For funding purposes, transitional kindergarten (TK) is kindergarten.

Any funding (federal, state, and local) that currently is provided to local educational agencies (LEAs) to support kindergarten (K) would include TK pupils.

Goals for today:

- Provide an overview of how LEAs are funded
- Share financial implications for TK from the perspective of an LEA
- Describe resources that may be directly supportive of TK initiatives
- Discussion, questions, and comments
The Cocktail Napkin Version of the District Revenue Budget

### Revenue Sources
- Revenue Limit: $5,893.49 (61.11%)
- Federal Revenue: $1,165.56 (12.09%)
- Other State Revenue: $2,010.17 (20.84%)
- Other Local Revenue: $574.47 (5.96%)
- Subtotal: $9,643.69 (100.00%)
- Transfers & Other: $97.86 (1.01%)

Total Resource: $11,010.59 (114.17%)

Source: 2008-09 SACS. Statistics are average unified school districts.

The Cocktail Napkin Version of the District Expenditure Budget

### Expenditure Breakdown
- Instruction: 60.77%
- Instruction-Related Services: 12.66%
- Pupil Services: 7.52%
- Ancillary Services: 0.62%
- Community Services/Enterprise: 0.30%
- General Administration: 4.77%
- Plant Services: 10.11%
- Other Outgo: 3.25%

Total Expenditures by Function (2008-09)

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Total: 100.00%

Source: 2008-09 SACS
Once fully implemented, TK will result in a shift of approximately 20% of K pupils from K to TK.

By design, this would be financially neutral – but actual costs depend on the model of implementation.

Larger schools will find it easier to create TK class comparably sized to K classes.

A school that currently has 100 K students would have one TK class and four K classes.

Smaller schools will find it harder without having combination classes, but options do exist.

- Early-K combinations
- Using categorical resources to support reduced TK class sizes

Additional staff would represent the highest potential new costs.

But as noted earlier, there are many options to meet this need without additional staff.

Other areas of potential expense:

- Curriculum development and acquisition
- Staff development
- Materials and supplies
- Technology
Specific Resources to Consider

There are fewer resources, but those focused on compensatory support are alive and mostly well.

Most restricted

- Title III, English Language Acquisition Program (ELAP), Economic Impact Aid (EIA)-Limited English Proficient (LEP) – use to supplement all other resources to address language proficiency and acquisition
- Title II, Part D – use for technology, there are some districts that received American Recovery and Reinvestment Act (ARRA) Title II, Part D competitive grants

Somewhat restricted

- Title I set aside for professional development – required set aside of 10% for districts in program improvement
- Title II, Part A – can be used for professional development and possibly class-size reduction (CSR)
- School Improvement Grants – must follow the plan for an individual site
Specific Resources to Consider

**Less Restricted**
- Title I (regular and ARRA) and EIA-State Compensatory Education – use for supplemental support for low-performing students
- Title I may also be used to provide for preschool support at eligible schools for low-income students

**Unrestricted**
- Tier III programs – including Instructional Materials, School and Library Improvement Block Grant, Senate Bill (SB) 472/Assembly Bill (AB) 430
- Federal Jobs Fund – expected for 2010-11 to provide a one-time boost to use to support saving jobs involved with site operations

Tips to Manage Resources

- Maximize revenues, especially those generated based on student participation
- Spend the most restricted dollar first
  - Even with fewer dollars, this still applies
- Focus on priorities and support them with funding
- Avoid spending out of habit
- Be compliant
  - Once compliance needs are met, consider what’s effective
- Support cost-effective programs, not just low-cost programs
- Turn over every rock and then pound them into sand
Planning for TK may be approached by some districts as a specific educational program rather than a part of overall district improvement. As a result, it can be challenging to engage all parts of a district to support this area of work. Engage the whole Cabinet, including the person responsible for the fiscal area, early in the process. Ask fiscal staff if they have ideas for providing a quality, cost-effective TK program. Find out who is responsible for site allocations and how decisions are made to divvy up resources. Find out what the fiscal condition of the district is. The Money Managers

- Superintendent
- School Board
- Educational Services
- Business Office
- Human Resources
- School Site Administrators

Ultimately, it is difficult to do something different with funding unless the Business Office is involved.

Things to Do When Engaging the Business Office

- Do:
  - Engage the whole Cabinet, including the person responsible for the fiscal area, early in the process
  - Ask fiscal staff if they have ideas for providing a quality, cost-effective TK program
  - Find out who is responsible for site allocations and how decisions are made to divvy up resources
  - Find out what the fiscal condition of the district is:
    - Still cutting
    - Made big cuts
    - Stable for now

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Things to Avoid When Engaging the Business Office

Avoid:

- Ignoring any of the “do’s”
- Assuming that there’s no money available
- Assuming that the business person doesn’t understand the educational program
- Assuming that money is exclusively managed by the Business Office

Sites may play a significant role

Discussion and Questions

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