

# Kennedy Conversations

March 30

April 7

Early Childhood  
COMMUNITY  
CENTER



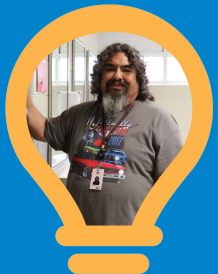
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Proposal



# Agenda

- History
- Strategic Plan Connection
- Research
- Douglas County's Work
- The Why
- The Proposal
- What's Possible
- Next Steps



**You can't control the wind,  
but you can adjust the sails.**





# The History

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# History/Timeline

- **1990 National Readiness Goal: “By 2000, All Children in America will Start School Ready to Learn.”**
- **1990 Lawrence Community Task Force Surveys Early Childhood (EC) Needs, Begins Fundraising**
- **1993 First EC Classroom Opens with Private Funds**
- **1994-2002 District Adds EC Classrooms at Various Elem. Schools**
- **1998 KSDE Begins Funding Four Year Old At Risk Program**
- **2003 EC Family Center Opens at East Heights**
- **2009 EC Educational Readiness Program Moves to Kennedy**
- **2013 President Obama Announces “Preschool for All” Goal**





# History/Timeline

- ***2018 Lawrence-Douglas County Public Health's Health Equity Report***
- ***2018 Douglas County Health Plan***
- ***2021 Anti-Poverty Plan Addition to Douglas County Health Plan***
- ***February 24, 2021, Budget and Program Evaluation Committee (BPEC) Votes to Send Kennedy Early Childhood Community Center Proposal to the Boundary Committee.***
- ***March 29, 2021, Boundary Committee Decides to Recommend Option 2 of Early Childhood Community Center Proposal that Transitions Kennedy K-5 to Prairie Park, New York, and Cordley to the School Board.***





# Strategic Plan Connection

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# Our Promise

Lawrence Public Schools will ensure that **students of all races, backgrounds, and abilities achieve at high levels, demonstrate proficiency** in reading by the third grade and in math by the eighth grade, and **graduate on time prepared for success** in college and careers.







# Student-Centered Learning

1. Meet students' unique academic, social, emotional, and behavioral needs.
  - a. Equip schools to effectively implement the district's multi-tiered, student-centered support system.
  - b. Set clear expectations for student instruction and ensure they are met through regular teacher observation and feedback.
2. Decrease barriers to college and career readiness PreK-12+.



# Data-Informed Decisions



1. Use data to inform all instructional decisions.
2. Develop systems that support student-focused, data-based decision-making.
  - a. Facilitate the accurate collection, analysis, use, and reporting of data.
  - b. Allocate resources according to research-based best practices for student success.





# The Research

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# Research

Researchers from five universities, led by the Harvard Graduate School of Education, analyzed 22 high-quality studies, which were conducted between 1960 and 2016. This meta-analysis found that children who attended high-quality ECE programs were less likely to be placed in special education, less likely to be retained in a grade, and more likely to graduate from high school than peers who didn't attend such programs. The study can be read here:

[Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes](#)

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. Their 2019 finding indicates Early Childhood Programs have a 91% chance of benefits exceeding costs with the third highest total benefit in the PreK-12 results. Read the results here:

[State early childhood education programs: Universal](#)

[State early childhood education programs: Low-income](#)



# Research (Cont...)

- Andrews, R.J., Jargowsky, P.A., & Kuhne, K. (2012). *The effects of Texas's targeted pre-kindergarten program on academic performance*. Cambridge, MA: National Bureau of Economic Research.
- Bania, N., Kay, N., Aos, S., & Pennucci, A. (2014). *Outcome evaluation of Washington State's Early Childhood Education and Assistance Program* (Document No. 14-12-2201). Olympia: Washington State Institute for Public Policy.
- Barnett, W.S., Frede, E.C., Mobasher, H., & Mohr, P. (1988). The efficacy of public preschool programs and the relationship of program quality to efficacy. *Educational Evaluation and Policy Analysis*, 10(1), 37–49.
- Frede, E., Jung, K., Barnett, W. S., Lamy, C.E., & Figueras, A. (2007). *The Abbott Preschool Program longitudinal effects study (APPLES): Interim report*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.
- Hustedt, J.T., Barnett, W.S., Jung, K. & Thomas, J. (2007). *The effects of the Arkansas Better Chance program on young children's school readiness*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.
- Hustedt, J.T., Barnett, W.S., Jung, K., & Figueras-Daniel, A. (2009). *Continued impacts of New Mexico pre-k on children's readiness for kindergarten: Results from the third year of implementation*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.
- Lipsey, M.W., Hofer, K.G., Dong, N., Farran, D.C., & Bilbrey, C. (2013). *Evaluation of the Tennessee voluntary prekindergarten program: End of pre-K results from the randomized control trial*. Nashville, TN: Vanderbilt University, Peabody Research Institute.
- Wong, V.C., Cook, B., & Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management*, 27(1), 122-154.
- Xiang, Z., & Schweinhart, L.J. (2002). *Effects five years later: The Michigan School Readiness Program evaluation through age 10*. Ypsilanti, MI: High/Scope Educational Research Foundation.





# Kindergarten Readiness

- The goal of Kindergarten Readiness is that each scholar enters kindergarten at age five socially, emotionally, and academically prepared for success.





2018  
Health  
Equity Report

LAWRENCE-DOUGLAS COUNTY  
Health Department  
HEALTHIER TOGETHER

Douglas County,  
Kansas

ACCREDITED HEALTH DEPARTMENT  
PHAB  
ADVANCING  
PUBLIC HEALTH  
PERFORMANCE  
NATIONWIDE HEALTH ACCREDITATION BOARD

-

# Douglas County Health Equity Report

1. Economic Stability (employment, poverty)
2. Education (early childhood development, literacy)
3. Social & Community Context (discrimination, civic engagement)
4. Health and Health Care (access to health insurance, health literacy)
5. Neighborhood & Built Environment (housing quality, crime and violence)



# United Way Anti-Poverty Coalition

## Reported employment barriers

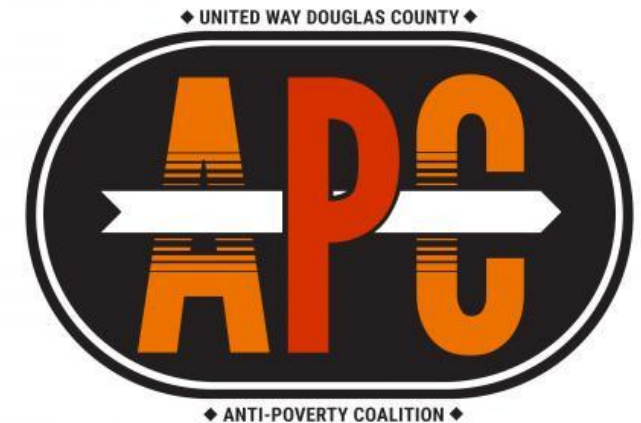
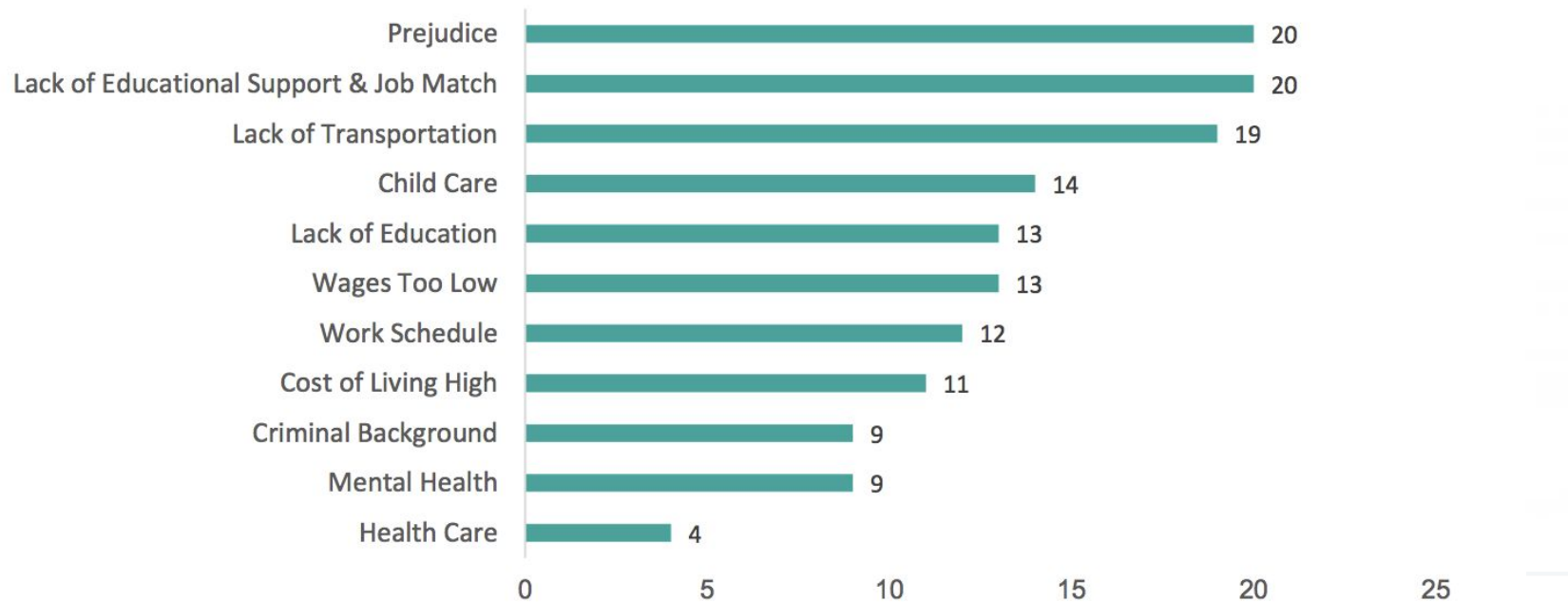


Figure 1: Top barriers to employment according to focused population, N=100



# Anti-Poverty Plan Focus Area: Children & Childcare

## Focus Area: Anti-Poverty

- Engagement of multiple sectors to support identification of strategies and implementation



- **Planned Strategy 1:** Launch a pilot to provide high quality and affordable early care and education for birth-kindergarten Black, Indigenous, and People of Color (0-K BIPOC) children/families.
- **Planned Strategy 3:** Develop a coordinated early care and education system to maximize childcare industry resource acquisition and efficiency.



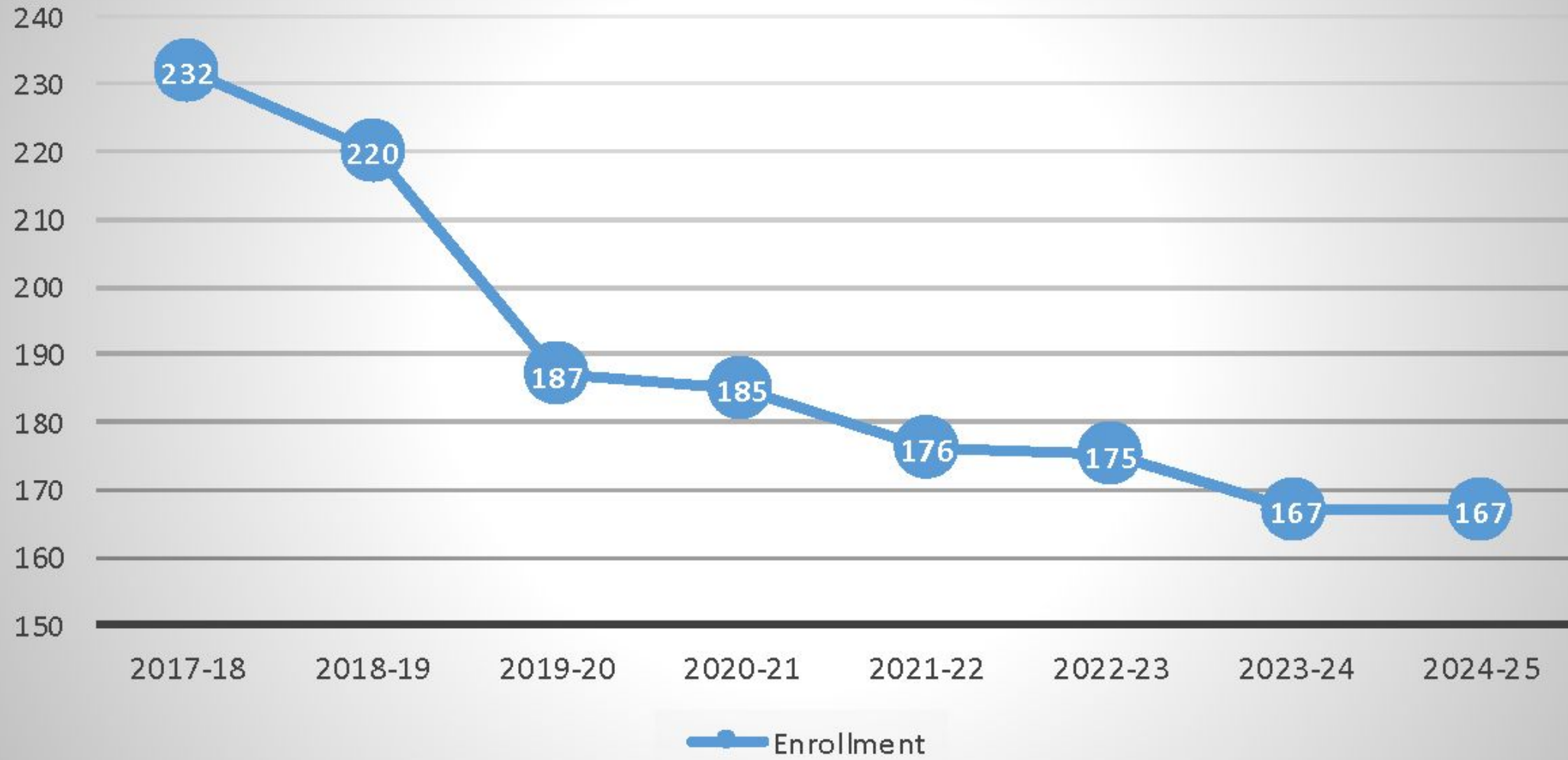
# The Why

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## Kennedy K-5 Enrollment Projections

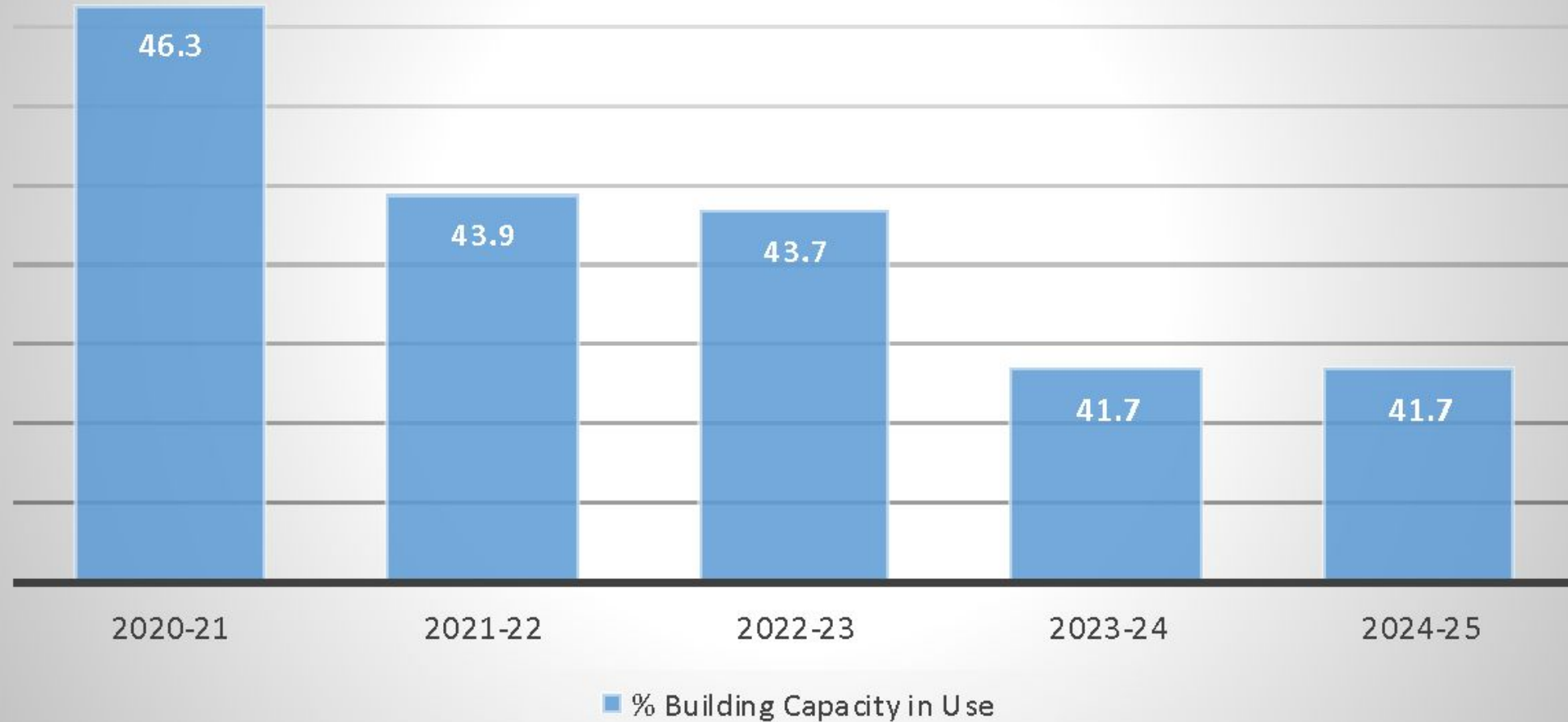


**Source: RSP & Associates**





## Kennedy K-5 Projected % Building Capacity in Use



**Source: RSP & Associates**

# Enrollment Decline Affects Budget

- *Kansas school finance formula is based on Full Time Equivalency (FTE) of student enrollment. Lawrence experienced a 647.9 FTE enrollment decrease and a 307.4 weighting FTE decrease in the fall of 2020.*
- *Unaudited estimates reflect a \$1.8 million loss of funding in the current fiscal year ending June 30, 2021.*
- *The estimated permanent and ongoing loss of funding into fiscal year 2021-22 is \$1.2 million. (Assumes 50% of students that enrolled but did not attend this year return in the fall of 2021.)*
- *Unless student enrollment returns to 2019-2020 levels or higher, the 2022-2023 fiscal year could bring additional funding decreases.*
- *Budget & Program Evaluation Committee (BPEC) Voted to Support Kennedy Early Childhood Community Center Proposal*



# The Proposal

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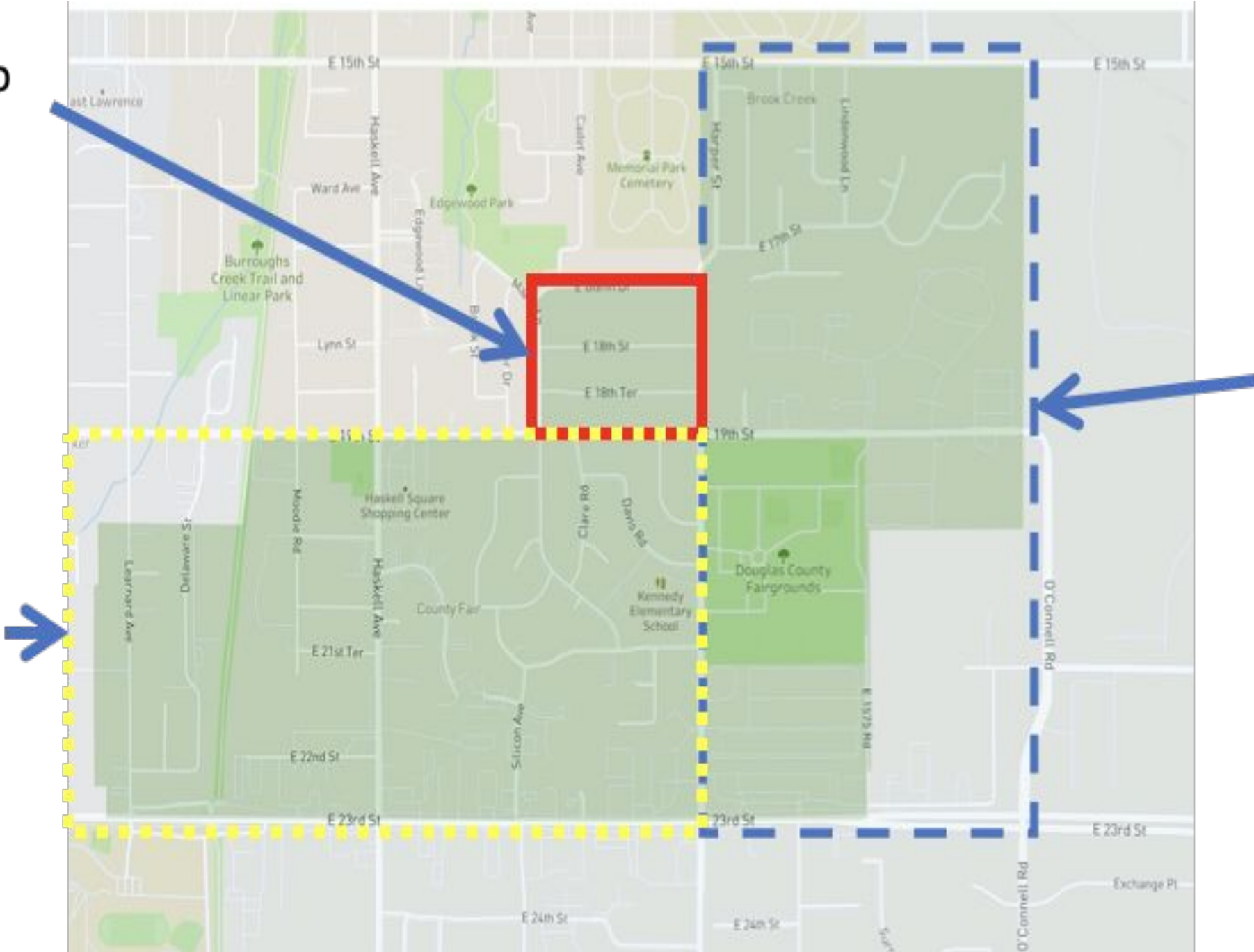
# Potential Staffing/Budget Impacts of EC Proposal

- *Staffing at each building is based on student enrollment for that building. Positions are assigned to each building based on a position control model.*
- *Teacher-student thresholds are applied, resulting in FTE calculations determining the staffing level for each building.*
- *Other positions are assigned as a certain FTE per building. The following summary is an estimated change as a result of this proposal.*
- *Estimates are subject to change based on enrollment audit and actual fall 2021 attendance.*

Moving to  
New York

Moving to  
Prairie Park

Moving to  
Cordley



# Estimated Savings of Boundary Committee Recommendation: Option 2

*All information is subject to change based on actual attendance in fall 2021*

Positions reduced through attrition. Staff will be placed and/or have the opportunity to be placed in other open positions within the school district.

Teacher positions net decrease of 6.0 FTE: 11 FTE Kennedy was projected to need for 2021-2022 less additional 4.0 FTE needed at Prairie Park and additional 1.0 FTE needed at Cordley.

<b>OPTION 2 Kennedy to Prairie Park, New York and Cordley</b>		
Teachers	(6.000)	(388,008)
Principal	(1.000)	(109,686)
Administrative Assistant	(1.000)	(37,673)
Guidance	(1.000)	(64,810)
Learning Coach	(0.500)	(33,041)
Nursing	(0.600)	(35,882)
HOA	(0.375)	(9,644)
Library Media Specialist	(0.700)	(46,516)
Library Media Assistant	(0.438)	(12,033)
Add Secretary	0.500	15,080
	<b>(11.113)</b>	<b>(722,214)</b>

*Average cost of position, including salary and all other employer costs.*



# Boundary Recommendation Option 2 Impacts at New York

## Estimated Impact to Classroom Sections Based on Projections

*All information is subject to change based on actual attendance in fall 2021 for 2021-2022*

LOCATION	KDG				K SECTIONS (AUTO)		Sum of Sections(AUTO)				1ST				1ST SECTIONS (AUTO)				Sum of Sections(AUTO)				2ND				2ND SECTIONS (AUTO)				Sum of Sections(AUTO)				3RD				3rd SECTIONS (AUTO)				Sum of Sections(AUTO)				4TH				4TH SECTIONS (AUTO)				Sum of Sections(AUTO)				5TH				5TH SECTIONS (AUTO)				Sum of Sections(AUTO)				TOTAL ENROLL (AUTO)		TK2	T3	T45	BASE SECTIONS	Increase																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						

- Initial estimates indicate no change to sections.
- New York Elementary is a Title I school and would continue to be a Title I school.

# Boundary Recommendation Option 2 Impacts at Cordley

## Estimated Impact to Classroom Sections Based on Projections

*All information is subject to change based on actual attendance in fall 2021 for 2021-2022*

LOCATION	KDG				K SECTIONS (AUTO)		Sum of Sections(AUTO)				1ST				1ST SECTIONS (AUTO)		Sum of Sections(AUTO)				2ND				2ND SECTIONS (AUTO)		Sum of Sections(AUTO)				3RD				3rd SECTIONS (AUTO)		Sum of Sections(AUTO)				4TH				4TH SECTIONS (AUTO)		Sum of Sections(AUTO)				5TH				5TH SECTIONS (AUTO)		Sum of Sections(AUTO)		TOTAL ENROLL (AUTO)		TK2	T3	T45	BASE SECTIONS		Increase																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

- Initial estimates indicate 1 new section, as a Title I school based on current thresholds.
  - No new sections if Cordley remains a non-Title I school.
  - Determination of Title I status is being evaluated and is unknown as of this date (3/29/2021).
- A walkthrough indicates Cordley has the capacity to add up to 5 classrooms.
- Cordley is currently not a Title I school.

# Boundary Recommendation Option 2 Impacts at Prairie Park Elementary

## Estimated Impact to Classroom Sections Based on Projections

*All information is subject to change based on actual attendance in fall 2021 for 2021-2022*

LOCATION	KDG				K SECTIONS (AUTO)		Sum of Sections(AUTO)				1ST				1ST SECTIONS (AUTO)		Sum of Sections(AUTO)				2ND				2ND SECTIONS (AUTO)		Sum of Sections(AUTO)				3RD				3rd SECTIONS (AUTO)		Sum of Sections(AUTO)				4TH				4TH SECTIONS (AUTO)		Sum of Sections(AUTO)				5TH				5TH SECTIONS (AUTO)		Sum of Sections(AUTO)		TOTAL ENROLL (AUTO)		TK2	T3	T45	BASE SECTIONS	Increase																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

- Initial estimates indicate four new sections, as a Title I school based on current thresholds.
  - Four new sections if Prairie Park remains a non-Title I school.
  - Determination of Title I status is being evaluated and is unknown as of this date (3/29/2021).
- A walkthrough indicates Prairie Park has the capacity to add up to 5 classrooms without changing existing special education needs.
- Prairie Park is currently not a Title I school.



# What's Possible?

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# What's Possible?

- Expansion of quality early childhood seats for families that qualify
- Center-based medical and dental clinics
- Center-based behavioral health
- Human services providers
- Early childhood partners professional development
- Early childhood provider incubator
- Impact on:
  - Early learners and their families
  - Economic development
  - Poverty
  - Workforce
  - Social determinants of health



# Next Steps

- Kennedy Conversation April 7, 6-7 p.m.
- Launch Thought Exchange - April 1
- Lawrence Board of Education Meeting – April 12

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