


Transitional Kindergarten: Finding the Money



Presented by:
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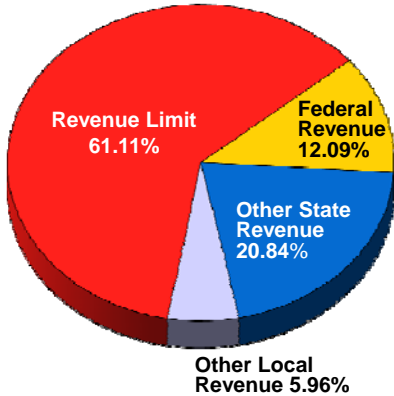
Budgeting for Transitional Kindergarten



- 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

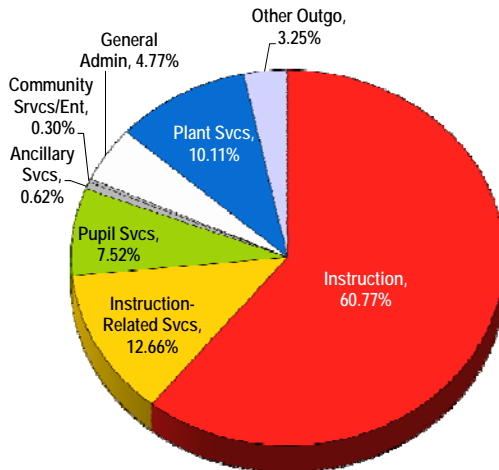


	\$ Per ADA	% of Total
Revenue Limit	\$ 5,893.49	61.11%
Federal Revenue	1,165.56	12.09%
Other State Revenue	2,010.17	20.84%
Other Local Revenue	574.47	5.96%
Subtotal	\$ 9,643.69	100.00%
Transfers & Other	97.86	1.01%
Beginning Balance	1,269.04	13.16%
Total Resource	\$ 11,010.59	114.17%

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%
Total	100.00%

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 photographs showing children in a classroom. Top left: A desk with a red apple, a ruler, and a worksheet with letters Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii. Top right: Two children sitting at a yellow table. Bottom left: A girl smiling at the camera. Bottom right: A girl looking at a worksheet.

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