

Full Day Kindergarten

ENHANCING FOUNDATIONAL READINESS AND
GRADE-LEVEL ACHIEVEMENT



Purpose

- Students who graduate from Central Dauphin School District will be ready to participate fully as citizens in the workforce or post-secondary schooling.
- Ensuring students are at grade level by third grade.
- Assist families with a single place for students to learn all day where they do not need to pay for that service.
- Create capacity across the district for our growing population.



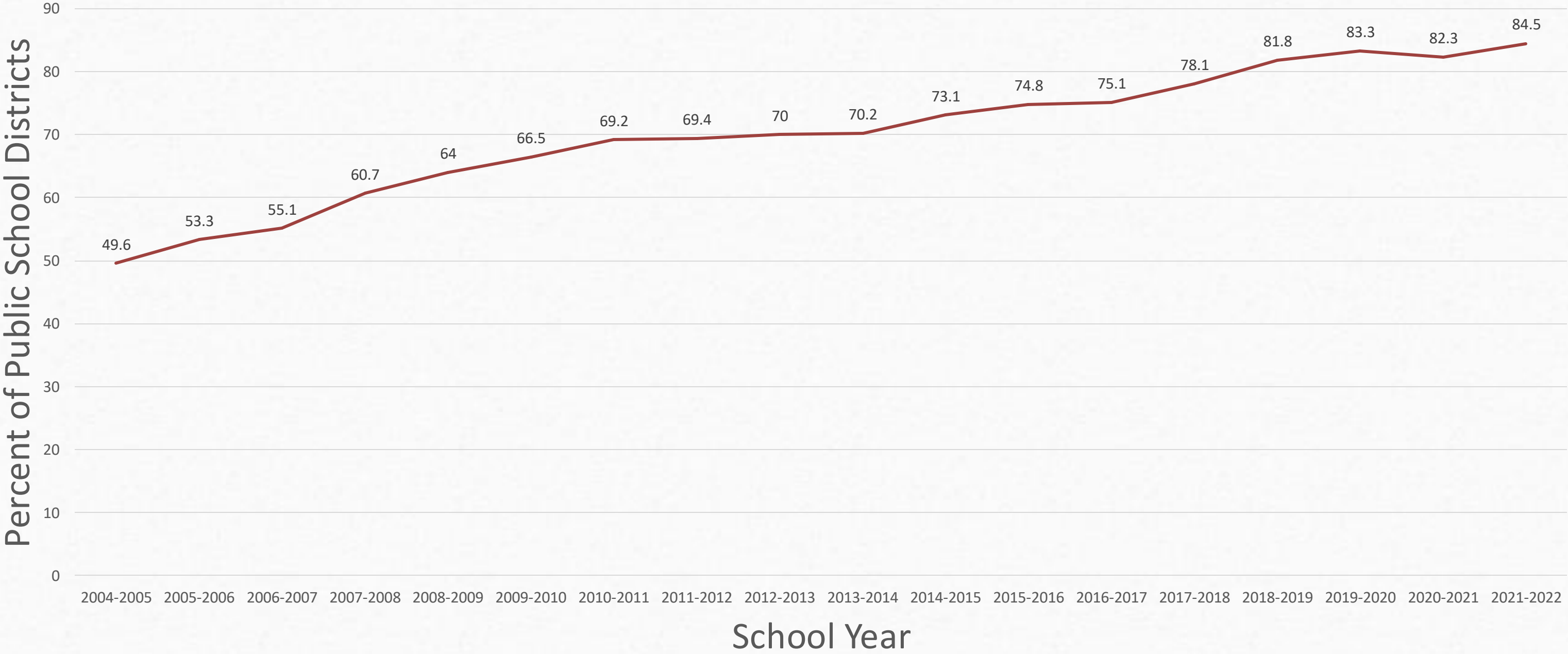
The Research Behind Full Day Kindergarten

National Trends

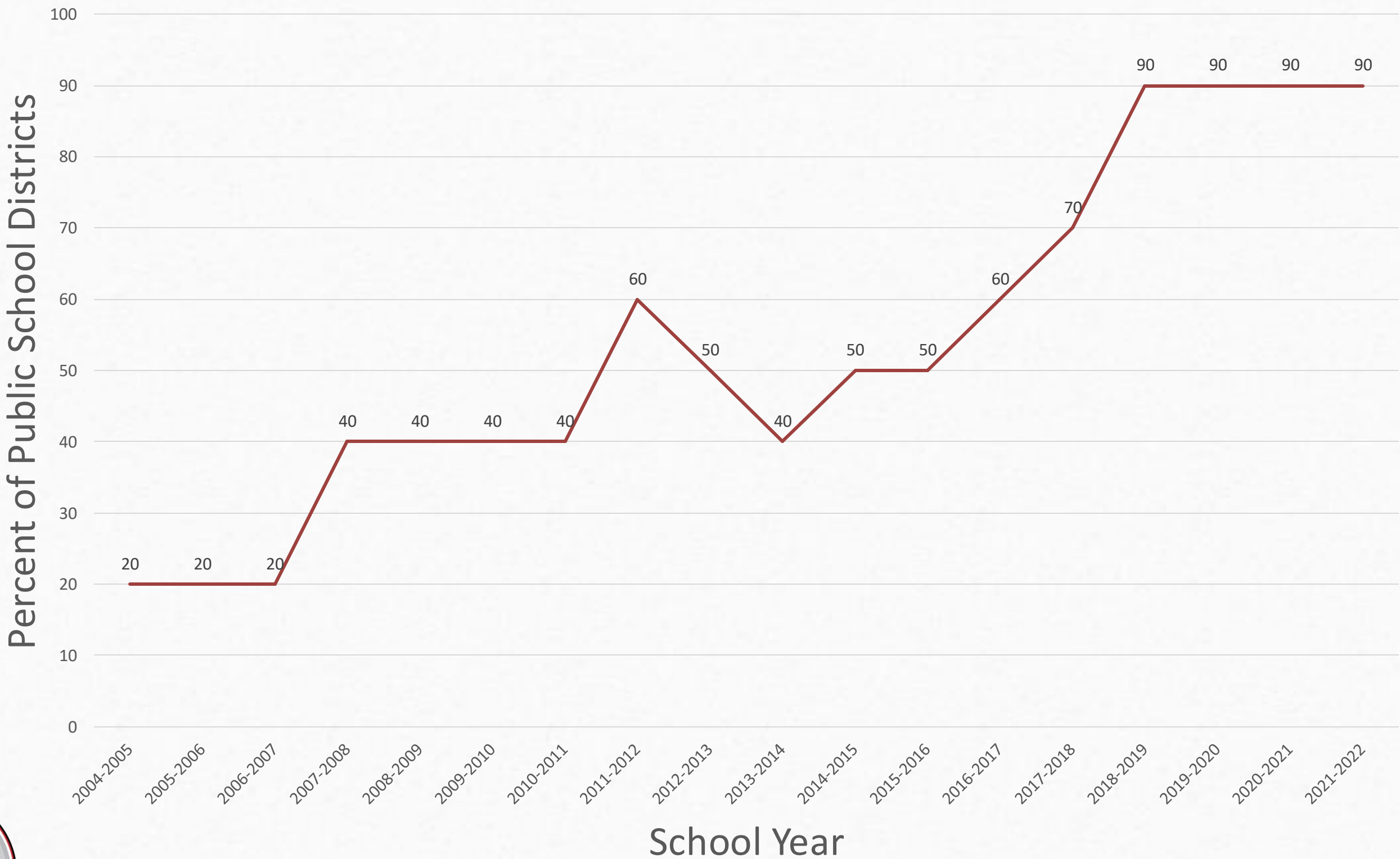
- Percentage of students attending full day kindergarten grew from 10% in the 1970s to more than 80% in 2016
- 17 states plus Washington, DC mandate kindergarten
- 14 states plus Washington, DC require full day kindergarten to be offered
- The importance of supporting early learning is an emphasis of the ESSA legislation



Full Day Kindergarten in Pennsylvania



Full Day Kindergarten in Dauphin County



10 Public School Districts in Dauphin County

Central Dauphin

Derry Township

Halifax

Harrisburg

Lower Dauphin

Middletown

Millersburg

Steelton-Highspire

Susquehanna

Upper Dauphin



Academic Benefits

Rigor based on state standards and increased instructional time:

- Extended Learning Time
- Enhanced Literacy and Numeracy
- Individualized Attention
- Better School Readiness



Social and Emotional Development

- More Opportunities for Peer Interaction
- Self Regulation Skills
- Confidence Building
- Consistency in the daily schedule



Physical Development

- Physical Activity
- Healthy Habits
- Movement and Learning
- Fine and gross motor skills



Benefits for Families

- Workforce Support
- Consistency and Stability
- Social Equity



Academic Impact



- Children in full-day kindergarten programs receive 40-50% more instruction than children enrolled in half-day programs.
- The daily addition of three hours of instruction in kindergarten amounts to an additional half-year of education, which allows for broader and deeper curriculum coverage, a variety of instructional groupings, and diagnosis and intervention of learning challenges (Davies & Cress, 2010; Elicker & Mathur, 1997).
- Longitudinal data shows children in full-day classes have greater reading & math achievement gains than those in half-day classes.

Academic Impact



- Children with developmental delays or those “at-risk” of experiencing school problems have more time for completing projects and for needed socializing with peers and teachers.
- Participating in the full-day schedule allows more appropriate challenges for children at all developmental levels.
- A full day kindergarten program affords opportunities to identify and intervene early in all tiers, including academics and behavior.

Academic Impact



- Longer school days enable children to receive more individualized, academically focused and meaningful instruction from teachers, as well as more time interacting with their peers – both of which can lead to long-term benefits and increased scores in third grade assessments.
- Switching to full-day kindergarten gives teachers more time for curriculum planning, offering more in-depth coverage of each unit.
- Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students.

Academic Impact: Closing the Achievement Gap

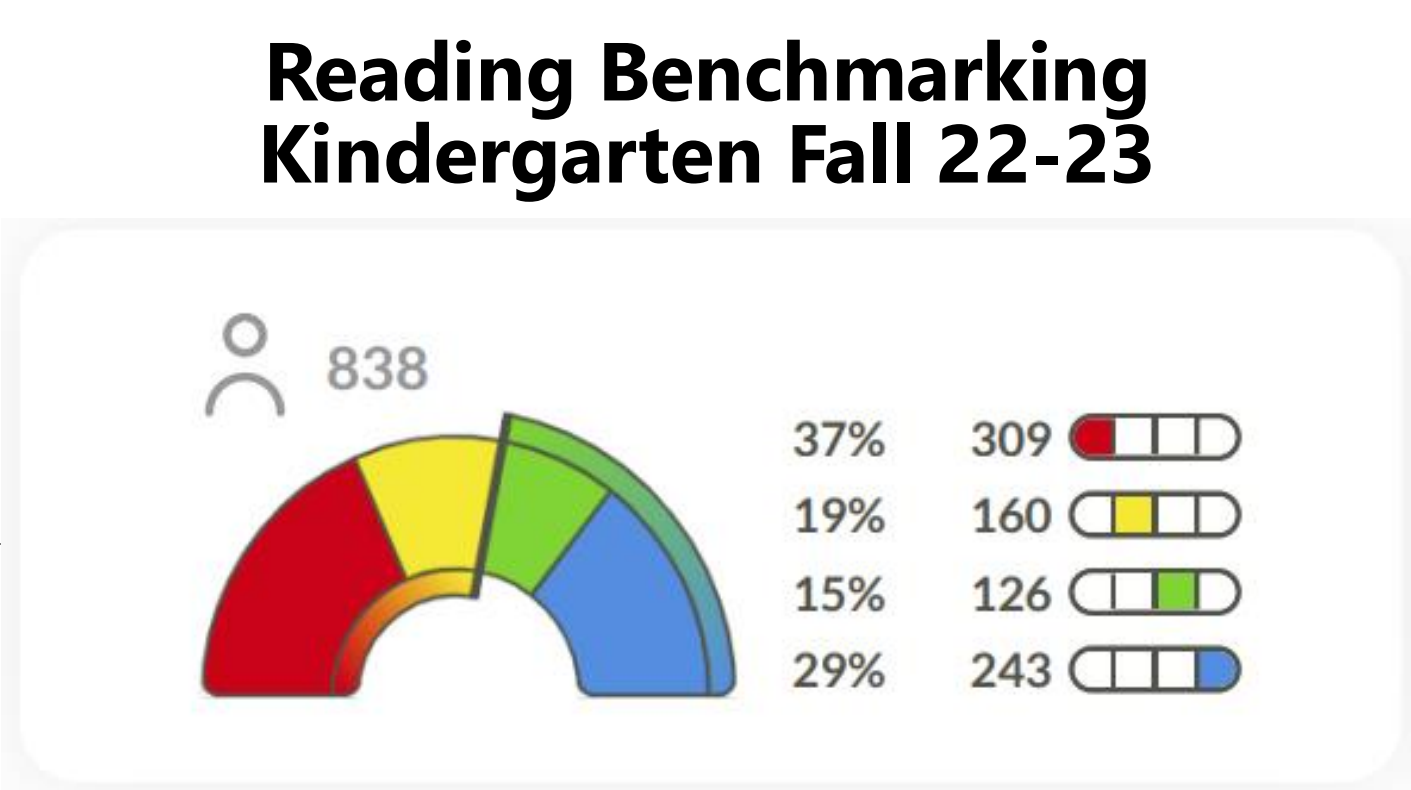
- The positive impact of full-day kindergarten has been demonstrated with a number of specific populations, including English learners and at-risk students.(Bingham & Hall-Kenyon, 2013;Davies & Cress, 2010).
- According to research over the past three decades, full-day programs have led to stronger achievement, fewer gaps between student subgroups, decreased remediation in subsequent years, and better developed social/emotional skills. (Cooper et al., 2010; Raskin, Haar, & Zierdt, 2011).
- Research by the National Education Association (NEA): Full-day kindergarten has been found to be especially beneficial for children from disadvantaged backgrounds, helping to bridge early gaps in education and prepare them for success in later years.
- A study published in Early Childhood Research Quarterly (2016) demonstrated that full-day kindergarten narrowed achievement gaps in reading and math for low-income and minority children.



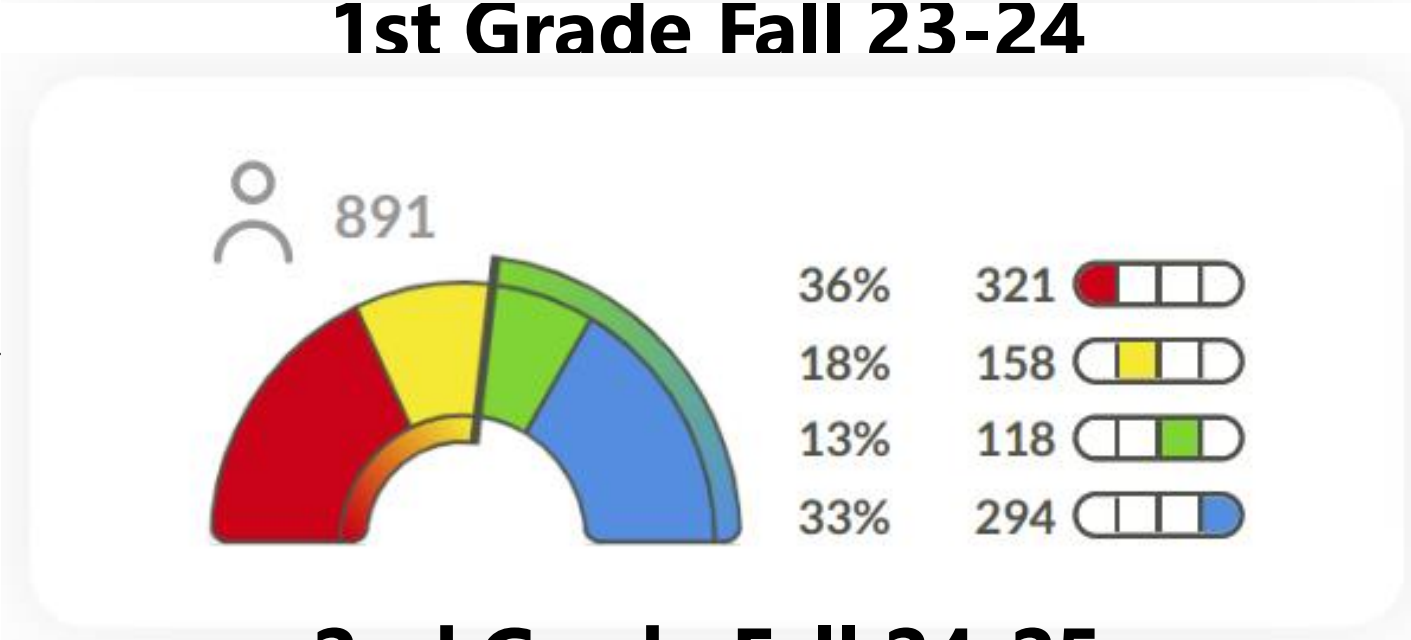
Current results for
one cohort of
students moving
from Kindergarten
to second grade.



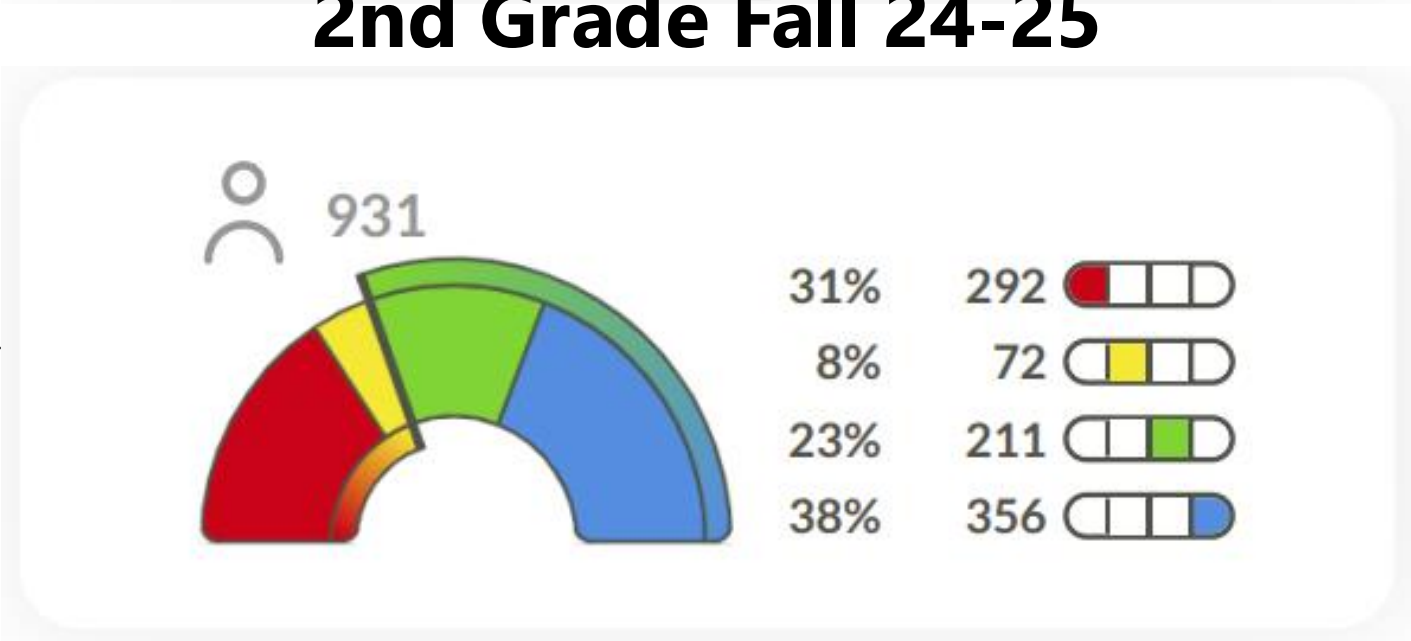
SCORES ENTERING
KINDERGARTEN



SCORES ENTERING 1ST
GRADE: MAINTAINED
PERFORMANCE LEVELS

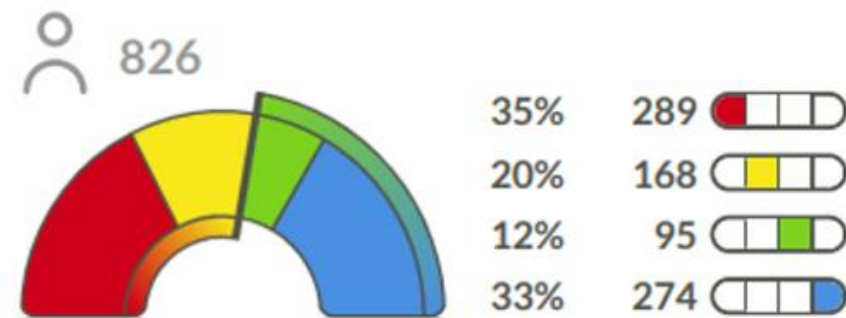


SCORES ENTERING 2ND
GRADE: IMPROVED
DURING FULL DAY 1ST
GRADE

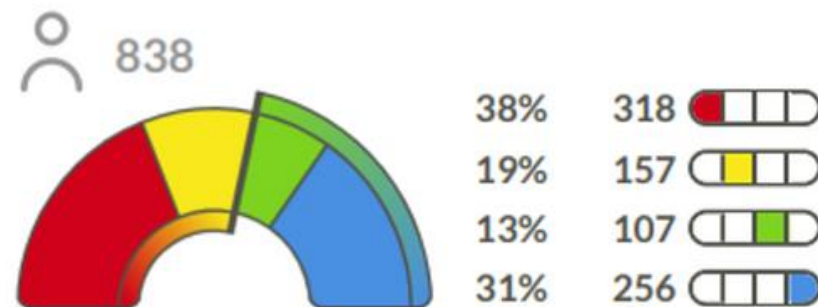


Current results for student growth in a Kindergarten cohort and a first-grade cohort.

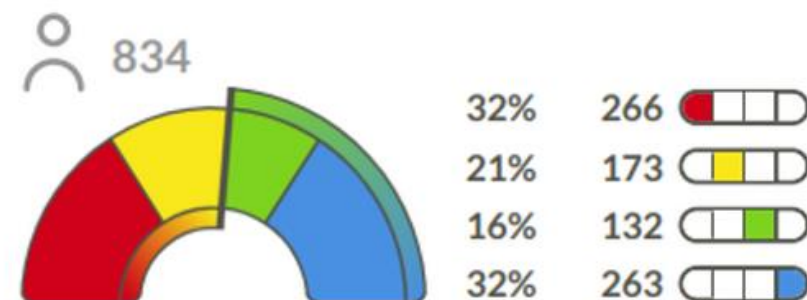
Math Benchmarking K Fall 22-23



K Winter 22-23

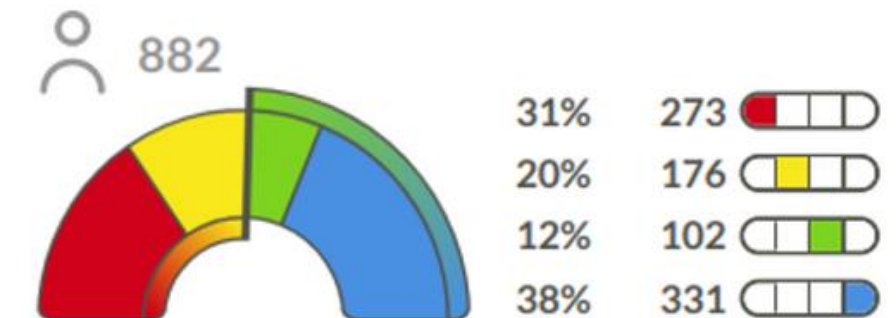


K Spring 22-23

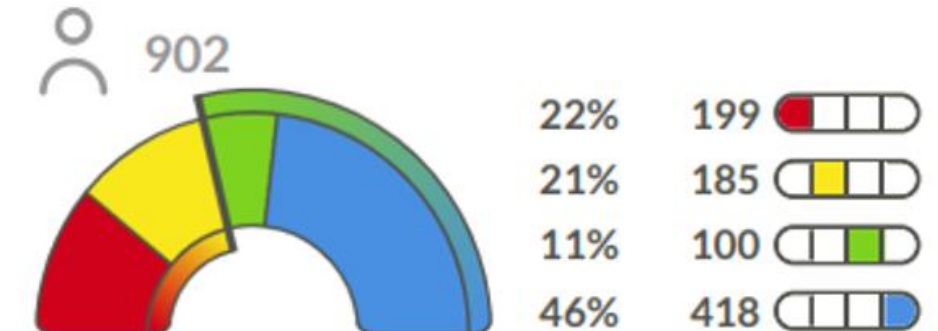


3% MOVED OUT OF
BELOW BASIC IN
1/2 DAY
KINDERGARTEN

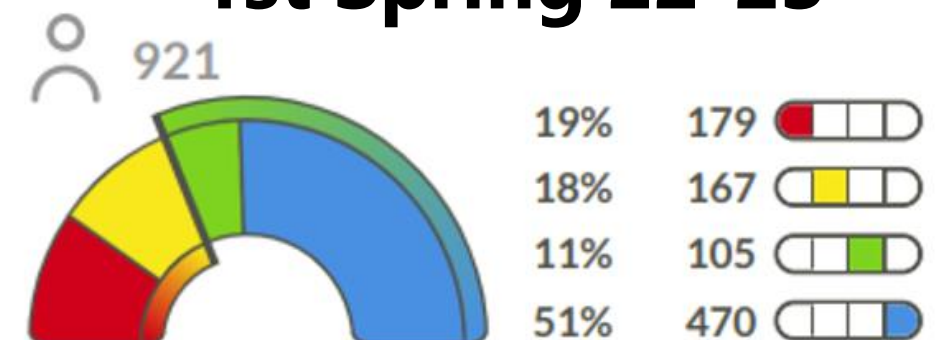
Math Benchmarking 1st Fall 22-23



1st Winter 22-23



1st Spring 22-23



12% MOVED OUT OF
BELOW BASIC IN
FULL DAY 1ST GRADE

Societal and Economic Impact

- The benefits to full day programming can have positive long range societal and economic effects such as: enhanced social and emotional development, improved overall health and wellness, reduced dropout rates, reduced delinquency, increased reading proficiency and overall increased academic achievement.
- Research has demonstrated that funds invested in quality early education programs produce 3 to 1 return on investment.
 - Reduce future costs related to remediation, retention, and special services

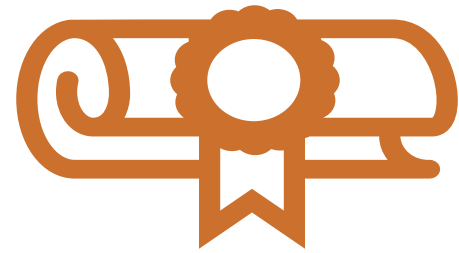


Societal and Economic Impact.

- Students are less likely to be retained a grade if they attend full-day kindergarten (Cryan, Sheehan, Wiechel, & Bandy-Hedden, 1992).
- In a study of over 17,000 students, researchers found that “by the time they reached the third and fourth grades, former full day kindergartners were more than twice as likely as children without any kindergarten experiences and 26% more likely than graduates of half day programs – to have made it there without having repeated a grade.”
- This not only saves scarce resources but prevents the negative academic and social outcomes associated with retention (Gullo, 2000; National Association of School Psychologists, 2011; Sheehan, Cryan, Wiechel, & Bandy, 1991).

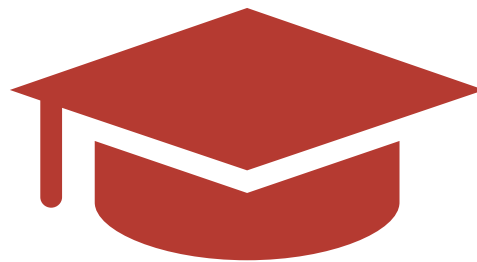


Long Term Outcomes of Full Day Kindergarten



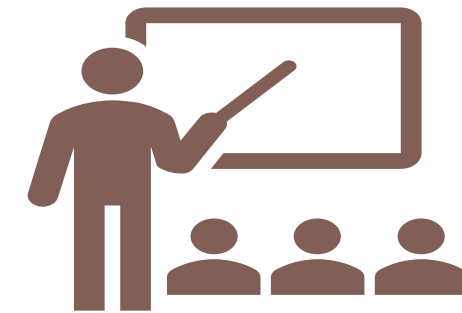
Academic Success in Later Years

Research suggests that the benefits of full-day kindergarten continue into later grades. Students who attended full-day kindergarten are more likely to perform better academically in 3rd and 5th grades.



Graduation Rates

Study by the National Bureau of Economic Research (NBER): Longitudinal studies indicate that children who attended full-day kindergarten programs are more likely to graduate from high school.



Cumulative Benefits

Early investment in a child's education, through full-day kindergarten, pays off in terms of higher academic achievement, greater social mobility, and reduced dropout rates.



A common argument against full-day kindergarten is that a full school day is too much for young kids to handle.

- Experts say that, while curriculum varies, kids in full-day kindergarten programs have more time to play and participate in enrichment activities like music, physical education, and art while a half-day program is limited to academic instruction due to the limited time.
- At present time, most preschool children in our community have a full day program, transition to a half-day kindergarten program, and then must transition back to a full-day program for first grade.



Key Research Takeaways

- Full-day kindergarten supports stronger academic, social, emotional, and physical development in young children.
- The extended learning time enhances school readiness, helps close achievement gaps, and prepares children for lifelong learning.
- Families and communities benefit from the consistency and support that full-day programs provide.



Current Functional Capacity

Building Name	2024-2025	Capacity	2029-2030	Capacity
Chambers Hill	257	73%	239	68%
Lawnton	311	96%	381	117%
Linglestown	475	86%	589	107%
Middle Paxton	289	58%	286	57%
Mt. View	373	71%	399	76%
North Side	722	96%	812	108%
Paxtang	281	86%	280	86%
Paxtonia	682	83%	871	106%
Phillips	394	79%	362	72%
Rutherford	461	74%	604	97%
South Side	605	73%	566	69%
Tri-Community	427	71%	447	75%
West Hanover	589	76%	681	88%

The capacity given is for the physical space in the buildings, this is further restricted by special education classrooms, which have lower limits. Ex: 8 to a class.



Central Dauphin School District's Current Kindergarten Structure

Half Day Program Structure
2.5 hours school day

Core Instruction

- Literacy - 1 hour
- Math - 30 minutes
- Intervention - 20 minutes
- Content - 15 minutes

Limitations

- No Creative Arts
- Limited time for self-directed activities, play, and recess



Proposal Overview

- Transition from half-day to full-day kindergarten in the 2025-2026 school year.
- Purchase of 3 additional buildings.
- Retrofit existing and newly purchased buildings.
- Move Penbrook neighborhood to Paxtang for 1-5.
- Increase the number of Kindergarten teachers from 23 to 44.
- The addition of 44 classrooms (regular and special education)



Enrollment Projections

- The total estimated Kindergarten enrollment for the 2025-2026 school year is 950 students.
- The estimated average Kindergarten class size is 21 students.
- Self-contained special education Kindergarten class size cannot exceed 8 students.



Building Plan

BUILDINGS STAYING K-5

Justifications to keep
some buildings K-5

- Transportation
- Enrollment numbers and growth projections in some buildings



Linglestown



Middle Paxton



West Hanover

Facility Expansion

KINDERGARTEN CENTER

1240 MOUNTAIN RD

Paxtonia

5 new classrooms



Facility Expansion

KINDERGARTEN CENTER

**4251 Crums Mill Rd
Mountain View, North Side**

11 new classrooms



image from loopnet.com



Facility Expansion

KINDERGARTEN CENTER

**600 RUTHERFORD RD
PAXTANG, South Side,
E. H. Phillips**

13 new classrooms



Facility Expansion

KINDERGARTEN CENTER

**4031 EXECUTIVE PARK DR
Chambers Hill, Lawnton,
Rutherford, Tri-Community**

15 new classrooms



image from billgladstone.com



Facility Expansion

Administration Building and Resource Center

75 S HOUCKS RD

Resource Center

- A place to welcome families to the district.
- Enrollment Process
- Connect families to outside resources at one location



image from loopnet.com

Proposed Functional Capacity

Building Name	2024-2025 Current	Cap	2024-2025 Proposed Changes	Cap
Chambers Hill	257	73%	226	65%
Lawnton	311	96%	245	75%
Linglestown	475	86%	467	85%
Middle Paxton	289	58%	289	58%
Mt. View	373	71%	325	62%
North Side	722	96%	610	81%
Paxtang	281	86%	204	62%
Paxtonia	682	83%	588	71%
Phillips	394	79%	337	67%
Rutherford	461	74%	394	63%
South Side	605	73%	605	73%
Tri-Community	427	71%	352	59%
West Hanover	589	76%	589	76%



Half Day Kindergarten

Full Day Kindergarten

Core Instruction

- Literacy - 1 hour
- Math - 30 minutes
- Intervention - 20 minutes
- Content - 15 minutes

Limitations

- No creative arts
- Limited time for self-directed activities, play, and recess
- One school meal available per day

Core Instruction

- Literacy - 1.5 hours
- Math - 1 hour
- Literacy Intervention - 20 minutes
- Math Intervention - 20 minutes
- Content - 20 minutes

Additions

- Time for creative arts standards
- Time for play and learning centers
- More time for social interactions
- Two school meals available per day



Sample Schedule

- 8:45-9:00 – Arrival, Breakfast, Morning Work
- 9:15- 9:25- Morning Meeting
- 9:25-9:40 – Number Corner
- 9:40-11:30 – Literacy (Science/SS Integration)
- 11:30-12:30 – Lunch/Recess
- 12:15-12:30 – Rest/Story
- 12:30- 12:50 – Literacy Intervention
- 1:10-1:45 – Classroom Play/Centers
- 1:45-2:30 – Math
- 2:30-2:50 – Recess/Snack
- 2:50- 3:10 – Math Intervention
- 3:10- 3:30 – Creative Arts (Music, Art, Library, PE, STEM)
- 3:30 - 3:40 – Clean up and prepare for dismissal
- 3:40- 3:45 - Dismissal



Special Education

Current K-2nd grade students will be educated in a school closer to their home.

Current 3rd and 4th grade students will be given the option to stay in their current school or switch to a school closer to their home.

An additional benefit close to home classes for special education is more efficient, timely transportation for all students.



Early Intervention

Early intervention allows us to develop relationships with students and families before they start kindergarten.

Currently, there are no district classrooms available for IU early intervention classes. Students are being transported to other districts, such as districts located on the West Shore.

We could add these classes to the newly acquired buildings and in the current elementary buildings.

The current cost per year is over \$700,000 just for transportation of early intervention students.



Images from caiu.org

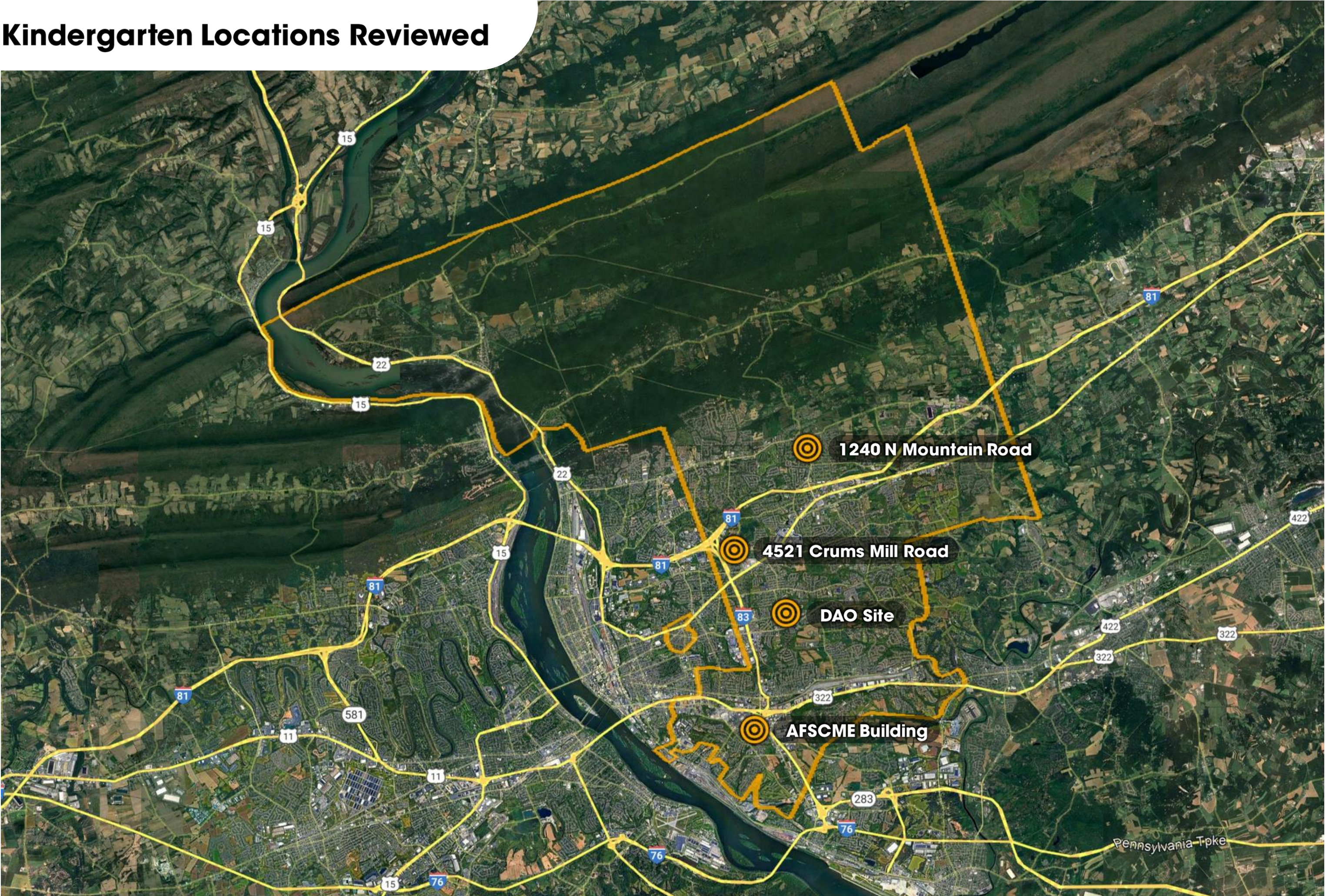


Building Acquisition Cost

4251 Crums Mill Rd	2.8 million
4031 Executive Park Rd	2.1 million
75 S Houcks Rd	4.5 million
Total Investment	9.4 million



Kindergarten Locations Reviewed



Kindergarten Room Schedule

SIZES OF EXISTING KINDERGARTEN CLASSROOMS 2024-2025 SCHOOL YEAR

Total K Rooms	25
Average	1,051 sf
Smallest	714 sf
Largest	1,404 sf

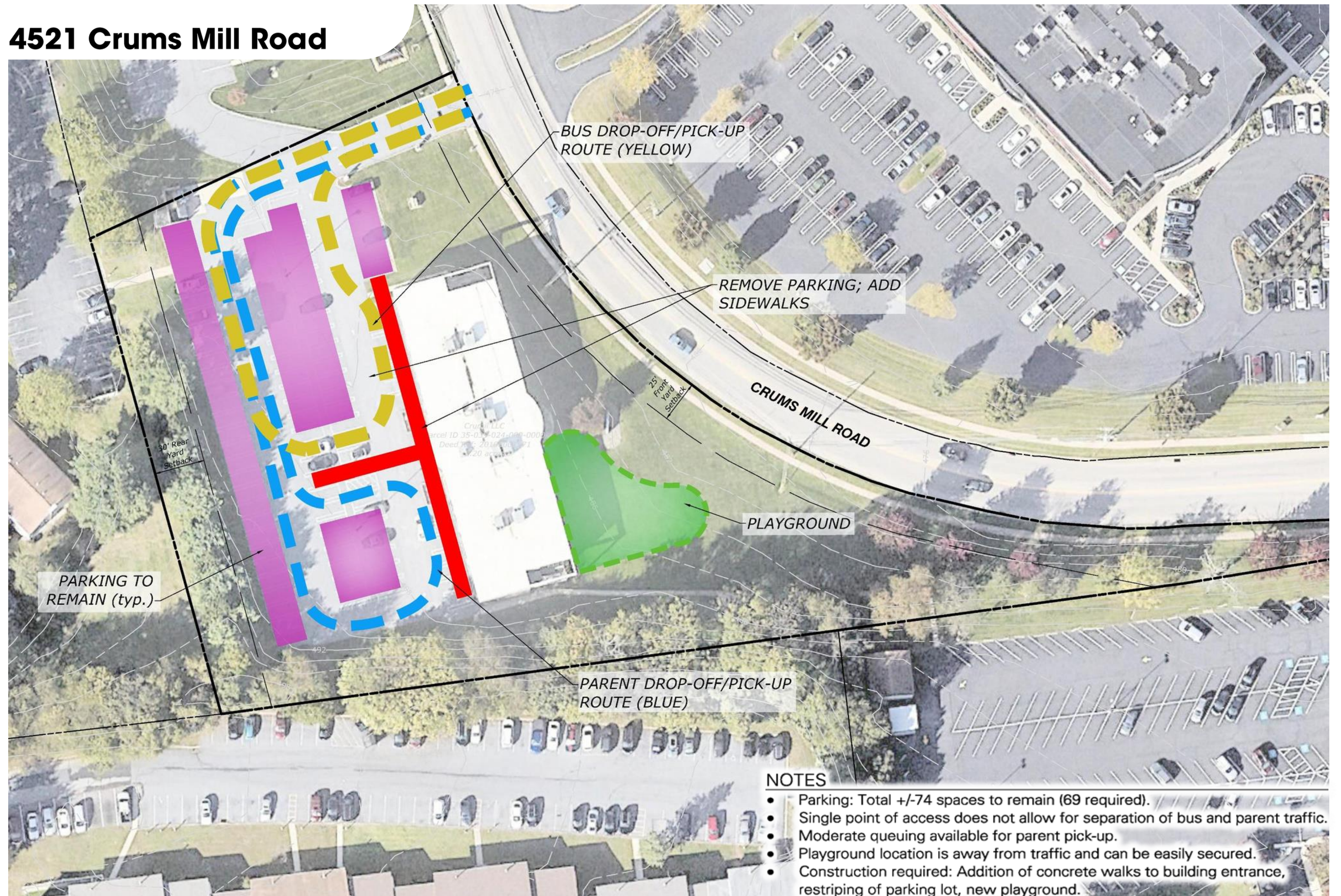
SF	SF	SF
Chambers Hill	Linglestown	North Side
K1 1,226	K1 1,160	K1 1,297
EH Phillips	K2 1,264	K2 1,404
K1 1,169	Middle Paxton	Paxtang
K2 1,279	K1 1,033	K1 813
Lawnton	Mountain View	K2 806
K1 714	K1 948	K3 799
K2 791	K2 945	K4 1,020
South Side	Tri-Community	Paxtonia
none (at Paxtang)	K1 989	K1 1,129
West Hanover	K2 982	K2 1,181
K1 976		K3 1,258
K2 976		Rutherford
		K1 1,060
		K2 1,060

4521 Crums Mill Road

Total Area: 21,333 SF
Classrooms: 9 / 2 SE
Capacity: 214 Pupils



4521 Crums Mill Road

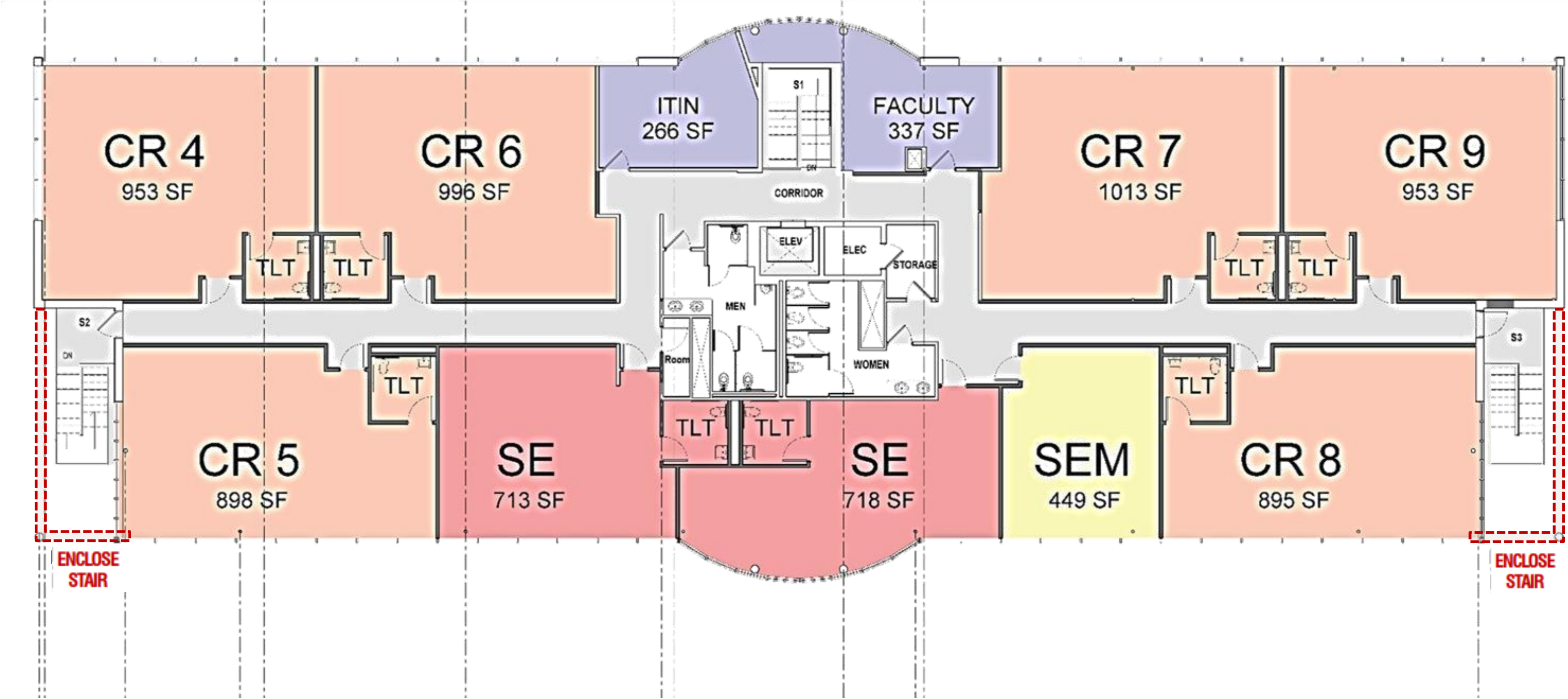


4521 Crums Mill Road



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| CLASSROOMS | SPECIAL EDUCATION | SEMINAR | CAFETERIA |
| ADMINISTRATION | GUIDANCE | HEALTH | KITCHEN |

4521 Crums Mill Road



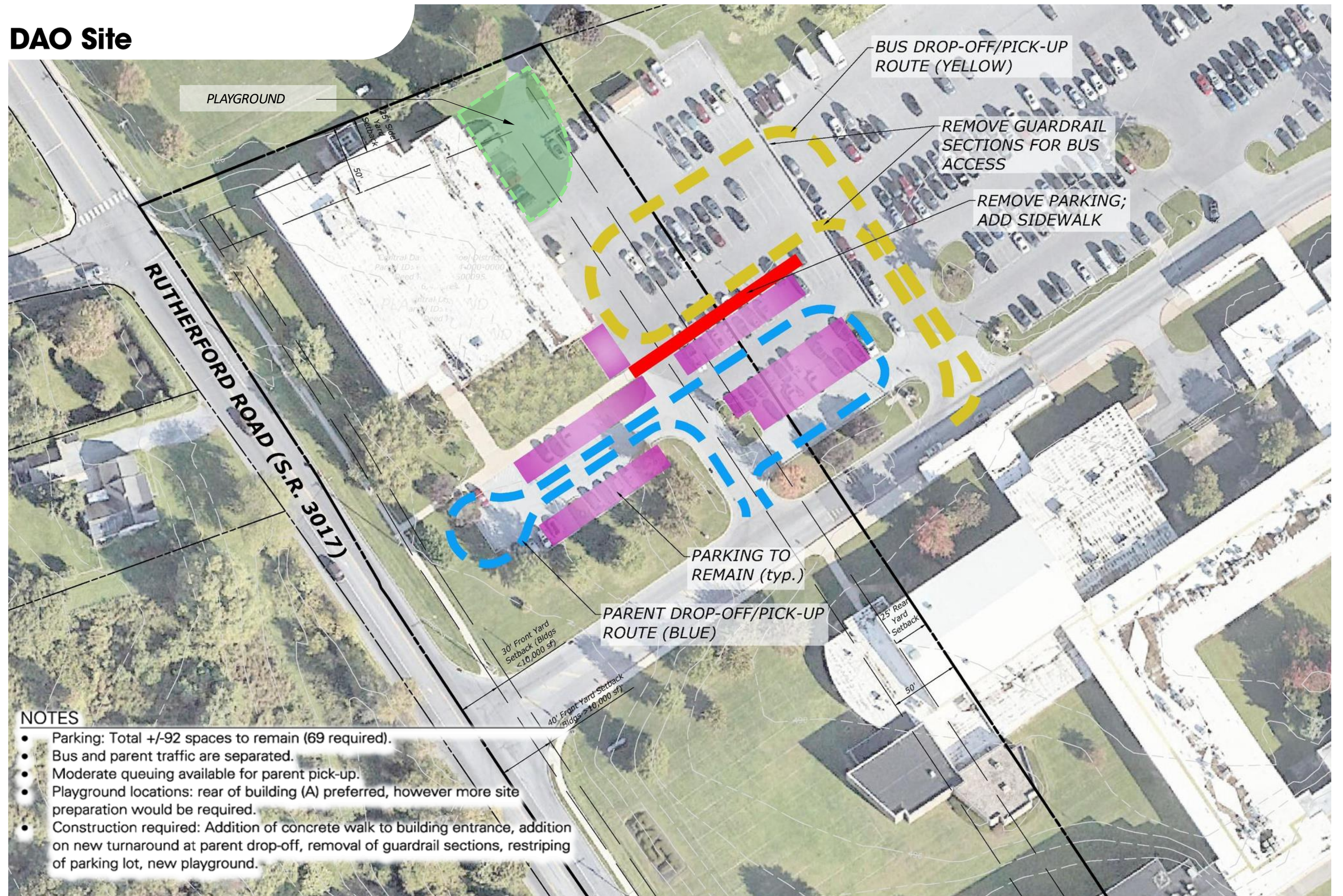
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| CLASSROOMS | SPECIAL EDUCATION | SEMINAR | CAFETERIA |
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DAO Site



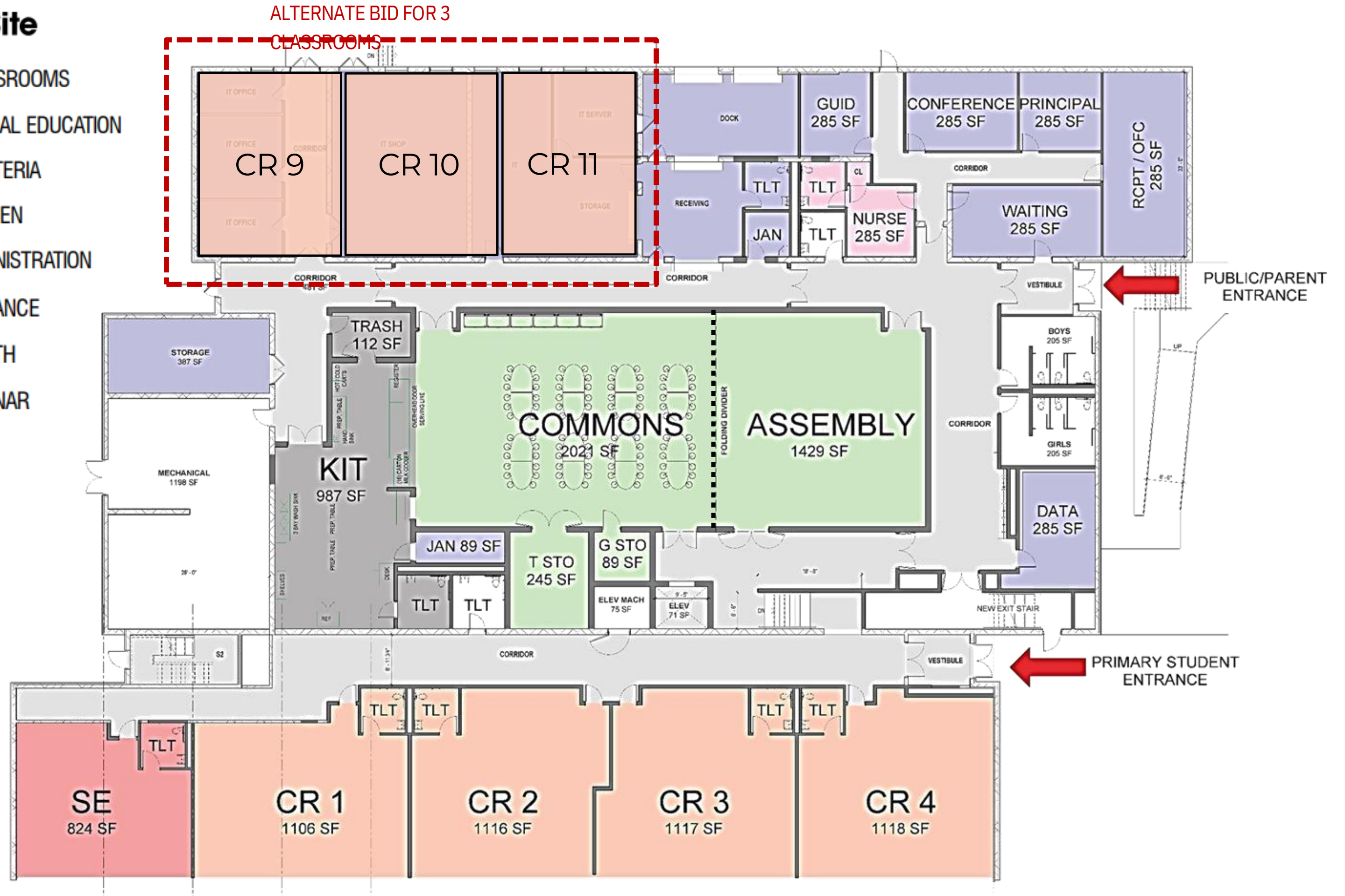
Total Area: 32,697 SF
Classrooms: 8 / 2 SE
Capacity: 192 Pupils
w/alt: 258 Pupils

DAO Site



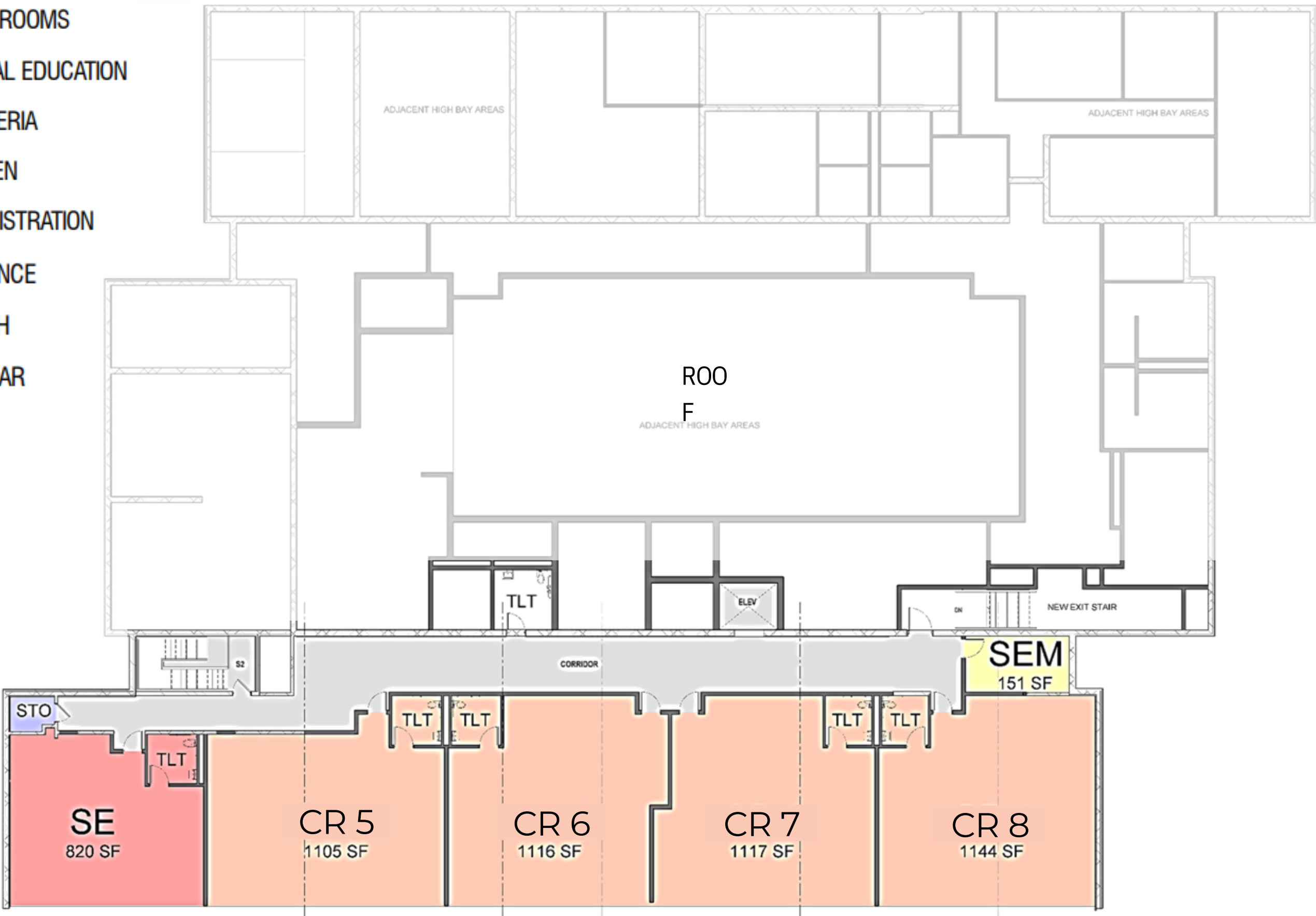
DAO Site

- CLASSROOMS
- SPECIAL EDUCATION
- CAFETERIA
- KITCHEN
- ADMINISTRATION
- GUIDANCE
- HEALTH
- SEMINAR



DAO Site

- CLASSROOMS
- SPECIAL EDUCATION
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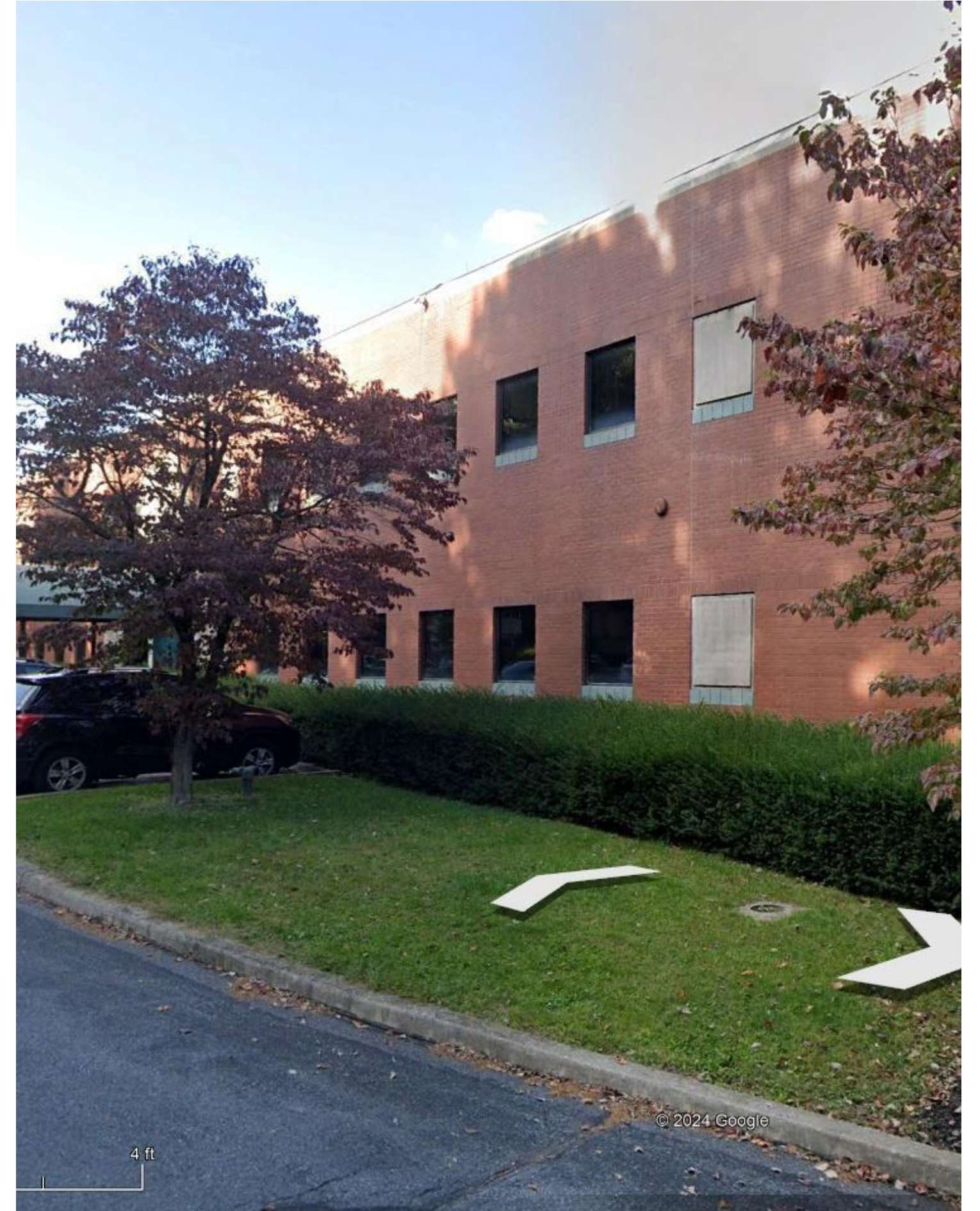


AFSCME Building

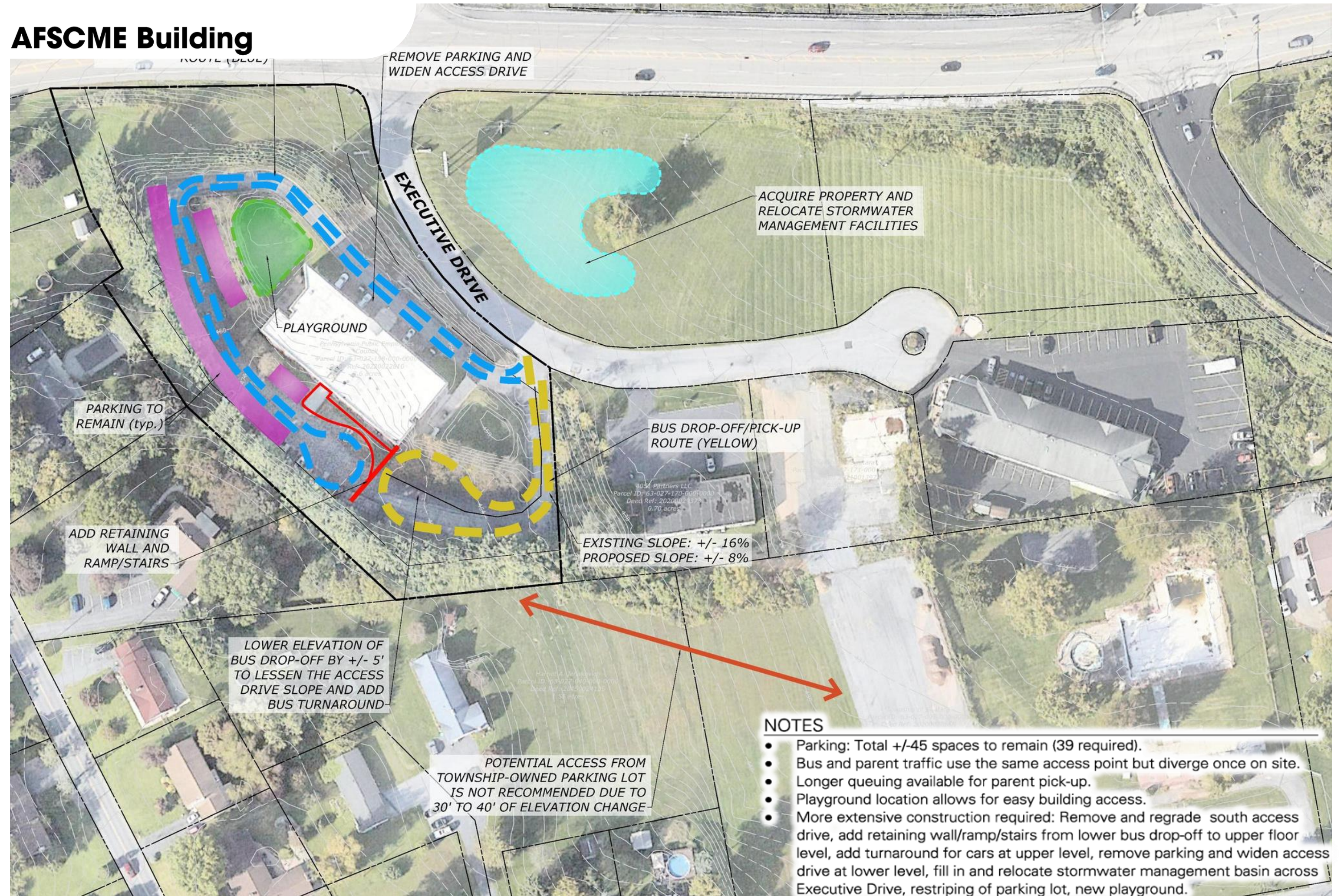


Total Area: 32,187 SF
 Classrooms: 12 / 3 SE
 Capacity: 288 Pupils

AFSCME Building



AFSCME Building

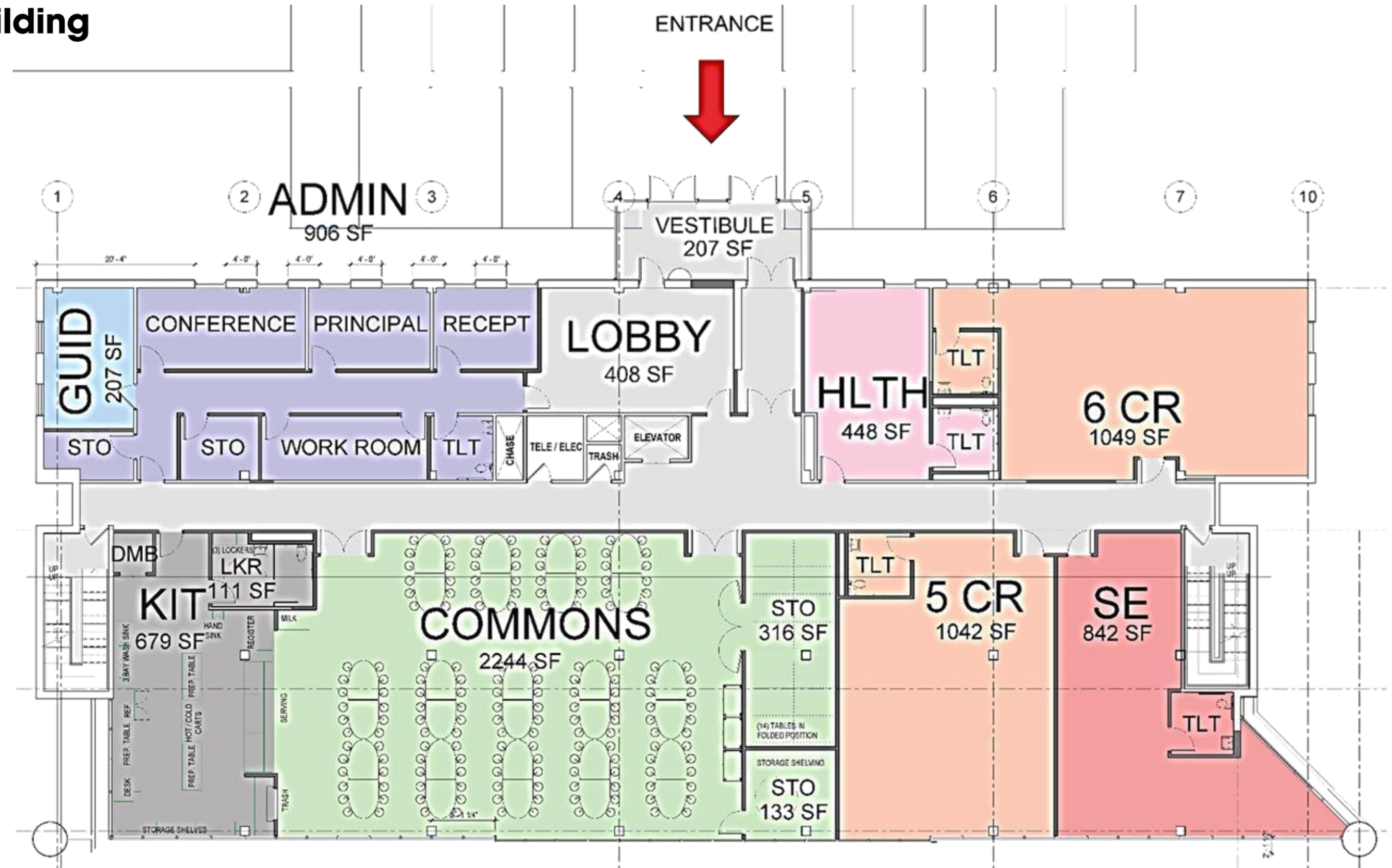


AFSCME Building



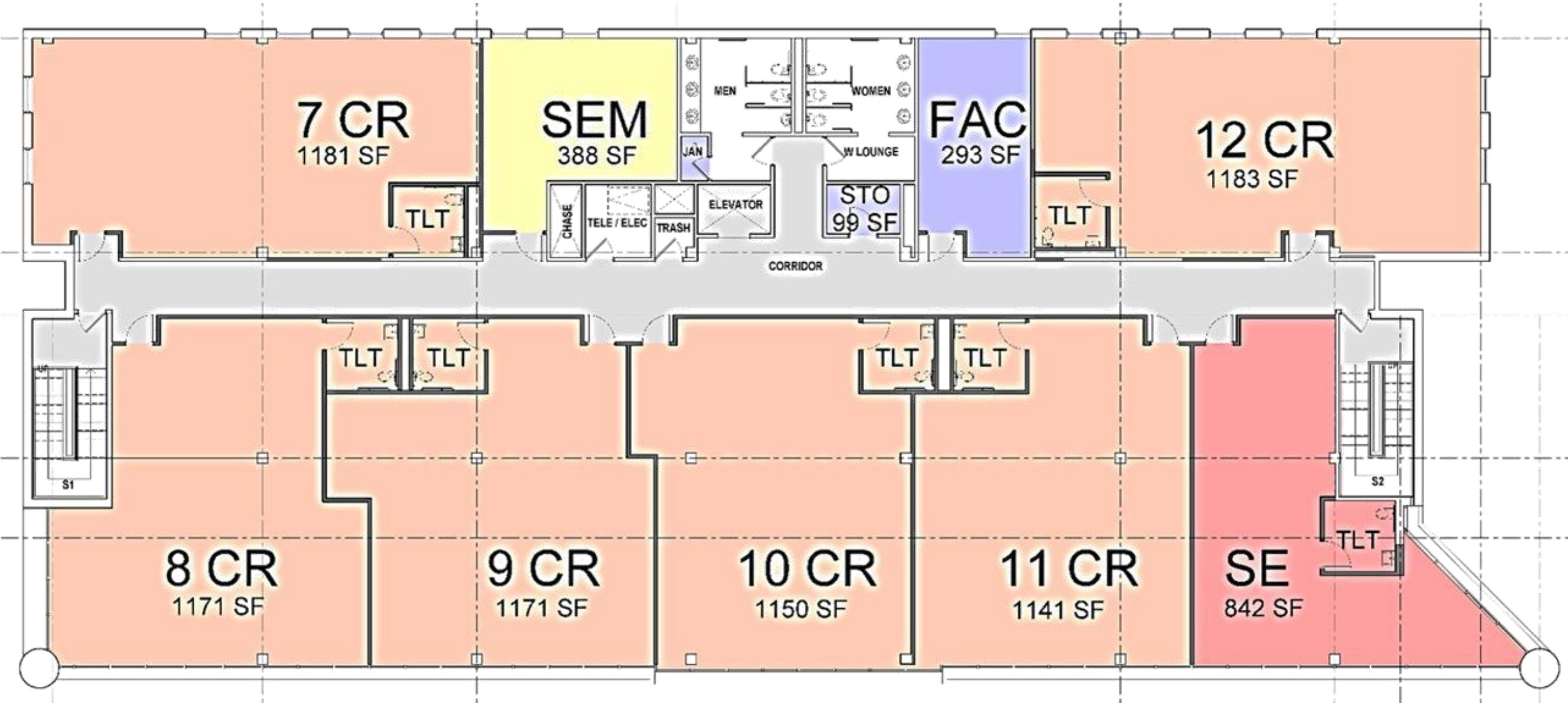
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| CLASSROOMS | SPECIAL EDUCATION | SEMINAR | CAFETERIA |
| ADMINISTRATION | GUIDANCE | HEALTH | KITCHEN |

AFSCME Building



- | | | | |
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AFSCME Building



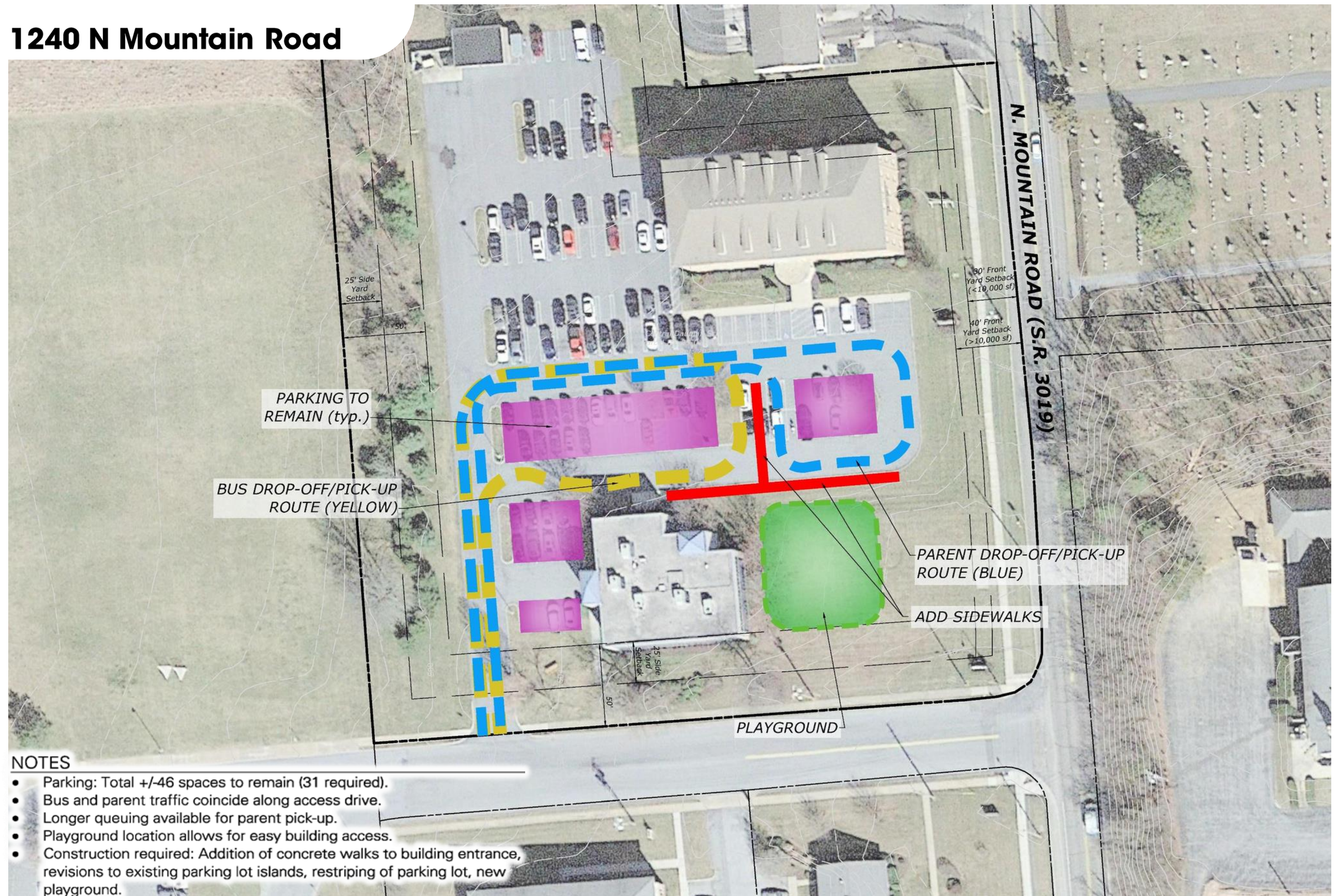
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1240 N Mountain Road



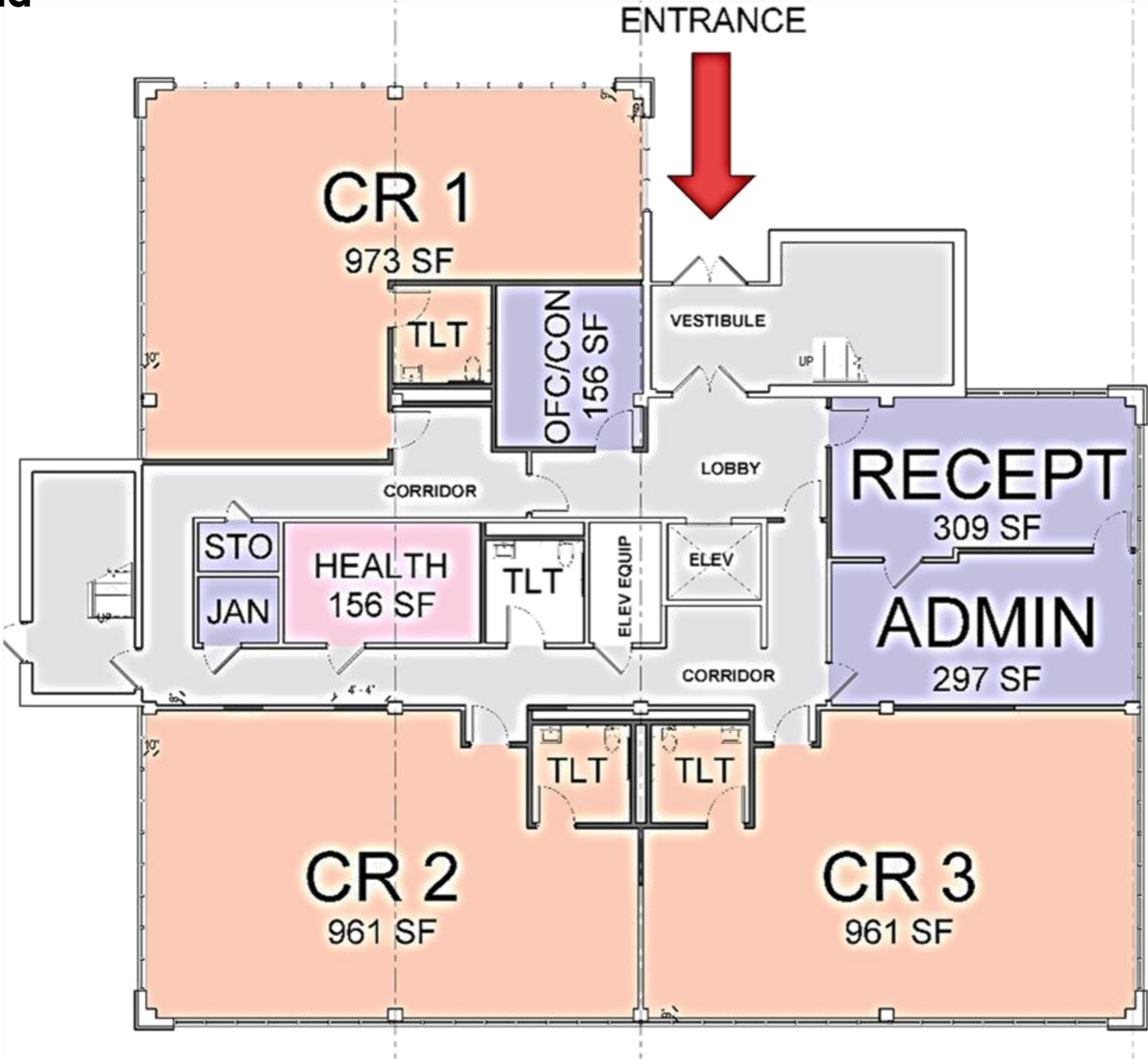
Total Area: 11,713 SF
Classrooms: 5 / 0 SE
Capacity: 110 Pupils

1240 N Mountain Road



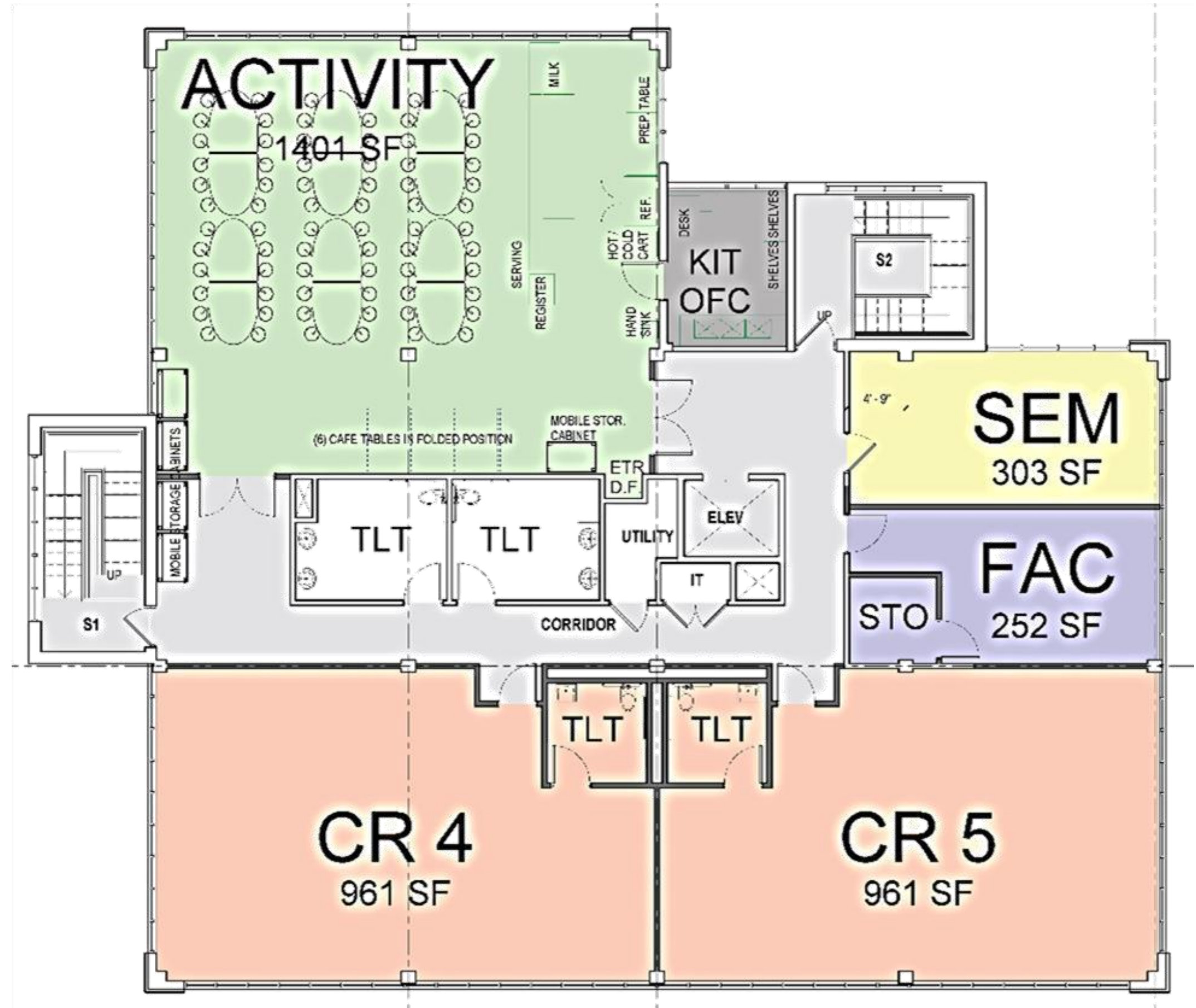
1240 N Mountain Road

- CLASSROOMS
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1240 N Mountain Road

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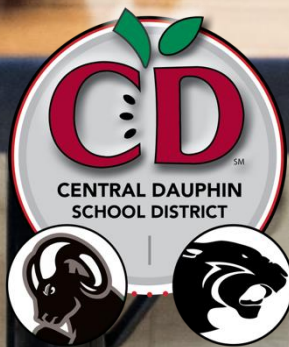


Financial Considerations

Estimated one-time cost of
materials needed per room

- Furniture \$8,000-\$10,000 \$8,000-
- School Related Materials \$10,000 \$10,000-\$17,000
- Technology

Estimated total
cost of materials \$550,000-\$800,000



Staffing Increase

Current

23 Kindergarten teachers cost -
\$2.7 million

Full Day for All Students

- 44 Kindergarten teachers estimated additional cost - \$2.5 million
- 9 Custodial staff estimated additional cost - \$790,000
- Health room staff
- Administrative staff

HR Staffing Process

1. New Kindergarten positions will be posed internally and on the district website.
2. Existing Kindergarten teachers will be transferred according to the process in the Collective Bargaining Agreement.



Finances

Capital costs for Building Acquisition & Renovations

- Costs are anticipated to be \$36 million.
- This will be paid through a Debt Issuance in early 2025.

Annual Operating Costs

- Anticipated to be \$3.5 million.



Other Options Considered

Build a new facility

Estimated cost per building =
\$40-\$50 million

Add on to existing buildings

Cost per building =
\$30-\$40 million

E. H. Phillips \$

In 2022 the proposal to expand
was \$27-\$29 million



Construction costs have been rising by 8% every 6 months.



Considerations

- Given the scope of the project, we are anticipating a later start time than Sept 2025.
- Daily start and end times at Kindergarten Centers need to be finalized based on transportation needs.



Next Steps

- Approval for new buildings on the Dec 3rd board meeting
- Close on new sites
- Plan for movement of staff
- Construction
- Determine the timeline for starting full-day Kindergarten
- Hire new teaching staff
- Purchase materials for new sites
- Move staff to new locations

Projected Outcomes

- Improved academic skills including literary and numeracy.
- Enhanced social skills.
- Greater number of students on or above grade level moving into 1st grade.
- More students achieve grade-level standards by the third grade.
- Decreased travel time for specialized transportation.
- Increased capacity and room to expand across the district.



Full Day Kindergarten Question and Answer

