies	-	-	(48,000)	(30,000)	(30,000)	(30,000)
Ending Fund Balance, 6/30	$ 24,563,048	$ 27,248,248	$ 24,669,948	$ 22,876,748	$ 21,177,448	$ 19,092,148
Net cost for first four years						$ 502,800

RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

OPERATIONS AND MAINTENANCE FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
With Comparative Actual Amounts For FY 2021/22 and Projections
For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior construction only)

	Actual 2021/22	Budget 2022/23	Projected 2023/24	Projected 2024/25	Projected 2025/26	Projected 2026/27
CURRENT PROJECTIONS:						
Beginning Fund Balance, 7/1	$ 738,261	$ 1,071,125	$ 1,060,525	$ 801,025	$ 960,525	$ 926,025
Receipts	2,247,361	2,149,000	2,115,500	2,115,500	2,115,500	2,115,500
Trans In	2,200,000	-	-	-	-	-
Expenditures	(4,114,497)	(2,159,600)	(2,375,000)	(1,956,000)	(2,150,000)	(2,249,000)
Ending Fund Balance, 6/30	$ 1,071,125	$ 1,060,525	$ 801,025	$ 960,525	$ 926,025	$ 792,525
PRO FORMA WITH CHANGES:						
Beginning Fund Balance, 7/1	$ 738,261	$ 1,071,125	$ 1,060,525	$ 588,025	$ 747,525	$ 713,025
Receipts	2,247,361	2,149,000	2,115,500	2,115,500	2,115,500	2,115,500
Trans In	2,200,000	-	-	-	-	-
Expenditures	(4,114,497)	(2,159,600)	(2,375,000)	(1,956,000)	(2,150,000)	(2,249,000)
Changes to Expenditures:						
Cap exp for Full K construct	-	-	(193,000)	-	-	-
Xtra misc for addt'l rooms	-	-	(20,000)	-	-	-
Ending Fund Balance, 6/30	$ 1,071,125	$ 1,060,525	$ 588,025	$ 747,525	$ 713,025	$ 579,525
Cost for first three years						$ 213,000

RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

COMBINED PROJECTED ENDING FUND BALANCES - OPERATING FUNDS
FISCAL YEARS 2024 - 2027 (with proforma FDK changes - interior construction only)

Fund		Projected 2023/24	Projected 2024/25	Projected 2025/26	Projected 2026/27
CURRENT PROJECTIONS:					
Education	$ 27,248,248	$ 24,983,948	$ 23,374,948	$ 21,739,948	$ 19,594,948
Operations and Maintenance	1,060,525	801,025	960,525	926,025	792,525
Transportation	580,483	845,483	871,483	677,483	457,483
Working Cash	59,988	9,671,988	9,823,988	9,975,988	10,112,988
Total Projected Ending Fund Balances, Operating Funds	$ 28,949,244	$ 36,302,444	$ 35,030,944	$ 33,319,444	$ 30,957,944
PRO FORMA WITH CHANGES:					
Education	$ 27,248,248	$ 24,669,948	$ 22,876,748	$ 21,177,448	$ 19,092,148
Operations and Maintenance	1,060,525	588,025	747,525	713,025	579,525
Transportation	580,483	845,483	871,483	677,483	457,483
Working Cash	59,988	9,671,988	9,823,988	9,975,988	10,112,988
Total Projected Ending Fund Balances, Operating Funds	$ 28,949,244	$ 35,775,444	$ 34,319,744	$ 32,543,944	$ 30,242,144
Net change in Ending Fund Balances					$ (715,800)

COST ASSUMPTIONS: EXTERIOR CONSTRUCTION

Education Fund (**IN ADDITION TO INTERIOR COSTS**)

Salary/Benefits – Additional 4.0FTE teachers (2 Lincoln and 2 Willard) and additional 3.0FTE certified support (1.5 Lincoln and 1.5 Willard) starting in FY 25 using associated salary/benefit calculations

Supplies - $2,000 each for 7 new teachers plus $400 each for 120 new iPads in years 2-4

Operations and Maintenance Fund (**IN ADDITION TO INTERIOR COSTS**) –

- Lincoln School 2 classroom addition (foundation, building, sitework, landscaping and paving) in year 2 - $2,765,000
- Willard School 2 classroom addition (foundation, building, sitework, landscaping, paving and playground relocation in year 2 - $2,031,000
- Classroom furniture for 4 new classrooms - $40,000

RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

EDUCATION FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
With Comparative Actual Amounts For FY 2021/22 and Projections
For FY 2023/24 Through 2026/27 (with proforma FDK changes - interior plus 4 classroom add)

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PRO FORMA WITH CHANGES:						
Beginning Fund Balance, 7/1	$ 24,731,503	$ 24,563,048	$ 27,248,248	$ 24,669,948	$ 22,137,348	$ 19,670,548
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Changes to Expenditures:						
Removal of pension cost shift assumption	-	-	123,000	250,000	386,000	527,000
Xtra Full K Salary/Benefits	-	-	(389,000)	(808,400)	(840,600)	(874,600)
Xtra Support Serv Sal/Ben	-	-	-	(303,200)	(315,200)	(328,000)
Xtra Full K Supplies	-	-	(48,000)	(62,000)	(62,000)	(62,000)
Ending Fund Balance, 6/30	$ 24,563,048	$ 27,248,248	$ 24,669,948	$ 22,137,348	$ 19,670,548	$ 16,787,948
Net cost for first four years						$ 2,807,000

1/23/23

RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

OPERATIONS AND MAINTENANCE FUND BUDGETED EXPENDITURES BY OBJECT - FISCAL YEAR 2022/23
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Ending Fund Balance, 6/30	$ 1,071,125	$ 1,060,525	$ 801,025	$ 960,525	$ 926,025	$ 792,525
PRO FORMA WITH CHANGES:						
Beginning Fund Balance, 7/1	$ 738,261	$ 1,071,125	$ 1,060,525	$ 588,025	$ (4,086,475)	$ (4,120,975)
Receipts	2,247,361	2,149,000	2,115,500	2,115,500	2,115,500	2,115,500
Trans In	2,200,000	-	-	-	-	-
Expenditures	(4,114,497)	(2,159,600)	(2,375,000)	(1,956,000)	(2,150,000)	(2,249,000)
Changes to Expenditures:						
Cap exp for Full K construct	-	-	(193,000)	(4,796,000)	-	-
Xtra misc for addt'l rooms	-	-	(20,000)	(38,000)	-	-
Ending Fund Balance, 6/30	$ 1,071,125	$ 1,060,525	$ 588,025	$ (4,086,475)	$ (4,120,975)	$ (4,254,475)
Cost for first three years						$ 5,047,000

1/23/23

RIVER FOREST PUBLIC SCHOOLS DISTRICT 90

COMBINED PROJECTED ENDING FUND BALANCES - OPERATING FUNDS
FISCAL YEARS 2024 - 2027 (with proforma FDK changes - interior plus 4 classroom add)

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Total Projected Ending Fund Balances, Operating Funds	$ 28,949,244	$ 35,775,444	$ 28,746,344	$ 26,203,044	$ 23,103,944
Net change in Ending Fund Balances					$ (7,854,000)

WORKING GROUP: COMMUNITY SURVEY

COMMUNITY SURVEY THEMES

Primary Theme

Predominant desired improvement for D90 kindergarten program would be shift to full-day

Additional Prominent Themes

Increased instructional time is perceived as vital for student success

Current program model is perceived to be inequitable for stakeholders across community

Other Recurring Themes

It is perceived specific curriculum elements (science, SEL, play) are currently not at an optimal level

Perceived need for additional support for diverse circumstances of families (transportation, cost, scheduling, social emotional considerations)

COMMUNITY SURVEY THEMES

Please see the Kindergarten Program Survey results on District 90 website to review comprehensive survey data at www.district90.org

Thank you to the many school community respondents (750+) who participated in the survey and shared feedback!

WORKING GROUP SUMMARY CONCLUSIONS

Facilities: With several re-configurations to internal spaces, D90 can house full-day kindergarten program

Finance: Cost projections given current demographic reporting have been calculated to reflect full-day program expansion

Data/Demographics: Current demographic surveys and enrollment trends indicate space is available for full-day programming on site. Staffing will only require new kindergarten teachers

Survey: Community feedback indicated a high-level of support for full-day kindergarten programming for all students

Literature Review: Preponderance of evidence indicates likely benefit to student SEL and academic development and no clear evidence of negative implications

Communications: Information was disseminated though D90 Communications with the support of community partners, making it accessible to all D90 stakeholders

COMMITTEE RECOMMENDATION

As a result of its comprehensive study, the Kindergarten Program Review Committee respectfully submits the recommendation to the Board of Education that District 90 expand its kindergarten programming to full-day attendance for all students.

"NEXT STEPS"

If the recommendation is approved by the Board of Education, the following steps will be necessary:

- Approve and submit Illinois State Board of Education "Resolution of Intention to Implement Full-Day Kindergarten Program" (Required by March 1 for fall 2023 program implementation)
- Notify D90 staff, families, and community members of kindergarten program change
- Schedule and conduct Kindergarten Orientation Night at Lincoln and Willard Schools
- Partner with kindergarten consultants to support program expansion (i.e. SEL resources, teacher-facilitated play, integrated learning)
- Facilitate teacher visits to established full-day kindergarten programs for observation
- Procure competitive quotes for interior Willard construction (completed for Lincoln)
- Order classroom supplies and equipment

QUESTIONS?