

# FAMILIES, EDUCATION, PRESCHOOL, AND PROMISE LEVY OVERSIGHT COMMITTEE

Seattle Municipal Tower | 700 5<sup>th</sup> Ave (Room 4050) | Seattle, WA 98104

Thursday, May 23, 2019

## MEETING MINUTES

### I. Call to Order

Dwane Chappelle called the meeting to order at 4:00 p.m.

### II. Attendees

Members Present: Stephan Blanford, Mackenzie Chase, Donald Felder, Councilmember Lorena González, Eden Mack, Erin Okuno, Constance Rice, Nicole Grant, Michael Stone (SPS), Greg Wong, Phyllis Campano

Others Present: Dwane Chappelle (DEEL), Holly Campbell (DEEL), Erica Johnson (DEEL), Monica Liang-Aguirre (DEEL), Austin Miller (DEEL), James Bush (Seattle Public Schools), Hong-Nhi Do (Seattle Public Schools), Kurt Buttleman (Seattle Colleges)

### III. Reports

The meeting began with a welcome and introduction by Dwane Chappelle, Director of the Seattle Department of Education and Early Learning (DEEL), followed by a review of the meeting's outcomes, and approval of the April 25 meeting minutes. Director Chappelle continued the meeting with a reading of the Color Brave Space principles, which encourage equality within meeting spaces and opportunities for all participants to have equal voices at the table.

#### Decision-Making

Austin Miller, DEEL's Community and Engagement Strategic Advisor, briefly reviewed the decision-making system previously used by the Levy Oversight Committee (LOC). The Fist to Five system, which is accomplished by raising hands as in voting with the number of fingers raised to indicate the level of agreement, has been used by the LOC to note consensus and hear different perspectives:

- A fist means, "I vote NO."
- 1 finger means, "I'll just barely go along."
- 2 fingers means "I don't much like this but I'll go along."
- 3 fingers means, "I'm in the middle somewhere. Like some of it, but not all."
- 4 fingers means, "This is fine."
- 5 fingers means, "I like this a lot, I think it's the best possible decision."

Following the review of the Fist to Five process, it was recommended that the LOC continue to use this system as the means for decision-making in accordance with Section 5.2 of the LOC's draft bylaws.

### Seattle Preschool Program Annual Report

Monica Liang-Aguirre, DEEL's Director of Early Learning, prefaced the Annual Report presentation by explaining that the Seattle Preschool Program (SPP) Annual Report serves as both an annual report for the 2017-2018 school year as well as a current status report of where we currently are. However, going forward, DEEL would like the LOC to provide direction on how DEEL collects data and how the information should be presented to the LOC. Specifically:

1. How should DEEL disaggregate FEPP data?
2. Are you [the LOC] interested in any "deep dives" to learn more about specific strategies?
3. What is the preferred format for reporting to the LOC and with what frequency?

### *SPP Overview*

Per the LOC's previous request, a dashboard was created to show SPP data to display the programmatic goals that were set out for SPP in terms of its basic tenets. The dashboard highlighted the implementation areas for SPP (e.g., access to high-quality preschool and quality outcomes), along with their associated goals, current status, and goal justifications.

### *Providers and Delivery Models*

Monica Liang-Aguirre continued the presentation with an overview of the SPP's expansion since 2015, highlighting specifically the program's expansion from South Seattle to North and West Seattle, and the increase in the total number of classrooms and Family Child Care homes since 2015-2016.

Question 1: Many low-income students do not have access to childcare centers and rely on family, friends, and neighbors for child care. Has there been any thought on how to expand SPP to family, friends, and neighbors to improve the quality of care and to assist with Kindergarten readiness?

- Answer: In FEPP, family, friends, and neighbors are not part of the expansion plan; however, it is an area that DEEL is looking at in its birth-to-three work funded by the Sweetened Beverage Tax.

Question 2: Please explain why the Alternate Pathway/Waiver Process, which has already been developed, has not been utilized to date.

- Answer: In retrospect, the program itself may have been too rigorous and may have contained too many barriers (e.g., creating a portfolio and demonstrating competency in specific areas). However, DEEL is currently looking to make the Alternate Pathway/Waiver Process more accessible while also maintaining the same quality requirements.

Additional highlights of the SPP Annual Report presentation included:

- Increased access to SPP via the development of facilities (e.g., 320 new preschool slots through direct investment; new playgrounds at two Seattle Public School elementary schools; and 7+ new classrooms in child care centers).
- As of April 2019, 1,477 children were enrolled in SPP, in which 78% were children of color and 30% spoke a primary language other than English.
- Beginning in September of 2019, the free tuition threshold will be increased to 350% federal poverty level.
- 70% of 2018-19 SPP lead teachers meet or exceed Teacher Education Standards.
- Kindergarten Readiness - 86% of 4-year-olds in SPP children who received a Spring Teaching Strategies Gold (TSG) met or exceeded widely held expectations in all 6 domains; while another 6% met or exceeded in 5 of the 6 domains (cognitive, language, literacy, math, physical, and social-emotional).
- 97% of SPP families were satisfied with the overall SPP experience.

#### *Disaggregating the Data*

Holly Campbell, DEEL Data Scientist, continued the meeting by providing the LOC with an overview of the many data sources and choices available to DEEL's Performance and Evaluation Team. She stated that one of the challenges with all these data sources is taking all the data sources and trying to make them align considering the varying degrees in which the data is collected. She also provided an in-depth description of Federal 7 and race/ethnicity data collection methods. During this portion of the meeting, there was also robust discussion on ensuring that the racial categories used within the current data collection methods are correct and accurate.

## **VI. Adjournment**

The meeting was adjourned at 5:34 p.m.