


## Transitional Kindergarten: Finding the Money



Presented by:  
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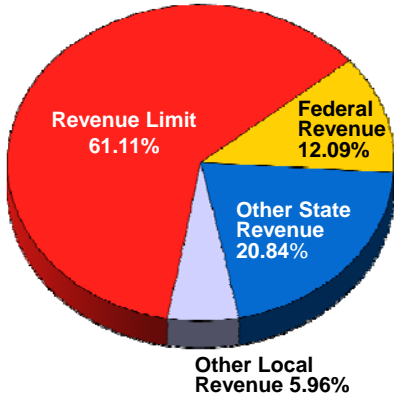
## Budgeting for Transitional Kindergarten



- 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

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## The Cocktail Napkin Version of the District Revenue Budget

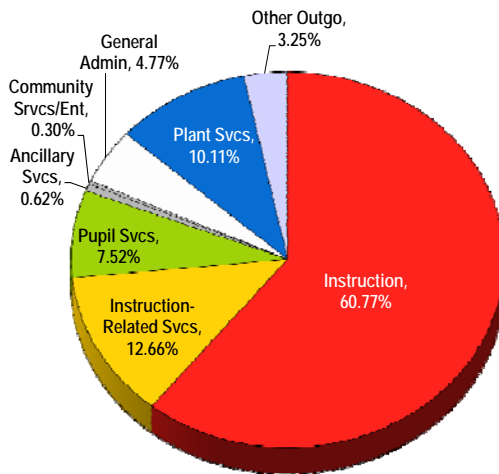


	\$ Per ADA	% of Total
Revenue Limit	\$ 5,893.49	61.11%
Federal Revenue	1,165.56	12.09%
Other State Revenue	2,010.17	20.84%
Other Local Revenue	574.47	5.96%
<b>Subtotal</b>	<b>\$ 9,643.69</b>	<b>100.00%</b>
Transfers & Other	97.86	1.01%
Beginning Balance	1,269.04	13.16%
<b>Total Resource</b>	<b>\$ 11,010.59</b>	<b>114.17%</b>

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

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## The Cocktail Napkin Version of the District Expenditure Budget



Total Expenditures by Function (2008-09)	
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%
<b>Total</b>	<b>100.00%</b>

Source: 2008-09 SACS

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## LEA Perspective



- 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

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## LEA Perspective



- 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

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## 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

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## Specific Resources to Consider



- 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

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## 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

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## 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

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## The Money Managers



- 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
  - 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

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## 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

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## Discussion and Questions

A collage of four images: top-left shows school supplies (ruler, pencil, apple, and alphabet cards); top-right shows two children at a table; bottom-left shows a smiling girl at a desk; bottom-right shows a girl writing on a piece of paper.

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The logo for School Services of California, Inc., featuring the text "School Services of California" in a stylized font with "INC." below it.