DRAFT - March 30, 2015

The Seattle Preschool Program Plan

DEMONSTRATION PHASE: 2015-2018

DEPARTMENT OF EDUCATION AND EARLY LEARNING

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Section A: Overview

On November 4, 2014, Seattle voters approved a four-year, $58 million property tax levy to provide "accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement" (City of Seattle Proposition 1B, preamble). The City of Seattle's Department of Education and Early Learning (DEEL)[1] will manage this investment. DEEL's mission is to ensure that all Seattle children have the greatest opportunity to succeed in school and in life and to graduate from high school ready for college or a career.[2]

The following legislation informed the development of the Implementation Plan and this Program Plan:[3,4]

- Ordinance 124509, which was approved by the Seattle City Council on June 23, 2014 and signed by Mayor Edward B. Murray on June 27, 2014. This was the ordinance that established Proposition 1B.
- The Seattle Preschool Program (SPP) Action Plan, proposed by Mayor Murray and amended by the City Council on June 23, 2014, was approved as an attachment to Ordinance 124509. It contains the Seattle Preschool Program's core program standards.
- Resolution 31527, a "resolution relating to the Seattle Preschool Program; outlining the elements to be addressed in a subsequent Seattle Preschool Program Implementation Plan, which shall be adopted by ordinance prior to the implementation of a Seattle Preschool Program," was also approved by the City Council on June 23, 2014.

The Seattle Preschool Program Implementation Plan, submitted to City Council in March 2015, sets forth the principles and policies for the SPP. As a companion to the SPP Action Plan, it also details requirements, application procedures, funding mechanisms, and evaluation criteria for SPP-funded programs and services.

This **Seattle Preschool Program Plan** is a comprehensive guide for all operational details related to the first four years of the Seattle Preschool Program. Information contained herein that is not also included in the SPP Action Plan or Implementation Plan is subject to data-driven course corrections as needed in accordance with City Ordinance.

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[1] Formerly the Office for Education (OFE).
[2] According to Ordinance 124650.
[3] The full text of all relevant legislation may be found in Appendix II.
[4] In Seattle, Ordinances are items of legislation that have the force of law; before they are approved by Council they are known as Council Bills. The Seattle City Council has authority to create City policies and budgets in the form of Ordinances. Ordinances must comply with terms of the U.S. and Washington State constitutions, the general laws of the City and State and the City Charter. The City Council may also offer its collective opinion on matters in the form of Resolutions. Resolutions are items of legislation that are advisory or policy-oriented in nature. Sometimes Resolutions are used to approve grant applications, set hearing dates or take actions that do not commit the City to expenditures. For more information, see: http://www.seattle.gov/council/legdb.htm

A-1 Goals and Outcome Funding Framework

The long-term goal of the Seattle Preschool Program is to serve all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.

Based on data from other cities with universal pre-kindergarten[5] (pre-K) programs,[i] SPP projects to reach full implementation in 15 – 20 years when 80% of all 4-year-olds and 80% of 3-year-olds from families earning less than 300% of the federal poverty level are served. It is assumed that 20% of families with eligible children will choose not to participate.[6, ii]

The SPP Levy will expire in December 2018 at which time the Mayor, City Council, and voters will determine how to proceed with expanding access to quality preschool for Seattle children. The SPP Levy will fund preschool classes through June 2019. Future funding plans will be accompanied by detailed plans for SPP expansion.

DEEL contracts are managed using an Outcome Funding Framework. An outcome funding framework is a data-driven framework that holds government agencies, and those with whom they contract, accountable for tracking and reporting the results obtained through the investment. During the contract negotiation process, DEEL works with agencies to set performance measures. If agencies meet or exceed annual targets, they are awarded performance pay. All SPP programs will be selected and evaluated using an outcome funding framework.

SPP investments will be made for the purpose of achieving the outcomes listed below. In the context of the Demonstration Phase of SPP, progress towards those outcomes will be used to measure success and to provide information for course corrections.

The City is investing SPP Levy proceeds to achieve the following outcomes city-wide:

- Children will be ready for school.
- All students will achieve developmentally-appropriate pre-academic skills.
- All students will develop both socially and emotionally.
- The readiness gap will be eliminated for SPP participants.

School readiness is measured by:

- The Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Assessments identified in the Comprehensive Evaluation Strategy (Evaluation Strategy), being prepared in partnership with external evaluation experts and due to Seattle City Council on August 3, 2015 (see the "Research and Evaluation" Section of this plan for more information).[7]

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[5] "Universal pre-K" programs are open to all children meeting age requirements. "Targeted pre-K" programs are limited to specific populations and are usually limited by income or federal poverty guidelines.

[6] The private school attendance rate in Seattle is estimated to be more than 20%. It is assumed that 20% of Seattle families will either choose to send their preschool-aged children to private schools or keep their children at home before kindergarten.

[7] The original due date for the Evaluation Strategy was June 1, 2015. An extension to August 3, 2015 was granted by Council President Burgess. The Comprehensive Evaluation Strategy will include plans for on-going quality

Academic achievement is measured by:

- Assessments identified in the Evaluation Strategy.

Each preschool provider agency that contracts with DEEL through SPP will have annual targets to meet. To achieve SPP outcomes, the City will set clear numeric targets and define and track indicators that measure progress toward these targets for each program and service. These targets will be set and indicators will be defined on an annual basis, so that organizations receiving investments clearly understand their goals and how success will be evaluated.

The indicators may include, but are not limited to:

- Scores on the Emotional Support, Classroom Organization, and Instructional Support domains of the Classroom Assessment Scoring System (CLASS®).
- Children meeting age-level expectations on the Teaching Strategies GOLD™ observational assessment.
- Children's scores on semi-annual administration of the Peabody Picture Vocabulary test (PPVT™-4).
- Classroom environmental ratings on the Early Childhood Environment Rating Scale-Revised (ECERS-R) or the Family Child Care Environment Rating Scale-Revised (FCCERS-R) subscale scores.
- Children's attendance.

Progress toward outcomes and indicators will also be measured using assessments and procedures identified in the Evaluation Strategy.

As referenced in Ordinance 124509, changes to the Seattle Preschool Program Implementation Plan will require approval by the City Council via ordinance under the following conditions:

- The priorities for contracting for preschool providers are reordered in such a way that the highest priorities established by the City Council's action are no longer in effect.
- The priorities for access to preschool services by children and their families are reordered in such a way that the highest priorities established by the City Council's action are no longer in effect.
- Enrollment in the program is below 75% of the projected enrollment in any given year the Mayor proposes expanding eligibility for access.

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assurance, process evaluation, and impact evaluation. It will be developed by external evaluation experts in consultation with DEEL staff.

A-2 Commitment to Racial Equity and Social Justice

Until race and family income are no longer predictive of aggregate school performance, the City has committed to make investments that will help all of Seattle's children succeed in school and life. Research shows that attending a high-quality preschool program can make a positive difference in a child's life, irrespective of the child's socioeconomic background or race. For this reason and others, the City of Seattle is dedicated to ensuring all children have high-quality early learning opportunities.

The Seattle Preschool Program is dedicated to ensuring that every aspect of the program advances racial equity and social justice and aligns with the City's Race and Social Justice Initiative.

> "The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City government. RSJI builds on the work of the civil rights movement and the ongoing efforts of individuals and groups in Seattle to confront racism. The Initiative's long term goal is to change the underlying system that creates race-based disparities in our community and to achieve racial equity."
>
> - City of Seattle, 2014

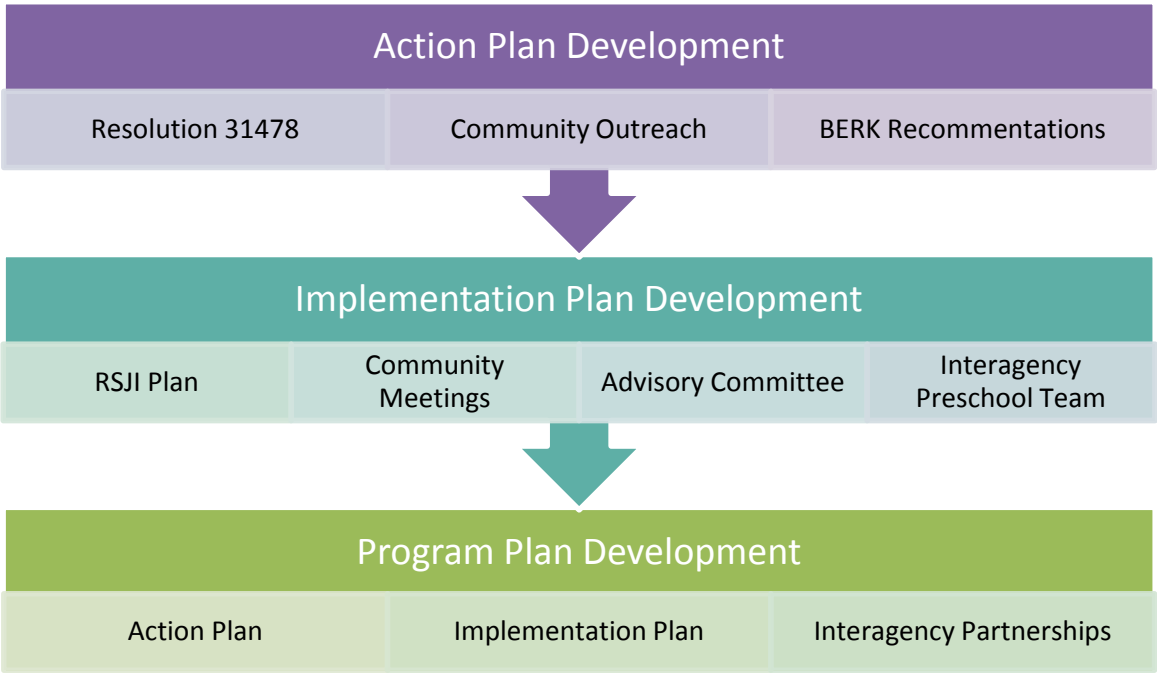
DEEL has taken a new approach to identifying and addressing race and social justice concerns than has been the norm in the City. In the past, City Departments applied a social justice lens to internal conversations. During the development of SPP, DEEL involved the community in the RSJI review process. Since racial equity and social justice are at the core of SPP, DEEL endeavored to maximize accessibility to the review process.

Programmatic choices that were included in response to equity concerns expressed by the community and the Advisory Committee[8] are included and footnoted throughout this Plan.

[8] See Section A-3.2 for details on the Implementation Planning process.

A-3 Seattle Preschool Program Planning Process

SPP: Development and Planning Process



A-3.1 Development of the Action Plan

The Final Recommendations of the WA Early Learning Technical Group

In 2010, the Washington Legislature passed Senate Bill 6759, which required the Office of Superintendent of Public Instruction (OSPI), with assistance and support from the Department of Early Learning (DEL), to convene a technical working group to develop a comprehensive plan for a voluntary program of early learning. The plan that resulted, *Washington Preschool Program: Increasing Access and Outcomes for Children (2011)*, prompted elected officials in Seattle to explore the possibility of a program that would provide voluntary, universal pre-K in Seattle.[9]

City Council Resolution 31478[10]

On September 23, 2013 the Seattle City Council heard compelling testimony about the positive effects that high-quality early childhood education can have on the lives of young children. The Council also heard how these positive effects on individual children can extend to lasting impacts on school systems, communities, and cities. This testimony inspired the Council to unanimously pass its Preschool for All

[9] For more information, access the plan at: http://www.del.wa.gov/publications/research/docs/PreschoolWorkgroupFinalReport_11012011.pdf

[10] For the full text of Resolution 31478, see: http://www.seattle.gov/council/issues/PreschoolforAll/docs/2013%2008%2023%20Resn_31478%20as%20adopted.pdf

Resolution (Resolution 31478), which endorses the creation of a voluntary, high-quality preschool program for all 3- and 4-year-old children in Seattle. The resolution directed the Seattle Office for Education (OFE, now DEEL)[11] to develop an Action Plan for making high-quality, affordable preschool available to all Seattle children. Resolution 31478 directed OFE to ensure that the program employs evidence-based approaches and aligns with current city and state efforts.

Consultants

In late 2014, DEEL released a request for proposals (RFP) to identify consultants to assist in the development of the Action Plan. The City selected BERK Consulting, in conjunction with Dr. Steven Barnett, Dr. Ellen Frede, and Columbia City Consulting, to prepare a report on how best to implement a high-quality preschool program that builds on the strengths of the current system. This report, *Recommendations for Seattle's Preschool For All Action Plan ("BERK's Recommendations"),* was submitted to the City on May 2, 2014.[iii]

As directed, these recommendations utilized evidence-based practices, incorporated community input, aligned with existing city and state early learning efforts, and addressed capacity-building needs. For each recommendation area, BERK included a summary of current research related to best practice, details of local context,[12] options for implementation, and their team's ultimate recommendation. The BERK Recommendations included guidance for program implementation, evaluation, as well as a comprehensive financial model to support the proposed recommendations.

Community Outreach

During the development of the Action Plan, DEEL conducted an extensive community outreach process in order learn more about community values and needs concerning the creation of a city-wide preschool program. Outreach occurred at many levels and in a variety of settings to encourage community participation.

DEEL's Community Outreach Manager met with over 80 organizations that included education providers, advocates, unions, cultural groups, and education-focused coalitions.

Additionally, DEEL convened workgroups on the following topics:

- Data Management
- Finance
- Health
- Infrastructure
- Program Quality and Capacity
- Workforce Development

The purposes of the workgroups were: (1) to provide the consultants with information about local practice and systems, (2) answer consultant questions, and (3) provide feedback to initial

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[11] Though DEEL was not established until January 2015, "DEEL" will be used throughout this Plan in lieu of "Office for Education" or "OFE" for the sake of continuity and simplicity.

[12] For example, BERK's Report lists the current requirements for teachers and assistant teachers working locally to provide a snapshot of current practice.

recommendations. The workgroups included representatives from the local early learning community, community-based preschool providers, school district representatives, education advocates, and teachers' unions. Over 110 people, representing over 60 organizations, volunteered their time on these workgroups.

DEEL also held four community meetings across the city in order to provide families with information about quality and solicit feedback on select topics. These meetings were spread geographically across the city. DEEL arranged dinner, childcare, and interpretation for community attendees.

The input that resulted from community engagement was tracked and reported in the *BERK Outreach Summary Report*.[iv]

Mayor's Action Plan, Ordinance 124509, and Proposition 1B

The Mayor's Action Plan[v] integrates BERK's research-based recommendations with community input in a four-year demonstration program to provide high-quality preschool to 3-and 4-year-olds in Seattle. This model aligns with best practice, but takes a measured approach to ensure the City focuses on quality before quantity. The Mayor transmitted his Action Plan to the City Council in May 2014.

Ordinance 124509 and the SPP Action Plan were unanimously passed by the City Council (with amendments) and sent to the November 2014 ballot.

On November 4, 2014 Seattle voters approved a property tax levy to fund the four-year demonstration phase of the Seattle Preschool Program— a voluntary, affordable, high-quality preschool program.

A-3.2 Implementation Planning

SPP RSJI Plan

During its deliberations of the Mayor's Action Plan, the City Council directed staff from the DEEL to create a racial equity toolkit to ensure the discussion of racial equity remained the center of the SPP planning process.

DEEL, along with the Office for Civil Rights and the Office of Immigrant and Refugee Affairs, convened an interdepartmental team to create this toolkit. It was formed by adapting the City's racial equity toolkit to fit the early learning community. Use of the toolkit yielded information that shaped the plan and influenced various policies. As SPP grows and develops, this interdepartmental team will meet regularly to advise DEEL around issues of racial equity and social justice.

Community Meetings

In November and December 2014, DEEL hosted a series of community meetings to elicit feedback on topics of interest and give community members a chance to influence the recommendations that would determine SPP policies. The topics included: Family Engagement, Dual Language Preschool Programs, Teacher Pathways to Certification, Curriculum Supports, Teacher Training, and Provider Contracting/Student Enrollment. These community meetings were coupled with online surveys that allowed participation from community members who were not able to attend the meetings. Community

meeting and survey feedback, as transcribed and reported by Nyawela Consulting,[13] is included as appropriate throughout this Plan and in its entirety in Appendix IV.

Advisory Committee

Once the Community Meetings concluded, the Mayor convened an advisory committee to transform community recommendations into policy statements that could potentially be incorporated into the final implementation plan. The advisory committee was composed of state policy makers, Seattle Public Schools staff, a Seattle Public Schools school board member, the Seattle City Council president, DEEL staff, the Washington State Department of Early Learning director, early learning providers, education advocates, union representatives, teachers, and parents. This committee reviewed and added to community feedback, identified common goals aligned with the guiding principles of SPP, and crafted policy statements. The committee generated 27 recommendations across the six topic areas. Notes, recommendations, and questions resulting from the Advisory Committee retreat were delivered to DEEL on 01/30/2015 and are including in Appendix V. They are footnoted throughout this Program Plan.

Interagency Preschool Team (IPT)

In early 2015, the City convened an interagency preschool team to operationalize policy statements and flesh out details. The team was comprised of representatives from various City departments (e.g., Parks, Finance and Administration, Human Services Department, Library, City Budget Office, City Council, Mayor Office, Office for Civil Rights, Office of Immigrant and Refugee Affairs, DEEL and others), as well as representatives from the State Department of Early Learning (DEL), Seattle Public Schools (SPS), and Public Health – Seattle & King County. This team served as the organization hub for five subcommittees that worked to operationalize policies in the areas of: Specialized Classroom Supports; Teacher Quality Supports; Enrollment/Selection/Revenue Collection; Facilities Investments; and Provider Contracting.

Implementation Plan

The SPP Implementation Plan was submitted to City Council in March 2015. It includes responses to direction provided by City Council in Resolution 31527 and expands on the SPP Action Plan.

Program Plan

This document, the Seattle Preschool Program Plan, includes a comprehensive description of the SPP planning and implementation process and all policies and operational details determined for SPP as of March 2015. It is subject to data-driven course corrections as needed. An updated version of this Plan will be available to the public on the DEEL website (http://www.seattle.gov/education). It will be submitted as a Clerk File.[14]

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[13] Nyawela is a Seattle-based company that works local and nationally to facilitate the creation of coalitions and collaborations and implement their strategic plans. Their primary focus is cultural competency and authentic community engagement. For more information, see: http://nyawela.com/.

[14] Clerk Files (prior to 1983, called Comptroller Files) are documents filed with the Clerk that in some cases Council considers and takes action on. They can be reports, appointments, supporting information for legislation, or many other types of documents.

Section B: Guiding Principles of the Seattle Preschool Program

Both City Council Ordinance 31527 and the SPP Implementation Plan adopt principles related to the implementation of the Seattle Preschool Program.

The core strategies for the Seattle Preschool Program:

1. Achieving quality through evidence-based successful practices.
2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
3. Making participation in the program voluntary for providers and participants.
4. Achieving the *ultimate* goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.
5. Providing free tuition for children from families earning at or below 300% of the federal poverty level.
6. Setting tuition on a sliding scale for families earning more than 300% of the federal poverty level with at least some level of subsidy for all families.
7. Establishing high standards for teacher education and training and supporting teachers in attaining these standards through tuition assistance and embedded professional development.
8. Compensating staff at levels designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.
9. Informing programmatic improvement through ongoing, independent evaluation.

- Ordinance 124509, preamble

Additionally, the Implementation Plan adopted the following principles:

Principle 1: SPP will ensure that quality is prioritized over quantity. In other words, the pace of growth will be dictated by the number of providers meeting threshold standards for quality as measured by Early Achievers, the Department of Early Learning's tiered quality rating and improvement system (QIRS). This principle is reflected in the following policies and practices:

- Budget projections accommodate 14 classrooms in the 2015–16 school year, 39 classrooms in the 2016–17 school year, 70 classrooms in the 2017–18 school year, and 100 classrooms in the 2018–19 school year. As of January 2015, 37 child care centers in Seattle have reached a "Quality Level of Excellence,"[15] which is a prerequisite for participation in SPP.
- SPP will not contract with providers below threshold standards as stipulated in the Action Plan and measured by the State's QRIS.
- SPP may open more classrooms per year than stated above if revenues exceed estimates and qualified providers are identified.
- If not enough qualified providers can be identified, SPP will reallocate funds to provider capacity building.[16]

Principle 2: SPP will leverage knowledge, resources, and programs implemented by the State Department of Early Learning, Seattle Public Schools, and the University of Washington's Childcare Quality and Early Learning Center for Research and Training to the fullest possible extent to ensure SPP Levy dollars are used efficiently and effectively. This principle is reflected in the following policies and practices:

- A draft memorandum of understanding (MOU) between the City and the State Department of Early Learning will be made available to City Council in March 2015 and finalized after the Implementation Plan is adopted by ordinance.
- A draft partnership agreement between the City and Seattle Public Schools will be made available to City Council in March 2015 and finalized, with Council input and approval, after the Implementation Plan is adopted by ordinance.

Principle 3: SPP contains opportunities for close collaboration between the City and institutional and community partners to avoid creating redundant, conflicting, and inefficient oversight structures and program standards and results in a cohesive, high-quality, cost-effective preschool program. This principle is reflected in the following policies and practices:

- To enable a higher degree of quality control and cost-effectiveness, City employees will provide professional development and coaching for SPP instructional staff.
- When viable, professional development, coaching, and quality assurance will be aligned with the efforts of the state Department of Early Learning to avoid redundancy and enable cost-savings.
- DEEL will create a plan to streamline the family application and provider contracting processes for all City-subsidized preschool programs by 2018.

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[15] The Quality Level of Excellence is defined by Washington State Department of Early Learning and measured by Early Achievers.

[16] Capacity building funds may be used to fund facility renovations and expansions as well as advising and tuition support for teachers to attain Bachelor's Degrees in Early Childhood Education.

Principle 4: SPP demonstrates a commitment to evidence-based practices that result in positive outcomes for participating children, including assessment and accountability tools based on child developmental outcomes. This principle is reflected in the following policies and practices:

- The SPP Action Plan, adopted by Ordinance 124509 and approved by voters on November 4, 2014, is grounded in research-validated and evidence-based practices that lead to positive outcomes for children.
- Evidence supporting each implementation area: School Readiness, Program Support, Capacity Building, Research and Evaluation, and Administration is included in the SPP Action Plan and Program Plan.

Principle 5: SPP creates a continuous quality improvement system that enables the City to improve program implementation and outcomes by identifying necessary course corrections in real time. This principle is reflected in the following policies and practices:

- DEEL will contract with independent evaluation experts to develop a Comprehensive Evaluation Strategy for SPP to be submitted to City Council on August 3, 2015.
- The Comprehensive Evaluation Strategy will contain plans and timelines for ongoing quality assurance, process evaluation, and impact evaluation.
- All units within DEEL's Early Learning Division have staff dedicated to quality assessment, assurance, and improvement.

Principle 6: SPP employs a mixed-delivery model that expands on the strengths of our current preschool community. This principle is reflected in the following policies and practices:

- Seattle Public Schools and community-based preschool providers are eligible to contract with DEEL as service providers.
- Providers that currently deliver preschool services through Head Start, Washington's Early Childhood Education and Assistance Program (ECEAP), or the City's Step Ahead program will be prioritized for funding, thereby giving these programs access to the quality improvements available through SPP.
- After initial program start-up the City will develop a Family Child Care (FCC) Pilot program to assess whether, and how, partnerships with FCC providers can be implemented to achieve the same quality standards attained by center- and school-based providers, in a cost-effective manner.

Principle 7: SPP invests in capacity building and professional development to increase program quality and improve teacher instruction. This principle is reflected in the following policies and practices:

- All professional development experiences will be structured to promote linkages between research and practice and designed to be responsive to each learner's background, experiences, and the context of his or her role.
- Within available resources, SPP will fully fund required professional development activities (including cost of trainings and materials), teachers' pay, and teacher substitutes for classrooms.[17]
- All levels of staff will be offered ongoing context-based, culturally relevant, professional development related to their role(s) and responsibilities.
- On-site curriculum support (reflective coaching) will be provided to instructional staff and their site-level supervisors.
- The City will provide funding for tuition assistance to program instructional and management staff to meet education and certification requirements.
- The City will provide funding for facilities renovations, improvements, and development when needed.

Principle 8: SPP supports a compensation system that encourages classroom teachers and preschool directors to make progress toward required position credentials, and supports preschool providers in retaining well-qualified instructional staff. This principle is reflected in the following policies and practices:

- Compensation will vary based on degree attainment, State certification status, and experience.
- Lead teachers who meet the SPP education/certification requirements above will be paid on par with public school teachers.

Principle 9: SPP invests in proven strategies that nurture and support meaningful family engagement in each child's education. This principle is reflected in the following policies and practices:

- To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities on an annual basis to improve child outcomes.[18]
- Professional development in best practices for family partnership and engagement will be available on a regular basis and in languages appropriate to the providers.[19]
- Funding for family and community engagement and partnership will support provider agencies in creating and maintaining meaningful partnerships with families and communities, and increasing their capacity to engage families in activities that take place in homes or community spaces.
- SPP will establish parent advisory processes to provide feedback on SPP program implementation.[20]

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[17] Passed by the SPP Advisory Committee as "SPP will develop a plan to support teacher participation to train all providers in the adopted curriculum."

[18] Passed by the SPP Advisory Committee as "To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes."

[19] Passed by the SPP Advisory Committee as "Family Engagement professional development will be available on a regular basis and in languages appropriate to the providers."

[20] Passed by the SPP Advisory Committee as "SPP will establish parent advisory processes to provide feedback on SPP program implementation, e.g. committees, surveys, focus groups, etc."

Principle 10: SPP provides services in a culturally and linguistically appropriate manner by creating programming that responds to the needs of low-income families and English Language Learners. This principle is reflected in the following policies and practices:

- SPP will work with institutions of higher education to ensure that prospective and current teachers enrolled in degree programs receive training in cultural competency strategies to achieve racially equitable policies and practices.[21]
- SPP will provide instructional staff with professional development in dual language, language acquisition, and cultural relevancy.

Principle 11: SPP identifies a comprehensive and detailed evaluation strategy to produce reliable data that will inform appropriate program standards, program administration and implementation practices, as well as demonstrate overall impacts on child outcomes. This principle is reflected in the following policies and practices:

- DEEL will contract with independent evaluation experts to develop a Comprehensive Evaluation Strategy for SPP that will be submitted to City Council on August 3, 2015.
- The Comprehensive Evaluation Strategy will contain plans and timelines for ongoing quality assurance, process evaluation, and impact evaluation.

Principle 12: SPP is committed to leveraging external funding sources to supplement levy dollars. This principle is reflected in the following policies and practices:

- Tuition will be on a sliding scale for families earning more than 300% of the federal poverty level and there will be at least some level of subsidy for all families.
- Providers that currently deliver preschool services through Head Start, Washington's Early Childhood Education and Assistance Program (ECEAP), or the City's Step Ahead program will be prioritized for funding thereby allowing SPP to share costs and supplement funding to programs that serve children from low-income families.
- DEEL will apply for state and federal grants as they are made available to support preschool services.

Principle 13: SPP and the City are committed to racial equity and social justice and will elicit input from families, teachers, administrators, and communities, particularly communities of color. This principle is reflected in the following approach to identifying policies and practices that support racial equity:

- The community participated in implementation planning for SPP in the areas of curriculum adoption supports, teacher degree pathway supports, family engagement, dual language programs, teacher training, provider contracting priorities, and enrollment priorities. There was a high level of outreach to and participation of communities of color.
- City-supported community engagement processes focused on the need for all policies and practices to support racial equity, defined by the City's Race and Social Justice Initiative toolkit (coordinated

[21] Passed by the SPP Advisory Committee as "SPP will work together with higher ed. Institutions to ensure that teachers receive cultural competency training in their teacher preparation programs."

by the Seattle Office for Civil Rights) as "when social, economic and political opportunities are not predicted based upon a person's race." [vi]

- SPP's evaluation strategy elicits parent, provider, and community feedback, particularly from communities of color, on the accessibility of the process and the cultural competency of the program.

Section C: School Readiness

Standards for SPP correspond with those adopted by Seattle voters, Seattle City Council, and Mayor Edward B. Murray via Ordinance 124509 and the SPP Action Plan. Studies show that by the time children enter kindergarten, a socio-emotional and pre-academic skills "readiness" gap is already present; high-quality preschool services have been shown to ameliorate, and in some cases eliminate, this gap.

C-1 Strategies to Achieve Results

The following list summarizes the strategies that SPP will utilize to achieve outcomes related to school readiness:

- *Systematic Approach:* High program eligibility standards that ensure that all participating provider agencies meet a baseline of quality and standards aligned with the Washington State Department of Early Learning's Quality Rating and Improvement System, Early Achievers, and licensing requirements.
- *Length of Day:* Six-hour school days, five days per week, 180 days per year as recommended by The National Institute of Early Education Research (NIEER).
- *Mixed-delivery:* A mixed-delivery model wherein public schools and community-based organizations provide preschool services.
- *Class Size:* Not to exceed 20 children; a ratio of at least one adult for every 10 children. In typical classrooms, this means one lead teacher and one assistant teacher.
- *Curricula:* Evidence-based curricula that provide frameworks for creating and nurturing constructivist[22] and culturally responsive environments for children to learn and thrive.
- *Access*: Free tuition for families at or below 300% of the federal poverty level and a sliding scale tuition model for families above 300% of the federal poverty level; a minimal subsidy for all participants.
- *Quality Instruction:* Teacher education, certification, or competency requirements ensure the quality of classroom instructional practices.
- *A Plan for Talent Retention:* Teacher compensation model that supports retention of high-quality teachers.
- *Mixed-Income Classrooms:* Classrooms that include a mix of children who are categorically eligible for publicly funded programs (Head Start, Free/Reduced Lunch, ECEAP, TANF, etc.) as well as children from families with income that exceeds eligibility requirements for these programs.

C- 2 Racial Equity and Social Justice

While some children have ample opportunities to develop school-ready social and pre-academic skills, many do not. On average, children from low-income families and children of color have fewer opportunities to become appropriately prepared for the social and academic challenges of the

[22] The constructivist approach maintains that students learn by fitting new information together with what they already know, thereby "constructing" their own knowledge about the world in response to new experiences.

kindergarten through 12th grade (K-12) system than do their peers. From the time children enter school, there is a "readiness gap." This gap is about opportunity. In Seattle, it is our goal to ensure that every child has the opportunity and support to thrive in school and life.

In Seattle today, economic and racial disparities persist in third-grade reading levels, fourth-grade math levels, and high school graduation rates. Disparities linked to family income and race evident early in life can persist throughout a student's academic career. In Washington, the Washington Kindergarten Inventory of Developing Skills (WaKIDS) is used to gather information about children's developing skills as they enter kindergarten. Observations are completed in six domains: social-emotional, physical, language, cognitive, literacy, and math. WaKIDS data show that of the over 38,000 children who were assessed in Washington during the 2013–14 school year, almost 60% of them entered kindergarten below expected levels in one or more of these domains; almost 29% were below expected levels in three or more domains. In Seattle and across Washington State, these deficits were more pronounced for children of color (see Appendix III).

Over the last decade, it has become clear from both scientific and economic perspectives that investments in high-quality early learning lead to better academic and life outcomes for children and families. High-quality early learning helps prepare all children to enter school with the skills they need to succeed.

C-3 Processes for Increasing Readiness

Below are the processes through which School Readiness funds will be allocated.

C-3.1 Organizational Model

The City of Seattle will build and manage a preschool program that utilizes a mixed-delivery approach. The City will manage the funding, set program standards, determine provider and participant eligibility, and provide a variety of supports, while the direct delivery of services will be contracted to community and school-based preschool providers.

The City will contract with organizations that meet program standards and expectations. These providers will be responsible for meeting programmatic requirements, employing teachers, and providing facilities. This program model was selected in order to leverage the many center-based programs currently operating in the city and to build on the City's experience with the Step Ahead Program.

The City anticipates partnering with:

- Seattle Public Schools.
- Community-based preschool providers.[23,24]
- Hub organizations that provide administrative support to a variety of collaborating providers.

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[23] According to the *Preschool for All Enrollment Analysis* completed in 2014, Seattle has over 3,000 licensed, center-based child care slots and over 1,100 licensed, home-based child care slots for 3- and 4-year-old children.
[24] Both Seattle Public Schools and community-based providers are Head Start and Ste[Ahead providers. Many CBOs are ECEAP providers.

Organizations with the capacity to provide administrative support to a diversity of preschool providers or sites are encouraged to become "hub" organizations. As an example, Puget Sound Educational Service District (PSESD) uses a hub model to provide full-day services to about 360 children in about 20 childcare centers. These centers range from small, privately-owned centers to centers run by community colleges, school districts, and large private nonprofit organizations. All providers proposed by hub organizations as subcontractors must meet all program eligibility requirements and standards.

In response to community input the City will work to develop a Family Child Care (FCC) Pilot to assess whether and how partnering with FCC providers can be implemented in a way that achieves, in a cost-effective manner, the same quality standards as other types of providers. The pilot program/feasibility study will be designed in conjunction the evaluation experts who are awarded the contract to develop the Comprehensive Evaluation Strategy (see Section F-3.1. The FCC study will commence in Year Two (2016–17) or Year Three (2017–18) of SPP's four-year demonstration phase.

C-3.2 Classroom Hours

According to the BERK recommendations:[vii]

> "Intensity (number of hours) and dosage/duration (number of school days) are both related to better results for children if the program is high quality.[viii] Alex Holt in the recent Ed Central blog post suggests that 'perhaps the most striking pattern of findings … is the increase in positive outcomes (and in some studies, decrease in negative outcomes) when children attend [a] high-quality early care and education program for more time.'"[ix]

Pre-K programs across the country and here in Washington are shifting toward six-hour days.

As recommended by BERK, preschool classes will operate on a full-day schedule. In a typical week, this means 5 days a week and 6 hours per day. Children will attend preschool 180 days per year. This schedule approximates the Seattle School District calendar and will include holidays and breaks.[25] Preschool provider agencies that offer care before and after the preschool day will be prioritized for funding (see Section C-3.3).

[25] Although before and after school care will not be funded by SPP, programs that provide this type of care will be prioritized. In some situations, funding may be available to cover the cost through Washington's Working Connections childcare subsidy program or the City of Seattle's Comprehensive Child Care Assistance Program.

C-3.3 Provider Application Process

Organizational Eligibility

To be eligible to contract with the City to provide preschool through this program, qualified organizations will need to meet the following criteria:

- *Be licensed by the Washington State Department of Early Learning to provide preschool services (or be exempt from licensing requirements by virtue of being a public school or institution of higher education)*. Child care licensing is considered the foundation for quality in Early Achievers (Level 1) and requires providers to meet basic health and safety and professional development standards.
- *Participate in Washington's Early Achievers Program*[26] *and hold a rating of Level 3 or above.* Providers participating in Early Achievers voluntarily commit to meeting increasing levels of quality beyond licensing requirements. The higher-quality levels (Levels 3 to 5) rely heavily on assessments of the environment and high-quality adult-child interactions.
    - *Meet threshold levels for the Classroom Assessment Scoring System (CLASS) and Early Childhood Environment Rating Scale-Revised (ECERS-R) scores* as defined by the WA DEL which are as follows:
        - CLASS combined Emotional Support (ES)/Classroom Organization (CO) score that exceeds 3.5 and a CLASS Instructional Support (IS) score that exceeds 2.0.
        - Environmental Rating Scale (ERS) score consistent with DEL's threshold.[27]

In order to participate in SPP, organizations must commit to:

- Providing two or more preschool classrooms.[28]
- Ensuring that all children in contracted classrooms are Seattle residents.
- Adhering to the program standards.[29]
- Adhering to quality control measures.
- Adhering to DEEL contracting procedures.
- Fully participating in all activities as outlined in the Comprehensive Evaluation Strategy.

SPP will take a balanced approach to the mixed-delivery model and include both community and school-based classrooms. The City will conduct competitive Request for Investment (RFI) processes to contract with provider agencies for the delivery of preschool services. The RFI will require agencies to submit evidence that will allow SPP to evaluate the agencies' status in relation to contracting priorities (see

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[26] http://www.del.wa.gov/care/qris/default.aspx

[27] As of March 2015, this threshold was 3.5, but DEL recently announced that it would be changing.

[28] This ensures program cost-effectiveness because staff training and coaching, quality control, and program assessment are required in fewer settings. These classrooms do not need to be located at the same site.

[29] Specialized preschools (e.g., those that serve children with hearing loss, those whose families are experiencing homelessness, or those who serve children who have experienced trauma or toxic stress) that meet minimum requirements, but cannot meet all program elements are encouraged to work with DEEL staff to find out if their program can participate.

below) and their capacity to comply with program requirements. A panel of diverse community members and context experts will be involved in the RFI evaluation process.[30]

DEEL will work directly with Seattle Public Schools to determine the District's level of participation each year. SPS will be required to submit a plan to DEEL that indicates how they meet, or will meet, the eligibility requirements for participation in SPP. Proposed SPS classrooms must have the support of SPS administration and Board of Directors.

Due to the reduced amount of time available to establish contracts with agencies to provide preschool services in the 2015–16 school year, agencies that provide preschool in Seattle and have Early Achievers ratings of 3 or above will be contacted and invited to compete in the RFI process.[31]

Beginning in late summer 2015, DEEL will hold a series of community meetings for preschool providers who are interested in meeting SPP eligibility requirements for subsequent years.[32]

As stipulated in Ordinance 124509, Section 9:

> The City may carry out the Preschool Services with City staff or by direct agreements with the School District, with Public Health – Seattle & King County, the State of Washington, and Head Start and Early Childhood Education and Assistance Program providers.

The agencies contracted to provide preschool services in the 2015–16 school year will be a combination of:

- Direct agreements with Seattle Public Schools (SPS), Head Start, and ECEAP providers.
- Others who complete the RFI process.

Beginning in the 2016–17 school year, all new non-SPS classrooms will receive funding through a competitive process.

All SPP providers must hold at least a Level 3 rating in Early Achievers, as determined by the Washington State Department of Early Learning.

Provider Contracting Priorities

Provider contracts will be awarded based on the following priorities, with Priority Tier #1 having the greatest weight and Priority Tier #3 having the least weight (there is no prioritization within Priority Tiers):

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[30] Passed by the SPP Advisory Committee as "Selection Committee – The SPP will develop the selection criteria and process. The selection process will include a committee made up of a diverse representation of community members and context experts."

[31] Providers who are interested in participating in SPP in 2016 and beyond may be eligible to receive City funding though Step Ahead in 2015.

[32] DEEL's Outreach Manager has been communicating with the provider community about SPP's eligibility requirements since early 2014.

Priority Tier #1: Agencies located in areas where public elementary schools have records of low academic achievement

- Agencies operating preschool classrooms within the attendance area of public elementary schools that meets one or more of the following criteria. The elementary school:
    - Has received funding through Title I, Part A of the federal Elementary and Secondary Education Act within the past five years.
    - Has had an overall Segmentation Level of 1 or 2 within the past three years based on the Seattle Public Schools *School Segmentation District Reports* ["Segmentation Reports"].[33]
    - Has had an overall Segmentation Level of 3 within the past three years with an Absolute Score below 60 based on the Segmentation Reports.
    - Is a new school with a population of students who receive free and reduced-price lunch that is above SPS average, or a population of students who are English Language Learners that is above SPS average.
- Agencies with a 5+ year track record showing that at least 40% of their preschool enrollment consists of children who matriculate to Title I or Level 1 and Level 2 schools, according to Segmentation Reports.
- Beginning in 2016, agencies in these elementary school attendance areas will continue to be prioritized if, in the previous school year, SPP demand exceeded SPP capacity in the attendance area by 20% or more. If all areas of Seattle meeting the criteria above are saturated with preschool availability, agencies operating preschool classrooms within the attendance area of a Level 3 public school will be prioritized.

Priority Tier #2: Agencies that target services toward meeting the needs of preschool children from low-income families.

- Agencies that provide ECEAP, Step Ahead, or Head Start preschool services.
- Agencies that make extended day and summer care available to families. "Extended day" is defined as 7:00 a.m. to 6:00 p.m. "Summer care" is defined as the provision of extended day through the summer months when schools are typically not in session.

Priority Tier #3: Agencies that can provide evidence of high-quality practice, as measured through Early Achievers and/or the availability of dual language programs.

- Agencies that are Early Achievers Level 5 or have CLASS™ scores exceeding 6.0 for Emotional Support, 6.0 for Classroom Management, and 4.5 for Instructional Support.
- Agencies that provide dual language programs, as defined in this Section.

Tiebreakers: Agencies that meet one or more of the following criteria will be prioritized for funding when Priorities #1– #3 have been satisfied.

- Beginning in 2017, high-quality agencies with existing SPP contracts that have the capacity to expand to new locations that meet criteria for Priority Tier #1.

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[33] In the fall of each year, Seattle Public Schools produces school segmentation reports based on data outcomes from the previous school year, rating school performance, and assigning each school a "level." The purpose of segmentation is to monitor school progress toward meeting district-wide strategic targets. For more information, see: http://www.seattleschools.org/modules/cms/pages.phtml?pageid=218215.

- Agencies operating preschool classrooms within the attendance area of a public school where the English Language Learner population has exceeded 30% of the total school population within the past three years.
- Agencies that have the capacity to provide more classrooms for the program than other agencies.
- Agencies operating preschool classrooms within the attendance area of a public school where the percentage of incoming kindergarteners in the attendance area has increased by more than 10% over the past two years.

DEEL may allow existing high-quality SPP providers that are expanding to new sites up to 18 months to complete the licensing process and receive an Early Achievers rating while participating in SPP.

Dual Language Programs

The Office of Head Start defines "dual language learners" (DLLs) as children who "acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language."[x] DLLs are children, 0-5 years of age, "who are exposed to and learn through two distinct languages during a critical period of development."[xi]

According to BERK, for children under the age of 5 learning two languages simultaneously is as "natural as learning one language."[xii] Studies show that supporting dual language learning (in contrast to English immersion, or "English only") may improve children's learning in English and certainly does not impede it.[xiii] Research also shows that children who begin kindergarten bilingual perform as well or better than those who begin with only English.[xiv] Neurological and cognitive science research has shown that there are clear cognitive benefits to bilingual proficiency, including more efficient brain functioning, better problem solving abilities, and more cognitive flexibility.[xv]

For SPP, the City will:

- Prioritize dual language classrooms that are representative of the Seattle population.[34]
- Strive to ensure a mix of children who are native speakers of both languages.
- Support instructional staff toward achieving certification with bilingual endorsement (see Section C-3.6) or subsequently state-approved certification for teachers in dual language classrooms and increase the minimum compensation levels for instructional staff who achieve these certifications.[35]
- Ensure that provider agencies assess children in the languages of instruction when feasible.
- Provide professional development on language acquisition, creating and sustaining a language-rich classroom environment, and cultural relevancy.

Dual language classrooms will have staff that are fully bilingual in both languages and provide culturally-relevant instruction. Classroom activities, materials, instruction will be in both languages.

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[34] Passed by the SPP Advisory Committee as "Dual language programs will reflect the community they serve."
[35] Passed by the SPP Advisory Committee as "SPP will ensure native speakers receive sufficient financial resources to meet credential/certification requirements."

Outreach to Provider Agencies

In the first years of the program, provider outreach and recruitment will focus in the SPS elementary school attendance areas that align with contracting priorities. As the program grows, the City will engage in the following outreach and recruitment efforts to ensure that all eligible providers have the opportunity to apply for the program:

- *Provider Information Sessions:* DEEL will host a series of Community Information Sessions to provide information about SPP, answer questions, and introduce provider agencies to DEEL contracting processes. Information sessions will be linguistically accessible and advertised widely.
- *Stakeholder and Community Group Briefings:* DEEL's community outreach manager and intake staff will attend regularly held community meetings throughout Seattle to share information and answer questions about the program.
- *Social Media:* Social media will be used to make announcements.
    - Facebook: http://facebook.com/seattlepreschoolprogram
    - Twitter: @SeattlePreK
- *Website:* The DEEL SPP website will be updated frequently to promote community events, make announcements, and gather feedback.
    - http://www.seattle.gov/education/
- *E-mail:* "E-mail blasts" will be sent using internal and external distribution lists.
- *Phone:* Providers will be encouraged to call DEEL for information on SPP.

C-3.4 Quality Improvement

Over the life of the SPP Levy, SPP will be scaled up only insofar as the Levy Oversight Committee and DEEL staff can ensure that program quality will be maintained and improved over time. Annual progress will be monitored for improvement. After participating in SPP for two years, providers will be expected to have an Early Achievers rating of 4.

Additionally, providers will be expected to meet annual targets as outlined in their DEEL contracts in order to receive performance pay. Targets will be individualized for providers based on their baseline performance. If annual improvements are not made at the classroom level, an improvement plan will be developed and providers will be at risk of losing SPP funding in the following school year.

All SPP lead teachers who meet education or certification requirements will be expected to maintain a CLASS® combined Emotional Support (ES)/Classroom Organization (CO) score that exceeds 6.0 and a CLASS® Instructional Support (IS) score that exceeds 4.5.[36] In instances when these scores are not achieved, the SPP coach assigned to work with the teacher will ensure these goals are part of their Quality Improvement Plans (see Section D-3.4). Teachers who receive support to meet SPP requirements will be expected to meet these expectations by the time they complete their educational programs.

[36] These scores align with DEL's high range for acceptable CLASS and ERS scores for Early Achievers ratings.

C-3.5 Child Participation

DEEL will be responsible for all outreach, recruitment, selection, and enrollment processes for SPP. Provider agencies may serve as information and application hubs (see below).

Eligibility

The program will be open to Seattle residents who:

- Are 4 years old on August 31st prior to the beginning of a school year of enrollment, or
- Are 3 years old on August 31st from families with income equal to 300% of federal poverty level or below.

In the event that program enrollment is below 75% of capacity, the Mayor may propose to alter the eligibility criteria. Children who are eligible to enroll in kindergarten with SPS are not eligible for SPP.

Recruitment and Application

Targeted outreach will occur within the geographic catchment area of available preschool programs to ensure that eligible families are made aware of program availability and openings. Annual outreach goals are to have an applicant pool that:

- Is representative of the racial demographics of families with preschool-age children living within the catchment area of the available preschool program, as determined by demographic trend data for the area.
- Represents socioeconomic diversity in order to achieve SPP's goal of mixed-income classrooms.

In the first years of the program, SPP family outreach and recruitment will focus on the SPS middle school attendance areas where contracted provider agencies are located. As the program grows, the City will engage in the following outreach and recruitment efforts to ensure that all eligible children have the opportunity to apply for the program:

- *Community Information Sessions*: DEEL will host a series of community information sessions to provide information about SPP, answer community questions, and help families apply. Information sessions will be linguistically accessible and advertised widely.
- *Traditional Media:* Extensive outreach will be conducted with local media outlets to encourage stories that promote widespread public involvement. Media outlets include:
    - Local television and radio stations
    - Print media partners
    - Ethnic media
- *Social Media:* Social media will be used to promote community events and make announcements.
    - Facebook: http://facebook.com/seattlepreschoolprogram
    - Twitter: @SeattlePreK
- *Website:* The DEEL SPP website will be updated frequently to promote community events, make announcements, and gather feedback.
    - http://www.seattle.gov/education/
- *E-mail:* "E-mail blasts" will be sent using internal and external distribution lists.

- *Phone:* Community members will be encouraged to call DEEL for information on SPP.
- *Printed Materials:* Flyers and posters will be translated into multiple languages and distributed to community-based organizations, schools, businesses, and community centers. Languages will include: Chinese-Cantonese, Tagalog, Amharic, Tigrinyan, Oromo, Somali, Spanish, and Vietnamese.

A simple and accessible enrollment application form will be used to reduce barriers to enrollment.[37] In Year One (2015-16) of the program, SPP will primarily utilize paper applications with downloadable application forms that are accessible online. The forms will be available in multiple languages.

A variety of community locations will be leveraged as enrollment application hubs including, but not limited to, the City libraries, Seattle Public Schools, community centers, and community-based organizations. A DEEL Human Services Coordinator will be available to provide direct enrollment application assistance as well as training for staff at various community-based organizations to be able to support their constituents in applying for enrollment.

Throughout the demonstration phase of SPP, DEEL will explore ways to streamline the enrollment process using online tools.

Selection

Estimated Number of 3- and 4-Year-Olds SPP Will Serve during Four-Year Demonstration Phase

School Year	Classrooms	Children Served	Cumulative Children Served (assuming 0% three-year-olds each year)	Cumulative Children Served (assuming 20% three-year-olds each year)[38]
2015-16	14	280	280	280
2016-17	39	780	1060	904
2017-18	70	1,400	2,460	2,024
2018-19	100	2,000	4,460	3,624

The City expects demand for SPP to exceed supply. In other words, DEEL will not have enough preschool slots to serve every eligible child in Seattle during the demonstration phase. Applications will be prioritized and weighted in the following order:

1. Children who are four years old will be prioritized over children who are three years old.
2. Children whose sibling is currently enrolled in SPP and would be concurrently enrolled (in the same year) with the sibling will be prioritized.
    - Three-year-old siblings must meet the income criteria.

[37] Passed by the SPP Advisory Committee as "The application should not be a barrier; it needs to accessible and simplified."

[38] If space is available, 3-year-olds from families with incomes equal to or less than 300% of the federal poverty level may be enrolled.

- Three-year-old siblings will only be enrolled if there is available space.

3. Children living in the same SPS middle school attendance area as an SPP classroom will receive priority over children living in other parts of the City.[xvi]
   - More weight will be given to children living in the same SPS elementary school attendance area as the SPP classroom.
   - This structure will support the SPP goal of mixed-income classrooms.

Child Prioritization Illustrated

The prioritization and weighting of SPP applicants will be followed by a random selection process. For each SPP classroom, the following prioritization will occur:

Priority #1 (Only applies in Year 1 of a provider's contract.)

- Children who are grandfathered.

Priority #2

- Eligible 4-year-old children who have a sibling accepted into SPP.

Priority #3

- Children who are 4-years-old and live in the same middle school attendance area as an SPP classroom (see note). (Then return to Priority #2.)

Priority #4

- Children who are 4-years-old and live elsewhere in Seattle. (Then return to Priority #2.)

Priority #5

- Eligible 3-year-old children who have a sibling accepted into SPP.

Priority #5

- Children who are 3-years-old, from families below 300% FPL and live in the same middle school attendance area as an SPP classroom (see note). (Then return to Priority #5.)

Priority #6

- Children who are 3-years-old, from families below 300% FPL and live elsewhere in the City. (Then return to Priority #2.)

Notes:

- In the random selection process, children who live in the same elementary school attendance zone as an SPP provider will have a greater chance of being selected, but will not have absolute priority over those in the middle school attendance area.
- At each priority level, random selection will occur, but selection will not move on to the next priority level until all children in that priority level have been placed.
- Limited exceptions to enrollment procedures will be made for ECEAP and Head Start providers for the purposes of braiding and blending resources.
- If provider agencies have enrolled students for the 2015-16 school year prior to applying to be an SPP provider, those children will be permitted to become SPP participants.

Beginning in year 2 of the program (2016–17) selection will occur at least 90 days before the start of the program year, then in 30-day intervals thereafter until classrooms are full.

Once selection has occurred, DEEL will contact all applicants' families by their preferred method (email, text, phone, or postal mail) to be informed of status. There are three possibilities:

- Accepted: Families of accepted children will receive instructions on how to confirm their participation and enroll and will be given a set period of time to confirm and complete enrollment.[39] Families that are required to pay tuition will be asked to pay their first month's tuition to secure the child's space. If enrollment forms and down payment are not received by the final deadline, the child's slot will be given to a child on the waitlist. DEEL staff will make every effort to ensure families have been contacted and informed prior to contacting waitlisted applicants.
- Waitlist: Families will receive notice of their status. The waitlist will be equal to 50% of the total slots available for the year of enrollment. For example, 280 children will be enrolled 2015-2016. The initial waitlist will have 140 names (50% of 280 children) on it. Children will be enrolled from the waitlist as space becomes available. The waitlist will follow the same prioritization as general enrollment (in other words, 4-year-olds will be accepted before 3-year-olds, etc.).
- Not Accepted: Families that are not accepted and not on the waitlist will be informed immediately.

All families that are not immediately accepted into an SPP program will be given the option of being referred to other preschool programs for which they may be eligible. Parents will be asked for informed consent prior to referrals being made.

Grandfathering Children into the Program

In the first year of an agency's contract to provide services for the Seattle Preschool Program, children who are currently enrolled in preschool with a contracted agency will be grandfathered into the

[39] This "set period of time" will vary. In the first year, families will be given at least 3 weeks. In subsequent years, they will be given at least one month.

program. This is only applicable for providers in the first year of their SPP contract. Agencies must agree to follow SPP enrollment processes for all non-grandfathered slots.

By Year 2 of their SPP contract, provider agencies must agree to SPP enrollment processes. This means that the provider agency will turn over all application, selection, and enrollment processes to the City for SPP classrooms. Provider agencies will continue to be responsible for enrolling children in non-SPP classrooms, if applicable.

Three-year-olds participating in SPP will be automatically accepted as four-year-olds if they return to the same SPP provider agency. This does not apply to three-year-olds who are non-SPP students.

If a family moves to a different SPS middle school attendance area, a child may transfer to a local SPP provider if space is available.

Enrollment and Intake

Parents or legal guardians must provide evidence of identity, Seattle residency, child's age, and family income. Parents or legal guardians must also provide information about family size.

Children who are enrolled with ECEAP or Head Start providers who become SPP providers will not be required to reenroll, but their address will be confirmed through the provider agency. Though residence and income information will be required at the time of application, it will be verified with DEEL Intake Specialists during enrollment. Re-verification will not be necessary unless the family moves out of the City or the family requests a tuition adjustment based on a major life event (see below).

Acceptable documentation for each are as follows:

Required Information	Acceptable Documentation
Parent/Guardian Identity	• Photo identification

Proof of Residency (2 forms required)	• Home utility bill (gas, electric, water, or garbage) dated within 60 days
	• Mortgage bill
	• Lease or rental agreements (must include the first page and signature page)
	• Insurance documents
	• DSHS benefits eligibility documents
	• For homeless families:
	  ○ Letter from approved CBO verifying address
	  ○ Letter from head of household at temporary residence verifying address

Proof of Child's Age	• Child's birth certificate (with parent's name) or passport ○ If the adult enrolling the child is not listed on the birth certificate, he or she must supply documentation of his/her authority to enroll the child.

Proof of Income	• Proof of eligibility for Working Connections Child Care (WCCC) subsidy, Comprehensive Childcare Assistance Program (CCAP) subsidy, Early Childhood Education and Assistance (ECEAP) or Head Start
	• Income tax return for previous year (e.g., 2014 tax return for 2015 enrollment) and pay stubs from the last three months
	• Income verification letter from employer
	• For parents paid in cash:
	  ○ Recent bank statement or
	  ○ Letter of income verification from employer or
	  ○ Letter of income verification from an approved CBO

To establish family size for the purpose of determining federal poverty level, DEEL will count all people who meet all of the following criteria:[40]

- Living in the same household as the child.
- Supported by the income of the parent(s) or legal guardian(s) of the child.
- Related to the parent(s) or legal guardian(s) by blood, marriage, or adoption (the child's parent(s)/guardian(s) are included in this count).

Additionally:

- DEEL will not count hosts of families temporarily sharing housing with relatives or others.
- For children in the foster care system or on a child-only Temporary Assistance for Needy Families (TANF) grant, DEEL will count only the children covered by the grant.
- If a child does not live with a parent or legal guardian, the child is considered homeless and a family size of one.

Once accepted, families will enroll. There are multiple options to complete enrollment:

- Attend an invitation-only enrollment night held in the community.
- Enroll with the provider agency to which the child has been assigned.
- Visit the Seattle Municipal Tower during regular business hours.[41]

Tuition and Tuition Collection

The City aims to serve over 2,000 eligible children by the 2018–19 school year. The average cost for tuition is projected to be approximately $10,700. This is an average. Some years the tuition may be slightly higher or lower than this amount. No family will ever pay more than 95% of this rate and most will pay significantly less.

DEEL will develop a tuition collection system that is integrated with enrollment. This system will be centralized and will incorporate the structure approved by City Council:

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[40] Adapted from the 2014-15 ECEAP Performance Standards: http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf.
[41] Directions will be provided.

- Families earning at or below 300% of the federal poverty level will receive free tuition.
- Families earning more than 300% of the federal poverty level will pay a per child tuition fee based on the family's total household size and income.
- Within any given household size, families with higher incomes will pay a progressively higher share of the per child tuition fee.
- Families with total household income at or above 760% of the federal poverty level will be limited to a 5% tuition credit per child.
- Tuition will be charged on a sliding scale.

The sliding scale will be structured in a way which prevents increases in income from causing larger increases in tuition. The purpose of the sliding scale for tuition is to make the program as inclusive as possible without overburdening taxpayers. No family will ever pay more than 95% of the full tuition rate.

The tuition copay[42] will be calculated using a consistent full tuition rate for all program participants. The full tuition rate will be recalculated on an annual basis, but will not increase by more than 2.4% annually. A web-based calculator will be made available for prospective participants before the enrollment period for the 2016-2017 school year.

Due to equity concerns, provider agencies are not permitted to waive the family co-pay. SPP does not support a system wherein families at *comparable income levels*[43] pay drastically different amounts to participate in the program.

No participating child in the Seattle Preschool Program will be removed from the program for non-payment of tuition. If a family cannot pay, case-management support will be provided by a human services coordinator. The following actions may be taken:

- If a major life event (such as employment status change, birth, or death in the immediate family) occurs in the family, tuition copay may be recalculated.[44]
- The family may be referred to tuition-support resources, financial empowerment centers, and other resources.

DEEL will continue to develop guidelines associated with how to implement protocols on when (if ever) conditions merit referral to collections after all other options have been exhausted. This approach is consistent with the recommendation of the IPT Subcommittee (see Appendix VI) that focused on tuition collection issues.

C-3.6 Teacher Requirements and Compensation Levels

Staff Education Requirements

The preschool programs that have provided the strongest evidence of large long-term positive effects and cost-effectiveness have all employed teachers with at least a bachelor's degree (BA), specialized training in early childhood, and teacher certification.[xvii]

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[42] A copayment or copay is a fixed payment for a covered service, paid when an individual receives service.
[43] As calculated in comparison to the federal poverty guidelines: http://aspe.hhs.gov/poverty/15poverty.cfm
[44] Tuition may only be recalculated once every 3 months.

All staff hired after the provider agency becomes an SPP provider will be required to meet the following standards:

- Director and/or Program Supervisor: Bachelor's degree in Early Childhood Education or a BA with college-level coursework (at least 24 credit-bearing hours) in Early Childhood Education.[45] Expertise or coursework (at least nine credit-bearing hours) in educational leadership and business management is also required.
- Lead teachers: Bachelor's degree in Early Childhood Education or a BA and a Washington State teaching certificate with a P-3 Endorsement.[46]
- Assistant teachers: Associate's degree in Early Childhood Education or two years of coursework in Early Childhood Education meeting Washington State Core Competencies for Early Care and Educational Professionals.
- Coaches: Bachelor's degree in Early Childhood Education or a BA and a Washington State teaching certificate with a P-3 Endorsement. "Endorsements" (or certification, if applicable) in selected curricula are also required.

Current staff have four years to meet these requirements. See Section C-3.7 and E-3.2 for teacher pathway options.

Teacher Compensation

Historically the early learning workforce has been underpaid and under supported. SPP is committed to high-quality support and a teacher compensation model that promotes retention. According to the BERK recommendations:[xviii]

> "Part of the effort to ensure implementation of a high-quality preschool program requires establishing minimum education, training, and experience requirements for each level of staff (directors, lead teachers, assistant teachers, support specialists). These decisions have implications on the resources needed to train staff, the timeline to meet qualifications, and the compensation levels needed to attract and retain qualified staff.
>
> A substantial body of research links teacher education and training to the quality of their teaching and the learning of their students.[xix] Although there are disagreements about the strengths of the relationships and thresholds, a team assembled by the National Academy of Sciences to address the issue concluded that a Bachelor of Arts (BA) degree with specialized training would be necessary for teachers to acquire the knowledge and skills required to teach young children well.[xx]

[45] Transcripts showing evidence of specialized college-level coursework in early childhood education, child development, elementary education, or early childhood special education that addresses child development and learning from birth through kindergarten will be required.

[46] Degrees will be verified using DEL processes.

> About half of states require a BA of preschool teachers, and the vast majority require a BA and certification if they teach preschool in the public schools.[xxi] Regardless of whether a program is in the public schools, an important practical issue is that if qualifications and compensation are lower than in the public schools, preschools will have difficulty attracting and retaining highly effective teachers."
>
> – BERK Recommendations, 2014

Based on BERK's recommendations, the SPP Action Plans states that compensation will vary based on degree attainment, State certification status, and experience. Lead teachers who meet the education/ certification requirements above will be paid on par with public school teachers.

All providers are required to pay staff in accordance with the minimum salary guidance included in their annual agreement with DEEL. Provider agencies may pay teachers more if desired. Provider agencies must compensate teachers for duties beyond what is required of them as SPP teachers. For example, if a lead teacher supervises children before the SPP preschool day, provider agencies must pay teachers for work completed during this time. SPP funds may not be used. Compensation for additional work supplements SPP salary.

Teachers are paid according to their education and experience. The 2015-16 range for lead teachers is $24,614 to $49,229 for a 10-month salary. DEEL also assumed 33% for fringe benefits. Annual cost of living increases are available for all levels of instructional staff. Provider agencies will be required to pay teachers at least the SPP minimums. There are three minimum salary levels for lead teachers.

- *Does not meet requirements or has been granted a waiver.* Lead teachers who are grandfathered into the program on the condition that they meet requirements (or are *granted* a waiver) are paid at this level.[47]
- *Bachelor's degree in Early Childhood Education.* Lead teachers with Bachelors' degrees in Early Childhood Education will paid at this level.[48]
- *Certificated.* Lead teachers who hold a WA state teaching certification with an early childhood education or early childhood special education (P-3) endorsement will be paid at this level.[49]

The 2015-16 range for assistant teachers is $20,475 to $26,775 for a 10-month salary. DEEL also assumed 33% for fringe benefits. There are two minimum salary levels for assistant teachers:

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[47] This level is based on US Bureau of Labor Statistics (BLS) May 2012 Salary Survey for Seattle-Bellevue-Everett MSA job code 252011 for "preschool teachers except special education."

[48] This level is based on data from the Puget Sound Educational Service District 2013-14 salary schedule for non-certificated staff.

[49] This level is based on the Seattle Public Schools certificated staff salary schedule for a teacher with BA+45 credits and 4 years of experience.

- *Does not meet requirements.* Assistant teachers who are grandfathered in to the program on the condition that they meet requirements within four years are at the basic salary level, which will be based on, and adjusted in accordance with, the current market rate.[50]
- *Meets requirements.* Assistant teachers who obtain the degree/education requirements will be paid at this level.[51]

Dual language programs will receive funds to pay teachers 10% more than they would otherwise be eligible for if:

- Lead teachers hold a WA state teaching certification and endorsements in both bilingual education and ECE or subsequently state-approved certification for teachers in dual language classrooms and an endorsement in ECE *and* teachers' languages of fluency match the languages of instruction in the classroom.
- Assistant teachers pass an oral language fluency test in both languages of instruction.[52]

C-3.7 Teacher Requirement Waiver

High-quality, experienced teachers will have the option of applying for a renewable waiver of SPP's education requirements.

Requirements

As supported by preschool providers in the Seattle Early Education Collaborative (SEEC) and the SPP Interagency Preschool Team (see Appendix VI), a minimum of 10 years of combined education and experience in early childhood education will be required for a teacher to apply for a waiver.[53]

To receive a waiver, a teacher must have:

- High scores in all domains of the Classrooms Assessment Scoring System (CLASS™), as detailed below.
- Evidence of average or better child outcomes as compared with other SPP teachers, as evaluated as part of the Comprehensive Evaluation Strategy.

Process

The waiver application and evaluation process will take one year. This path is open to lead teachers in contracted preschools only. To obtain a waiver, teachers follow a three step process, wherein success on each step is prerequisite for moving to the next:

Step 1: Submit an application. This application will include:

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[50] This level is based on May 2012 BLS average of multiple job codes that these types of staff are categorized as, escalated to 2014 costs.
[51] This level is based on the Puget Sound Educational Service District 2013-14 salary schedule for assistant teachers.
[52] For example, the Certificate of Use of Language in Spanish (Certificado de Español: Lengua y Uso), Japanese-Language Proficiency Test (日本語能力試験), Test of Chinese as a Foreign Language, or others.
[53] More details about the Interagency Preschool Team may be found in Appendix VI.

- An application form that includes the teacher's:
    - Approach to family engagement, citing specific examples,
    - Approach to cultural relevancy, citing specific examples, and
    - Approach to supporting children with diverse needs, citing specific examples.
- Five example lessons or projects children have pursued under his or her supervision, with photos.[54]
- All transcripts for coursework taken after high school.
- Letters of support from their director or program supervisor.
- Additional materials that make the case for a waiver, such as:
    - Videos of classroom activities.
    - Letters of recommendations from former coaches.
    - Letter of recommendation from college instructors.
    - Letters of recommendation from families.

Step 2: Obtain a CLASS® assessment[55] and achieve average scores that meet or exceed:

- A CLASS® combined Emotional Support (ES)/Classroom Organization (CO) score that exceeds 6.0.
- A CLASS® Instructional Support (IS) score that exceeds 4.5.[56][57]

If these score are not obtained, the teacher may apply for academic advising and tuition assistance (see Section XX). If scores are less than .5 away from the threshold, it is recommended that the teacher be rerated within three months. If scores are more than .5 below this threshold, it is not recommend for this person to continue to pursue a waiver.

Step 3: Demonstrate significant growth for all students enrolled in the class for six or more months as assessed by independent evaluators in the early fall and late spring (through assessments such as the PPVT-IV or the Woodcock-Johnson Test of Achievement; both are individually administered one-on-one, game-like assessments conducted via conversation with the child).

The decision of whether or not to grant a waiver is a decision of the contracted waiver management agency staff. The waiver management agency will track teachers' progress, report teachers' application status to them at regular intervals, and communicate teachers' progress to DEEL.

Costs associated with pursuing the waiver are the responsibility of the individual teacher (if assessment costs exceed what would have occurred independent of the waiver process). Contracting agencies employing the teacher may cover these costs at their discretion.

Characteristics

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[54] Parental consent forms are required for all photographed children if not already on file.
[55] This assessment should include 6 scoring cycles on 2 or more unannounced observation days.
[56] These scores align with DEL's high range for acceptable CLASS and ERS scores for Early Achievers ratings.
[57] These scores align with expectations of all teachers who meet SPP requirements (see Section C-3.4).

- The waiver is valid for four years and renewable.
- The waiver must be renewed before it expires.
- The waiver is portable to other SPP providers.
- Providers who employ teachers with waivers may, but will *not* be required to, increase these teachers' salaries as a result of the waiver. The City will not increase the provider reimbursement rate as a result of teacher requirement waivers.

Section D: Program Support

Providers contracted to deliver preschool services will be supported in making quality improvements through professional development, classroom-embedded instructional coaching, and other materials or services for meeting the needs of all children.

D-1 Strategies to Achieve Results

- Intensive curriculum training.
- SPP-funded curricular materials and training: HighScope® or Creative Curriculum® for Preschool, Fifth Edition.
- Embedded instructional coaching provided by highly-trained DEEL staff.
- A "Zero Expulsion and Suspension Policy" for behavior (see Section D-3.6).
- Tiered support to ameliorate challenging behaviors in the classroom.
- Additional funding to respond to children's needs.
- A partnership agreement with Seattle Public Schools.
- A memorandum of understanding with the Washington State Department of Early Learning.

D-2 Racial Equity and Social Justice

Children of color and children from low-income households are frequently overrepresented in special education, mental health, and behavioral support systems. High-quality preschool has been shown to be a powerful tool in reducing the need for special education support and behavior-related services.[xxii]

D-2.1 Cultural Competence

Cultural competency is a necessary strategy to achieve racially equitable outcomes *when coupled with strategies to achieve racially equitable policies and practices*. According to BERK,[xxiii] culturally competent teachers take time to know the families of the children in their classrooms and to understand their values, child-rearing practices, and goals for their children. The teachers are then careful to recognize these values and practices in a way that provides continuity for children. Because meaningful education occurs when students are engaged and see a connection between what they learn and their lives, it is important to recognize that young children need support to navigate the differences between their home and school experiences. Education should occur through the lens of culture (i.e., home-life realities and understandings of how the world works). Culturally-appropriate, individually-appropriate, and age-appropriate practice are the three guiding principles of Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children (NAEYC).[xxiv] NAEYC's Pathways to Cultural Competence Project Program Guide states:

> *For optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units (NAEYC, 1995, p. 2).*

Since all children are rooted in their families we see a child's family structure and all that it entails as the core of their family's culture. This structure can include family socioeconomic status, family composition, parent's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent's sexual orientation, and the way that a family classifies its race and ethnicity.

D-2.2 Racial Equity and Meeting the Needs of All Children

For over three decades, researchers have studied an array of practices intended to promote social and behavioral competence. Children who are socially competent interact well with others, even during difficult situations, and are less likely to exhibit challenging behaviors.[xxv] The research suggests the need for a continuum of practices that includes environmental supports to promote peer engagement and interaction, instruction focused on teaching new social skills, and teacher practices that support social behaviors.[xxvi] The model should be instituted classroom-wide, and recognize that children will be at different levels of social competency.

D-3 Processes

D-3.1 Agreements and Memoranda of Understanding

DEEL will continue to work with staff from DEL and SPS to:

- Ensure programmatic resources for implementing SPP are used efficiently and effectively in areas of joint concern.
- Align practices, responsibilities, and timelines.
- Address data sharing, academic expectations, curriculum alignment, and professional development.
- Ensure that families are connected with available information and resources.

Outlines of agreements and memoranda of understanding are included in Appendices VIII and IX. Seattle City Council will have an opportunity to review agreements before they are finalized and an opportunity to approve the partnership agreement with Seattle Public Schools.

D-3.2 Teacher-Student Ratio and Class Size

The maximum class size is 20, with a ratio of one adult for every 10 children. In the average classroom, SPP anticipates one Lead Teacher and one Instructional Assistant.

D-3.3 Curriculum

Providers will be required to adopt the approved curricula identified in the Implementation Plan.

In the beginning years of the Seattle Preschool Program, only curricula that are selected by the City of Seattle will be approved for use in the program. All costs associated with required training (see Section D-3.4) will be paid by the City.

A recent meta-analysis of 120 studies[xxvii] finds that intentional teaching that includes both small group and individual instruction is a strong indicator of positive outcomes for children. BERK recommended the following criteria be used to assess the most promising preschool curriculum models:[xxviii]

- The curriculum provides teachers with guidance for shared interactions with children in teacher-initiated activities, routines, and during play, and helps teachers understand and support children's development of self-regulation.
- The curriculum is comprehensive, integrates all domains of learning, and leads to achievement of state early learning standards and the requirements of the Head Start Outcomes Framework.[58]
- The curriculum provides guidance for differentiating instruction for students in special populations. In particular, the curriculum has been successfully implemented in dual language settings and emphasizes oral language learning, conceptual development, and cognitive and social problem-solving abilities.
- A valid, reliable, manageable, ongoing assessment system is available to inform instruction that is consistent with the teaching philosophy and learning content of the curriculum model.
- Research-based evidence supports the effectiveness of the curriculum.
- The curriculum is already being implemented locally and/or professional development expertise is readily available and the model will articulate well with kindergarten – 3rd grade practices.[xxix]

Core Curricula

SPP providers will be required to adopt the approved curricula (HighScope® or Creative Curriculum® for Preschool, Fifth Edition), participate in professional development on selected curricula and, at the request of DEEL, participate in assessments of degree to which the curricula are delivered as intended ("implementation fidelity"). For the demonstration phase of the Seattle Preschool Program (2015-2019), the following curricula are approved:

HighScope Preschool Curriculum*.* The HighScope Curriculum, utilized in thousands of programs worldwide, is based on the work of constructivists: Jean Piaget, HighScope's founder David Weikart and others. The basic premise of the HighScope Curriculum is that children learn best by doing. "Control" is shared between adults and children so that children's creativity and exploration of individual interests are encouraged. The teacher's role is that of a facilitator who observes and interacts with children and, with the HighScope Content (Key Experiences), provides high-quality experiences and interactions that keep children engaged and learning. The HighScope/Key Experiences align with the Washington State Early Learning Guidelines.

Creative Curriculum. The Creative Curriculum® System for Preschool is a comprehensive, scientifically-based curriculum, linked to an assessment system that addresses teachers' need to know what to teach and why, and how children learn best. It specifies the literacy, math, science, social studies, arts and technology content to be taught, based on published standards. It relates directly to the subject area curricula used in elementary schools, so children's learning

[58] For more information see: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/assessment/child%20outcomes/edudev_art_00008_060805.html

in preschool forms the basis of the learning that will follow. Its distinguishing features are a framework for decision-making and a focus on interest areas. The Creative Curriculum System for Preschool is inclusive of all children—those developing typically, children with disabilities and English Language Learners. The Creative Curriculum goals and objectives for children align with the Washington State Early Learning Guidelines.

BERK recommended that the City support a limited number of curricula to maximize the ability to support quality teacher practice through coaching. For the purposes of alignment, DEEL and DEL will both implement HighScope and Creative Curriculum because they meet the criteria listed above and because there is local expertise to support teacher practice.[59] Both HighScope and Creative Curriculum employ a child-centered, constructivist approach to classroom instruction that is adaptable to various cultural contexts. Both of these curricula:

- Are developmentally appropriate, linguistically consistent and culturally relevant, and research-based.
- Include child-based and program-based assessment that are aligned with Common Core and the Washington State Early Learning Guidelines.
- Address the five domains of child development (physical, cognitive, social/emotional, language/literacy and approaches to learning).

Curriculum Start-up Training Requirements

All required SPP training and materials will be funded by the City.

Curriculum training for HighScope will include:[60]

- A two- to four-hour overview for all stakeholders (directors, program supervisors, lead teachers, instructional staff, families, other program staff).
- Four weeks (120 hours) of training for teachers.
- Weekly on-site coaching for teachers, directors, and site supervisors to support curriculum fidelity.
- Once "HighScope certified," staff will receive on-going professional development to maintain this certification.

Curriculum training for Creative Curriculum will include the following:

- A web-based overview for all stakeholders (directors, program supervisors, lead teachers, instructional staff, families, other program staff).
- An initial two-day training for all teachers.
- An additional two-day training for all instructional leaders/coaches.
- Weekly on-site coaching for teachers, directors, and site supervisors to support curriculum fidelity.
- Additional training delivered through Teaching Strategies®.

[59] Few local programs use Opening the World of Learning. Both HighScope and Creative Curriculum are common.
[60] Coaches will have access to additional training.

Curriculum Waiver

After 2018, a curriculum waiver process will be developed for high-quality provider agencies. A waiver would allow a provider agency to use an evidence-based curriculum other than HighScope® or Creative Curriculum® for Preschool, Fifth Edition (or subsequently approved curriculum).

D-3.4 Professional Development/Training

SPP professional development will be fully funded by the City.[61] It will be data-driven and include group trainings and on-site, classroom-based intensive coaching. All professional development for teachers, directors, and parents will include elements of peer support.[62]

When first participating in SPP, all staff will receive pre-service training before the beginning of the school year in September. To the extent possible, training will be aligned with all preschool programs funded by Head Start, ECEAP, and Step Ahead. Additionally, the City will coordinate with the Washington State Department of Early Learning to leverage professional development resources available to providers through Early Achievers

When possible, training will:

- Be eligible for STARS (State Training and Registry System) hours, clock hours, and/or continuing education credits.
- Be accessible to teachers who speak a language other than English and delivered in the community.[63]

In addition to curriculum training, pre-service training will include:

- SPP quality standards, processes, and principles.
- Screenings and assessments.
- Creating and sustaining safe and supportive preschool learning environments.

Content training will continue throughout the year, be data-driven, and include the following:

- Instructional support for children whose primary home language is not English.
- Teaching children with special needs, including behavioral-health needs.
- Culturally and linguistically responsive teaching.
- Partnering with families.
- Strategies to achieve racially equitable policies and practices.[64]

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[61] Passed by the SPP Advisory Committee as "SPP will develop a plan to support teacher participation to train all providers in the adopted curriculum."

[62] Passed by the SPP Advisory Committee as "SPP will use peer support process (in all) aspects of professional development for teachers, directors and parents including: Teachers in curriculum and post-curriculum training, teachers working towards academic credentials, agency directors, and parents."

[63] Passed by the SPP Advisory Committee as "Teacher training and coaching will be culturally relevant and provided in dual language settings in language reflected in the community."

[64] Passed by the SPP Advisory Committee as "SPP will integrate cultural competencies, including multi-language/cultural resources, in coursework that will support dual languages and diversity."

- Creating and sustaining a language-rich classroom environment.
- Best practices in reflective coaching, educational leadership, and business management for Directors and Program Supervisors.

Training will also be provided in the following area as needed:

- Embracing the "Zero Expulsion and Suspension Policy."
- Inclusive classroom environments and practices.
- Perspectives and philosophies of early childhood development.
- Models of early childhood education.
- Readiness: What does it mean?
- Children's ethno-cultural development.
- Children's social and emotional development.[65]
- Review of CLASS Dimensions Quality: Instructional Support and Classroom Organization.
- Dual language: Creating and sustaining a language-rich classroom environment.
- Contracting and finance.
- Assessments and data.
- Kindergarten transition.
- Health, safety and nutrition.

All training will align with the Washington State Core Competencies for Early Care and Education Professionals.[66]

Coaching

Coaches who have been "certified" or "endorsed" in the selected curricula will provide on-site curriculum support (reflective coaching) to teachers, center directors, and program supervisors and off-site training. Reflective coaching is the regular and intensive coaching of teachers and their supervisors. The most widely used and researched method is the reflective or cognitive coaching model designed to develop teachers while also improving program quality.[xxx] These coaching models are designed to enhance the relationship between the teacher and the coach combined with direct observation, reflection/discussion, and modeling of practices.[xxxi]

Coaches will focus on teachers' professional growth.[67] SPP classrooms will receive on-site coaching and training to support quality teaching that will improve instruction across all domains (e.g., approaches to learning, social and emotional development, physical development and health, language literacy and communication, mathematics, creative arts, science and technology, social studies, English language

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[65] Passed by the SPP Advisory Committee as "SPP will provide training and coaching for center directors, teachers and coaches on children's social-emotional development, including cultural differences, behavioral challenges, and special education needs."

[66] For more information see: http://www.del.wa.gov/requirements/professional/core.aspx

[67] Passed by the SPP Advisory Committee as "Coaches will focus on teacher professional growth and not compliance."

learning) and lead to better outcomes for children. Coaches will work directly with teachers to implement their chosen curriculum, create professional development plans, and provide support for children with challenging behaviors.[68]

During SPP's demonstration phase, one coach will be assigned to every 10 classrooms to provide instructional practice-based, reflective coaching. The allocation of coaching hours will be differentiated and based on assessments, observations, and Early Achievers' quality improvement plans. Coaches will also:

- Support the implementation of selected curriculum with fidelity.
- Use assessment data and teacher observation to strengthen teacher practice.
- Help teachers individualize instruction.
- Work with teachers to integrate emergent approaches and adaptations that are consistent with the base curriculum model, build on the teachers' strengths and expertise, and emanate from the interests of the children.
- Use child assessments, classroom assessments, and teachers' professional development plans to inform their practice.[69]
- Provide support in working with children with special needs including behavioral health needs.

DEEL coaches will be trained (or certified, if applicable) in the following:

- Instructional practice-based reflective coaching framework.
- Curriculum and assessment training and certification on tools used in SPP classrooms.
- The Early Achievers Coach Framework.
- Culturally and linguistically responsive coaching.
- Children's physical development and health.
- Working with children with special needs including behavioral health needs.

Coaches will receive continuing education to maintain certifications and expand knowledge of best practices in the field. Over the four-year implementation timeline, DEEL coaches will create a peer network for sharing best practices.[70]

DEEL will work with the Washington State Department of Early Learning to develop approaches to coaching that make the best use of State and City resources.

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[68] Passed by the SPP Advisory Committee as "Coaches and teachers are given the opportunity to create PD plans."
[69] To support teachers enrolled in academic coursework or degree programs, the coach will also use the syllabi to support teachers' professional development.
[70] Passed by the SPP Advisory Committee as "Over the 4 year timeline of implementation, DEEL coaches will create a peer sharing network for sharing best practices."

D-3.5 Health and Safety

SPP providers will be required to meet all licensing requirements detailed in the Washington Administrative Code (WAC 170-295),[71] including health and safety regulations.

Screenings

All SPP providers will be required to screen all children for developmental and behavioral concerns within 90 days of the start of the school year. If not previously trained, SPP providers will be training to use the following tools:

- Early Screening Inventory (ESI) or Ages & Stages Questionnaires® (ASQ).
- Ages & Stages Questionnaires:® Social-Emotional (ASQ-SE).

Health Records

Provider agencies must maintain current and confidential health files on all enrolled children. Those files will include:

- A record of the child's medical home (primary care doctor name, address, and phone number).
- A record of the child's dental home (dentist name, address, and phone number).
- Immunization records.
- Allergy information.
- Food preferences and restrictions.

If applicable, confidential health files must also include:

- Results from health-related screenings (conducted by the provider agency).
- Accident reports.
- Documentation of health-related family contacts.
- Documents required by Head Start or ECEAP.

Contractors must maintain a tracking system to ensure these records are kept up-to-date. All screening results will be shared with families. Scores indicating a developmental or behavioral concern should be discussed with parents and teachers to decide what additional evaluation or interventions would benefit the child. Completion dates, scores, and needed follow-up will be shared with education specialists, coaches, and other administration staff to better support providers.

Preschool staff, coaches, mental health support staff, and special education staff (as needed) will work collaboratively to address concerns that arise from developmental and health screenings. These plans may include additional instructional support staff, additional teacher training or coaching, creating a plan with the family to best support the child's development, or a referral for further evaluation of behavioral and developmental skills.

Returning students with typical screening results from the previous school year will not need to be screened again the following year unless concerns arise around the child's development.

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[71] http://apps.leg.wa.gov/WAC/default.aspx?cite=170-295

D-3.6 Developmentally Appropriate, Inclusive Support

The Seattle Preschool Program will have a "Zero Expulsion and Suspension Policy." The Program will support children's social and emotional growth by providing developmentally appropriate curriculum resources and professional development and coaching to all contracted organizations.

Furthermore, the City will:

- Support screenings, such as: The Early Screening Inventory-Revised Version (ESI-R), the Ages and Stages Questionnaire (ASQ), and/or the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).
- Provide teachers with in-class support from coaches or mental health professionals as needed.
- Support teachers in effectively meeting the needs of all children, especially those who exhibit challenging behaviors.
- Work alongside Seattle Public Schools Special Education Department to meet the needs of children with Individualized Educational Plans (IEPs).

Challenging Behaviors

SPP classrooms will have access to mental health staff in order to support social-emotional and behavioral challenges within the classroom. This support is meant to aid teachers and centers in meeting the needs of all students, and act as a support to the "Zero Expulsion and Suspension Policy." Teachers, in partnership with coaches and center directors, will be able to access consultation services as needed. This mental health professional can provide services including:

- Classroom/child observation
- Teacher coaching
- Screening review
- Referral services
- Family-teacher meeting facilitation
- Behavior plan development

Referrals

If a child's parent(s) or guardian(s) and the teaching team believe that the child may need the support of special education services, mental health services, or other health services, the provider agency, with the support of DEEL's Human Services Coordinator, will assist the family in referring their child to the evaluations needed to qualify for support services.

If required by federal law, special education support services will be delivered by the special education department of Seattle Public Schools.[72] Seattle Public Schools will work together with families and providers to ensure that children with developmental concerns are screened, assessed, and provided services if they qualify. See Appendix IX for more information on the City's partnership agreement with

[72] Approximately 8% of Seattle Public Schools' kindergarten students receive Special Education Services.

Seattle Public Schools. These additional supports serve to ensure that every child can benefit from a quality preschool education.

Special Populations and the Provision of Additional Services

Since the majority of preschoolers do not yet have a diagnosis of a behavioral or health need, SPP will conduct screening processes at least once per year.

Provider agencies may request additional funding (budgeted as "Special Populations Costs" in Appendix X) through the DEEL coach assigned to the classroom when screenings or other information result in 6 or more children being included in one of the following designations:

- Children in the child welfare system.
- Children living in transitional housing.
- Children from homeless families.[73]
- Children with healthcare needs (as evidenced by a doctor's report).
- Children with mental health needs (as evidenced by behavioral screening and parent/teacher/coach observation).
- Children with developmental needs (as evidenced by developmental screening and parent/teacher/coach observation).

This funding may be used to support additional staff time to reduce the standard adult-child ratio and maximum class size (in response to Resolution 31527, Section 5F), materials, training, and other needed assistance as identified by the provider agency in partnership with the DEEL coach. Children who have experienced major life changes related to living situations, such as immigrant and refugee children, may qualify for additional support when teachers and coaches identify an unmet need.

SPP provider agencies will adhere to all Individualized Education Plans (IEPs).

D-3.7 Family Partnership and Engagement

To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes on an annual basis.[74] It is recommended that providers include input from families, administration, and teachers in formally adopting one of the SPP-approved curricula.[75] SPP provider agencies are encouraged to create opportunities for families to engage with one another to build a community of support.[76]

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[73] During school year 2009–10, approximately 310 Seattle students (under 2% of total students) in kindergarten through third grade were experiencing homelessness.

[74] Passed by the SPP Advisory Committee as "To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes."

[75] Passed by the SPP Advisory Committee as "Providers will formally adopt one of the recommended curricula through a process that includes family, admin and teacher input" and "Providers will define their parent and family engagement strategies annually in partnership with families."

[76] Passed by the Advisory Committee as "Environment – SPP contractors will provide a welcoming and inclusive environment by developing a plan and implementing procedures that allow families to engage with each other and the preschool community."

The Seattle Preschool Program will:

- Create a family engagement grant fund that providers can utilize to design, develop, and provide family engagement activities. Funding will support provider agencies to:
    - Create and maintain meaningful partnerships with families and communities.[77]
    - Increase their capacity to engage families in activities that take place in homes or community spaces.[78]
- Prioritize a universal family engagement approach that integrates intentional parent/child activities and promotes academic, social, and emotional school readiness:
    - Families will be provided with evidence-based activities, which could include proven home-learning activities, tied to the chosen curriculum models.
    - Providers will host events throughout the school year to connect families to resources and information on topics such as child development and nutrition.
- Build on Early Achievers Strengthening Families framework to increase providers' foundational knowledge about the importance of parents and families in children's lives and the family's impact on child outcomes.

Professional development in best practices for family partnership and engagement will be available on a regular basis and in languages appropriate to the providers.

DEEL will establish processes for families to provide feedback on SPP program implementation.[79]

[77] Passed by the APP Advisory Committee as "The Grant Fund prioritizes providers that create meaningful partnerships with families and their community to authentically engage families."
[78] Passed by the SPP Advisory Committee as "SPP will provide resources and support to providers' capacity to engage families through activities that take place in homes or community designated spaces."
[79] Passed by the SPP Advisory Committee as "SPP will establish parent advisory processes to provide feedback on SPP program implementation, e.g. committees, surveys, focus groups, etc."

Section E: Capacity Building

Part of the success of the Seattle Preschool Program (SPP) will lie in its ability to support capacity building in Seattle in the areas of facilities improvement, expansion and renovation, and continuing education for teachers and administrators. Funds are allocated in the four-year demonstration phase of the SPP for both workforce and facilities capacity building.

> Capacity Building. Major program elements include tuition support and degree pathway advising for teaching staff to attain required educational credentials from accredited institutions of higher education, facility construction, renovations, and improvements as needed, classroom start-up, and organizational capacity building.
>
> - Ordinance 124509, Section 5C

E-1 Strategies to Achieve Results

- Higher education academic advising and tuition support for teachers.
- Continuing education for coaches to better able them to meet the needs of the SPP provider community.
- Training with provider agency management to support strong business practices.
- Support for agencies to open additional classrooms for the program.
- A Facilities Capacity Building Fund that includes a forgivable loan program for facility construction, improvement, and renovation.

E-2 Racial Equity and Social Justice

The early learning workforce is racially and ethnically diverse and predominantly female. Many members of the workforce, though experienced, have had limited opportunities or incentives to complete bachelor's degrees. Providing early learning educators with access and support to acquire higher education in their field will create racial equity for teachers, and in return, children and their families.

By creating structures that support a diverse and educated workforce that is prepared to meet the needs of all children, SPP will:

- Improve children's access to classrooms with highly-qualified teachers who reflect Seattle's diversity.
- Support teachers and preschool provider agencies to improve the quality of preschool instruction.
- Ensure teachers' practice reflects all of the Department of Early Learning's Core Competencies.[xxxii]

SPP will support teachers who support children by working with institutions of higher education to reduce financial and structural barriers to enrolling in and completing bachelor's degree programs.

Additionally, by supporting the renovation, expansion, or development of preschool facilities, provider agencies that have had few opportunities to make structural improvements will be better positioned to become licensed, increase their Early Achievers ratings, and expand access to their services. Many government subsidized preschool programs are currently half-day, utilizing the same space for classes in the mornings and afternoons. The SPP Facilities Capacity Building Fund will offer opportunities for providers to develop new spaces that can serve children in high-quality learning environments for more hours per day.

E-3 Processes

Below are the processes for allotting Capacity-Building funds.

E-3.1 Facilities Capacity-Building Fund

The City of Seattle is committed to developing the Seattle Preschool Program workforce and helping existing preschool providers meet the quality standards [in the Action Plan] and in the Implementation Plan. To accomplish this, the City will fund facilities renovations, improvements, and start-up when needed.

$8.5 million has been set aside for facilities improvement, expansion, and renovation over the four years of the SPP Levy. The guidelines and conditions related to the disbursement of facility and capital improvement funds are as follows:

Types of Projects

- Projects that improve quality or help providers meet licensing standards in existing classrooms.
- Projects that expand space at existing facilities.
- Projects that start new facilities, either from the ground up or by substantially remodeling existing buildings for use as a preschool.

Principles

- Focus on projects that will provide return on investment during the four-year demonstration phase.
- Funds should help create a sustainable preschool project as opposed to a short-term development of space.

Priorities

- Projects consistent with the priorities adopted for contracting with providers (e.g. projects that are located in neighborhoods with low-performing schools).
- Projects connected to low-income housing.
- Conversion or expansion of existing spaces.
- Currently contracted preschool providers and providers who have a demonstrated ability to serve children living in areas SPP prioritizes.
- Meeting basic licensing standards (as opposed to quality improvement).

    - All projects receiving funds should commit to a "pathway" to quality improvement of facilities.
- Quality improvements that allow agencies to raise their ECERS-R rating for preschool classrooms to improve their Early Achievers scores.

If City funds are used for facility improvements, a minimum of five years commitment to City-managed early learning programs is required for each classroom improved. Investments of $100,000 or more in facilities will require longer commitments to City-managed early learning programs.

E-3.2 Academic Advising and Tuition Assistance for Provider Agency Instructional Staff

Support for academic advising and tuition assistance will be made available for current SPP teachers, directors, and site supervisors. Teachers will be permitted to continue teaching while in degree and certification programs or completing the waiver application process (see Section C-3.7).[80]

The City of Seattle is committed to developing the Seattle Preschool Program workforce and helping existing preschool providers meet the SPP requirements. In collaboration with the Washington State Department of Early Learning, the City will:

- Continue to work with local colleges and universities to develop affordable and accessible programs that address the needs of the current and prospective early learning workforce to meet SPP's education requirements.
- Identify resources to validate credentials from international post-secondary institutions.[81]
- Work with higher education institutions to ensure that teacher preparation programs provide cultural competency training.[82]
- Work with local colleges and universities to develop an "alternate route"[83] program for teachers with bachelor's degrees in fields other than Early Childhood Education.

Guidelines governing qualifications and conditions for providers to receive need-based tuition assistance, as well as procedures to ensure other financial aid resources will be leveraged first, are below.

[80] Passed by the SPP Advisory Committee as "Teachers with BA in unrelated field and with prior learning experience will be allowed to continue teaching while going through certification process."
[81] Passed by the SPP Advisory Committee as "SPP will develop an alternative pathway certification to validate credentials from foreign post-secondary institutions."
[82] Passed by the SPP Advisory Committee as "SPP will work together with higher ed. Institutions to ensure that teachers receive cultural competency training in their teacher preparation programs."
[83] As it relates to SPP, an alternate route program is an educational pathway to obtaining a state teaching certificate with P-3 endorsement.

To accomplish this, the City will provide funding for tuition assistance to program instructional and administrative staff to meet program standards. If the demand for advising and tuition assistance for provider agency staff exceeds supply, DEEL will prioritize assistance in the following order:

1. Lead teachers and assistant teachers.
2. Directors and program supervisors.

DEEL will make an annual assessment to add additional priorities on the basis of need, shortages in specific areas or specialties, and emerging RSJI issues.[84]

- Tuition assistance will support only courses that lead to SPP education or certification requirements, and individuals who receive tuition assistance will be required to maintain a minimum grade point average.
- Individuals who receive financial assistance to pursue a degree shall teach or work in an SPP classroom (or City-managed early learning program, if SPP is defunct) for a minimum of 3 years after receiving the degree; or repay the total or a prorated amount of the financial assistance received based on the length of service completed after receiving the degree.[85]
- SPP is the payer of last resort for tuition support. SPP teachers will be expected to apply for funds through Child Care Aware® of Washington and other sources before SPP funds will be used to support tuition.

SPP will provide incentives for provider agencies to support employees in obtaining bachelor's degrees in early childhood education, or bachelor's degrees plus a state teaching certificate with P-3 endorsement.[86]

Current staff will be given four years to meet education/certification requirements (see Section C-3.6). The four-year deadline may be extended for those who have made clear progress toward the qualifications over the four years but who, for clearly justifiable reasons (e.g., family medical leave, courses were not offered at the college in a viable sequence), have not been able to meet the requirements. "Clear progress" shall be determined by the agency managing the tuition assistance fund in consultation with the teacher's SPP coach. Upon approval from DEEL, teachers in this situation may submit a plan for completion within two additional years.

[84] Passed by the SPP Advisory Committee as "SPP will ensure a pool of qualified and diverse/bilingual/bicultural coaches by creating a coaching "pathway" to certification."
[85] This aligns with Head Start policy.
[86] Passed by the APP Advisory Committee as "SPP will incentivize early childhood programs to provide employees the support they need to complete ECE BA or BA plus P-3 teaching endorsement."

Section F: Research, Evaluation, and Oversight

The Seattle City Council has requested the development of a Comprehensive Evaluation Strategy. Section 3 of Seattle City Council Resolution 31527 states:

> "The Mayor shall submit a Comprehensive Evaluation Strategy ("Evaluation Strategy") to the City Council for review and approval by ordinance no later than ~~June 1, 2015~~ August 3, 2015.[87] The Evaluation Strategy for the program shall be designed with independent evaluation experts. The Evaluation Strategy will use both process and impact evaluations, as well as on-going continuous quality improvement controls. The Evaluation Strategy shall address what, when, and how evaluations will be carried out and identify dates for submitting completed evaluations to the City Council. The Evaluation Strategy will also identify the key evaluation questions to be answered for each type of evaluation undertaken. In addition to outlining the types of process and impact evaluations that will be undertaken to gauge preschool and provider quality and child impacts, the Evaluation Strategy shall include a process evaluation specifically designed to assess the City's administration, oversight, scale up, and implementation of its Seattle Preschool Program beginning no later than the end of Year 1 of program implementation with an initial report due at the end of Year 2[88] and an update due at the end of Year 3. All evaluations shall be conducted by independent, external evaluation expert(s). Ideally, the Evaluation Strategy will identify on-going research partnerships with institutions with noted expertise in early learning and evaluation."

F-1 Strategies to Achieve Results

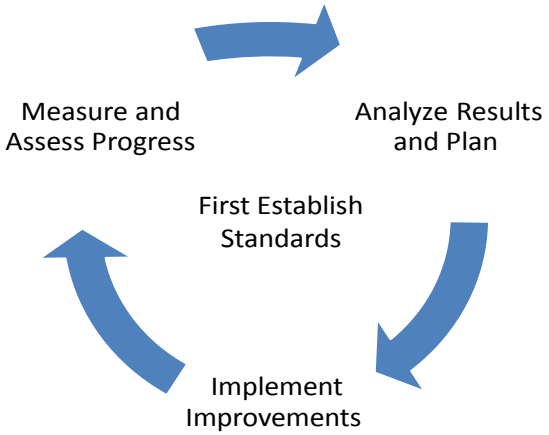
- A Comprehensive Evaluation Strategy designed in partnership with external evaluation experts to support reliability and validity of findings, conclusions, and recommend course corrections.
- A continuous improvement system that is integrated with the evaluation research.
- A plan for ongoing quality assurance, linked to coaching, professional development, and pre- and in-service training that responds to needs of instructional staff.
- A plan for process evaluation to monitor compliance with targets at all levels: City, coach, provider, classroom, and teacher.
- A plan for impact evaluation that measures if and how program goals are met.
- A study of promising practices that will ensure SPP classrooms are culturally relevant for participating children.

[87] An extension to this deadline has been approved by Seattle City Council. The new deadline is August 3, 2015.
[88] A Preliminary Process Evaluation will be due in August 2016.

- A pilot program designed to investigate the efficacy and efficiency of delivering preschool services in Family Child Care settings.
- Interactive and observational student assessments.
- The creation of a data system that supports data collection and analysis, applications, enrollment, and assignments, and allows systems to seamlessly interface.
- Guidance and recommendations provided by community leaders on the Levy Oversight Committee.

The BERK recommendations state:[xxxiii]

> A comprehensive accountability system used for multiple purposes should include more than child assessment data measures. If the data is to be used for instructional assessment, accountability, and program evaluation, it needs to be gathered to measure progress and inform practice at multiple levels:
>
> - Individual child level.
> - Classroom level (children and teachers).
> - Center level (administrator qualifications and practices, as well as other kinds of program support including coaches and parent involvement).
> - City level (aggregated data from other levels as well as sampling within a rigorous research design).
>
> A continuous improvement system that is integrated with the evaluation research will provide timely insight into the programmatic needs and identify areas for technical assistance. A rigorously designed effectiveness study should include information on program quality. …
>
> Quality standards alone are insufficient to ensure that [SPP] achieve its goals. For that purpose, [the Department of Education and Early Learning] should design and implement a continuous improvement system.[xxxiv]
>
> Creation of the system begins with development of uniform standards and annual targets for program operation, teaching quality, and learning outcomes. The standards form the foundation for continuous improvement cycles at the City, provider, and classroom levels. At each level, data should be aggregated to establish progress toward the standards and help plan for improvements, often through professional development.
>
> The Continuous Improvement Cycle[xxxv]



It is the City's intent to align SPP with existing early learning programs operating in Seattle insofar as the existing infrastructure supports high-quality preschool and positive student outcomes. The compliance, monitoring, and assessment requirements of the following programs will be considered when developing all timelines:

- Washington State's Early Childhood Education and Assistance Program (ECEAP)
- The City of Seattle's Step Ahead, Child Care Assistance, and Comprehensive Child Care Programs
- Head Start
- Early Achievers, Washington's Tiered Quality Rating and Improvement System (QRIS)

F-2 Racial Equity and Social Justice

The Comprehensive Evaluation Strategy (Evaluation Strategy) will respect the goals of RSJI and explicitly apply an RSJ lens to all evaluative procedures. In other words, the Evaluation Strategy will identify any benefits or burdens that may be differentially assumed by specific racial, cultural, socio-economic, or linguistic communities as a result of the Evaluation Strategy and specify the steps that will be taken to address potential harms.

Since participation in ECEAP, Step Ahead, and Head Start is limited to children from income-eligible families, aligning with these existing systems will reduce the burden on providers that serve low-income children and families by minimizing the addition of new monitoring and assessment requirements.

F-3 Processes

F-3.1 The Comprehensive Evaluation Strategy

DEEL released a Request for Proposals (RFP) in December 2014 to identify "independent evaluation experts" to help design SPP's approach to evaluation and write the Comprehensive Evaluation Strategy. The Evaluation Strategy, due to the Seattle City Council on August 3, 2015, shall include the following components:

- An executive summary.
- Comparisons and literature review of preschool program evaluations.

- Comparison of program and evaluation strategies. This comparison shall include the following components for description and comparison of publicly-supported preschool programs in Boston, New Jersey, Oklahoma, Georgia, Denver, San Antonio, and others identified through the literature review. At a minimum, the comparison shall include the following for each:
    - *Preschool program design f*or each program, including:
        - Program goals.
        - Anticipated program outcomes and indicators.
        - Role of the State Quality Rating and Improvement System, if applicable.
        - Teacher credential requirements and systems to support teachers in attaining these requirements.
        - Oversight and governance structure.
        - Delivery systems and how public schools, community-based organizations, family child care homes, and other government subsidized programs are incorporated.
        - Child eligibility, selection process, and demographic characteristics.
        - Children served and how this has changed since program inception.
        - Tuition structure, if applicable.
        - Cost per child, funding mechanism, and teacher compensation structure.
        - Classroom structure and characteristics.
        - Curricula used.
        - Approach to family engagement, health support, and professional development.
    - *Evaluation design, data collection, and findings.* For all evaluations (including evaluations of on-going quality assurance, process evaluation, and impact evaluation) completed in the cities and states identified above, the Evaluation Strategy shall describe, contrast, and evaluate:
        - The research questions posed.
        - Data collection protocols.
        - Research methods.
        - Significant findings.
        - Methods of communicating with the public, oversight bodies, families, teachers, providers, and administrators.
        - When the evaluations began producing positive results that were causally linked to the program.
        - Any course corrections that were necessary in the early years of the program.
- Comparison of assessment tools.
    - A comparison of all widely available classroom and student assessments used by cities and states including any concerns about reliability, validity, or cultural appropriateness expressed by communities or the literature.
    - A figure or "map" that details which actions and audiences are targeted for each type of assessment. [xxxvi]
    - Description of assessment tools developed to monitor program compliance.
- Summary. Lessons learned from research and city/state comparison.

- Comprehensive plan for on-going quality assurance.
    - A set of uniform standards and annual targets for program operations and implementation, teaching quality, curriculum fidelity, and learning outcomes.
    - The measures that will be utilized or created to monitor these targets at the classroom, provider, and city administration levels. In addition to a detailed description of all recommended measures (e.g., observations, surveys, focus groups, etc.), the Strategy shall explicate:
        - How, if at all, measures used for other programs (i.e., Early Achievers, ECEAP) can be utilized in the SPP evaluation process.
        - The role of the Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale-Revised (ECERS-R), and assessments of curriculum implementation fidelity.
        - How data generated by the following assessments will be used: Teaching Strategies Gold (TSG), Washington Kindergarten Inventory of Developing Skills (WaKIDS), Ages and Stages Questionnaire (ASQ), Peabody picture Vocabulary Test, Fourth Edition (PPVT-IV), and the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).
    - An assessment checkpoint calendar and work plan for all system participants, including DEEL staff, provider administrative and instructional staff, and contracted consultants.
- Comprehensive plan for process evaluation.
    - The process evaluation shall examine both the City's administration of the Seattle Preschool Program (internal focus) as well as specific components related to the quality of delivery by the City's partners and selected providers (external focus).
    - Some aspects of the process evaluation may overlap with on-going quality assurance. If this is recommended, how each tool, assessment, or process serves each purpose must be explicated and justified in the Strategy.
    - Questions that will help inform program learning and improvement. Questions could be related to:
        - Outreach, recruitment, and enrollment.
        - Child demographics at the classroom and provider levels.
        - The provider selection process.
        - Program staffing at all levels.
- Comprehensive plan for impact evaluation.
    - A detailed plan for baseline data collection, including all demographic and educational history-related variables that may be of consequence in future impact evaluations.
    - Research questions to be answered, which shall include:
        - Questions for both a short- and long-term impact evaluation that align with legislative guidance, DEEL's mission to eradicate the opportunity gap in Seattle, and the goals stated in this Implementation Plan.
        - The timing, frequency, and staffing for all assessments. The plan shall explicate:
            - The justification for the inclusion of each assessment selected (benefits, challenges, and final decision criteria).
            - The impacts of assessments on instructional staff time.
            - How assessors will ensure the well-being of children. All child-level assessments must contain safeguards to prevent child fatigue and frustration.
            - The procedures that will be in place for informed consent (or assent, as

determined by an Institutional Review Board) of all participants.
    - The training protocol for all assessors detailing the how Consultants will ensure that all assessors are culturally competent, respectful, and as non-intrusive as feasible in classrooms.
    - The structures that will be in place to ensure the reliability of all assessments and assessors.
    - The safeguards in place to protect the privacy of all research participants.
    - Any incentives that participants will receive.
- Family Child Care Pilot. A plan for implementing and evaluating a Family Child Care pilot program for implementation no later than Fall 2017.
- Four-year budget projection.
    - The Strategy shall include a four-year budget for all evaluation activities.
    - The annual budget must not exceed $250,000.
        - An additional $87,500 per year for two years may be dedicated to the evaluation of the Family Child Care pilot project.
- Timeline for reports.
    - A *Preliminary* Process Evaluation is due in June 2016 with annual updates.
    - The schedule for Impact Evaluation reporting is subject to the recommendations of evaluation experts.
- Communications plan. The Strategy shall include a detailed approaches for engaging, eliciting feedback, and communicating with the following interest groups:
    - General public.
    - Families of preschool participants and prospective participants.
    - Preschool providers.
    - The Levy Oversight Committee.
    - Mayor and City Council.

F-3.2 Compliance with Evaluation Strategy

To participate in SPP, provider agencies must agree to participate in program evaluation, as described in the Comprehensive Evaluation Strategy and approved by City Council. Data generated through SPP program evaluation shall not be used punitively by provider agencies for the purpose of employee evaluation.

F-3.3 Preschool Levy Oversight Committee

The SPP Action Plan states that the City will establish a Preschool Levy Oversight Body, which will be an expansion of the current Families and Education Levy Oversight Committee, to make recommendations on the design and funding of the program and to monitor the progress of the program in meeting its outcomes and goals.[89] The Preschool Levy Oversight Committee will be an expansion of the current Families and Education Levy Oversight Committee. As stipulated in Ordinance 124509, the Committee will consist of the twelve members of the Families and Education Levy Oversight Committee established

[89] See Appendix II , Ordinance 124509 for more information on the Levy Oversight Committee.

by Ordinance 123567 with the addition of four Seattle residents with an interest in and understanding of preschool services. The roles of this committee are:

- To make recommendations on the design and funding of the program.
- To make recommendations on the Implementation Plan.
- To make recommendations on the Partnership Agreement with Seattle Public Schools.
- To monitor the progress of the program in meeting its outcomes and goals.

The Committee will be the sole entity with designated authority to make official recommendations to the City. All members appointed by the Mayor will be confirmed by the City Council. Members shall serve without pay.

The Mayor will appoint all four of the resident committee members to four-year terms in accordance with the guidelines stipulated in Ordinance 124509. The four resident members should have professional, personal, or research experience related to the growth and development of children, including their preschool needs. The City will also seek candidates to serve on the Committee who have an understanding of, and experience working with, those who have historically not had access to high-quality preschool programs.

At all times, no more than *one of the four additional committee members* will be an officer, director, board member, trustee, partner or employee of an entity that receives or competes for funding under this ordinance; or be a member of the immediate family[90] of, or an individual residing with, an officer, director, board member, trustee, partner or employee of an entity that receives or competes for funding under this ordinance; or be a person seeking or having an arrangement concerning future employment with an entity that receives or competes for funding under this ordinance.

The Committee will generally meet every other month, or as needed, beginning January 2015. DEEL will staff and provide logistical support for the Committee. The Committee shall continue in existence through December 31, 2018, and thereafter if directed by City Council ordinance.

The Committee will be responsible for the following actions each year:

A. By February, review the annual report of Levy outcomes and indicators for the previous school year;
B. By April, review mid-year indicators of progress for the first half of the current school year;
C. By May, review and advise on proposed course corrections, program modifications, or program eliminations;
D. By September, review and advise the City Council on proposed expenditures and reallocations, including the annual Levy budget; and
E. Periodically review and advise on program evaluations.

[90] As defined in Ord. 124509.

F-3.4 Levy Renewal and Program Expansion

An ordinance requesting continuation or expansion of SPP will need to be approved by the Mayor and City Council and submitted to the voters in 2018. Although this timeline prevents the program from obtaining data that conclusively prove program effectiveness before reauthorization, preliminary indicators of programmatic success will be available. The City will use the following data to guide future requests for funding to support SPP beyond this initial four-year demonstration phase:

- The degree to which demand exceeds supply for preschool participation.
- Provider capacity as determined by:
    - The number and percentage of qualified providers that apply each year and are not granted contracts.
    - The number and percentage of providers that apply to expand each year and are not granted expansion due to the lack of available levy funding.
- Reports and recommendations prepared by external evaluation experts as part of the Comprehensive Evaluation Strategy.

Section G: Administration

The SPP Levy requires continuous quality improvement, strong community partnerships, and transparency in the SPP program development. In support of these goals, DEEL will provide oversight, administration and leadership in all SPP implementation areas (School Readiness, Program Support, Capacity Building, and Research and Evaluation), including:

- Managing processes for selecting providers and awarding funding based on the processes and priorities listed in this Program Plan.
- Monitoring compliance with SPP performance standards.
- Providing quality assurance, including coaching, site-level assessments, and data reports.
- Managing the student enrollment process.
- Conducting community outreach.
- Policy and planning, including coordinating the program with other local, state, and federal early childhood programs and services, as well as with Seattle Public Schools (SPS), to ensure alignment and continuity.
- Measure and report progress toward the goal of providing high-quality, affordable preschool to 3-and 4-year-olds in Seattle.

G-1 Strategies to Achieve Results

- A lean administrative structure to minimize overhead costs.
- Strong financial controls and monitoring to ensure appropriate and efficient use of SPP Levy funds.
- An experienced team to manage processes for selecting agencies, contracting, and invoicing.
- Guidelines for selecting providers through competitive processes.
- Data analysis, reporting, and program evaluation support provided by DEEL's data unit.

G-2 Racial Equity and Social Justice

By aligning SPP administration policies and procedures with the City's racial equity goals, the Department of Education and Early Learning (DEEL) joins the City's efforts towards creating racial equity.

The City has partnered with community-based child care providers since the inception of the Comprehensive Child Care Program (CCCP) in 1972. The CCCP has two purposes: (1) to subsidize the provision of high quality child care for low income children, ages birth to twelve, so they will be ready to succeed in school and (2) to help families pay the cost of child care so they can work or go to school and ultimately achieve economic self-sufficiency. Approximately 600 families are served by CCCP each year in a variety of child care settings including center-based child care, family child care, and school-based child care. For a child care provider to participate in CCCP they must first be assessed by the City utilizing a tool adapted from the National Association of the Education of Young Children (NAEYC) accreditation process. This ensures that we are providing families with a menu of qualified providers who meet additional quality standards beyond basic child care licensing requirements.

In 1986, the City became one of the first providers of the State-funded Early Childhood Education and Assistance Program (ECEAP) serving 3- and 4-year olds from low-income families (earning up to 110% of the federal poverty guidelines) or those with environmental or developmental risk factors related to school success. Currently, the City partners with nine community-based providers to provide ECEAP preschool services to almost 400 children.

In 2004, the City started the Step Ahead Preschool program to serve low income children who did not qualify for other publicly funded preschool programs. Funded by the Families and Education Levy, Step Ahead serves 3- and 4-year olds from families earning up to 300% of federal poverty guidelines. Funded by the Families and Education Levy and managed by the City, Step Ahead provides free, culturally, and linguistically appropriate preschool services to children from low-income families through contracts with Seattle preschool providers. In the 2014–15 school year, Step Ahead provided 283 part-day and 228 full-day preschool slots in 54 classrooms in 11 agencies.

The City has managed, supported, and evaluated preschool programs since 2004 when the Step Ahead Preschool Program began.

During SPP's demonstration phase, DEEL will gradually increase its capacity to manage, support, and evaluate preschool classrooms. Though SPP is currently distinct from the Step Ahead program, processes that the City has developed and refined since the program's inception will serve as the starting point for SPP.

The City actively seeks to promote racial equality and social justice in its purchasing and contracting processes (SMC 20.42). Where possible, DEEL will establish contracting procedures consistent with SMC 20.42 and encourage the outreach to and selection of minority and women-owned businesses.

G-3 Processes

G-3.1 Governance and Organizational Structure

DEEL will administer the program. Below are the processes through which Program Administration will occur.

G-3.2 Financial Management

- DEEL staff will provide accounting, budgeting, and fiscal monitoring of SPP programs.
- DEEL will develop guidelines regarding how provider reimbursement rates are determined and adjusted over time. The following variables will be considered in calculating provider reimbursements:
    - Educational attainment levels for: Lead teachers, assistant teacher, floaters, site directors, and program supervisors.
    - Bilingual certification for lead and assistant teachers.

    - Other revenue sources received by providers including: Head Start, ECEAP, Working Connections, and Step Ahead.
- Provider reimbursements may be subject to quarterly recalculation.[91] DEEL will create and manage an integrated enrollment and revenue collection system.

G-3.3 Contracting Processes

Competitive Processes. DEEL will require agencies to compete for SPP Levy investments by submitting an RFI application or an RFP response. The application or response will contain evaluation and selection criteria that will be used to determine appropriate use of Levy investments. The following services, if not directly contracted by one of the approved agencies listed in item (2) below, will be contracted using a competitive process:

- Program/provider evaluation.
- Student assessment.
- Data system(s).
- Mental health training consultation and in-classroom support.
- Teacher degree and certification assistance services.
- Training and professional development.
- Preschool services.

Non-competitive processes. Consistent with Section 9 of Ordinance 124509, DEEL may contract directly, in non-competitive processes, for the following:

- Providers of the SPP-approved curricula (and associated professional development training).
- Services provided by:
    - Seattle Public Schools
    - Head Start providers
    - Early Childhood Education and Assistance Program (ECEAP) providers
    - Public Health – Seattle & King County
    - State of Washington

Consultants. DEEL shall adhere to the process established under Seattle Municipal Code (SMC) Chapter 20.50 for the selection of consultants.

G-3.4 Personnel

DEEL will follow City policies and procedures in recruiting SPP staff. DEEL will also maintain a detailed organization chart for SPP staff (see Appendix XI).

[91] DEEL anticipates recalculating to accommodate changes in teacher pay (i.e., a teacher completes a BA program and the provider is due a higher reimbursement rate).

G-3.5 Report Preparation

As per Resolution 31527, Section 5Q, DEEL will submit annual reports to City Council that will include:

- Data related to student outcomes.
- Progress on provider capacity building efforts.
- Revenues and expenditures by category.
- An update of evaluation activities.
- Progress made on building the City's own internal capacity and administrative abilities to oversee and implement a preschool program based on key indicators and milestones.

Appendix I: Glossary

BERK – Seattle-based strategic planning and business consulting firm hired to develop evidence-based recommendations for a high-quality universal pre-kindergarten program for Seattle.

Comprehensive Evaluation Strategy – A document outlining the evaluation strategy for the demonstration phase of the Seattle Preschool Program. It will be developed in partnership with external evaluation experts and due to City Council on August 3, 2015.

CLASS™ – Classroom Assessment Scoring System used to assess interactions between teachers and children to determine teachers' professional development needs; includes areas of emotional support, classroom organization, and instructional support.

Common Core – The Common Core State Standards, or "Common Core," are academic learning goals for grades K-12 in math and English language arts. Common Core sets goals or standards that focus on deeper understanding of basic subjects in order to better prepare students for success in college, work, and life. Common Core is part of Washington's K-12 State Learning Standards and were adopted in 2011.

DEEL – City of Seattle Department of Education and Early Learning

DEL – Washington State Department of Early Learning offers voluntary, high-quality early learning programs and support to families and early learning professionals.

Early Achievers – A voluntary quality rating and improvement system (QRIS) for licensed child care providers in Washington that helps early learning programs offer high-quality care.

ECEAP – Early Childhood Education and Assistance Program funded by Washington State for families earning at or below 110% of the federal poverty level; offers free, part-day, high-quality, culturally and linguistically appropriate preschool services for eligible 3- and 4-year-olds and their families.

ECERS-R – The Early Childhood Environment Rating Scale-Revised: A thorough revision of the ECERS, designed to assess group programs for children from two through five years of age. Total scale consists of 43 items. (Also available in Spanish.)

ERS – A set of Environmental Rating Scales used to assess early childhood and child care program quality. The ECERS-R is one of four instruments available for this purpose.

FCC – A Family Child Care Provider is a person who uses their residence to provide paid child care on a regular, ongoing basis.

Head Start – Federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social and emotional development.

MERIT – Managed Education and Registry Information Tool managed by the Washington State Department of Early Learning. It allows individuals who work in early child care and education to track online their education and training experience, find training by state-approved trainers, be recognized and receive awards for their professional achievements, and more.

MSP – Measurements of Student Progress are tests used in Washington State in grades 3-8 until the 2014–15 school year to determine whether students are meeting grade level standards. These tests replace the Washington Assessment of Student Learning (WASL).

NAEYC – National Association for the Education of Young Children, a professional organization that promotes high-quality early learning for all children, birth through age eight, through the connection of practice, policy, and research.

NIEER – National Institute for Early Education Research, a nonprofit organization that conducts and communicates research to support high quality, effective, early childhood education for all young children.

PPVT-IV – Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4) measures verbal ability in standard American English vocabulary; can measure receptive processing from ages two to over ninety.

Quality Level of Excellence – Designation used by the Washington State Department of Early Learning for early learning providers that achieve Early Achievers ratings of Level 3, 4 or 5.

Program Plan – See Seattle Preschool Program Plan

RSJI – The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City government. RSJI builds on the work of the civil rights movement and the ongoing efforts of individuals and groups in Seattle to confront racism. The Initiative's long-term goal is to change the underlying system that creates race-based disparities in our community and to achieve racial equity.

Segmentation Level – The Seattle Public School's grouping of schools by performance (Level 1, 2, 3, 4, or 5) in order to monitor school progress toward district-wide goals and target support where needed. Scores are based on how a school performed compared to the year's district-wide goal and growth in student achievement from the previous year.

SPP – Seattle Preschool Program.

SPS – Seattle Public Schools, also called the Seattle School District.

Step Ahead – Seattle's Families and Education Levy-funded program offering free or low-cost, full- or part-day, culturally and linguistically appropriate preschool for eligible four-year-olds not served by Head Start or the Early Childhood Education and Assistance program (ECEAP).

Teaching Strategies GOLD® (TSG) – An observation-based assessment system used to document children's development from birth-kindergarten; can be used with all children, including English Language Learners, children with disabilities, and children who exceed typical developmental expectations. TSG is being incorporated into the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program.

TITLE 1, Part A – Title I, Part A (Title I) of the federal Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to local educational agencies and schools with high numbers or

percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

WaKIDS – Washington Kindergarten Inventory of Developing Skills - A process for obtaining a snapshot of where children are developmentally at the start of kindergarten. Gathers information through: 1) a teacher-family meeting; 2) an assessment of the child's social and emotional development, cognition and general knowledge, language, communication and literacy, physical well-being, health and motor development; 3) meetings between teacher/early learning professionals to coordinate children's transition to kindergarten.

Washington State Core Competencies for Early Care and Education Professionals – Washington State Department of Early Learning (DEL) list defining what early care and education professionals need to know and be able to do to provide quality care for children.

Appendix II: Preschool Legislation

Ordinance 124509

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

Status: Passed

Date passed by Full Council: June 23, 2014

Vote: 9-0

Date for Full Council Consideration: June 23, 2014

Date of Mayor's signature: June 27, 2014

Date introduced/referred to committee: June 2, 2014

Committee: Committee on Preschool for All

Sponsor: BURGESS; CO-SPONSORS: BAGSHAW, GODDEN, HARRELL, RASMUSSEN, SAWANT

Committee Recommendation: Pass as Amended

Date of Committee Recommendation: June 6, 2014

Committee Vote: 8(Burgess, Bagshaw, Godden, Harrell, Licata, O'Brien, Rasmussen, Sawant)-0

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle

Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

WHEREAS, participation in high-quality preschool improves academic performance and significantly increases graduation rates, thereby helping to ensure that future generations of children are well-prepared to enter an increasingly demanding and dynamic workforce; and

WHEREAS, high-quality preschool has been identified as a costeffective means to address the achievement and opportunity gaps by preparing students for the academic and behavioral expectations of K-12 education; and

WHEREAS, several long-term evaluations, such as the High Scope Perry study, Abecedarian project, and the Chicago ChildParent Center program, demonstrate that high-quality preschool leads not only to better academic achievement (such as higher reading scores and stronger high school graduation rates), but also to better health, higher-paying jobs, and lower rates of criminal behavior; and

WHEREAS, several jurisdictions, including Boston, San Francisco, the State of Oklahoma, the State of West Virginia, and 31 local districts in New Jersey, are already implementing high-quality preschool open to all children and, according to independent studies, the participating children are achieving the intended positive outcomes; and

WHEREAS, the Washington State Department of Early Learning is promoting alignment of local government efforts with the Washington Preschool Program; and

WHEREAS, the Mayor and City Council will require the Seattle Preschool Program providers to comply with all Washington State licensing provisions intended to ensure the safety of children and families, including those related to criminal background checks, fire safety and health standards; and

WHEREAS, on September 23, 2013, the City Council passed Resolution 31478, which called for developing a voluntary high-quality preschool program available in Seattle; and

WHEREAS, Resolution 31478 directed the Office for Education (OFE), with the assistance of independent consultants, to present to the Council a single written action plan with proposed parameters of the high-quality preschool program; and

WHEREAS, the Executive has proposed a single written Seattle Preschool Program Action Plan;

NOW, THEREFORE, BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Statement of Adoption, Policy and Intent . The City Council seeks to create a comprehensive approach to City-supported preschool (the "Seattle Preschool Program") through adoption and funding of the Seattle Preschool Program Action Plan ("Action Plan") and requiring adoption of a Seattle Preschool Program Implementation Plan ("Implementation Plan").

A. The City Council adopts and incorporates the Action Plan into this ordinance in its entirety. The Action Plan includes, but is not limited to, the following core strategies for the Seattle Preschool Program:

1. Achieving quality through evidence-based successful practices.

2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.

3. Making participation in the program voluntary for providers and participants.

4. Achieving the ultimate goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.

5. Providing free tuition for children from families earning at or below 300% of the federal poverty level.

6. Setting tuition on a sliding scale for families earning more than 300% of the federal poverty level with at least some level of subsidy for all families.

7. Establishing high standards for teacher education and training and supporting teachers in attaining these standards through tuition assistance and embedded professional development.

8. Compensating staff at levels designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.

9. Informing programmatic improvement through ongoing, independent evaluation.

B. Levy Proceeds will be used for a four-year demonstration phase of the Seattle Preschool Program. Evidence-based strategies, developments in the early learning field, and best practices related to high-quality preschool may evolve over the course of the demonstration phase. The City Council may, as it deems necessary to strengthen the quality, outcomes, reach or efficiency of the Seattle Preschool Program, amend the Seattle Preschool Program Action Plan and core strategies and priorities for Levy investments through future Council ordinance. The City shall seek the recommendation of the Committee established in Section 7 of this ordinance prior to introducing any such future ordinance.

C. The City Council's intent is that the City shall determine the most appropriate manner in which to effectuate the Action Plan and above core strategies through design and adoption of the Implementation Plan and, as necessary, amendment of the Action Plan. Policy, funding priorities and specific requirements related to all substantive aspects of the Seattle Preschool Program, including but not limited to Preschool Services, tuition, teacher and staff qualifications, training, professional development, and compensation, and communication between the City and preschool teachers and staff, shall be made by the City, in consultation with the Oversight Committee where appropriate, and shall be consistent with this ordinance, the Action Plan and Implementation Plan.

D. The City Council endorses the following Priorities for Funding, consistent with the Action Plan:

Priorities for Levy Funding:

The Action Plan recommends the Seattle Preschool Program begin with a four-year demonstration phase-in. In addition to the program's requirements to ensure preschool that is high-quality and is on track to achieve the positive outcomes for the participating children, the following priorities apply to the schedule of phasing in the Seattle Preschool Program subject to amendment by future Council ordinance:

1. Supporting programs which are able to braid and/or blend funding from multiple sources in order to allow Seattle Preschool Program funds to serve more children.

2. Serving Four-year olds, because they are first to enter kindergarten, and Three-year olds from low-income families (under 300% of the Federal Poverty Level) in mixed-age and mixed-income classrooms.

3. Supporting programs located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments as well as areas with high concentrations of low-income households, English Language Learners, and incoming kindergartners.

4. Contracting with Seattle School District No. 1 ("School District").

5. Supporting programs providing extended day and summer services for interested families or offering dual language Preschool Services.

Section 2. Definitions. As used in this ordinance, the following words when capitalized have the following meanings:

A. "Action Plan" means the Seattle Preschool Program Action Plan submitted by the Executive consistent with City Council Resolution 31478 and attached here as Attachment A.

B. "City" means The City of Seattle.

C. "Full Day" means at least six hours per day.

D. "Implementation Plan" means the Seattle Preschool Program Implementation Plan described in Resolution 31527 and Section 8 of this ordinance.

E. "Preschool Services" means the array of programs and activities referred to in Section 1 and Section 5 of this ordinance as well as in both the Action Plan and Implementation Plan, with such modifications as the City Council may from time to time authorize by ordinance.

F. "Proceeds" means that portion of regular property taxes levied and collected as authorized by voter approval pursuant to this ordinance that are above the limits on levies provided for in RCW 84.55.010, and all interest and other earnings derived from that portion of the Levy.

G. "Three-year olds" means children who are Seattle residents and who are three-years old on August 31st prior to the beginning of the school year of enrollment.

H. "Four-year olds" means children who are Seattle residents and who are four-years old on August 31st prior to the beginning of the school year of enrollment.

Section 3. Levy of Regular Property Taxes Submittal. The City hereby submits to the qualified electors of the City a proposition as authorized by RCW 84.55.050 to exceed the levy limitation on regular property taxes contained in Chapter 84.55 RCW, as it now exists or may hereafter be amended, for property taxes levied in 2014 through 2017 for collection in 2015 through 2018, respectively, raising up to $58,266,518 in aggregate over a period of up to four years. The proposition shall be limited so that the City shall not levy more than $14,566,630 in the first year, in addition to the maximum amount of regular property taxes it would have been limited to by RCW 84.55.010 in the absence of voter approval under this ordinance, plus other authorized lid lifts. Proceeds shall be used to fund the Seattle Preschool Program, including providing Preschool Services for Seattle children and their families consistent with the comprehensive approach to City-supported preschool described in this ordinance, the Action Plan, the Implementation Plan, and any amendments thereto adopted by future Council ordinance. Pursuant to RCW 84.55.050(4), the maximum regular property taxes that may be levied in 2018 for collection in 2019 and in later years shall be computed as if the levy lid in RCW 84.55.010 had not been lifted under this ordinance.

Section 4. Application of Proceeds. A new City Fund, the Preschool Services Fund, is created in the City Treasury. Unless otherwise directed by ordinance, Proceeds shall be deposited in the Preschool Services Fund and be used for the purposes of this ordinance. The Director of the Office for Education, or successor department, shall have responsibility for administering the Fund. The Director of Finance, or the Director's designee, is authorized to create sub-funds or accounts within the Preschool Services Fund as may be needed or appropriate to implement the purposes of this ordinance. Proceeds may be temporarily deposited or invested in such manner as may be lawful for the investment of City money, and interest and other earnings shall be used for the same purposes as the Proceeds.

Section 5. Preschool Services. Preschool Services funded by Proceeds are intended to promote elementary school preparedness, developmentally-appropriate learning activities, and professional development for program providers. Levy investments shall be implemented according to this ordinance, the Action Plan and the Implementation Plan and shall include at a minimum the following:

A. School Readiness. Major program elements include full day high-quality preschool for Three-year olds and Four-year-olds.

B. Program Support: Professional Development and Training. Major program elements include professional development, coaching, and mentoring of instructional staff on an ongoing basis; training for preschool directors and program supervisors; available training for teachers in areas of specific expertise including inclusion, bilingual education, cultural competence, and training and consultation to ameliorate challenging behaviors; and successful transitions from home or other care situations and to kindergarten. The design and implementation of such professional development and training programs shall be made by the City, in consultation with the Oversight Committee described in Section 7 of this ordinance where appropriate, and consistent with this ordinance, the Action Plan and Implementation Plan.

C. Capacity building. Major program elements include tuition support and degree pathway advising for teaching staff to attain required educational credentials from accredited institutions of higher education, facility construction, renovations, and improvements as needed, classroom start-up, and organizational capacity building.

D. Research and Evaluation. Major program elements include not only external, independent evaluation of both program implementation, and shortand long-term evaluation of outcomes and programmatic impacts, but also the creation of necessary data systems.

E. Administration. Major elements include City staff or contracted services to oversee quality assurance, enrollment management, contract monitoring, policy and planning, community outreach, and reporting results.

In the annual City budget or by separate ordinance, the City's legislative authority shall from year to year determine the Preschool Services and funding allocations that will most effectively achieve the Levy goals and outcomes in accordance with Chapter 35.32A RCW. Within a budget year, the City is authorized to reallocate unexpended and unencumbered funds from one core strategy to another by making operating budget transfers consistent with Seattle Municipal Code (SMC) 5.08.020. Before the Executive submits any proposed changes in Levy funding by ordinance, the Executive will seek the recommendation of the Oversight Committee described in Section 7 of this ordinance. If it chooses to, the Executive may seek recommendations from other persons or entities. Unexpended appropriations of Proceeds shall carry forward to subsequent fiscal years until they are exhausted or abandoned by ordinance.

Section 6. Providers. To be eligible to contract with the City to provide preschool through this program, qualified organizations must meet the following criteria, in addition to any criteria established under the Implementation Plan called for in Section 8 and Resolution 31527:

A. They must be licensed by the Washington State Department of Early Learning to provide preschool services (or exempt from licensing requirements by virtue of being a public school or institution of higher education).

B. They must participate in the Washington State Early Achievers Program, or a successor program, and receive a rating of three or higher in the Quality Rating and Improvement System.

C. They must meet minimum requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as determined through the implementation planning process.

Section 7. Oversight Committee. Conditioned upon voter approval of the ballot proposition submitted by this ordinance, there is established an Oversight Committee ("Committee") to make recommendations on the design and funding of Levy programs and to monitor the progress of Levy programs in meeting Levy outcomes and goals. The Committee shall be the sole entity with designated authority to make official recommendations on these subjects to the City.

A. The Committee shall make recommendations on the Implementation Plan called for in Section 8 and Resolution 31527 and on the Partnership Agreement called for in Section 11.

B. The Committee shall each year:

1. By February, review the annual report of Levy outcomes and indicators for the previous school year;

2. By April, review mid-year indicators of progress for the first half of the current school year;

3. By May, review and advise on proposed course corrections, program modifications, or program eliminations;

4. By September, review and advise the City Council on proposed expenditures and reallocations, including the annual Levy budget; and

5. Periodically review and advise on program evaluations.

C. The Council requires that the Executive seek the recommendation of the Committee before the Executive submits to the Council the Implementation Plan and the Partnership Agreement. If it chooses to, the Executive may seek recommendations from other persons or entities.

D. The Committee shall consist of the twelve members of the Families and Education Levy Oversight Committee established by Ordinance 123567 with the addition of four Seattle residents with an interest in and understanding of Preschool Services as listed in Section 5. The Mayor shall appoint all four of the resident Committee members. All members appointed by the Mayor shall be confirmed by the City Council.

E. The four resident members shall be appointed to four-year terms. Upon the resignation, retirement, death, incapacity or removal of a Committee member, the Mayor may appoint a replacement for the

balance of the term. The Mayor may remove any member who is absent from two or more consecutive meetings without cause. The Mayor may remove any member for other good cause shown or to ensure compliance with subsection F of this section.

F. The four resident members should have professional, personal, or research experience associated with the growth and development of children, including their preschool needs. The City will also seek candidates to serve on the Committee who have an understanding of and experience working with those who have historically not had access to high-quality preschool programs.

G. At all times no more than one of the four additional committee members shall be an officer, director, board member, trustee, partner or employee of an entity that receives or competes for funding under this ordinance; or be a member of the immediate family of, or an individual residing with, an officer, director, board member, trustee, partner or employee of an entity that receives or competes for funding under this ordinance; or be a person seeking or having an arrangement concerning future employment with an entity that receives or competes for funding under this ordinance. For the purposes of this ordinance an individual's "immediate family" means an individual's spouse or domestic partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic partner, brother-in-law, sister-in-law, parent, parent of a spouse or domestic partner, a person for whom the individual is a legal guardian, or a person claimed as a dependent on the individual's most recently filed federal income tax return. Subject to the preceding sentence and applicable law, an individual serving as an officer, director, board member, trustee, partner or employee of an entity that receives or competes for funding under this ordinance, or who has an interest in such an entity, shall not thereby be disqualified from serving on the Committee, but shall fully disclose any such relationships and shall not vote on any matter in which the interest of such entity is directly involved. For purposes of this section, "entity" does not include a City department or office. The provisions of this section are in addition to the requirements of SMC chapter 4.16.

H. The Committee will generally meet every other month or as needed beginning January 2015. The Office for Education, or successor department, shall provide staff and logistical support for the Committee. Members shall serve without pay. The Committee shall continue in existence through December 31, 2018, and thereafter if so provided by ordinance.

Section 8. Implementation Plan. As provided for in Resolution 31527, the Implementation Plan shall be approved and adopted by future ordinance prior to program implementation. The ordinance that adopts the initial Implementation Plan shall identify when Council will be required to approve changes by ordinance.

Section 9. Implementing Agreements. If this proposition is approved by the voters, the City may carry out the Preschool Services with City staff or by direct agreements with the School District, with Public Health -Seattle & King County, the State of Washington, and Head Start and Early Childhood Education and Assistance Program providers. Additionally, the City may enter into direct agreements with the

providers of the curricula specified under the Implementation Plan, and may enter into agreements with consultants through the process under SMC 20.50. Any other Preschool Services shall be carried out through agreements entered into through a process described in the Implementation Plan, which will set out the complete process and schedule for how the additional programs and services will be selected and contracted.

The Mayor or the Mayor's designee is authorized to enter into agreements for Preschool Services as provided in Section 5. When using a request for proposal or request for investment process, the City shall perform outreach to small, economically disadvantaged businesses, including those owned by women and minorities. City agreements with other public entities shall encourage those entities to actively solicit bids for the subcontracting of any goods or services, when such subcontracting is required or appropriate, from qualified small businesses, including those owned by women and minorities. All City agreements for Preschool Services shall require the contracting entities to comply with all then-applicable requirements for non-discrimination in employment in federal, state, and City of Seattle laws and regulations.

Section 10. Communications. The City will facilitate communications with and feedback from teachers and staff of providers, provider organizations, parents/guardians, the School District, other governmental entities, impacted community groups, and other relevant parties on professional development, workforce development, training programs, updated policies, race and social justice impacts, and other information regarding the Seattle Preschool Program, and other pertinent information related to the field of early learning in general. The City has discretion in determining the best method in which to accomplish these communications. The City must issue a report on its communications efforts and offer possible strategies to respond to feedback it receives for consideration in the Implementation Plan, and on an annual basis, at a minimum, thereafter.

Section 11. Race and Social Justice Analysis. A Race and Social Justice Analysis, as outlined in Resolution 31527, must be conducted before, and inform the development of, the Implementation Plan.

Section 12. City of Seattle/Seattle School District No.1 Partnership Agreement. As the Seattle School participates in the Seattle Preschool Program, there shall be a Partnership Agreement(s) ("Partnership Agreement") developed by the City and the School District in which the roles and responsibilities of the City and the School District in implementing Preschool Services are established. The Partnership Agreement shall set forth the parties' roles and responsibilities for achieving the desired outcomes for Preschool Services. It shall outline how the City and the School District shall work collaboratively to the benefit of children in preschool. The Partnership Agreement shall cover items including, but not limited to, data sharing necessary to implement program evaluations and course corrections, standards for delivery of services, curriculum alignment and other proactive measures to ensure effective transitions from preschool to kindergarten and higher grades, and the sharing of facilities. The City cannot enter

into the Partnership Agreement, or materially amend the Partnership Agreement, until the Partnership Agreement or the amendment, as the case may be, is approved by the City Council and the School District. Proceeds may be spent on School District programs or functions only in accordance with an effective Partnership Agreement.

Section 13. Reporting. The Director of the Office for Education, or successor department, will prepare and submit to the Oversight Committee, City Council, the Mayor, and residents of Seattle annual progress reports on the implementation of the Preschool Services covering each of the core strategies in the Action Plan.

Section 14. Election Ballot Title. The City Council and Mayor find that this ordinance is on the same subject as proposed in Initiative 107 early learning. The City Council has rejected Initiative 107 and proposes this ordinance as an alternative measure on the same subject pursuant to City Charter Article IV, Section 1. The City Council directs that the City Clerk file this ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of elections, requesting that the Director of Elections call and conduct a special election in the City in conjunction with the state general election to be held on November 4, 2014, for the purpose of submitting to the qualified electors of the City the proposition set forth in this ordinance pursuant to City Charter Article IV, Section 1 and applicable law as an alternative measure different from Initiative 107 but dealing with the same subject. The City Clerk is directed to certify to the King County Director of Elections the ballot title approved by the City Attorney in accordance with his responsibilities under RCW 29A.36.071 and RCW 29A.72.050. The following ballot title statement of subject and concise description are submitted to the City attorney for his consideration:

The City of Seattle's Proposition concerns the City's plan to provide early learning preschool for children.

This proposition funds the City's preschool plan (Ordinance 118114) with the goal of providing safe, high-quality, affordable, and voluntary early learning preschool. The plan requires use of proven strategies, support and training for teachers, tuition support, and evaluation of results in preschools licensed for safety. This proposition authorizes regular property taxes above RCW 84.55 limits, allowing additional 2015 collection of up to $14,566,630 (approximately 11 cents per $1,000 assessed value) and $58,266,518 over four years.

Section 15. Ratification. Certification of such proposition by the City Clerk to the King County Director of Elections in accordance with law prior to the date of such election on November 4, 2014, and any other act consistent with the authority and prior to the effective date of this ordinance, are hereby ratified and confirmed.

Section 16. Severability. In the event any one or more of the provisions of this ordinance shall for any reason be held to be invalid, such invalidity shall not affect any other provision of this ordinance or the levy of the taxes authorized herein, but this ordinance and the authority to levy those taxes shall be construed and enforced as if such invalid provisions had not been contained herein; and any provision which shall for any reason be held by reason of its extent to be invalid shall be deemed to be in effect to the extent permitted by law.

Section 17. Comprehensive law. This ordinance is intended to establish a complete and comprehensive framework for the creation, implementation, and development of a Seattle public preschool program.

Section 18. Conflicting laws. In the event any one or more of the provisions of this ordinance shall for any reason be held to be in conflict with any prior or concurrent enactment of law, this ordinance shall govern.

Section 19. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Upon submission to the vote of the people, if approved, this ordinance shall then take full effect ten days after proclamation by the Mayor of such approval.

Resolution 31527

A RESOLUTION relating to the Seattle Preschool Program; outlining the elements to be addressed in a subsequent Seattle Preschool Program Implementation Plan, which shall be adopted by ordinance prior to the implementation of a Seattle Preschool Program.

Status: Adopted as Amended

Date adopted by Full Council: June 23, 2014

Vote: 9-0

Date for Full Council Consideration: June 23, 2014

Date of Mayor's signature:

Date introduced/referred to committee: June 2, 2014

Committee: Committee on Preschool for All

Sponsor: BURGESS; CO-SPONSORS: BAGSHAW, GODDEN, HARRELL, RASMUSSEN, SAWANT

Committee Recommendation: Adopt as Amended

Date of Committee Recommendation: June 6, 2014

Committee Vote: 8(Burgess, Bagshaw, Godden, Harrell, Licata, O'Brien, Rasmussen, Sawant)-0

Index Terms: CHILDREN, SCHOOLS, INITIATIVES-AND-REFERENDA, SPECIAL-ELECTIONS, SCHOOL-DISTRICT-1, PROPERTY-TAXES

References/Related Documents: Clerk File 313952

Fiscal Note: Fiscal Note to Council Bill No. 31527

CITY OF SEATTLE

A RESOLUTION relating to the Seattle Preschool Program; outlining the elements to be addressed in a subsequent Seattle Preschool Program Implementation Plan, which shall be adopted by ordinance prior to the implementation of a Seattle Preschool Program.

WHEREAS, on June 17, 2013, experts from the University of Washington's Institute for Learning and Brain Sciences (ILABS) and the National Institute for Early Education Research presented research to the City Council that made the case for investing in high-quality preschool; and

WHEREAS, research demonstrates high-quality preschool can close the opportunity and achievement gaps between young children entering kindergarten and that early investments in children are more cost effective than reactive interventions that attempt to resolve problems after they have taken root; and

WHEREAS, existing preschool programs vary greatly in terms of quality, yet only high-quality preschool programs produce positive child gains; and

WHEREAS, a recent meta-analysis of preschool studies found high-quality preschool requires well-qualified teachers who "help children acquire new knowledge and skills, provide input to children, elicit verbal responses and reactions from them, and foster engagement in and enjoyment of learning," in addition to using curricula that focus on language, literacy, math, and socio-emotional development; and

WHEREAS, research shows that "structural" elements are also important predictors of a high-quality preschool program, including providing a sufficient level of classroom and instructional hours, maintaining a low student-to-teacher ratio, and requiring teacher credentials; and

WHEREAS, on September 23, 2013, the City Council passed Resolution 31478, which called for developing a voluntary, high-quality preschool program available in Seattle; and

WHEREAS, in Resolution 31478, the City Council directed the Office for Education (OFE), in consultation with early learning experts, to develop an "Action Plan" that would recommend specific elements of a high-quality Seattle Preschool Program; and

WHEREAS, on May 16, 2014, OFE presented an Action Plan recommending specific elements of a Seattle Preschool Program to the City Council for review and approval;

NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE, THE MAYOR CONCURRING, THAT

Section 1. City implementation of the Action Plan is contingent upon voter approval of a November 4, 2014 special election ballot measure ("Levy"), as detailed in C.B. 118114.

Section 2. If the ballot measure proposed in C.B. 118114 is approved or passed by the voters of Seattle, the Mayor shall submit a "Seattle Preschool Program Implementation Plan" to the City Council for review and approval by ordinance no later than February 23, 2015.

Section 3. If the ballot measure proposed in C.B. 118114 is approved or passed by the voters of Seattle, the Mayor shall submit a Comprehensive Evaluation Strategy ("Evaluation Strategy") to the City Council for review and approval by ordinance no later than June 1, 2015. The Evaluation Strategy for the program shall be designed with independent evaluation experts.

The Evaluation Strategy will use both process and impact evaluations, as well as on-going continuous quality improvement controls. The Evaluation Strategy shall address what, when, and how evaluations will be carried out and identify dates for submitting completed evaluations to the City Council. The Evaluation Strategy will also identify the key evaluation questions to be answered for each type of evaluation undertaken. In addition to outlining the types of process and impact evaluations that will be undertaken to gauge preschool and provider quality and child impacts, the Evaluation Strategy shall include a process evaluation specifically designed to assess the City's administration, oversight, scale up, and implementation of its Seattle Preschool Program beginning no later than the end of Year 1 of program implementation with an initial report due at the end of Year 2 and an update due at the end of Year 3. All evaluations shall be conducted by independent, external evaluation expert(s). Ideally, the Evaluation Strategy will identify on-going research partnerships with institutions with noted expertise in early learning and evaluation.

Section 4. The City Council will review the Seattle Preschool Program Implementation Plan for consistency with the following principles:

A. Ensures quality is prioritized over quantity, i.e., the pace of growth will be dictated by the number of providers meeting threshold standards for quality as measured by the Department of Early Learning's Early Achiever's Quality Rating and Improvement System (QRIS).

B. Leverages knowledge, resources, and programs implemented by the State Department of Early Learning, Seattle Public Schools, and the University of Washington's Childcare Quality and Early Learning Center for Research and Training to the fullest possible extent to ensure Levy dollars are used efficiently and effectively.

C. Contains opportunities for close collaboration between the City and institutional and community partners to avoid creating redundant, conflicting, and inefficient oversight structures and program standards and results in a cohesive, high-quality, cost-effective preschool program.

D. Demonstrates a commitment to evidence-based practices that result in positive outcomes for participating children, including assessment and accountability tools based on child developmental outcomes.

E. Creates a continuous quality improvement system that enables the City to identify necessary course corrections in real time and improve program implementation and outcomes.

F. Employs a mixed-delivery model that expands on the strengths of our current preschool community.

G. Invests in capacity building and professional development to increase program quality and improve teacher instruction.

H. Supports a compensation system that encourages classroom teachers and preschool directors to make progress toward the requisite position credentials and supports preschool providers in retaining well-qualified instructional staff.

I. Invests in proven strategies that nurture and support meaningful family engagement in each child's education.

J. Provides services in a culturally and linguistically appropriate manner, creating programming that responds to the needs of low-income families and English language learners.

K. Identifies a comprehensive and detailed evaluation strategy to produce reliable data that will inform appropriate program standards, program administration and implementation practices, as well as demonstrate overall impacts on child outcomes.

L. Evidences a commitment to leveraging external funding sources to supplement levy dollars.

Section 5. The Seattle Preschool Program Implementation Plan submitted by the Mayor for Council approval shall address, at a minimum, the following:

A. Detailed program performance standards (similar in the level of detail and topics addressed as those issued in 2014 by the State Department of Early Learning for its low-income preschool program).

B. How the delivery of a Seattle Preschool Program will be scaled up over the life of the Levy while maintaining and improving program quality.

C. How preschool spaces will be allocated in the event demand exceeds supply.

D. The process for implementing and refining the approved sliding fee scale.

E. Proposed guidelines governing qualifications and conditions for receipt of need-based tuition assistance for providers as well as procedures to ensure other financial aid resources are leveraged first.

F. Circumstances under which a 1:10 teacher-student ratio and maximum class size of 20 may be allowed to vary.

G. Guidelines pertaining to how provider reimbursement rates will be determined and adjusted over time.

H. Guidelines governing the provider selection process and criteria to be used for selecting providers, including minimum rating levels in Early Achievers, the State's Quality Rating Improvement System (QRIS) and how these levels will be adjusted upwards over time. The initial threshold for provider participation should include an overall QRIS of at least a "3" on a scale of 1-5, as well as requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scal-eRevised (ECERS-R) scores.

I. Guidelines and conditions related to the disbursement of facility and capital improvement funds.

J. The specific processes by which the City will solicit on-going meaningful input on program administration and implementation from early learning experts, preschool teachers and directors, the State Department of Early Learning, Seattle Public Schools, and families.

K. How the City will ensure families know when a preschool classroom funded by the Seattle Preschool Program opens or expands near their home and how to apply.

L. An organizational chart that details the positions and reporting structure for staff implementing the Seattle Preschool Program.

M. A description of what services will be directly provided by the City versus those that will be contracted through competitive processes, consistent with Section 9 of C.B. 118114.

N. A line item budget detailing how funds will be allocated among the specific program services and activities described in Section 5 of C.B. 118114.

O. A proposed Memorandum of Understanding with the Washington State Department of Early Learning to ensure close alignment with the State's preschool programs and Early Achievers program and identifying additional areas where resources, efforts, and program knowledge can be shared and leveraged, including when and where it makes sense to conduct joint evaluations.

P. A written agreement with the Seattle School District to ensure data sharing mechanisms as well as appropriate preschool to kindergarten transitions are in place and identifying other areas where resources, efforts, and program knowledge can be shared and leveraged.

Q. A proposal for the content of an annual reporting plan to the City Council. The annual reporting plan should include, at a minimum, data related to student outcomes, progress on provider capacity building efforts, revenues and expenditures by category, an update of evaluation activities, and progress made on building the City's own internal capacity and administrative abilities to oversee and implement a preschool program based on key indicators and milestones.

R. A plan for the City to work with local colleges and universities to develop an alternate route program for teachers with Bachelor's Degrees in fields other than Early Childhood Education, and for those without Bachelor's Degrees, the City will develop an alternative process through which experienced, high-quality teachers may be granted waivers.

Section 6. The Seattle Preschool Program Implementation Plan submitted by the Mayor for Council approval shall also be informed by an analysis of the program that applies the principles of the City's Race and Social Justice Initiative, including the use of the Racial Equity Toolkit. The Office for Education, the Office of Immigrant and Refugee Affairs, the Office of Civil Rights, and the Office of Policy and Innovation shall come together as an interdepartmental team to create a specific toolkit for this process and execute this toolkit. They will provide an "RSJI Toolkit Plan" to City Council, outlining the anticipated details of the toolkit within 30 days of passage of this resolution and will address, among other matters:

A. The specific early learning community stakeholders who will be assessed within the RSJI toolkit process;

B. How the RSJI Toolkit Plan will assess economic, cultural and linguistic barriers to participation;

C. How the RSJI Toolkit Plan will offer possible strategies to address these barriers and be responsive to the specific needs of low income, immigrant and refugee communities, and communities of color, and;

D. How the RSJI Toolkit Plan will involve external community stakeholders in conducting the analysis.

Section 7. The ordinance approving the Seattle Preschool Implementation Plan should identify when changes to the Seattle Preschool Implementation Plan will require approval by the City Council via ordinance.

Appendix III: 2013-14 Select Seattle Public School Data

WaKIDS (Source: Fall 2013 Teaching Strategies Gold Comparative Report for Seattle Public School kindergarten-age children)

- The Washington Kindergarten Inventory of Developing Skills (WaKIDS) assesses students' strength in six developmental areas. It is implemented in state-funded, full-day kindergartens.
- The percentage of Seattle Public School children meeting age-level expectations in the fall of 2013, as measured by WaKIDS, ranged from a low of 31% for the Mathematics domain, to a high of 54% for the Literacy domain.
- Less than half of the assessed children met age-level expectations in four of the six domains.

Seattle Public Schools WaKIDS (Fall 2013)

Developmental Domain	Number Assessed	Number Meeting Widely Held Expectations	Percentage Meeting Widely Held Expectations
Social-Emotional	1,678	856	51%
Physical	1,664	774	46%
Language	1,694	579	34%
Cognitive	1,669	570	34%
Literacy	1,609	873	54%
Mathematics	1,618	496	31%

- More variation is evident when WaKIDS data are broken out by race/ethnicity. For example, the percentage of children meeting age-level expectations ranged from a low of 6% for Native American/Alaska Native in Mathematics, to a high of 63% for Multi-Racial children in Literacy.
- The largest grouping of children assessed were African-American, followed by White children. The smallest groupings assessed were Native Hawaiian/Other Pacific Islander children, as well as Native American/Alaska Native children.
- The percentage of White children meeting age-level expectations was 40 and above in all six developmental domains. Less than 30% of African-American and Native American/Alaska Native children met age-level expectations in three of the six developmental domains (Language, Cognitive, and Mathematics).
- Less than 25% of Native Hawaiian/Other Pacific Islander children met age-level expectations in four of the six developmental domains, although it is important to note that a low number of these children were assessed.

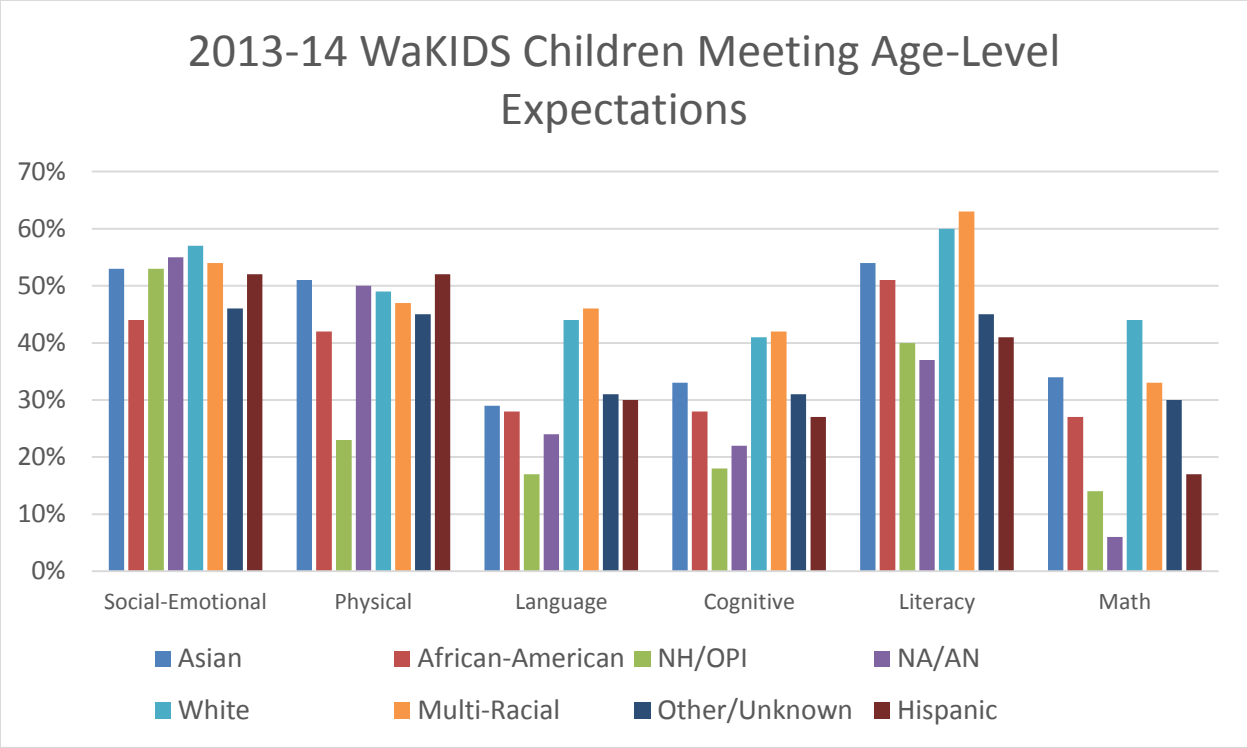
Seattle Public Schools WaKIDS (Fall 2013) Disaggregated by Race and Ethnicity

Race/ Ethnicity	N	Social-Emotional	Physical	Language	Cognitive	Literacy	Math
Asian	348-356	53%	51%	29%	33%	54%	34%
African-American	473-492	44%	42%	28%	28%	51%	27%
NH/OPI*	14-18	53%	23%	17%	18%	40%	14%
NA/AN	35-38	55%	50%	24%	22%	37%	6%
White	420-443	57%	49%	44%	41%	60%	44%
Multi-Racial	175-183	54%	47%	46%	42%	63%	33%
Other/ Unknown	148-162	46%	45%	31%	31%	45%	30%
Hispanic***	278-299	52%	52%	30%	27%	41%	17%

*Native Hawaiian/Other Pacific Islander

**Native American/Alaska Native

***Hispanic goes across all other racial/ethnic groups.



Children from homes where English is the primary spoken language scored higher in five of the six developmental domains.

- The same percentage of children from both groups met age-level expectations for the Physical domain.
- As might be expected, the largest gap between the two groups of children was found in the Language domain (23%), followed by the Literacy and Cognitive domains.

Seattle Public Schools WaKIDS (Fall 2013) Disaggregated by Language

	N	Social-Emotional	Physical	Language	Cognitive	Literacy	Math
English Speaking	899-943	54%	46%	44%	41%	62%	35%
Non-English	706-751	47%	46%	21%	26%	45%	24%

3rd Grade Measurements of Student Progress (MSP) Reading

(Source: OSPI Washington State Report Card, 2013-14)

- Overall, more than 75% of assessed students met the standard for third-grade reading during the 2013–14 school year.
- The racial/ethnic group with the highest percentage meeting the reading standard were White children (90%), followed by Multi-Racial children and Asian children.
- Less than half of the assessed children who had a primary language other than English met the reading standard.
- More than half of the children from low-income households met the reading standard.

Seattle Public Schools 3rd Grade MSP Reading (2013-14)

	Number Assessed	Number Meeting Standard	Percentage Meeting Standard
Overall	4,233	3,287	78%
African-American	700	389	56%
American Indian	22	10	45%
Asian	652	528	81%
Hispanic	529	307	58%
Pacific Islander	23	11	48%
White	1,992	1,784	90%
Multi-Racial	315	258	82%
Limited English	546	224	41%
Low Income	1,647	978	59%

4th Grade Measures of Student Progress (MSP) Math (Source: OSPI Washington State Report Card, 2013-14)

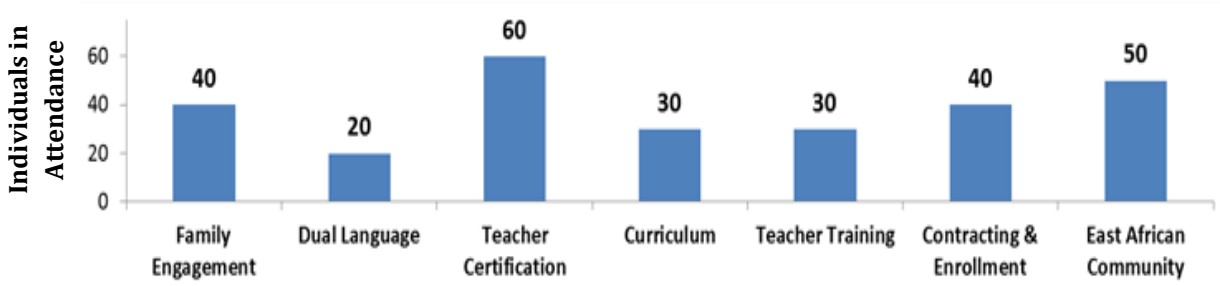
- Overall, 70% of assessed students met the standard for fourth-grade math during the 2013–14 school year.
- The racial/ethnic group with the highest percentage meeting the math standard were White children (83%), followed by Asian children and Multi-Racial children.
- Slightly more than one-third of the assessed children who had a primary language other than English met the math standard.
- Slightly less than half of the children from low-income households met the math standard.

Seattle Public Schools 4th Grade MSP Math (2013-14)

	Number Assessed	Number Meeting Standard	Percentage Meeting Standard
Overall	4,045	2,819	70%
African-American	635	244	38%
American Indian	36	16	44%
Asian	621	472	76%
Hispanic	513	268	52%
Pacific Islander	16	5	31%
White	1,928	1,600	83%
Multi-Racial	296	214	72%
Limited English	479	172	36%
Low Income	1,609	779	48%

Appendix IV: Community Meeting Format and Notes

Community Meeting Attendance



Six of the seven Community Meetings were facilitated by Nyawela Consulting. Most agendas[92] contained the following elements:

- Welcome and agenda overview
- Participant introductions
- Presentations on national and local trends in early learning
- Community members' presentations on meeting's topic
- Community discussion on focus questions
- Share discussion themes and next steps

Community members were asked to generate ideas that:

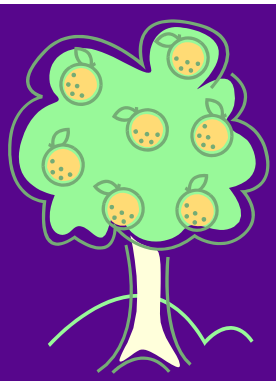
1. Create racial equity for the children of Seattle.
2. Benefit children.
3. Are in sync with our community's timing, capacity, and skills.
4. Are relevant to the topic being discussed.

Additionally, online surveys were available for each of the six community meeting topics to allow community members to participate in the conversations electronically.

The ideas generated by the community were compiled and passed along to the Seattle Preschool Program Advisory Committee to assist the group in formulating policy recommendations.

[92] The East African Community Meeting was hosted by the City of Seattle's Office for Immigrant and Refugee Affairs (OIRA). The agenda for this meeting deviated from the others at the request of OIRA.

Do you care about preschool?



Join a community conversation about

Seattle Preschool Program

Family Engagement Sat, Nov. 22, 2014 - 10am to 12:30pm Langston Hughes (104 17th Ave S, Seattle)	**Curriculum** Sat, Dec. 6, 2014 - 10am to 12:30pm Youngstown (4408 Delridge Way SW, Seattle)
Dual Language Programs Sat, Nov. 22, 2014 - 2pm to 4:30pm Langston Hughes (104 17th Ave S, Seattle)	**Teacher Training & Coaching** Sat, Dec. 6, 2014 - 2pm to 4:30pm Youngstown (4408 Delridge Way SW, Seattle)
Teacher Pathways to Certification Tue, Dec. 2, 2014 - 6pm to 8:30pm New Holly (7054 32nd Ave S, Seattle)	**Provider Contracting & Enrollment** Wed, Dec. 10, 2014 - 3pm to 5:30pm Phinney Center (6532 Phinney Ave N, Seattle)

FREE: Food • Childcare • Interpretation

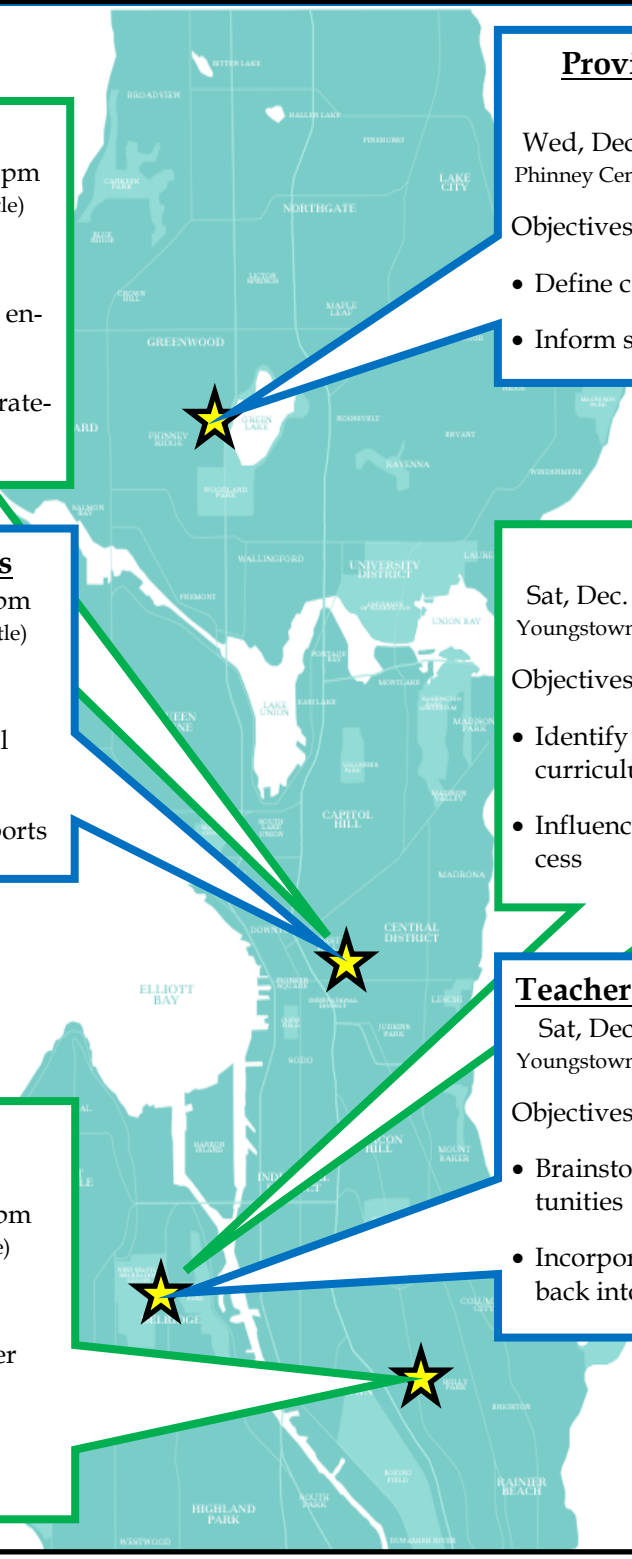
RSVP: Rachel Schulkin - preschool@seattle.gov - 206-684-3942

Please let us know if you need childcare or interpretation

Hosted by: City of Seattle www.seattle.gov/education

Accommodations for individuals who qualify for Americans with Disabilities Act are available upon request.
Contact 206-684-3942 at least 5 business days in advance of this event.

Join a community conversation about Seattle Preschool Program



Family Engagement

Sat, Nov. 22, 2014 - 10am to 12:30pm
Langston Hughes (104 17th Ave S, Seattle)

Objectives:

- Identify best practices for family engagement
- Share community partnership strategies

Provider Contracting & Enrollment

Wed, Dec. 10, 2014 - 3pm to 5:30pm
Phinney Center (6532 Phinney Ave N, Seattle)

Objectives:

- Define contracting priorities
- Inform student enrollment system

Dual Language Programs

Sat, Nov. 22, 2014 - 2pm to 4:30pm
Langston Hughes (104 17th Ave S, Seattle)

Objectives:

- Define elements of a quality dual language program
- Identify key dual language supports

Curriculum

Sat, Dec. 6, 2014 - 10am to 12:30pm
Youngstown (4408 Delridge Way SW, Seattle)

Objectives:

- Identify supports for approved curriculum
- Influence curriculum waiver process

Teacher Training & Coaching

Sat, Dec. 6, 2014 - 2pm to 4:30pm
Youngstown (4408 Delridge Way SW, Seattle)

Objectives:

- Brainstorm teacher training opportunities
- Incorporate teacher voice and feedback into the program

Teacher Pathways to Certification

Tue, Dec. 2, 2014 - 6pm to 8:30pm
New Holly (7054 32nd Ave S, Seattle)

Objectives:

- Identify key supports for teacher certification
- Discuss components of teacher waiver process

RSVP: Rachel Schulkin - preschool@seattle.gov - 206-684-3942

Please let us know if you need childcare or interpretation

Community Meeting on Family Engagement – November 22. 2014

The City of Seattle, Office for Education hosted a community meeting at the Langston Hughes Performing Arts Center to discuss the Seattle Preschool Program and Family Engagement.

The goals of the meeting were to:

• Identify best practices for family engagement
• Share community partnership strategies

Stephanie Jones, Executive Director of Community and Parents for Public Schools of Seattle, gave a presentation on best practices on family engagement.

From there attendees were asked to break into groups in order to weigh in on some of the key questions:

- In your experience, what works in family engagement?
    - Why do they work?
    - When they don't work, what are the challenges?
- What policies, procedures, or practices are needed to support family engagement?

Additionally an online questionnaire using the same questions was created to continue the conversation online, give more input, and provide a chance for folks who couldn't attend the event to comment.

Notes by theme on Family Engagement

Question 1: What are some of the strategies used to engage families?

- Why do they work?
- When they don't work, what are the challenges?

Strategies Used to Engage Families - by Theme

1. Theme: Meeting families where they are
    - Home Visits
2. Theme: Holding meetings and conferences
    - Parent meetings x3
    - Family/Parent Teacher Conferences x2
3. Theme: Offering accessibility for families
    - Open door policy
    - Offering Childcare for meetings and events
    - Providing Food for meetings and events
4. Theme: Providing a platform for families to give input and feedback
    - PTA
    - Open door policy (repeat from accessibility)
    - FEAT – Family Engagement Action Team
5. Theme: Engaging families with social events
    - Family Nights
    - Cultural
    - Student Performances
    - Parent social connectors
    - Dances
6. Theme: Engaging families with educational events
    - Open House x2

- Orientation
- Orientations/Program expectations
- Family Strengthening Training
- Info night 1-10x/year
- Subject-focused
- Curriculum Nights
- Cooking classes
- "Bullying Seminar"

7. Theme: Providing information using other modes of communications
   - Phone calls, emails, text
   - Family/school communications: newsletters, bulletins
   - Newsletter
8. Theme: Inviting families to engage with volunteer opportunities
   - Field trips (volunteering) x2
   - Volunteer opportunities
   - Fundraising

Why these strategies work – by Theme

1. Theme: Build meaningful relationships with and between families
   - Build relationships
   - Parent networking
   - Build parent confidence
   - Home Visits:
     - Can build trust.
     - Relationship-based.
     - One on one, child focus, insight for all parties.
   - Parent social connectors
     - Natural leaders (can be teacher or administrator) and eliminates isolation.
2. Theme: Create a sense of community
   - Build community
   - Families feel welcomed and valued
   - When families feel involved
   - Teacher connection
   - School-home connections
   - Create sense of fun with meaningfulness
   - Engaging activities
   - Fun
   - Invitation process using the kids
3. Theme: Offer non-traditional ways of engaging families
   - Engaging families in non-traditional settings:
     - Church
     - Mosques
     - Community Centers
     - Famers Market
     - Curriculum Nights
     - International Potlucks
4. Theme: Honor cultural differences
   - Translation/interpreters

- Translation/interpreters
- ESL

  "Graduation"

5. Theme: Make engagement accessible for families
   - Food x2
   - Childcare
   - Available for their schedule
     - Evening events
   - Home visits
   - Phone check-in's
   - Various modes of communication (phone, email)

What are the challenges with these strategies – by Theme

1. Theme: Involve families in planning engagement strategies
   - Solution is not to "train" parents to be better parents.
   - Lack of families involved in the planning (doesn't meet families' needs and families don't feel ownership)
   - Families blamed when not successful
2. Theme: Provide more opportunities for accessibility
   - Attendance/Participation
   - Timing (date/time of day)
   - Conflicting schedules
   - Get usual suspects attending – never get hardest to reach families, shallow touch.
   - Not enough notice
   - Flexibility
3. Theme: Families face challenges and barriers to engagement that include childcare, transportation and employment responsibilities
   - Lack of transportation x2
   - Different economic levels – multiple jobs
   - Working 2 jobs
   - Childcare
   - Need childcare to attend events
   - Lack of childcare especially for infant and toddlers
4. Theme: Allocate a reasonable budget for family engagement
   - Food
   - Staffing – lack of subbing staffing for home visits, OT
   - Budget – additional funds for training, supplies, staff
   - Better family-leave policy – more paid-time off for parents.
5. Theme: Address cultural competency and language barriers
   - Communication, language barriers (some languages are not writing-based)
   - Language barrier x2
   - Language barriers, using kids as interpreters, anxiety provoking, relies on skilled communication by teacher which is no always present
   - Language differences
   - Training/Workshops – Not working: language, cultural challenges
   - Cultural Competency- Help parents understand/navigate dual-cultures (native vs US)
   - Cultural barriers
   - Cultural differences

- Some cultures not involved traditionally in school
- Parent social connectors:
    - Challenge – Bias, racism

6. Theme: Provide greater transparency and inclusiveness
    - PTA and $, name recognition, support of community and administration. Challenge: elitist, cliquey, Roberts Rules, can be intimidating
    - Home visits/conferences:
        - Expensive, can foster mistrust, can be siloed, apart from pre-k, K-12.
        - Uncomfortable, power dynamics, intrusive.
7. Theme: Offer communication support and resource referral
    - Best mode of communication
    - Connecting providers with school district to smooth kindergarten transitions
    - Lack of extended network
    - Challenge: Mail fatigue (flyers)
8. Theme: Explore other approaches that work for the kids
    - The wrong philosophy/approach "deficit-model"
    - Need to include measure of love and quality time with kids (not just vocabulary)
    - Community Programs like Play and Learn
        - Why they work: in neighborhoods, strength-based, low cost or free, start early
        - Challenges – not evidence-based, not at scale

Question 2: What policies, procedures or practices are needed to support family engagement?

1. Theme: Provide a welcoming and inclusive environment
    - Welcoming environment within classroom and school (policy and practice).
    - Parent space within building or classroom
    - Prioritize relationship-building with parents, starting at enrollment.
    - Home Visits – gain comfort level between parents and educators; get to know families.
    - Events that are all family inclusive.
    - Build parent confidence through experiences.
2. Theme: Create and implement policies and practices around flexible engagement
    - Meeting times/places at times that can include working people and working childcare providers.
    - Open door policy
    - Flexibility in participation rather than mandating parents to be involved. Encouragement is key!
3. Theme: Create policies and procedures that support and ensure family input
    - If you don't state it and write it down, it's as if it doesn't exist – therefore, must have policies stating family input and voice are needed and provide $$ recognition (pay childcare, mileage costs).
    - Creating a budget for family engagement
        - Designate the budget
        - Inviting families input on
        - Consider networking across providers to leverage resources.
    - Family Input: But also, families need to be part of decision-making, governance and advisory boards.
    - Encourage parents to gain deeper understanding of ECE and potential career pathways.
    - More comprehensive family leave policy –
        - Program needs to be conscious of burden on families (e.g. financial, time, transportation).
    - Family engagement support beyond preschool.

4. Theme: Develop effective and comprehensive communication policies
   - Policy regarding communication.
   - Communication
     - Active listening.
     - Be aware of your communication style.
     - Child development.
     - Two-way conversation about the system.
     - Sharing and identifying responsibility.
     - How to create a shared agreement about goals and expectations.
     - Regular availability of language assistance.
     - Connecting families and educators in other settings; social connection.
     - Preschool for 3 and 4 year olds.
5. Theme: Provide training and professional development for teachers and staff
   - Include family partnership why's and how's in teacher and administrator training.
   - Policy regarding home visits-
     - Training supporting practices such as home visits.
   - Training for Teachers
     - Cultural competency, inter racism
     - Meeting families where they are at
     - Child development
     - Teacher introduction (bio/poster/pictures) – School staff included
6. Theme: Implement policies, procedures and practices that address and reflect diversity, language and cultural differences
   - Interpreters and translation.
   - Hiring practices regarding diversity of staff (staff reflect the community served):
     - Bilingual (multi-lingual)
     - Multi-racial
   - Disseminate all info in multiple languages and venues.
   - In-language resources: online, books, information, data.
   - Regular availability of language assistance (repeat).
7. Theme: Implement procedures that allow families to engage with each other and share information
   - Connect families with each other –
     - Social activities
     - Directory
     - Introductions
   - A way to vet childcare quality – parent reviews?
   - Planning volunteer opportunities and parent training.
     - System navigators – childcare, pre-k, family support, early learning.
   - Connecting families and educators in other settings; social connection. (repeat)
8. Theme: Other recommendations
   - Food Works.
   - Gender divide.
   - Digital divide.
   - FLASH. Child sex education and development is needed.

Question 1: What are some of the strategies used to engage families? Why do they work and when they don't work, what are the challenges?					
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**	**Group 6**

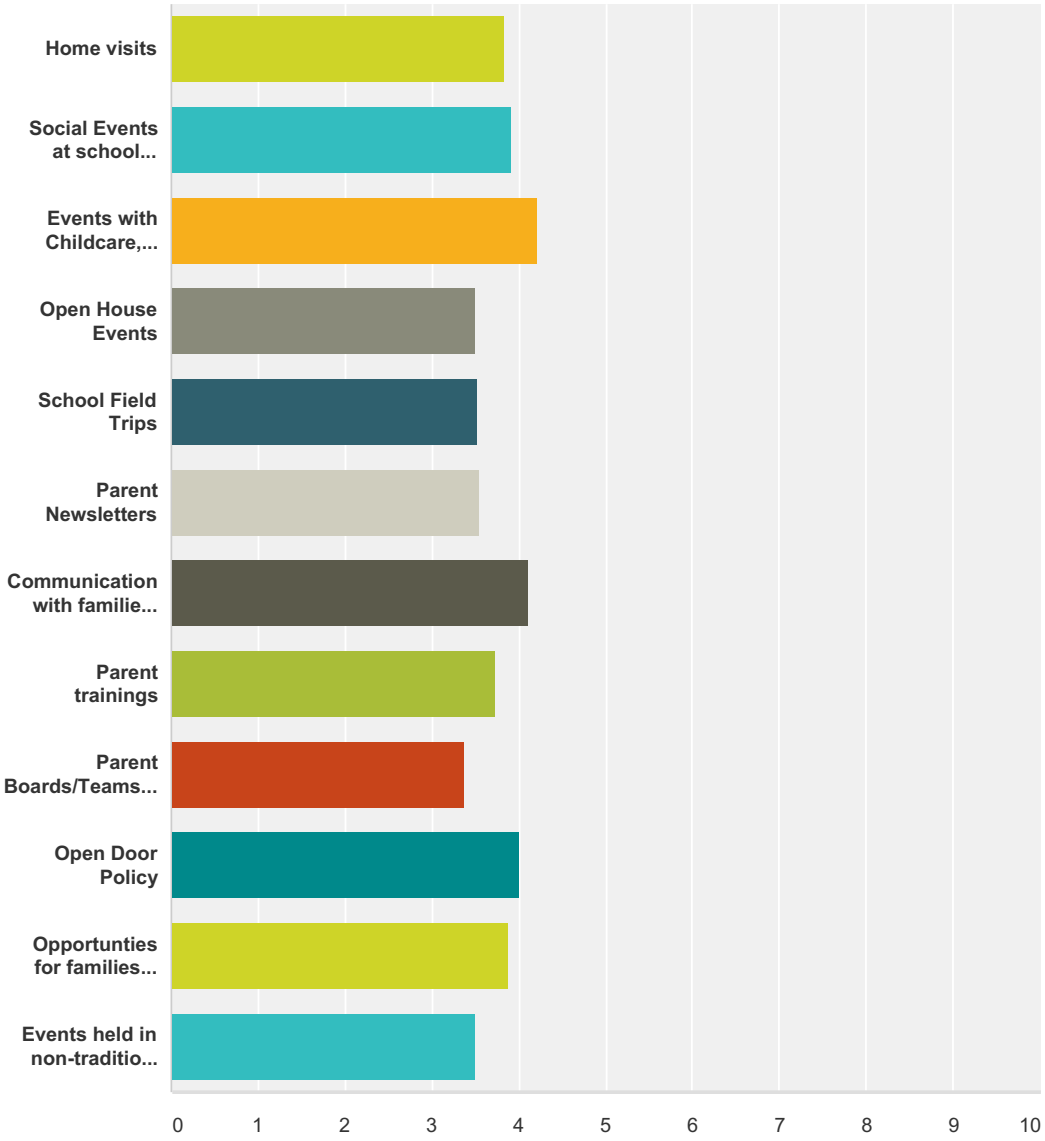
Strategies used to engage families: -Home visits /conferences; Field trips (volunteering); Parent meetings; Volunteer opportunities; Open door policy; School events (PTA, dances, fundraisers, curriculum nights) -Orientations /Program expectations: Newsletter - Why they work: Build relationships; Build parent confidence; Build community; School-home connections; Create sense of fun with meaningfulness; Parent networking; Engaging activities; Challenges: Attendance/Participation; Timing (date/time of day); Best mode of communication; Language barrier; Conflicting schedules	Strategies: -Solution is not to "train" parents to be better parents. -Better family-leave policy – more paid-time off for parents. -Training/Workshops: o Not working: language, cultural challenges o The wrong philosophy/approach "deficit-model" -Cultural Competency: -Help parents understand/navigate dual-cultures (native vs US) -Need to include measure of love and quality time with kids (not just vocabulary)	-Parent social connectors, natural leaders (can be teacher or administrator) and eliminates isolation. –Challenge: bias, racism -PTA and $, name recognition, support of community and administration. -Challenge: elitist, cliquey, Roberts Rules, can be intimidating -Events: + food, fun -Challenge: get usual suspects attending, never get hardest to reach families, shallow touch -CBO's – Home visits: + can build trust, Challenge: expensive, can foster mistrust, can be siloed, apart from pre-k, K-12 -School home visits: + Relationship-based -Challenge: uncomfortable, power dynamics, intrusive -Conferences (parent-teacher); + one on one, child focus, insight for all parties -Challenge: language barriers, using kids as interpreters, anxiety provoking, relies on	What's Happening: -Open House -Family/Parent - Teacher Conferences -Family Nights: Cultural; Food; Childcare; Subject-focused; Info night 1-10x/year; Fun -All School Events -Student Performances -Field Trips -Family Strengthening -Training -Home Visits -Phone calls, emails, text -Family/school communications: newsletters, bulletins -Fundraising & Why it works: -Invitation process using the kids; Food; Childcare; Teacher connection; Families feel welcomed and valued; When families feel involved Why not: -Communication: language barriers; some languages are not writing-based -Cultural barriers: Some cultures not involved traditionally in school -Not enough notice	Why did it work? Available for their schedule: -Evening events -Translation/interpreters -Home visits -Phone check-in's -Various modes of communication (phone, email) -Open house/conferences -FEAT – Family Engagement Action Team Challenges?: -Staffing – lack of subbing staffing for home visits, OT -Budget – additional funds for training, supplies, staff -Flexibility -Different economic levels – multiple jobs -Need childcare to attend events -Language differences -Cultural differences -Connecting providers with school district to smooth kindergarten transitions	Engaging families in non-traditional settings: -Church -Mosques -Community Centers -Farmers Market -Curriculum Nights -International Potlucks -ESL "Graduation" -Orientation -Cooking classes -"Bullying Seminar" Challenges: -Language -Lack of transportation -Lack of childcare especially for infant and toddlers -Working 2 jobs -Lack of extended network

		skilled communication by teacher which is not always present -Community Programs like Play and Learn; + in neighborhoods, strength-based; low cost or free, start early -Challenge: not evidence-based, not at scale	-Lack of families involved in the planning; doesn't meet families' needs and families don't feel ownership -Transportation - lack -Food, childcare -Families blamed when not successful		
Question 2: What policies, procedures or practices are needed to support family engagement?					
Policies: Include family partnership why's and how's in teacher and administrator training. Procedures: -Connect families with each other: -Social activities -Directory -Introductions -System navigators: childcare, pre-k, family support, early learning. -A way to vet childcare quality – parent reviews? Practices: -Disseminate all info in multiple languages and venues; Food Works. -Challenge: Mail fatigue (flyers); Events that are all family inclusive.	Training for Teachers: -Cultural competency, inter racism -Meeting families where they are at -Child development -Communication: Active listening; Be aware of your communication style. -Child development: -Two-way conversation about the system. -Sharing and identifying responsibility: How to create a shared agreement about goals and expectations. -Regular availability of language assistance. -Connecting families and educators in other settings; social connection. -Preschool for 3 and 4 year olds.	-Policy regarding communication. -Policy regarding home visits: Training supporting practices such as home visits. -Hiring practices regarding diversity of staff (staff reflect the community served): Bilingual (multi-lingual); Multi-racial -Flexibility in participation rather than mandating parents to be involved; Encouragement is key! $$$: Creating a budget for family engagement; Designate the budget; Inviting families input on; Consider networking across providers to leverage resources.	Home Visits – gain comfort level between parents and educators; get to know families. -Welcoming environment within classroom and school (policy and practice). -Planning volunteer opportunities and parent training. -Teacher introduction (bio/poster/pictures); School staff included -Open door policy -Parent space within building or classroom -Encourage parents to gain deeper understanding of ECE and potential career pathways. -Build parent confidence through experiences.	If you don't state it and write it down, it's as if it doesn't exist – therefore, must have policies stating family input and voice are needed and provide $$ recognition (pay childcare, mileage costs). -Family Input: But also, families need to be part of decision-making, governance and advisory boards. -Interpreters and translation. -Gender divide. -Digital divide. -Meeting times/places at times that can include working people and working childcare providers. -FLASH. Child sex education and development is needed.	Training/enabling families. *What is family engagement?* 1. Family engagement support beyond preschool. 2. More comprehensive family leave policy: -Program needs to be conscious of burden on families (e.g. financial, time, transportation). 3. In-language resources: online, books, information, data. 4. Prioritize relationship-building with parents, starting at enrollment.
Bike Rack					

- Program needs cultural liaison and navigators.
- Please consider F.E. strategies outside of the classroom or building and in the community.
- Please don't adopt the "professional development for parents" paradigm.
- CPPS presentation conflated PreK with K-12. Confusing - Where is focus?
- Suggest moving from family "engagement" to family partnership.
- Take "should" out of your vocabulary – please!
- Family engagement from birth-5 will generate best results for children and requires different strategies.
- What in the world is evidence-based activity?
- Given that parent engagement is a priority but family support roles are not included in the SPP, what support will teachers and directors have for taking the steps (and time) needed to engage parents in conversation and activities?
- How will SPP address the family support needs of families with multiple challenges (e.g., homelessness, substance abuse, incarceration, etc)?
- How will SPP work to support families who choose non-center based childcare?
- I'm disappointed with the limited time allowed for group discussion.
- STEM and the Project Approach are really up and coming ideas in the K-5 arena. Please consider allowing established preschools into the Seattle Preschool plan that use these (and not a chosen boxed curriculum). Thank you

Q1 In your experience what works in family engagement?

Answered: 76 Skipped: 4

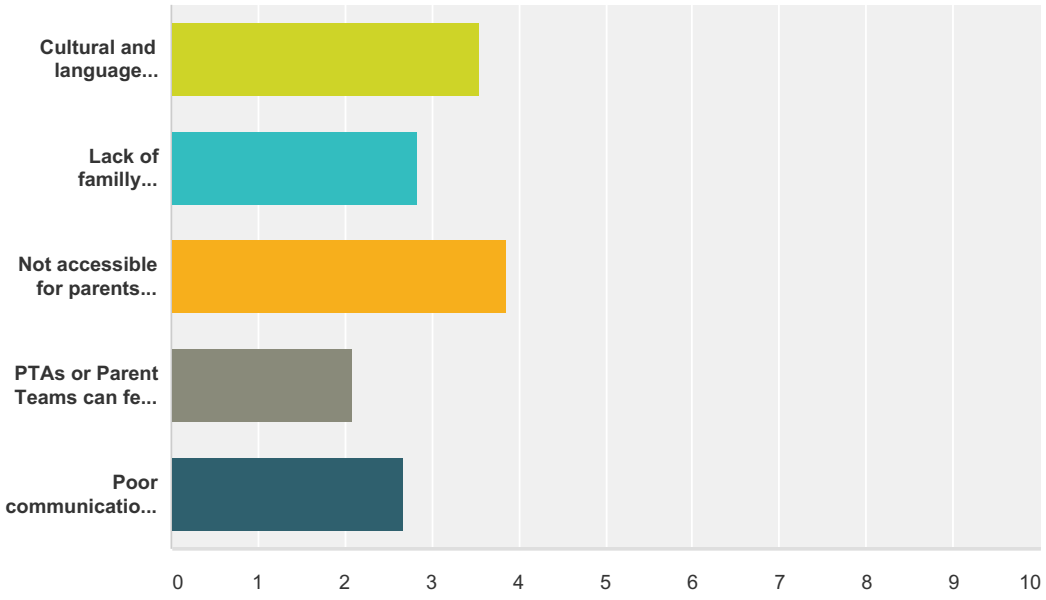


	Highly Challenging	Challenging	Neutral	Effective	Highly Effective	Total	Weighted Average
Home visits	**9.72%** 7	**8.33%** 6	**9.72%** 7	**31.94%** 23	**40.28%** 29	72	3.85
Social Events at school (Potluck, graduation, student performances, curriclum night, cooking class, ESL class)	**2.74%** 2	**8.22%** 6	**15.07%** 11	**42.47%** 31	**31.51%** 23	73	3.92
Events with Childcare, Interpretation, Transportation	**1.33%** 1	**5.33%** 4	**10.67%** 8	**36.00%** 27	**46.67%** 35	75	4.21
Open House Events	**1.37%** 1	**6.85%** 5	**42.47%** 31	**38.36%** 28	**10.96%** 8	73	3.51

School Field Trips	**0.00%** 0	**9.59%** 7	**38.36%** 28	**42.47%** 31	**9.59%** 7	73	3.52
Parent Newsletters	**5.48%** 4	**6.85%** 5	**32.88%** 24	**36.99%** 27	**17.81%** 13	73	3.55
Communication with families (text, email, phone call)	**1.32%** 1	**6.58%** 5	**9.21%** 7	**46.05%** 35	**36.84%** 28	76	4.11
Parent trainings	**2.70%** 2	**10.81%** 8	**18.92%** 14	**44.59%** 33	**22.97%** 17	74	3.74
Parent Boards/Teams/Advisory Committees (PTAs)	**8.22%** 6	**10.96%** 8	**27.40%** 20	**41.10%** 30	**12.33%** 9	73	3.38
Open Door Policy	**0.00%** 0	**9.46%** 7	**20.27%** 15	**31.08%** 23	**39.19%** 29	74	4.00
Opportunties for families to volunteer in the school	**2.67%** 2	**5.33%** 4	**17.33%** 13	**49.33%** 37	**25.33%** 19	75	3.89
Events held in non-traditional settings (churchs, mosques, community center, farmer's market)	**6.67%** 5	**6.67%** 5	**36.00%** 27	**30.67%** 23	**20.00%** 15	75	3.51

Q2 On November 22nd, we asked community members "What are some challenges to family engagement?" The following are community reponses: Please rank the most significant challenges to family engagement.

Answered: 69 Skipped: 11

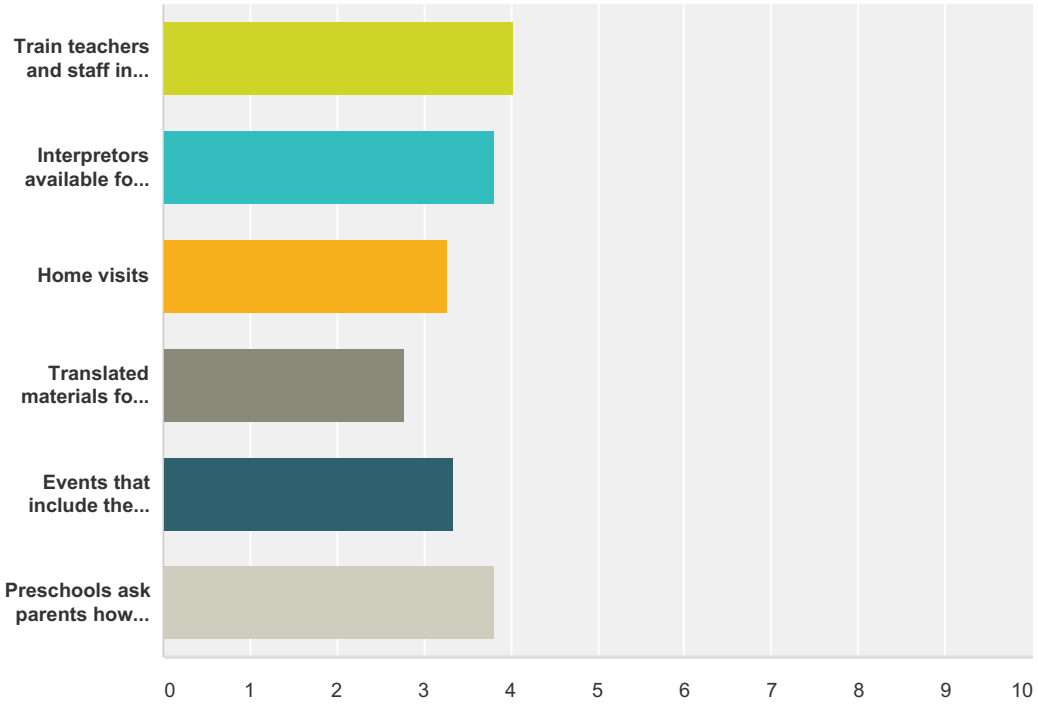


	1	2	3	4	5	Total	Score
Cultural and language barriers	**30.43%** 21	**33.33%** 23	**11.59%** 8	**10.14%** 7	**14.49%** 10	69	3.55
Lack of familly engagement event funds & lack of staff at these events	**14.49%** 10	**15.94%** 11	**24.64%** 17	**27.54%** 19	**17.39%** 12	69	2.83

Not accessible for parents (timing, childcare, transportation)	**36.23%** 25	**28.99%** 20	**23.19%** 16	**7.25%** 5	**4.35%** 3	69	3.86
PTAs or Parent Teams can feel intimadating	**0.00%** 0	**10.14%** 7	**23.19%** 16	**31.88%** 22	**34.78%** 24	69	2.09
Poor communication between teacher and parent	**18.84%** 13	**11.59%** 8	**17.39%** 12	**23.19%** 16	**28.99%** 20	69	2.68

Q4 Please rank the following family engagement policies and practices in order to effectiveness.

Answered: 70 Skipped: 10



	1	2	3	4	5	6	Total	Score
Train teachers and staff in family engagement practices each year.	**22.86%** 16	**25.71%** 18	**14.29%** 10	**15.71%** 11	**11.43%** 8	**10.00%** 7	70	4.03
Interpretors available for events and communication	**15.94%** 11	**26.09%** 18	**14.49%** 10	**18.84%** 13	**17.39%** 12	**7.25%** 5	69	3.83
Home visits	**17.39%** 12	**10.14%** 7	**14.49%** 10	**20.29%** 14	**15.94%** 11	**21.74%** 15	69	3.28
Translated materials for families	**1.43%** 1	**7.14%** 5	**22.86%** 16	**25.71%** 18	**21.43%** 15	**21.43%** 15	70	2.77
Events that include the whole family (childcare, translation, timing)	**11.59%** 8	**18.84%** 13	**17.39%** 12	**13.04%** 9	**21.74%** 15	**17.39%** 12	69	3.33
Preschools ask parents how they would like to engage and develop a plan based on responses.	**31.43%** 22	**12.86%** 9	**17.14%** 12	**5.71%** 4	**11.43%** 8	**21.43%** 15	70	3.83

Community Meeting on Dual Language – November 22, 2014

The City of Seattle's, Office for Education hosted a community meeting at the Langston Hughes Performing Arts Center
The goals of the meeting were to:

- Define elements of a quality dual language program
- Identify key dual language supports

Lindsay Klarman, Executive Director of the Hearing Speech and Deafness Center, shared a presentation on best practices in dual language learning and dual language preschools.

From there attendees were asked to break into groups in order to weigh in on some of the key questions:

- What are the elements of a quality dual language program?
    - How do you know these exist?
    - How do you measure that they work?
- What are the supports you need to have a dual language preschool program?

Additionally an online questionnaire using the same questions was created to continue the conversation online, give more input, and provide a chance for folks who couldn't attend the event to comment.

Notes by theme on Dual Language:

Question 1: What are the elements of a quality dual language program?

- **How do you know these exist?**
- **How do you measure that they work?**

1. Theme: Strong presence of multicultural and multilingual staff
    - Staff are multicultural and multilingual with Native language proficiency.
    - We can survey staff and take steps to recruit support language staff. We can also use family surveys.
    - Connect with K-12 that have multi-lingual staff
        - Similar support parents receive dual language support
        - Continue dual language
        - From dual pre-k programs and continue support in K-12 system.

2. Theme: Provide supports for teacher professional development that contribute to attracting and retaining high quality teachers
    - High quality teachers
      e.g., low wage, long hours then have to go to school, pressure to go to school

- Support for professional development
  e.g., Seattle Early Reading 1st Project Grant.
    - Scholarships available
    - Collective support for difference colleges
    - Funding

3. Theme: Programs that value and include culture, language, family engagement and associated supports for children
   - **Culture – builds global citizenship
     - Valuing all languages – children being exposed to different languages
   - Cultural support – culture of support for K-12 education
   - Based on best practice for Dual-language
     - Emergent
     - Speak
     - Pedagogy
   - Including parent involvement and coaching. Finding ways to encourage Native speakers to volunteer 2-4 hours a week to work individually or in small groups with students.

4. Theme: Dual language skills and resources fully integrated and implemented across curriculum, assessment tools and resources
   - Ensuring that Dual Language skills are fully integrated and implemented in all aspects of the curriculum, including math, science and social studies.
   - We can use native language assessments as well as English assessments for math and science.
   - Make sure the materials and resources are all Dual Language.
   - Assessments done in the home language
     - Multi-model assessments
     - Supportive all learning styles
   - Different language tracks in SPS (Seattle Public Schools) e.g., Vietnamese, Spanish, Somali

Question 2: **What are the supports you need to have a dual language preschool program?**

1. Theme: Provide supports for multilingual teacher recruitment and professional development that includes clear educational routes for native speakers
   - Professional Development – For teachers to have training for soy-bilingual
   - Ongoing professional development and educational opportunity. A route to academic credentials for Native Speakers who might be unaware of these opportunities.
   - Hiring – Finding staff that speaks the language of the communities and making the education requirements.

2. Theme: Provide clear vision, policies, practices and guidelines for access and participation
   - Lack of Resources –
     - Access for participation of all groups
     - Policy of how the families have to qualify; e.g., cash paying parents (no pay stubs), both parents have to work (if 2 parent household)
   - Dual Language Support –
     - Emphasis model and vision to create dual language learners
     - Include the families
     - Support home language
   - Hiring – Finding staff that speaks the language of the communities and making the education requirements. (repeat)
   - Transportation – kids must be able to get to the school that has a dual language program in their language. Also, monolingual students should have opportunities to access these schools regardless of where they live in the city.

3. Theme: Supports for parent and family input and involvement
   - Parent Support – parents that want a dual-language program. *It's ok to speak your home language and learn another language.
   - Flexible commitment opportunities for parents and community members.
   - Parent Empowerment and Training Programs which help parents advocate for their children as they continue through elementary, middle school, high school and college.

4. Theme: Leverage relationships and resources within the community
   - Partnerships with parents, community organizations, faith organizations, and other groups.
   - Partnership with the World school, universities, and other institutions in the area (i.e., opportunities for graduate students in language programs to volunteer with preschools).

5. Theme: Develop a plan, with appropriate budget and supports, for growth and expansion
   - Respect for capacity
     - Growth over time or when necessary
   - Budget for resources, staff, small class size

6. Theme: Customizable and flexible culturally relevant curriculums and resources
   - Curriculum –
     - Translation support (e.g., equipment, materials, book, handout, policy)
     - Blended different curriculums to meet the needs of our communities.
   - Becoming Bi-cultural – recognizing the additional cultural adjustments

What are the elements of a quality dual language program – How do you know they exist and measure that they work?	
Group 1	**Group 2**

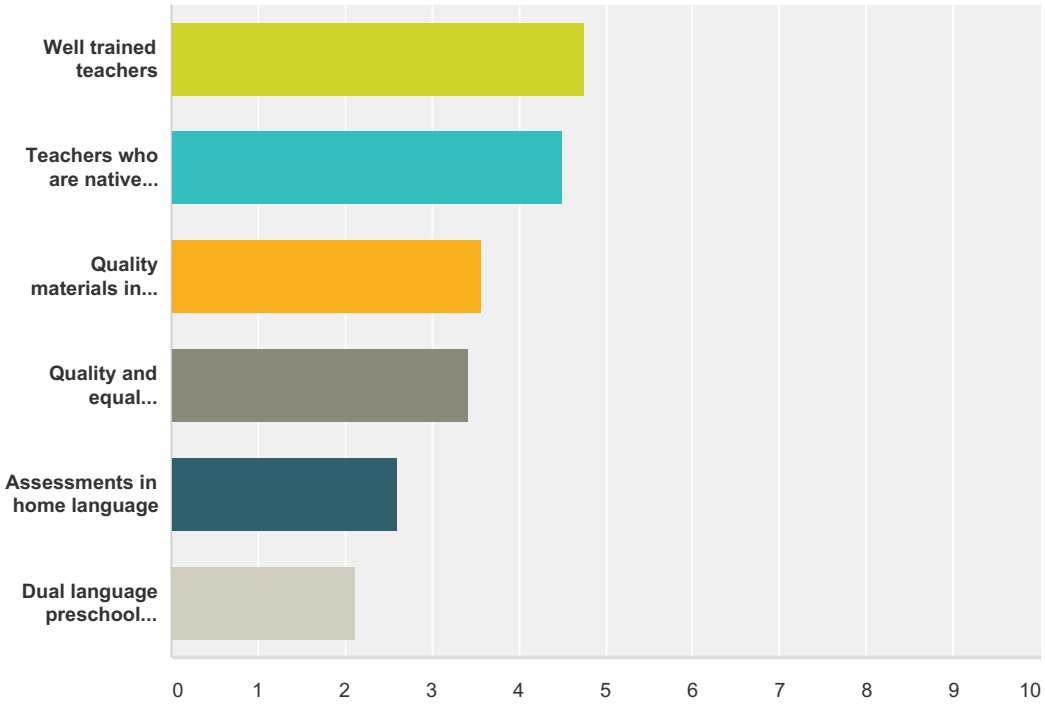
• Staff are multicultural and multilingual with Native language proficiency.
  o We can survey staff and take steps to recruit support language staff. We can also use family surveys.
• Ensuring that Dual Language skills are fully integrated and implemented in all aspects of the curriculum, including math, science and social studies.
  o We can use native language assessments as well as English assessments for math and science.
  o Make sure the materials and resources are all Dual Language.
• Including parent involvement and coaching. Finding ways to encourage Native speakers to volunteer 2-4 hours a week to work individually or in small groups with students.
	Elements:
	• High quality teachers
	e.g., low wage, long hours then have to go to school, pressure to go to school
	• Support for professional development
	e.g., Seattle Early Reading 1st Project Grant.
	  o Scholarships available
	  o Collective support for difference colleges
	  o Funding
	• Cultural support – culture of support for K-12 education
	• Assessments done in the home language
	  o Multi-model assessments
	  o Supportive all learning styles
	• **Culture – builds global citizenship
	  o Valuing all languages – children being exposed to different languages
	• Connect with K-12 that have multi-lingual staff
	  o Similar support parents receive dual language support
	  o Continue dual language
	  o From dual pre-k programs and continue support in K-12 system.
	• Based on best practice for Dual-language
	  o Emergent
	  o Speak
	  o Pedagogy
	• Different language tracks in SPS (Seattle Public Schools)
	e.g., Vietnamese, Spanish, Somali

What are the supports you need to have a dual language preschool program	
Group 1	**Group 2**
Professional Development – For teachers to have training for soy-bilingual	• Budget for resources, staff, small class size • Partnerships with parents, community organizations, faith organizations, and other groups.

Hiring – Finding staff that speaks the language of the communities and making the education requirements. Lack of Resources – o Access for participation of all groups o Policy of how the families have to qualify e.g., cash paying parents (no pay stubs), both parents have to work (if 2 parent household) Respect for capacity o Growth over time or when necessary Curriculum – o Translation support (e.g., equipment, materials, book, handout, policy) o Blended different curriculums to meet the needs of our communities. Dual Language Support – o Emphasis model and vision to create dual language learners o Include the families o Support home language Becoming Bi-cultural – recognizing the additional cultural adjustments Parent Support – parents that want a dual-language program. *It's ok to speak your home language and learn another language.	• Flexible commitment opportunities for parents and community members. • Ongoing professional development and educational opportunity. A route to academic credentials for Native Speakers who might be unaware of these opportunities. • Parent Empowerment and Training Programs which help parents advocate for their children as they continue through elementary, middle school, high school and college. • Partnership with the World school, universities, and other institutions in the area (i.e., opportunities for graduate students in language programs to volunteer with preschools). • Transportation – kids must be able to get to the school that has a dual language program in their language. Also, monolingual students should have opportunities to access these schools regardless of where they live in the city.
• Is there any planning for English language programs for parents? (Possible partner – Seattle Public Library	

Q1 In your experience, what are the elements of a quality dual language program? Please rank the follow qualities.

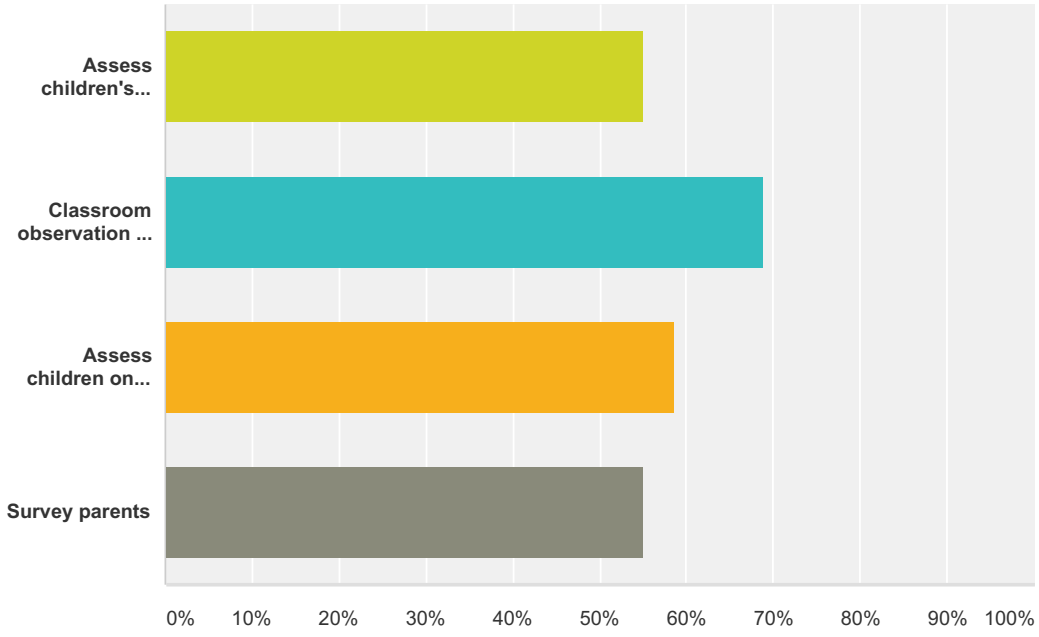
Answered: 30 Skipped: 4



	1	2	3	4	5	6	Total	Score
Well trained teachers	**40.00%** 12	**20.00%** 6	**26.67%** 8	**6.67%** 2	**3.33%** 1	**3.33%** 1	30	4.77
Teachers who are native speakers of the language	**36.67%** 11	**23.33%** 7	**13.33%** 4	**13.33%** 4	**6.67%** 2	**6.67%** 2	30	4.50
Quality materials in both languages.	**6.67%** 2	**16.67%** 5	**36.67%** 11	**13.33%** 4	**20.00%** 6	**6.67%** 2	30	3.57
Quality and equal instruction in two language (throughout all the day's activities)	**3.33%** 1	**26.67%** 8	**6.67%** 2	**43.33%** 13	**13.33%** 4	**6.67%** 2	30	3.43
Assessments in home language	**6.67%** 2	**6.67%** 2	**6.67%** 2	**13.33%** 4	**53.33%** 16	**13.33%** 4	30	2.60
Dual language preschool connects with dual language K-12 schools	**6.67%** 2	**6.67%** 2	**10.00%** 3	**10.00%** 3	**3.33%** 1	**63.33%** 19	30	2.13

Q3 How do you measure that a dual langugage program works? (Please check all that apply)

Answered: 29 Skipped: 5

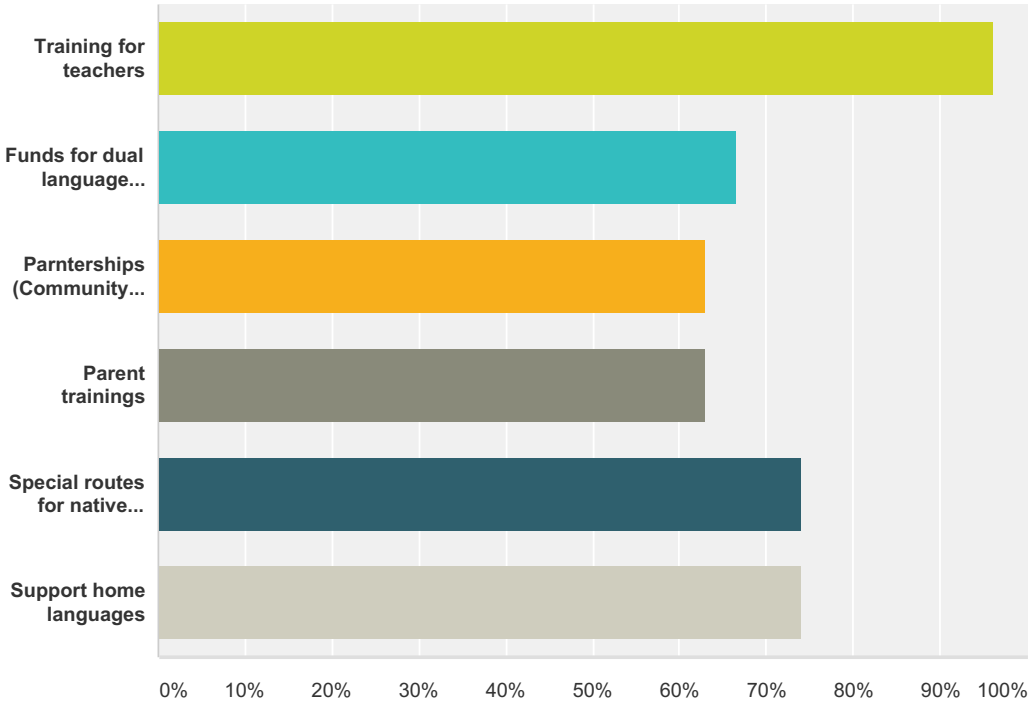


Answer Choices	Responses	
Assess children's language profiency in both languages	**55.17%**	16
Classroom observation of teachers and instruction	**68.97%**	20
Assess children on general school readiness skills	**58.62%**	17
Survey parents	**55.17%**	16
Total Respondents: 29		

Q5 What supports are needed to have a quality dual langague program? The following supports were given by community members:

Answered: 27 Skipped: 7

Seattle Preschool Program: Dual Language



Answer Choices	Responses	
Training for teachers	**96.30%**	26
Funds for dual language classroom materials	**66.67%**	18
Parnterships (Community Organizations, Parents, Faith based organizations, universities)	**62.96%**	17
Parent trainings	**62.96%**	17
Special routes for native speakers to meet credential requirements	**74.07%**	20
Support home languages	**74.07%**	20
Total Respondents: 27		

Community Meeting on Pathways to Teacher Certification – December 2, 2014

The City of Seattle's Office for Education hosted a community meeting at the New Holly Gathering Hall to discuss the Seattle Preschool Program and Teacher Pathways to Certification.

The goals of the meeting were to:
• Discuss components of teacher waiver process
• Identify key components for teacher certification

Dr. Krissy Kim, Early Childhood Teacher Preparation Council & Pierce College, presented on current opportunities and best practices in teacher preparation in early childhood education.

From there attendees were asked to break into groups in order to weigh in on some of the key questions:

- What would make completing a degree program feasible for potential preschool educators and providers?
- What is the criteria a teacher should be able to demonstrate, in order to be exempt from a degree requirement?

Additionally an online questionnaire using the same questions was created to continue the conversation online, give more input, and provide a chance for folks who couldn't attend the event to comment.

Notes by theme on Teacher Training:

Question 1: **What would make completing a degree program feasible for potential preschool educators and providers?**

1. Theme: Increase accessibility of coursework by ensuring instruction and materials are in multiple languages
   - Access
     - Offered in multiple languages (classes & research/literature)
   - Cultural Competency
     - Courses provided in multiple languages and supporting material.
     - Dual language tracks
   - Diversity of preparation
     - Special education, dual language
   - Different Languages
     - Includes English learning at the same time
   - Language – diverse teachers with EEL needs – e.g., multilingual staff not just translators
   - Dual language cohorts created by culturally sensitive programs
   - RSJI: Considerations and accommodations for students/providers who are ESL professionals.
     - Time to completion.
     - Curriculum that meets the needs of providers who ESL learners.

2. Theme: Offer coursework that creates knowledge-base around cultural competency, language, areas of specialization, and includes service learning and field experience
   - Dual language/multi-cultural courses
   - Specialization – special ed, ELL, math, literacy, B-3
   - Cultural Competency (repeat)
   - Practice-based – including time in classrooms

- Service Learning Practicum

3. Theme: Create accessibility of courses in location and delivery formats
   - Online Programs
   - Options
     - Online - face-to-face
     - Classes in local communities
   - Flexibility
     - Face-to-face vs. online classes
   - Blended learning – in class alongside practicum
   - Residency Programs
     - Program pays for education; Seattle Teacher Residency model. Employee works for set # of years
   - Community partnership – e.g., neighborhood classes that offer college credits.
   - Access
     - Online, proximity to bus lines, local community centers
   - Community based
   - Neighborhood classes with childcare provided.

4. Theme: Offer flexibility in terms of full- or part-time and alternative schedules
   - Flexible time schedules
   - FT or PT
   - Flexible dates and times
   - Weekends
   - Monthly
   - Variable class schedules – morning, evening, weekend
   - Summer Intensive – courses completed over Summer, No break
   - Full time vs. Part time
   - Flexible programs; Multiple Pathways – Hybrid, online, face to face, night class (variety e.g., 1 week, part night/day)
   - Time – outside of work hours
   - Flexibility
   - 4-Year timelines is not feasible for working professionals.
   - Evening/online/weekend school options for all levels.

5. Theme: Provide childcare support
   - Childcare Support
     - On-site of classes
   - Financial and Childcare support *was under "Online Programs" in theme 3
   - Access to childcare
   - Childcare available during classes
   - Childcare
   - Childcare

6. Theme: Offer "test out," credit for prior experience and transfer of credit options
   - Accelerated Program

    - "Test out"
- Demonstrate skills "test out"
- Transferability of previous credits
- Experience=credits
- Credit for years of experience
- Prior life experience – getting credit for job/work/life experiences in the field of study. E.g., Pacific Oaks, Green River Community College, Antioch
- If receiving a certificate that is transferable outside of WA.
- Grandparenting of previous credited classes. E.g., Social Human Services (SHS) classes is now called ECE classes
- Competency and prior learning credit
- Time
    - Accelerated/Proficiency Based Class Schedules – "test out" of courses once competency is established
- Credit for prior learning and alternative philosophy (e.g., Montessori, Waldorf, etc.
    - $$ for the credits
    - Pay for the assessments
- B.A. in whatever plus Certificate in Waldorf/Montessori, etc. = B.A. in ECE
- Individualize courses – based on previous experience/knowledge

7. Theme: Create financial supports and scholarship opportunities
    - Scholarships
        - For whole process renewal – commitment to teach in SEA for X years.
        - Full and partial
    - Scholarships
        - For Master's programs, easier access, increased amounts available
    - Funding
        - Supplies
        - Books
        - Tuition
        - Bus Voucher
        - (Childcare) *referenced above
    - Money
        - Total State funding –
            - BA programs with cert.
            - MA programs with cert.
    - Money $ Financial Support for tuition, books, release time, transportation, etc…Incentive to achieve completion of degree. Resulting in equal pay according to degree.
    - Affordability
    - Funding – fully (time commitment to community education)
        - Emergency funding for items that are incidentals
    - Salary – comparable to State schedule for teachers
    - Tuition Assistance
        - Time!! – paid, release time
        - Money for classes
        - Salary guarantee (residency)
    - Creating funding for college readiness for adults who haven't participated in U.S. education.

- Financial resources to Pay for Education – Scholarships.

8. Theme: Facilitate access to a pool of qualified substitute teachers
   - Subs pool
     - Qualified teachers
     - Community shared
   - High quality substitute teachers

9. Theme: Offer incentives, merit increases and recognition
   - Transportation
   - Incentives
     - Achievement bonuses
     - Paid days off
     - Pay increase for milestones
   - Better pay when completed program
   - Incentive
     - Job placement – onsite job fairs, placement support, job counselors
   - Recognition – EC mentioned in legislation, collective bargaining, recognition as a group of professionals – we are teachers!

10. Theme: Create supports, assistance and accountability throughout the process
    - Assistance with certification process.
    - Degree program steps clearly communicated
    - Special Services
      - Self Care
      - Mental Health
      - Adult learning styles
      - Technology
      - Verbal/Written skills
    - Theory to Classroom
      - Classroom support
      - Mentors
      - Buddy program
        - Classmates
        - Other program observations
      - Tutoring
      - Counseling
      - Motivation
    - Advisors that are vested (e.g., in with students over period of time), Field supervisors
    - Accountability – working with accredited organizations partnership with city and MERIT (approving of the transcripts)
    - Have field experience – accompanied with the certification and professional supervised practicum. With feedback loops.
    - Easy college application process
    - Support –
      - Professional
      - Academic (tutoring/mentoring)

    - New student guidance – program support
- Clear pathways with advisors that reflect the community

11. Theme: Increase outreach to recruit participants, particularly professionals of color
    - Outreach to recruit
    - Recruitment – community outreach
    - Deliberate strategy regarding recruitment of professors of color.

Other:
- Q: Will there be reciprocity for out-of-state prep programs?
- 3 Groups
    - No HS Diploma

Question 2: What is the criteria a teacher should be able to demonstrate, in order to be exempt from a degree requirement? – By theme

1. Theme: Proven competency in subject matter
    - Prove competency in subject matter * - including foreign degrees.
        - "Test out" (oral, written)
        - Practical observation (class)
        - Dual language proficiency

2. Theme: Child development knowledge and ability to implement developmentally and culturally appropriate curriculum
    - Social, emotional, physical, cognitive, language, literacy, science, lesson planning, classroom management, family engagement, art, music.
    - Extensive knowledge of child development
        - Articulating the whys and how's
        - Developmentally appropriate practices
    - Demonstrate and articulate the developmental levels of childhood in all domains and apply to practice.
        - Knowledge of.. e.g., social, emotional, cognitive, Gross Motor/Fine Motor skills, language development.
    - Develop and implement developmentally appropriate curriculum

3. Theme: Quantity of experience (years) or experience equivalency
    - Credit for years of experience; including out of country experience (in addition to competency exams)
    - Minimum experience (ex. 10 years)
    - Determine the minimum equivalent number of years of experience to qualify for the waiver.
    - Experience Equivalency:
        - Depends on how individual has progress
        - Coursework completion within ___ (not relevant) years, classroom practicum hours _____(not relevant), continued education up to date.

4. Theme: Relevant professional development, certifications and credentials
    - Acceptance of all forms of professional development

    - STARS credits
    - MERIT
    - CDA
    - ECE certification
    - Early Achievers
    - Use of ELG's (Early Learning Guidelines)
- What are the criteria for exempt… Reaching a certain standard on…
    - CLASS test e.g., being observed by people who speak the language of the teacher…
        - Reach a particular number e.g., 4 to exhibit teacher interaction with child development knowledge.
- Align different credential systems e.g., Montessori, Reggio, Project Approach, High Scope
    - Broad assessment standards
- Accept certification programs…e.g., High Scope certified, Montessori certified
- Grandparent of degrees e.g., a degree from 1990 is called something different than in 2014. E.g., SHS vs ECE (recognize previous college classes that were called something else)
- B.A. in a variety of disciplines plus a certificate in a specific specialized curriculum (ex., Montessori, Waldorf).
- Provide a practice based approach to meeting criteria for long term teachers with BA's in other disciplines and other ed received through STARS.
- Allow BA from a variety of disciplines in the Director position (with ECE credits or additional classes in a supporting role).
- Assistant teachers should be able to come with a BA degree in a variety of disciplines and then be able through a practice based measure (ERS and CLASS) to show they meet best practice.
- Outcomes:
    - 4 levels of pedagogy
- Continued education:
    - Abb. version of courses from BA program to make up to date.
    - Shared understanding of knowledge or specialization.

5. Theme: Consistently high ratings from observations and knowledge of assessment tools
    - Knowledge of assessment tools and quality observations
        - Teaching Strategies Gold
        - C.L.A.S.S.
        - ELERS/ECERS
        - Common Core Standards
    - Consistently high (distinguished and proficient) ratings by CLASS and ECERS observations over an extended period of time.

6. Theme: Documented competency based portfolio and portfolio completion
    - Competency based portfolio including (but not limited to):
        - Video
        - Documentation
        - Cultural responsiveness
        - All degree outcomes
        - Curriculum
        - Data collection and analysis turned into instruction and programs
        - Evidence and use of research-based pedagogy and best practices

    - Family and community engagement
    - Early learning benchmarks
    - Meeting the needs of students with special needs
    - Health, safety and nutrition
- Portfolio completion, observation, demonstration of competencies – written and action, level 3 – for assistant, level 4 – teacher (WA State Core Competencies)
- Demonstrate Proficiency:
    - Portfolio, observation, student outcomes, parent feedback, teacher feedback (K12 teachers)
    - Able to create curriculum, complete observations, structure classroom environment, parent partnerships

7. Theme: Develop an intentional strategy to recruit and support professionals of color, dual language learners and immigrant/refugee populations

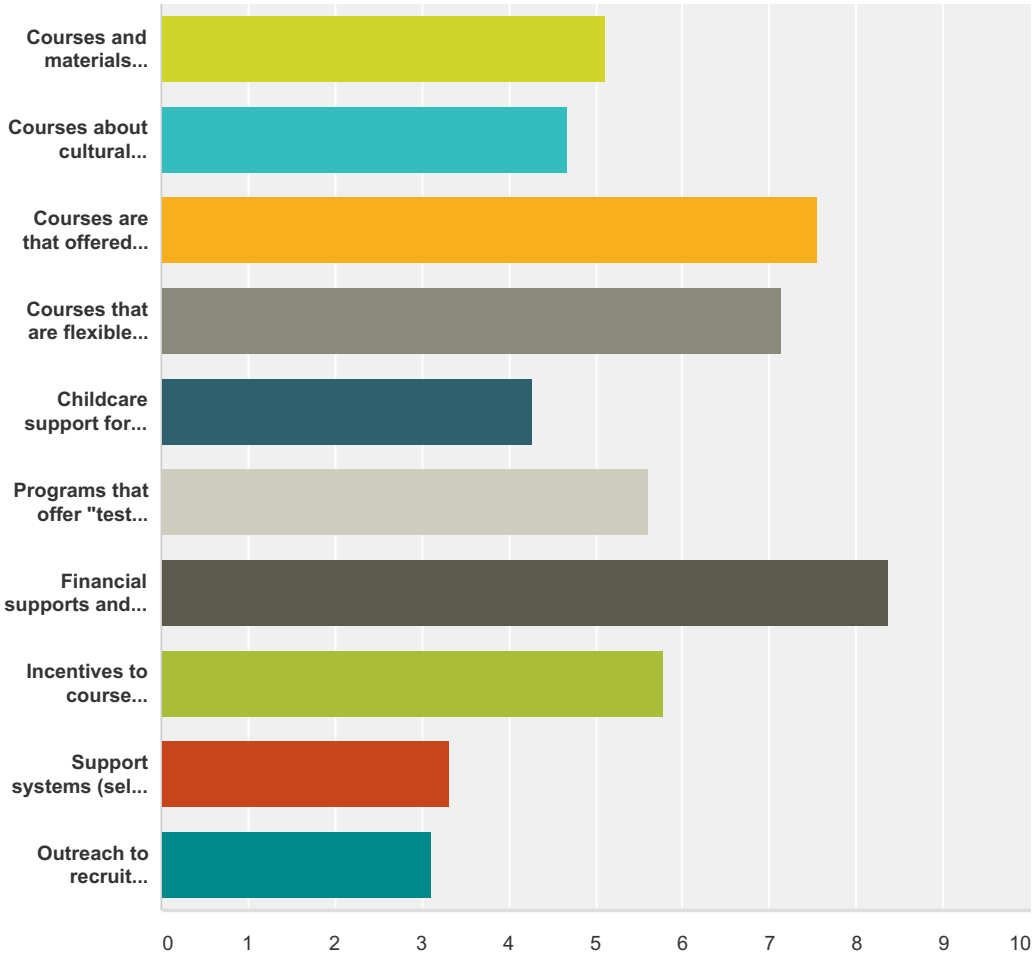
- Deliberate strategy of recruitment of accessors of color and cultural matches.
- Immigrant/Refugee ESL should be exempted and give more time to complete than 4 years.
- Provide a dual language program that provides education in first language to meet expectations in classroom. Ex. ECE level 3-5 (ex. Somali providers = 14% of licensed providers in King County)
- Supports and assistance for the students who may need special accommodations (for example; writing, math, reading).

Bike rack:

- If a teacher gets a waiver, will s/he be compensated at the same level as those with BA/AA/etc.? What will those with waivers have to do maintain the waiver?

Q1 In your experience, what makes completing a degree program feasible for potential preschool educators? Please rank the follow supports provided during the meeting.

Answered: 41 Skipped: 1



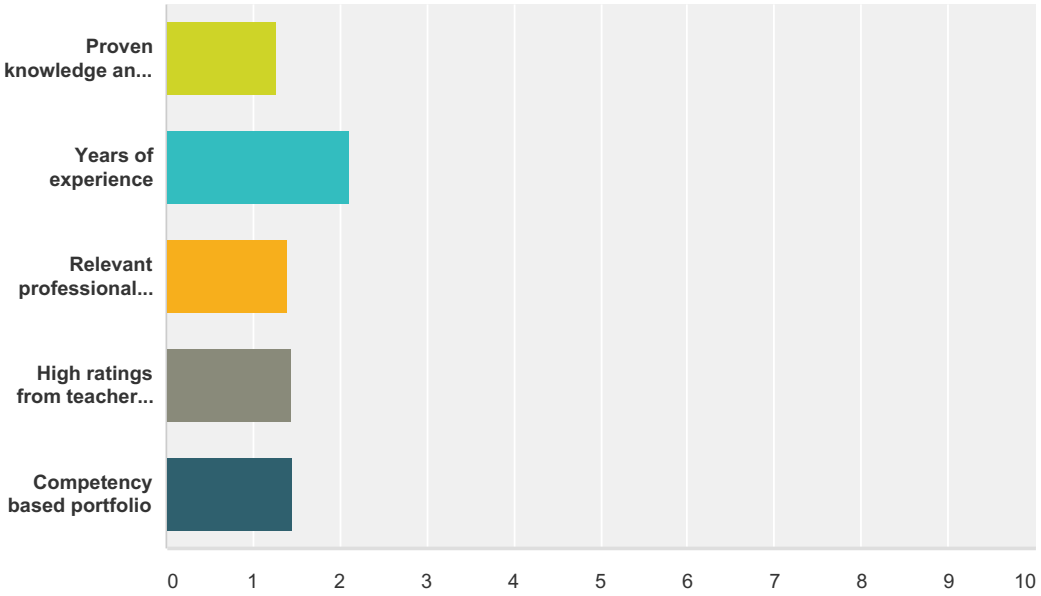
	1	2	3	4	5	6	7	8	9	10	Total	Score
Courses and materials offered in multiple languages	**7.32%** 3	**9.76%** 4	**7.32%** 3	**2.44%** 1	**7.32%** 3	**19.51%** 8	**21.95%** 9	**7.32%** 3	**7.32%** 3	**9.76%** 4	41	5.12
Courses about cultural competency, service learning, dual language learners, and other areas of specialty	**4.88%** 2	**7.32%** 3	**7.32%** 3	**2.44%** 1	**2.44%** 1	**17.07%** 7	**29.27%** 12	**9.76%** 4	**12.20%** 5	**7.32%** 3	41	4.68

Courses are that offered in accessible locations and/or formats (online)	**9.76%** 4	**21.95%** 9	**29.27%** 12	**19.51%** 8	**4.88%** 2	**7.32%** 3	**2.44%** 1	**4.88%** 2	**0.00%** 0	**0.00%** 0	41	7.56
Courses that are flexible for full- or part- time learners, as well as alternative schedules	**14.63%** 6	**19.51%** 8	**9.76%** 4	**24.39%** 10	**17.07%** 7	**2.44%** 1	**2.44%** 1	**2.44%** 1	**4.88%** 2	**2.44%** 1	41	7.15
Childcare support for students	**0.00%** 0	**0.00%** 0	**7.32%** 3	**12.20%** 5	**19.51%** 8	**4.88%** 2	**7.32%** 3	**26.83%** 11	**12.20%** 5	**9.76%** 4	41	4.29
Programs that offer "test out" credit for prior experience or transfer credits	**9.76%** 4	**7.32%** 3	**12.20%** 5	**14.63%** 6	**2.44%** 1	**21.95%** 9	**2.44%** 1	**9.76%** 4	**14.63%** 6	**4.88%** 2	41	5.61
Financial supports and scholarships for students	**48.78%** 20	**14.63%** 6	**7.32%** 3	**12.20%** 5	**4.88%** 2	**0.00%** 0	**9.76%** 4	**0.00%** 0	**2.44%** 1	**0.00%** 0	41	8.37
Incentives to course completion (better pay, transportation, job placement, recognition)	**4.88%** 2	**14.63%** 6	**7.32%** 3	**9.76%** 4	**17.07%** 7	**14.63%** 6	**7.32%** 3	**17.07%** 7	**7.32%** 3	**0.00%** 0	41	5.78
Support systems (self care, mentors, tutoring, etc.)	**0.00%** 0	**0.00%** 0	**4.88%** 2	**0.00%** 0	**17.07%** 7	**4.88%** 2	**12.20%** 5	**12.20%** 5	**31.71%** 13	**17.07%** 7	41	3.32
Outreach to recruit participants (especially teachers of color)	**0.00%** 0	**4.88%** 2	**7.32%** 3	**2.44%** 1	**7.32%** 3	**7.32%** 3	**4.88%** 2	**9.76%** 4	**7.32%** 3	**48.78%** 20	41	3.12

Q3 On December 2nd, we asked community members "What is the criteria a teacher should be able to demonstrate, in order to be exempt from a degree requirement?" Based on their responses, please indicate which of these strategies would be effective measures to exempt teachers from degree requirements.

Answered: 36 Skipped: 6

Seattle Preschool Program: Teacher Certification Survey



	Effective Measure	Somewhat effective	Not effective measure	Total	Weighted Average
Proven knowledge and competency of child development and early childhood education	**75.00%** 27	**22.22%** 8	**2.78%** 1	36	1.28
Years of experience	**20.00%** 7	**48.57%** 17	**31.43%** 11	35	2.11
Relevant professional development and certifications	**66.67%** 24	**27.78%** 10	**5.56%** 2	36	1.39
High ratings from teacher observation or assessment tools	**55.56%** 20	**44.44%** 16	**0.00%** 0	36	1.44
Competency based portfolio	**61.76%** 21	**29.41%** 10	**8.82%** 3	34	1.47

Community Meeting on Curriculum – December 6, 2014
The City of Seattle's Office for Education hosted a community meeting at Youngstown Cultural Arts Center to discuss the Seattle Preschool Program and Curriculum.

The goals of the meeting were to:
• Identify barriers that providers might experience in adopting chosen curriculum
• Identify resources/supports for selected curriculum

Debra Sullivan, from the Black Child Development Institute and Praxis Institute for Early Childhood education, shared a presentation on the two recommended curriculum, HighScope and Creative Curriculum and their support research.

From there attendees were asked to break into groups in order to weigh in on some of the key questions:

- What resources and supports will providers need to make the selected curriculum work? *(Time? Money? Training?)*
    - What barriers might providers experience in adopting the chosen curriculum

Additionally an online questionnaire using the same questions was created to continue the conversation online, give more input, and provide a chance for folks who couldn't attend the event to comment.

Notes by theme on Curriculum:
CREATIVE CURRICULUM

1. Theme: Barriers/Limitations of curriculum.
    - Subtheme: It is unfamiliar.
        - Becoming familiar with C.C.
        - Need to see C.C. in action.
        - Need to see C.C. in action (repeat from different group)
        - How specific are the topics/themes in C.C.? Where do the topics come from?
    - Subtheme: Too restrictive; lacks flexibility and adaptability.
        - Too rigid in what learning opportunities are available within the curriculum.
        - Theme-based is limited.
        - Doesn't allow for emergent curriculum.

2. Theme: Barriers/Limitations for teachers.
    - Subtheme: Prescribed curriculum limits choices in curriculum delivery
        - Retraining, starting over, getting familiar, choosing what to use or not.
        - Lack of flexibility to respond to student interests/curiosity – tied to planning grid/topics based on daily/weekly themes.
        - Staff : child ratio of 2:20 is restrictive in making sure children are receiving quality instruction.
        - There are dangers in a "teacher-proof" curriculum that doesn't acknowledge the skills and wisdom of the educators.
    - Subtheme: Steep learning curve
        - Need time to be prepared to learn program and create their own curriculum.
        - Teachers with no curriculum experience can be overwhelmed.

    - It takes a long time to develop the teacher skill-sets that can stand without a scripted curriculum?

3. Theme: Barriers/Limitations for students.
   - Subtheme: Cultural and linguistic options in learning activities are limited
     - Cultural/Linguistic confusion in implementation of learning activities.
     - Not enough options for cultural/linguistic differences in activities.
     - Cultural/racial/language
   - Subtheme: Concerns about culturally appropriate ways to engage students' families
     - Meeting families' cultural/linguistic needs – will that be addressed through C.C.? (Experience suggests this may vary by classroom).
     - Is there an element of C.C. that focuses specifically on Family Engagement? Diversity? This seems important if the Seattle Preschool Program is focused on the low-income/immigrant community.
     - Ensuring family engagement
       - Is a pillar of curriculum.
       - Learning activity supports are geared only to classroom, not home.

4. Theme: Barriers/Limitations for centers and programs
   - Subtheme: Concerns that philosophical differences will be limiting to hiring and curriculum implementation
     - Teacher-centered approach could be an approach that some centers don't want to adopt.
     - Philosophical barrier.
     - May not want to hire teachers who just want to learn and follow prescribed curriculum.
     - More of a "curriculum" than an approach, style, philosophy.
   - Subtheme: Concerns about adapting physical space and acquiring resources to support the curriculum structure
     - C.C. as "classroom structure"
     - Physical: classroom set-up, workstation materials.
     - Physical and financial ability to adapt.
   - Subtheme: Financial and time restrictions to hire and train teachers
     - Training – hard to get teachers out to go and it is expensive if bringing in experts.
     - Investment – Time-training
     - $ - Expensive
     - Teacher training could be expensive.
     - Physical and financial ability to adapt. (repeat)
   - Subtheme: Concerns about flexibility to customize curriculum to draw from teacher skills and the needs of the students
     - Curriculum needs to start from the needs of the specific children/class, and the needs/interests of the teacher(s).
     - May not allow teachers to think outside the box.
     - Lack of opportunity for educator individuality, growth, inspiration, reflection, etc.
   - Subtheme: Concerns about the ability to blend and integrate with existing curriculums
     - Blending with existing program – how would a center be able to have classes using different currics? (e.g., Tools of Mind, Reggio)
     - Nice to be able to combine/adjust curricula.
     - Is it flexible enough to be used it in a different framework?

5. Theme: Barriers/Limitations - Other
    - Lack of time to show benefits of C.C.
    - Technology (re: assessment)
    - Observations being entered in TSG – Technology.

Resources and supports providers will need to make Creative Curriculum work – Themes

1. Theme: Resources/Supports needed for teachers
    - Subtheme: Training on curriculum and cultural and linguistic adaptations
        - Training for using curriculum and assessment tools.
        - Supply curriculum materials (teacher training).
        - Teachers can adjust their teaching by getting to know their families and adjust as needed. (Racial Equity)
        - How to support/train teachers who may not be from the culture/language of the children in the class.
            - Time
            - Money
            - Training
    - Subtheme: Ongoing professional development, including fostering learning communities
        - Ongoing training/professional development.
        - Training for teachers and admin; mentoring, coaching
        - Mentor sites where daylong visits are ok.
        - Training and coaching in curriculum.
        - Foster professional/learning communities (peer learning groups).
        - What capacity does C.C. have for long term professional and career development?
        - Including an overview/intro as part of college prep classes.

2. Theme: Resources/Supports needed for centers and programs
    - Subtheme: Financial supports for training, staffing and implementation
        - How much does ongoing training cost?
        - What's the cost to each program/center of buying/adopting C.C.?
        - Additional teachers in the classroom.
        - Teaching support specialist at the center who is training in implementing C.C.?
        - Books – Toolkit
    - Subtheme: Supports to train staff and families
        - Training – Staff, Parents
            - Daily Routine
            - Structured
            - Play time-child choice
            - Small motor
            - Art, Science, Literacy
            - Environment centers
            - Reading, math, manips, circle, arts, crafts, science
    - Subtheme: Use of Teaching Strategies Gold
        - Teaching Strategies Gold supports advancement to next level of development/learning.
        - TSG – easy to use

3. Theme: Components providers value in the curriculum
   <u>Value</u>
   - Child centered
   - Family engagement
   - Social/emotional
   - Peer interaction
   - Observation/Assessments
   - Flexibility in Teaching
   - 38 Objectives/le domains

HIGH SCOPE

Barriers providers might experience adopting High Scope – Themes

1. Theme: Barriers/Limitations of curriculum.
   - Subtheme: It is unfamiliar.
     - Not as well known in Seattle; professionals are not as familiar with curriculum.
     - Familiarity within existing Seattle providers.
     - Few providers are familiar with High Scope.
     - Fewer mentor sites for observation.
     - Is there explicit training about cultural competence? Does this get addressed through coaching?
   - Subtheme: Less structured approach could impact effectiveness of curriculum delivery
     - When a program is less structured, it's harder to determine if it's being delivered effectively…quality control?
     - Not enough critical thinking opportunities?

2. Theme: Barriers/Limitations for teachers.
   - Subtheme: Time to certification is long and may demand time out of the classroom
     - Time needed to gain High Scope certification is very high.
     - Takes a lot of teaching experience, heavy training.
     - What's the training process? Does it require travel? Certification? Certification requirements may pose a barrier (3 weeks out of the classroom).
     - Training – Having teachers out of the classroom.
     - Out of city/state training.
   - Subtheme: Adapting to more time-intensive curriculum approach
     - Time – Getting time to do daily planning, complete observations, assessments.
     - Daily routine – Adjustment to Plan, Do, Review.

3. Theme: Barriers/Limitations for centers and programs.
   - Subtheme: Understanding costs to implement curriculum
     - Training could be more expensive.
     - Understanding costs.
   - Subtheme: Building capacity at site including training and recruitment
     - Time it takes to build mentor site capacity.

    - High teacher skills required – what would this mean for new teacher recruitment, and for teachers switching from other models?
    - Back-fill for teacher out-of-class training time.
    - How many of the educators need to be certified?
- Subtheme: Concerns around integrating existing systems, credentials and standards into a new framework
    - Is this a solid-enough foundation for the wide range of teacher abilities?
    - Current teachers with early child credentials would have to fit into a new framework.
    - With a wide variety of student backgrounds (culture, language, skills) even more relies on teacher skillset.
    - How do you mesh emergent curriculum with expectations of school districts and state standards?
    - Education – Hours spent learning program does not transfer to college credit or certification.

4. Theme: Barriers/Limitations for students
    - Subtheme: Ensuring preparation for kindergarten
        - Does this program ensure that skills kids need before kindergarten is getting addressed?

Resources and supports providers will need to make High Scope work – Themes

1. Theme: Resources/Supports needed for teachers
    - Subtheme: Training and professional development
        - Extensive teacher training.
        - Mentors, coaching, ongoing teacher evaluations.
        - Professional teacher development.
        - Training – 1 week away, weeks to practice, come back to reflect.
        - Education – Certification proof of understanding.
    - Subtheme: Access to learning communities
        - Professional learning communities with kindergarten teachers in local school district.
        - Links between Seattle higher ed community and High Scope curriculum.
        - Training within community cultures/languages.

2. Theme: Resources/Supports needed for children
    - Subtheme: A daily routine that allows them to lead and be observed
        - Daily routine – Investment in child growth and independence, social/emotional growth.
        - Time – Teachers get to spend more time to observe learning because children lead their day.

3. Theme: Resources/Supports needed for centers and programs
    - Subtheme: Training for staff
        - Money for training, materials, travel for trainings.
        - Extensive training for all staff.
        - Resources for centers wanting to participate need:
            - Program supervisors
            - Coaches
            - Education Coordinators

- Subtheme: Implementing policies, procedures and practices for accountability
  - Training in policies, procedures, accountability.
  - What administrative values, supports, systems, infrastructure are needed at center level to make this program a success?

4. Theme: Resources/Supports Other
   - Extra teachers in classroom (higher than 2:20 ratio).
   - Clear expectations on EA, scopes needed to get in and stay in.
   - Respect for established/ existing curriculum, how to "overlay" H.S. into that.

Questions/Other

- How many curricula will be in final plan?
- What accountability will programs have to SPP?
- Once a curriculum is chosen, will Seattle Preschool be stuck with it?
- Is there a possibility to look at curriculums outside the country?

Full Notes on Curriculum

Question – Creative Curriculum				
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
Barriers: • Cultural/Linguistic confusion in implementation of learning activities. • Not enough options for cultural/linguistic differences in activities. • Too rigid in what learning opportunities are available within the curriculum. • Staff : child ratio of 2:20 is restrictive in making sure children are receiving quality instruction. • Ensuring family engagement - Is a pillar of curriculum. - Learning activity supports are geared only to classroom, not home. Resources/Supports: • Teaching Strategies Gold supports advancement to next level of development/learning. • Additional teachers in the classroom.	Barriers: • C.C. as "classroom structure" • Becoming familiar with C.C. • Need to see C.C. in action. • Physical and financial ability to adapt. • Physical: classroom set-up, workstation materials. • Teacher training could be expensive. • Teacher-centered approach could be an approach that some centers don't want to adopt. • Lack of time to show benefits of C.C. • Technology (re: assessment) Supports:	Barriers: • Retraining, starting over, getting familiar, choosing what to use or not. • Nice to be able to combine/adjust curricula. • Lack of flexibility to respond to student interests/curiosity – tied to planning grid/topics based on daily/weekly themes. • Lack of opportunity for educator individuality, growth, inspiration, reflection, etc. • More of a "curriculum" than an approach, style, philosophy. • Meeting families' cultural/linguistic needs – will that be addressed through C.C.? (Experience suggests this may vary by classroom). • Is there an element of C.C. that focuses specifically on Family Engagement? Diversity? This seems important if the Seattle Preschool Program is	Barriers: • May not want to hire teachers who just want to learn and follow prescribed curriculum. • Theme-based is limited. • Doesn't allow for emergent curriculum. • Philosophical barrier. • Cultural/racial/language • Blending with existing program – how would a center be able to have classes using different currics? (e.g., Tools of Mind, Reggio) • May not allow teachers to think outside the box. • Is it flexible enough to be used it in a different framework? Resources/Supports: • Supply curriculum materials (teacher training). • Training and coaching in curriculum.	Barriers: • Need time to be prepared to learn program and create their own curriculum. • Observations being entered in TSG – Technology. • Training – hard to get teachers out to go and it is expensive if bringing in experts. • Teachers with no curriculum experience can be overwhelmed. • Investment – Time-training • $ - Expensive Supports • Daily Routine - Structured - Play time-child choice - Small motor - Art, Science, Literacy - Environment centers - Reading, math, manips, circle, arts, crafts, science Resources:

• Training for using curriculum and assessment tools. • Including an overview/intro as part of college prep classes. • Ongoing training/professional development.	• Training for teachers and admin; mentoring, coaching • Need to see C.C. in action -Mentor sites where daylong visits are ok. <u>Question:</u> • How many curricula will be in final plan?	focused on the low-income/immigrant community. • It takes a long time to develop the teacher skill-sets that can stand without a scripted curriculum? • How specific are the topics/themes in C.C.? Where do the topics come from? • Curriculum needs to start from the needs of the specific children/class, and the needs/interests of the teacher(s). • There are dangers in a "teacher-proof" curriculum that doesn't acknowledge the skills and wisdom of the educators. <u>Resources/Supports:</u> • How to support/train teachers who may not be from the culture/language of the children in the class. ➢ Time ➢ Money ➢ Training • What's the cost to each program/center of buying/adopting C.C.? • How much does ongoing training cost?	• Foster professional/learning communities (peer learning groups). <u>Questions:</u> • What capacity does C.C. have for long term professional and career development? • Teaching support specialist at the center who is training in implementing C.C.?	• Books – Toolkit • Training – Staff, Parents • TSG – easy to use <u>Racial Equity</u> • Teachers can adjust their teaching by getting to know their families and adjust as needed. <u>Value</u> • Child centered • Family engagement • Social/emotional • Peer interaction • Observation/Assessments • Flexibility in Teaching • 38 Objectives/le domains

Question – High Scope				
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
Barriers: ▪ Time needed to gain High Scope certification is very high. ▪ Not as well known in Seattle; professionals are not as familiar with curriculum. ▪ Not enough critical thinking opportunities? ▪ Out of city/state training. ▪ How do you mesh emergent curriculum with expectations of school districts and state standards? Resources/Supports: • Extensive training for all staff. • Extra teachers in classroom (higher than 2:20 ratio). • Money for training, materials, travel for trainings. • Training within community cultures/languages. • Professional learning communities with	Barriers: • Familiarity within existing Seattle providers. • Fewer mentor sites for observation. • Takes a lot of teaching experience, heavy training. • Training could be more expensive. • Understanding costs. • Time it takes to build mentor site capacity. • Back-fill for teacher out-of-class training time. Supports: • Extensive teacher training. • Mentors, coaching, ongoing teacher evaluations.	Barriers: • What's the training process? Does it require travel? Certification? Certification requirements may pose a barrier (3 weeks out of the classroom). • How many of the educators need to be certified? • High teacher skills required – what would this mean for new teacher recruitment, and for teachers switching from other models? • With a wide variety of student backgrounds (culture, language, skills) even more relies on teacher skillset. • Is this a solid-enough foundation for the wide range of teacher abilities? • When a program is less structured, it's harder to determine if it's being delivered effectively…quality control? • Does this program ensure that skills kids need before kindergarten is getting addressed?	Barriers: • Few providers are familiar with High Scope. • Current teachers with early child credentials would have to fit into a new framework. Resources/Supports Needed • Resources for centers wanting to participate need: - Program supervisors - Coaches - Education Coordinators - Training in policies, procedures, accountability. • Clear expectations on EA, scopes needed to get in and stay in. Questions • What administrative values, supports, systems, infrastructure are needed at center level to make this program a success? • What accountability will programs have to SPP?	Barriers: • Training – Having teachers out of the classroom. • Daily routine – Adjustment to Plan, Do, Review. • Time - Getting time to do daily planning, complete observations, assessments. • Education – Hours spent learning program does not transfer to college credit or certification. Resources/Supports: • Training – 1 week away, weeks to practice, come back to reflect. • Daily routine – Investment in child growth and independence, social/emotional growth. • Time – Teachers get to spend more time to observe learning because children lead their day. • Education – Certification proof of understanding.

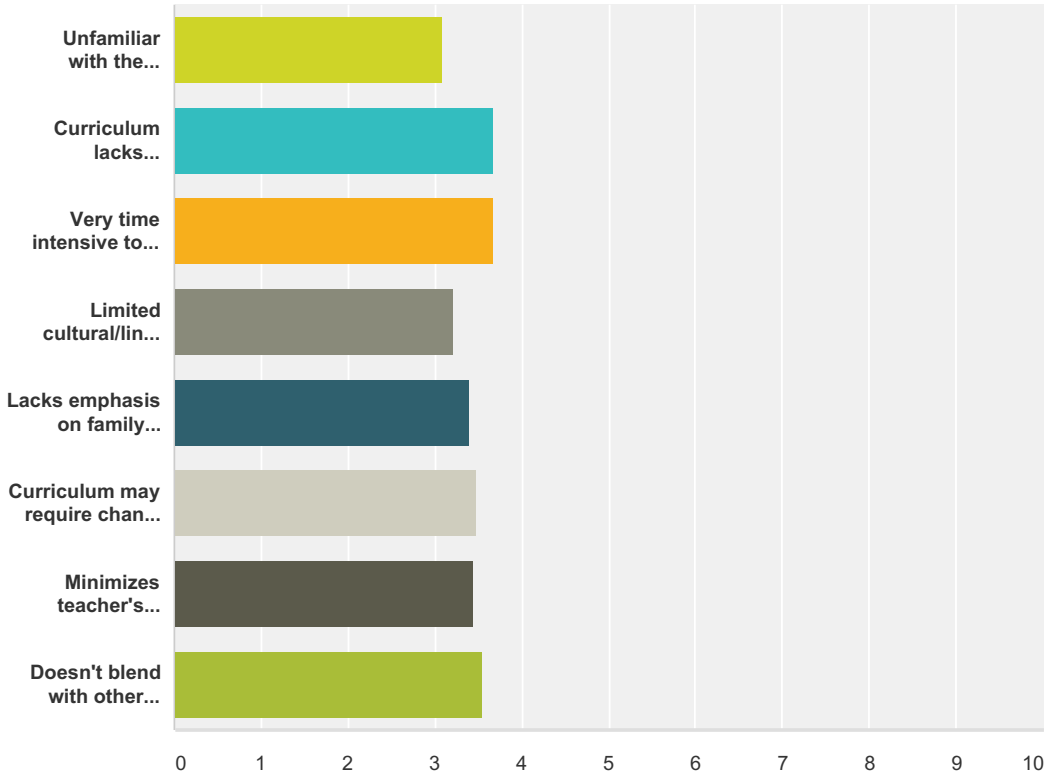
kindergarten teachers in local school district.	• Professional teacher development. • Links between Seattle higher ed community and High Scope curriculum.	• Is there explicit training about cultural competence? Does this get addressed through coaching? <u>Resources/Supports</u> • Respect for established/ existing curriculum, how to "overlay" H.S. into that.	• Once a curriculum is chosen, will Seattle Preschool be stuck with it? • Is there a possibility to look at curriculums outside the country?	

Bike Rack

- Will teachers be on advisory committees?
- How will families be engaged with/supported by/inspired by creative curriculum or High Scope?
- Re: High Scope – 40 years is a long time, a lot has happened in society. Is High Scope current?
- What does Dr. Sullivan think are the cons of High Scope?
- What are the additional regulations and paperwork that will be required of programs that participate in Creative Curriculum vs. High Scope?
- What are the administrative systems, values, processes necessary to make either High Scope or Creative Curriculum a success?
- Could there be a concept of one teacher versed in Creative Curr as a specialist within an established program?
- Will High Scope or Creative Curriculum bring children more <u>Joy</u>, <u>inspiration</u>, critical thinking skills and authentic childhood?
- In Head Start, we use the Teaching Strategies Gold assess. What does High Scope assessment (outside of daily observe) look like?
- I would've liked to have copies of these last note slides from Dr. Griffin. Is it possible?
- What training will administrators need? What systems, infrastructures will be necessary to support educators effectively?
- How can we avoid a racial equity gap when a majority of children are required to have just one type of curriculum?
- A clear understanding of the VALUES underlying any curriculum is crucial to its successful implementation, regardless of the curriculum. How will that values work be integrated into administrative and teacher training and support?
- How are (can) children (be) at the center of their own learning in Creative Curriculum?
- What capacity does Creative Curriculum have for teacher professional development and growth over the course of a career?
- Is the 3-year wait on the curric. waiver a final decision? Or still debatable? I have a thought about that. – Stephen Gillett

Q1 Please tell us which barriers are most challenging when considering adopting Creative Curriculum.

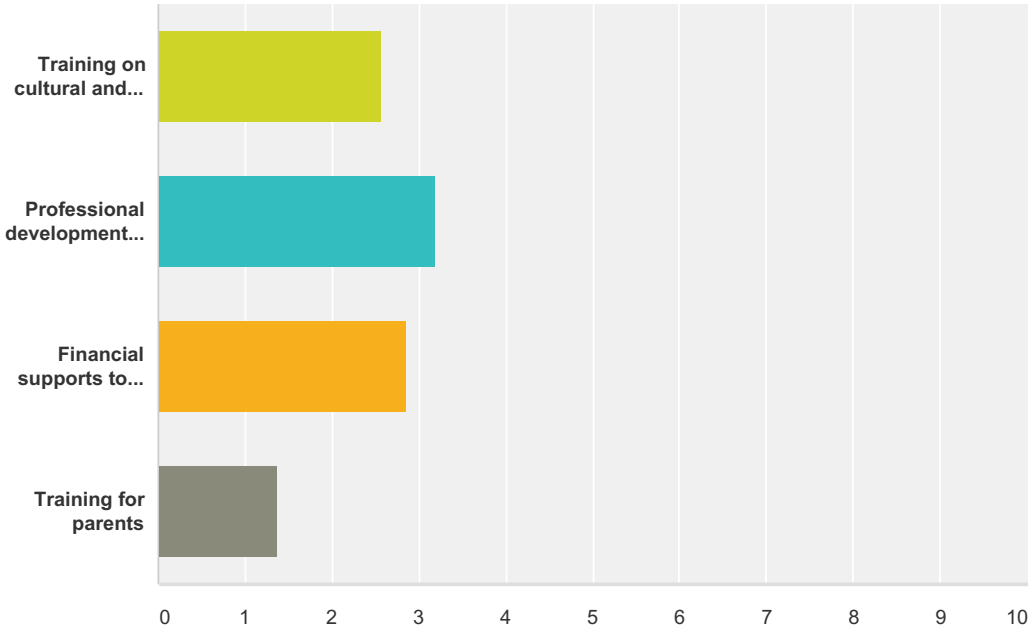
Answered: 22 Skipped: 2



	Not a challenge	Slightly challenging	Challenge could be overcome with support	Moderately challenging	Most challenging	Total	Weighted Average
Unfamiliar with the curriculum	**9.52%** 2	**14.29%** 3	**47.62%** 10	**14.29%** 3	**14.29%** 3	21	3.10
Curriculum lacks flexibility	**18.18%** 4	**4.55%** 1	**18.18%** 4	**9.09%** 2	**50.00%** 11	22	3.68
Very time intensive to undergo training	**14.29%** 3	**4.76%** 1	**19.05%** 4	**23.81%** 5	**38.10%** 8	21	3.67
Limited cultural/linguistic adaptability	**15.79%** 3	**15.79%** 3	**26.32%** 5	**15.79%** 3	**26.32%** 5	19	3.21
Lacks emphasis on family engagement	**15.00%** 3	**10.00%** 2	**25.00%** 5	**20.00%** 4	**30.00%** 6	20	3.40
Curriculum may require changes to physical space or classroom materials	**0.00%** 0	**19.05%** 4	**28.57%** 6	**38.10%** 8	**14.29%** 3	21	3.48
Minimizes teacher's ability to meet the specific needs of individual students	**20.00%** 4	**10.00%** 2	**10.00%** 2	**25.00%** 5	**35.00%** 7	20	3.45
Doesn't blend with other curriculum	**15.00%** 3	**10.00%** 2	**15.00%** 3	**25.00%** 5	**35.00%** 7	20	3.55

Q3 Please rank the following supports needed to adopt Creative Curriculum.

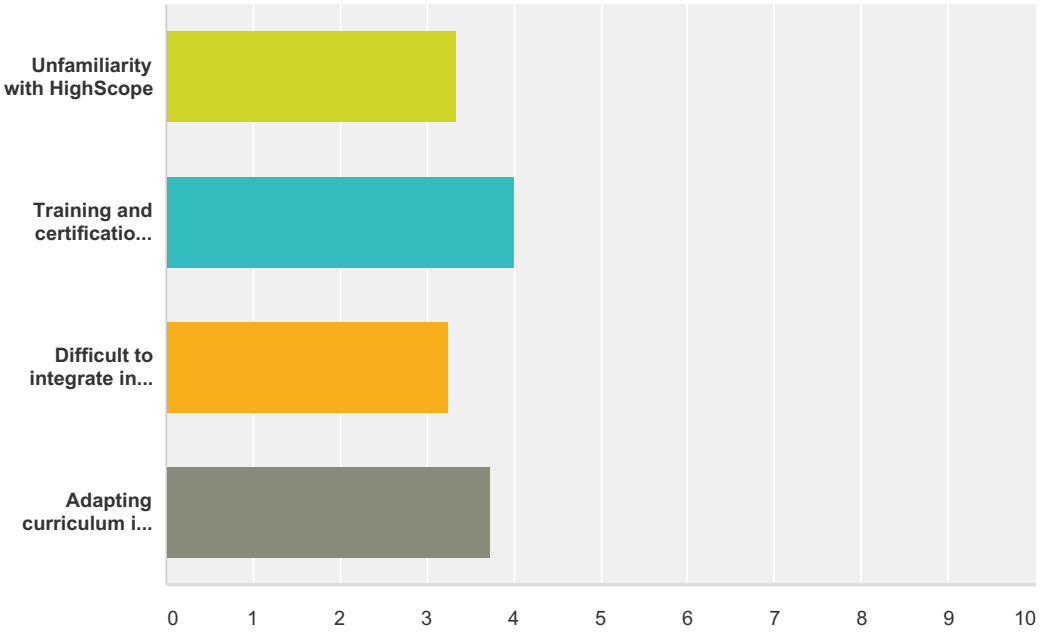
Answered: 21 Skipped: 3



	1	2	3	4	Total	Score
Training on cultural and linguistic adaptations.	**19.05%** 4	**28.57%** 6	**42.86%** 9	**9.52%** 2	21	2.57
Professional development (including coaching for teachers)	**38.10%** 8	**47.62%** 10	**9.52%** 2	**4.76%** 1	21	3.19
Financial supports to training and implementation	**38.10%** 8	**14.29%** 3	**42.86%** 9	**4.76%** 1	21	2.86
Training for parents	**4.76%** 1	**9.52%** 2	**4.76%** 1	**80.95%** 17	21	1.38

Q5 Please tell us how challenging each of these barriers might be for a preschool provider adopting HighScope.

Answered: 20 Skipped: 4

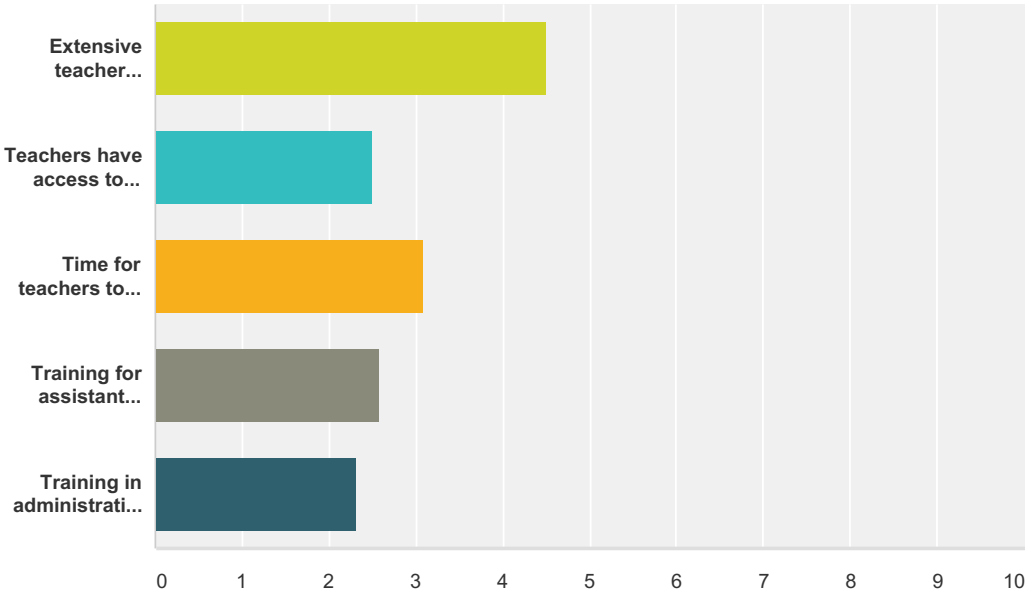


	Not a challenge	Slightly challenging	Challenge could be overcome with support	Moderately challenging	Most challenging	Total	Weighted Average
Unfamiliarity with HighScope	**5.00%** 1	**15.00%** 3	**40.00%** 8	**20.00%** 4	**20.00%** 4	20	3.35
Training and certification is too time intensive (too much time out of the classroom).	**0.00%** 0	**5.26%** 1	**26.32%** 5	**31.58%** 6	**36.84%** 7	19	4.00
Difficult to integrate into current approach, training, and teacher credentials.	**15.79%** 3	**21.05%** 4	**15.79%** 3	**15.79%** 3	**31.58%** 6	19	3.26
Adapting curriculum is time-intensive.	**0.00%** 0	**21.05%** 4	**26.32%** 5	**10.53%** 2	**42.11%** 8	19	3.74

Q7 Please rank the following supports needed to adopt HighScope.

Answered: 22 Skipped: 2

Seattle Preschool Program: Curriculum



	1	2	3	4	5	Total	Score
Extensive teacher training (including mentoring and coaching)	**59.09%** 13	**31.82%** 7	**9.09%** 2	**0.00%** 0	**0.00%** 0	22	4.50
Teachers have access to learning communities.	**0.00%** 0	**27.27%** 6	**18.18%** 4	**31.82%** 7	**22.73%** 5	22	2.50
Time for teachers to observe children's learning	**22.73%** 5	**0.00%** 0	**54.55%** 12	**9.09%** 2	**13.64%** 3	22	3.09
Training for assistant teachers, and classroom support team.	**0.00%** 0	**31.82%** 7	**9.09%** 2	**45.45%** 10	**13.64%** 3	22	2.59
Training in administrative support needed to adopt curriculum.	**18.18%** 4	**9.09%** 2	**9.09%** 2	**13.64%** 3	**50.00%** 11	22	2.32

Community Meeting on Teacher Training – December 6, 2014

The City of Seattle's Office for Education hosted a community meeting at Youngstown Cultural Arts Center to discuss the Seattle Preschool Program and Teacher Training.

The goals of the meeting were to:

• Brainstorm teacher training opportunities

• Incorporate teacher voice and feedback into the program

Debra Sullivan, from the Black Child Development Institute and Praxis Institute for Early Childhood education, shared a presentation on best practices in teacher training.

From there attendees were asked to break into groups in order to weigh in on some of the key questions:

- How can teachers help to choose what training and coaching happens?
- How can teachers track and advocate for their own training and coaching?

Additionally an online questionnaire using the same questions was created to continue the conversation online, give more input, and provide a chance for folks who couldn't attend the event to comment.

Notes by theme on Teacher Training:

Question 1: How can teachers help to choose what training and coaching happens?

1. Theme: Understanding expectations and aligning with curriculum model
   - Must know what is expected of them as teachers.
   - Must understand what the expected child outcomes are that they (teachers) are expected to meet.
   - System prioritize teacher-centered training and education. Teachers make decisions about what kind of content.
   - How can teachers help to choose what training and coaching happens?...This assumes that there is already a model.
   - Based on Curriculum Model guiding the training offered.
   - High Scope – training integrated into workweek – rely on substitute to cover class for training.
2. Theme: Encourage a teacher-centered approach to assess and evaluate knowledge and identify training and coaching needs
   - Teachers use child data, classroom assessments, observation tools, self-reflection tools, and passions to develop professional plan.
     - Using parent feedback.
     - Professional curiosity – what do they want to learn more about.
   - Need to have a way to assess themselves to determine their level of knowledge; assessment process/professional evaluation.
   - Teacher-centered…built around teacher skills gaps, identified professional needs.

- Teacher be able to identify skills that they need support in…e.g., behavior management, support in xyz…
- Teachers inform coaches of their needs (partnership).

3. Theme: Offer options to develop individualized professional developments plans for teachers
   - Have a professional development advisor that helps develop individual professional plan e.g., Staff/teacher plan might focus on what the exact need that the teacher has…for example a teacher might need help with teaching math.
   - Is there an inclusive system – to choose P.D. coaches from multiple training and approved organizations.
   - Reinforce linking coaching 2 Edu. As well as training.
   - Individualized Professional Dev. Plans.
   - Coaching should inform training development (anecdotal, not just data).
   - Each Teacher have a PD plan that identifies/articulates their specific objectives for growth, including goals and activities which their coach supports them to find appropriate trainings and then implementing the strategies in their classrooms.
   - Keeping the onsite coach separate from the Supervisor role…
   - Teacher should not be penalized with gaps or identified areas of growth.
4. Theme: Offer ways to track learning and align training requirements across systems, including consideration of current teacher certification
   - Link to degree pathway/PD plan.
   - Out of Registry, keeping track of what classes, etc…is necessary to stay on track/pathway. E.g., Illinois
   - Reinforce linking coaching 2 Edu. As well as training. (repeat)
   - Aligning the different training requirements (DEL, City, SPP, State and Federal…)
   - Recognition and incorporation of current teacher certification.
5. Theme: Offer access to teaching communities and associated resources
   - Teaching communities – e.g., New Zealand teacher research project. Learning community based coming together.
   - Have organized meetings with teachers of SPP throughout year to reflect, collaborate.
   - Survey all preschool teachers who will be teaching SPP. programs – private and public.
   - Seek resources from Child Care Resources and PS Educ. Services, Seattle Schools.
   - Utilize resources that have already been developed.
   - Look to Wisconsin's P1-34 and PDPs.
   - Use the Director or staff within or with staff to develop an education pathway.
     - SERF Seattle Early Reading First was a great example of an effective program that supports the teacher, model (coach) and hands on experience.
6. Theme: Develop a flexible model with menu of choices and levels of training
   - Variety of methods to inform the trainings offered.
   - Variety of choice/Level i.e., begin, middle, intermediate.

- Provide with menu of courses, which ones are STARS credits, BA oriented, etc.
- Different modalities and schedule e.g., evening, weekends, online, languages….
- Affordable and accessible Training (culturally and linguistically relevant).
- Offering variety of languages and supporting home language and English acquisition.

7. Theme: Have a centralized and coordinated system to develop and monitor teacher training and build capacity
   - Can there be a universal coordination, development and monitoring of teacher training, ex.: one location, entity sets topics schedule for Professional Development.
   - Building the capacity of trainers in the area – so it's easy for teachers and the system to find trainers for specific content that meet the needed requirements.
   - Center: educational leadership training for content area.
   - Pathway for teachers to communicate their needs (training content and topics, etc.)
   - Need to be actively involved in deciding what training is offered. Having a committee/work group that facilitates this process.
   - Can participate in focus groups designed to provide professional development direction.

8. Theme: Other
   - Head Start – 4 day program
   - These are not the most important questions that we should be discussing for teachers training and coaching: What do teachers need, e.g.
   - PSS step up to addressing need for substitutes so teachers can attend training.

Question 2: How can teachers track and advocate for their own training and coaching?

1. Theme: Use and expand MERIT to track training
   - MERIT be expanded to track local training.
   - Increasing the effectiveness of MERIT. – Beyond merit approved training incorporate onsite training/PD coaching.
   - Have MERIT become more user friendly and tracks information better..
   - Please use MERIT for tracking.
   - MERIT – we already have it, just use it. It will be confusing to have 2 systems.
   - Educators need to know how to organize professional development in MERIT. (organize special event on MERIT).

2. Theme: Offer teachers options to attend or opt out of training; including those that may be duplicative
   - Do not force teachers to attend the same training multiple times.
   - Balance of optional and mandatory trainings.
   - Balance required trainings and teachers' choice of trainings – e.g., having required trainings plus selectives.

- # of hours of required training – be aware of it! (relate to G5 Q1, comments on alignment of required trainings).

3. Theme: Implement a system and mechanism for teachers to plan, evaluate the quality of and validate training, including developing an advisory group of SPP teachers
   - Create a group of teachers who have decision-making influences on what training is developed and offered (content, location, and times offered).
   - Tracking of the quality of the trainings given.
   - Teachers should be able to participate in the planning of training options.
   - Follow-up communication to validate the effectiveness of the previous training.
   - Build teachers capacity to reflect on their work, and make decisions, and feel comfortable asking for training and assistance.
   - Teachers need to be aware of the core competency to effectively give feedback about what levels they're at and what's the next level of training they need (think about the Q at the end of the evaluation from that asks teacher to indicate what training and what level they want).
   - Trainings are evaluated via a focus group with a lens of how it met four elements of the Frame. Focus groups should have a variety of participants. May only be able to happen once/year due to cost.
   - Have a voice – within structure to say this is what we need back to policy makers.
   - Advisory group or committee group of the SPP teachers for dialogue with Office of Early Learning.
   - What does advocating for own training mean? (change requirements, fulfill).

4. Theme: Offer recognition, incentives, merit and rewards to motivate and retain teachers
   - Incentives and Rewards when:
     - Meet the goal of IDP.
     - WA Early Achievers with continued Edu. Funding.
     - Achieving certain milestones. E.g., 5% raise when XYZ. Attending training e.g, H.S. bonus.
   - Have incentives to retain and motivate teachers.
     - Mentor, career ladder, professional development.
     - Create, informing, providing PD themselves as teachers.
   - System merit for professional record – STARS.

5. Theme: Provide teachers with access to a mentor/coach to develop an Individualized Plan
   - Staff being able to select coaches not the State/City scribing a coach.
   - Get an Individualized Plan (from reflection of teacher with their coach) utilizing resources that are already in place.
   - Important to have a first year teacher to have a mentor.
   - If not a new teacher: set goals/objectives – set plans and what outcomes reaching for.

6. Theme: Develop a system of support and accountability, including funding for training

- Simple statewide approach to a professional dev. Registry that tracks teacher's education and training.
- Funding to support additional training and education beyond $150.00 reimbursement by DEL.
- With accountability that is ongoing. With continued funding.
- A balance with accountability and individualization. (Gives honesty, relationship, trust and meeting the needs of the teacher.)
- Continued computer skills training (for tracking and assessment).

7. Theme: Other
   - Build on what exists…
     - Create partnerships with current systems.
     - Have alignment to reduce confusion about different requirements/systems.
     - Common language across system and requirements. E.g., using same terminology.
   - How best to integrate Family Child Care Providers into the system?

Bike Rack

- How are you defining "Training"???
- Reflection? How is that the same or different from evaluation
- Will consulting and technical support be provided to leaders to support, organize and facilitate training, coverage for training, their own competence in training areas, budgeting for PD time = requirements.
- Is Seattle Preschool coordinating with the Seattle Teacher Residency about the latest thinking about teacher preparation?
- Is the intent to create an insular training system, with all training/coaching provided by a single organization, or do you hope to partner with resources from a variety of organizations or methodologies?
- Support working with children special needs – Inclusion. Let's remember the above (needs).
- In the future, please facilitate groups so that less dominant voices are heard, and race equity lens is honored.
- What best practices in Inclusion are being considered? What are best practices in leadership, staffing, budgeting, etc for site-based inclusion systems/practices. TA or consulting for Center Directors to support inclusion?

Full Notes on Teacher Training

How can teachers help to choose what training and coaching happens?				
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**
Teachers: -Must know what is expected of them as teachers.	-How can teachers help to choose what training and coaching happens?...This assumes that there is already a model. -Have a professional development advisor that helps develop individual professional	-Variety of methods to inform the trainings offered.	-Can there be a universal coordination, development and monitoring of teacher training, ex.: one location, entity sets topics schedule	-Aligning the different training requirements (DEL, City, SPP, State and Federal…) -System prioritize teacher-centered training and

-Must understand what the expected child outcomes are that they (teachers) are expected to meet. -Need to have a way to assess themselves to determine their level of knowledge; assessment process/professional evaluation. -Need to be actively involved in deciding what training is offered. Having a committee/work group that facilitates this process. -Can participate in focus groups designed to provide professional development direction.	plan e.g., Staff/teacher plan might focus on what the exact need that the teacher has…for example a teacher might need help with teaching math. -Teacher-centered…built around teacher skills gaps, identified professional needs. -Link to degree pathway/PD plan. -Out of Registry, keeping track of what classes, etc…is necessary to stay on track/pathway. E.g., Illinois -Teacher be able to identify skills that they need support in…e.g., behavior management, support in xyz… -Use the Director or staff within or with staff to develop an education pathway. • SERF Seattle Early Reading First was a great example of an effective program that supports the teacher, model (coach) and hands on experience. -These are not the most important questions that we should be discussing for teachers training and coaching: What do teacher need, e.g. -Keeping the onsite coach separate from the Supervisor role… • Teacher should not be penalized with gaps or identified areas of growth. -Is there an inclusive system – to choose P.D. coaches from multiple training and approved organization. -Reinforce linking coaching 2 Edu. As well as training. -Teachers use child data, classroom assessments, observation tools, self-	-Based on Curriculum Model guiding the training offered. -Variety of choice/Level i.e., begin, middle, intermediate. -Coaching should inform training development (anecdotal, not just data). -Teachers inform coaches of their needs (partnership). -Affordable and accessible Training (culturally and linguistically relevant). -Offering variety of languages and supporting home language and	for Professional Development. -Provide with menu of courses, which ones are STARS credits, BA oriented, etc. -High Scope – training integrated into workweek – rely on substitute to cover class for training. -Head Start – 4 day program -Each Teacher have a PD plan that identifies/articulates their specific objectives for growth, including goals and activities which their coach supports them to find appropriate trainings and then implementing the strategies in their classrooms. -Have organized meetings with teachers of SPP throughout year to reflect, collaborate. -PSS step up to addressing need for substitutes so teachers can attend training. -Survey all preschool teachers who will be	education. Teachers make decisions about what kind of content. -Recognition and incorporation of current teacher certification. -Different modalities and schedule e.g., evening, weekends, online, languages…. -Pathway for teachers to communicate their needs (training content and topics, etc.) -Building the capacity of trainers in the area – so it's easy for teachers and the system to find trainers for specific content that meet the needed requirements. -Center: educational leadership training for content area.

	reflection tools, and passions to develop professional plan. • Using parent feedback. • Professional curiosity – what do they want to learn more about. -Teaching communities – e.g., New Zealand teacher research project. Learning community based coming together. -Individualized Professional Dev. Plans. -Look to Wisconsin's P1-34 and PDPs.	English acquisition.	teaching SPP. programs – private and public. -Seek resources from Child Care Resources and PS Educ. Services, Seattle Schools. -Utilize resources that have already been developed.	
How can teachers track and advocate for their own training and coaching?				
• MERIT be expanded to track local training. • Tracking of the quality of the trainings given. • Do not force teachers to attend the same training multiple times. • Balance of optional and mandatory trainings. • Teachers should be able to participate in the planning of training options. • Follow-up communication to validate the effectiveness of the previous training. • Trainings are evaluated via a focus group with a lens of how it met four	How can teachers track and advocate for their own training and coaching? -Simple statewide approach to a professional dev. Registry that tracks teacher's education and training. -Increasing the effectiveness of MERIT. – Beyond merit approved training incorporate onsite training/PD coaching. -Have MERIT become more user friendly and tracks information better.. -Funding to support additional training and education beyond $150.00 reimbursement by DEL. -Incentives and Rewards when: • Meet the goal of IDP. • WA Early Achievers with continued Edu. Funding. • Achieving certain milestones. E.g., 5% raise when XYZ. Attending training e.g, H.S. bonus. -Staff being able to select coaches not the State/City scribing a coach.	-What does advocating for own training mean? (change requirements, fulfill). -Please use MERIT for tracking. -Continued computer skills training (for tracking and assessment). -Create a group of teachers who have decision-making influences on what training	-Get an Individualized Plan (from reflection of teacher with their coach) utilizing resources that are already in place. -System merit for professional record – STARS. -Important to have a first year teacher to have a mentor. -If not a new teacher: set goals/objectives – set plans and what outcomes reaching for. -Have incentives to retain and motivate teachers. • Mentor, career ladder, professional development. • Create, informing, providing PD	-MERIT – we already have it, just use it. It will be confusing to have 2 systems. -Educators need to know how to organize professional development in MERIT. (organize special event on MERIT). -Build teachers capacity to reflect on their work, and make decisions, and feel comfortable asking for training and assistance. -Balance required trainings and teachers' choice of trainings – e.g., having required trainings plus selectives. -# of hours of required training – be aware of it! (relate to G5 Q1, comments on alignment of required trainings).

elements of the Frame. Focus groups should have a variety of participants. May only be able to happen once/year due to cost.	-With accountability that is ongoing. With continued funding. -A balance with accountability and individualization. (Gives honesty, relationship, trust and meeting the needs of the teacher.) -Build on what exists… • Create partnerships with current systems. • Have alignment to reduce confusion about different requirements/systems. • Common language across system and requirements. E.g., using same terminology.	is developed and offered (content, location, and times offered). -How best to integrate Family Child Care Providers into the system?	themselves as teachers. • Have a voice – within structure to say this is what we need back to policy makers. • Advisory group or committee group of the SPP teachers for dialogue with Office of Early Learning.	-Teachers need to be aware of the core competency to effectively give feedback about what levels they're at and what's the next level of training they need (think about the Q at the end of the evaluation from that asks teacher to indicate what training and what level they want).

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Full Notes on Teacher Training

Question 1: How can teachers help to choose what training and coaching happens?						
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**	**Group 6**	**Group 7**
Access: -Offered in multiple languages (classes & research/literature) -Assistance with certification process. Cultural Competency: -Courses provided in multiple languages and supporting material. o Dual language tracks Childcare Support: -On-site of classes Scholarships: -For whole process renewal – commitment to teach in SEA for X years. -Full and partial -Flexible time schedules -Outreach to recruit -Degree program steps clearly communicated Online Programs: -Financial and Childcare support Diversity of preparation: -Special education, dual language	-Experience = credits Funding: -Supplies -Books -Tuition -Bus Voucher -Childcare Options: -Online - face-to-face -Classes in local communities • Flexible dates and times • FT or PT • Access to childcare • Transportation Different Languages: -Includes English learning at the same time Special Services: -Self Care -Mental Health -Adult learning styles -Technology	Flexibility: -Face-to-face vs. online classes -Variable class schedules – morning, evening, weekend -Childcare available during classes -Transferability of previous credits -Individualize courses – based on previous experience/knowledge -Blended learning – in class alongside practicum -Specialization – special ed, ELL, math, literacy, B-3 Money: Total State funding: -BA programs with cert. -MA programs with cert. • Residency Programs ▪ Program pays for education; Seattle Teacher Residency model. Employee works	Money: -Financial Support for tuition, books, release time, transportation, etc…Incentive to achieve completion of degree. Resulting in equal pay according to degree. Flexible programs; Multiple Pathways: Hybrid, online, face to face, night class (variety e.g., 1 week, part night/day) -Advisors that are vested (e.g., in with students over period of time), Field supervisors Community partnership: e.g., neighborhood classes that offer college credits. -Prior life experience – getting credit for job/work/life experiences in the	-Competency and prior learning credit -Affordability -Funding – fully (time commitment to community education) o Emergency funding for items that are incidentals Access: -Online, proximity to bus lines, local community centers -Recruitment – community outreach -Time – outside of work hours -Flexibility Dual language/multi-cultural courses Support – -Professional -Academic (tutoring/mentoring) -Childcare -New student guidance – program support	-Community based -3 Groups o No HS Diploma Tuition Assistance: -Time!! – paid, release time -High quality substitute teachers -Money for classes -Salary guarantee (residency) Credit for prior learning and alternative philosophy (e.g., Montessori, Waldorf, etc. -$$ for the credits -Pay for the assessments -B.A. in whatever plus Certificate in Waldorf/Montessori, etc. = B.A. in ECE -Dual language cohorts created by culturally sensitive programs	1. Educational Institutions Established -Need articulation agreements 2. Financial resources to Pay for Education – Scholarships. 3. 4-Year timelines is not feasible for working professionals. 4. RSJI: Considerations and accommodations for students/providers who are ESL professionals. -Time to completion. -Curriculum that meets the needs of providers who ESL learners.

-Practice-based – including time in classrooms Q: Will there be reciprocity for out-of-state prep programs?	-Verbal/Written skills Theory to <u>Classroom:</u> -Classroom support -Mentors -Buddy program • Classmates • Other program observations • Tutoring • Counseling • Motivation <u>Accelerated Program:</u> -"Test out" -Weekends -Monthly Service Learning <u>Practicum:</u> -Demonstrate skills "test out" <u>Incentives:</u> -Achievement bonuses -Paid days off -Subs pool ▪ Qualified teachers ▪ Community shared -Pay increase for milestones	for set # of years <u>Scholarships:</u> -For Master's programs, easier access, increased amounts available -Credit for years of experience • Better pay when completed program <u>Time:</u> -Accelerated /Proficiency Based Class Schedules – "test out" of courses once competency is established -Summer Intensive – courses completed over Summer, No break -Full time vs. Part time	field of study. E.g., Pacific Oaks, Green River Community College, Antioch <u>Accountability:</u> – working with accredited organizations - partnership with city and MERIT (approving of the transcripts) -Have field experience – accompanied with the certification and professional supervised practicum. With feedback loops. -Language – diverse teachers with EEL needs – e.g., multilingual staff not just translators -Easy college application process -If receiving a certificate that is transferable outside of WA. -Grandparenting of previous credited classes. E.g., Social	<u>Incentive:</u> -Job placement – onsite job fairs, placement support, job counselors -Salary – comparable to State schedule for teachers -Recognition – EC mentioned in legislation, collective bargaining, recognition as a group of professionals – we are teachers!	-Clear pathways with advisors that reflect the community -Creating funding for college readiness for adults who haven't participated in U.S. education.	5. Neighborhood classes with childcare provided. 6. Deliberate strategy regarding recruitment of professors of color. 7. Evening/online /weekend school options for all levels.

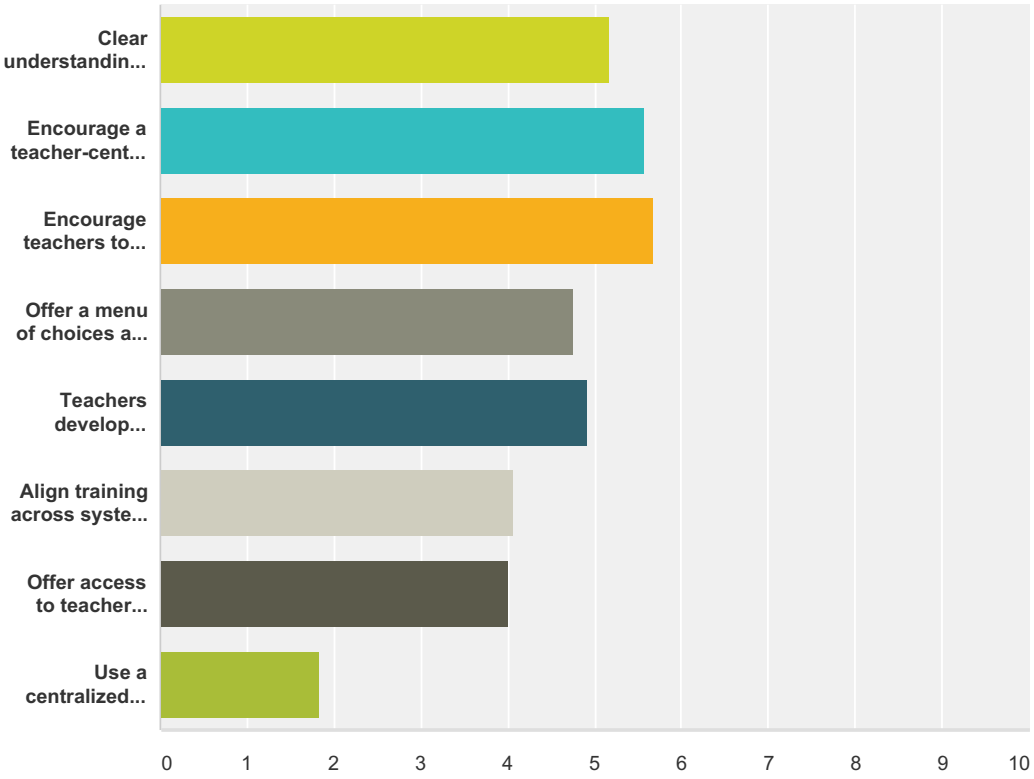
			Human Services (SHS) classes is now called ECE classes.			
Question 2: How can teachers track and advocate for their own training and coaching?						

<u>Prove competency in subject matter * - including foreign degrees:</u>
-"Test out" (oral, written)
-Practical observation (class)
-Dual language proficiency
* Social, emotional, physical, cognitive, language, literacy, science, lesson planning, classroom management, family engagement, art, music.
• Extensive knowledge of child development
  o Articulating the whys and how's
  o Developmentally appropriate practices
• Credit for years of experience; including out of country experience
	<u>Competency based portfolio including (but not limited to):</u>
	-Video
	-Documentation
	-Cultural responsiveness
	-All degree outcomes
	-Curriculum
	-Data collection and analysis turned into instruction and programs
	-Evidence and use of research-based pedagogy and best practices
	-Family and community engagement
	-Early learning benchmarks
	-Meeting the needs of students with special needs
	-Health, safety and nutrition
		<u>What are the criteria for exempt…:</u>
		-Reaching a certain standard on…
		-CLASS test e.g., being observed by people who speak the language of the teacher…
		o Reach a particular number e.g., 4 to exhibit teacher interaction with child development knowledge.
		-Demonstrate and articulate the developmental levels of childhood in all domains and apply to practice.
		o Knowledge of.. e.g., social, emotional, cognitive, Gross Motor/Fine Motor skills, language development.
		-Develop and implement developmentally appropriate curriculum
			1. Portfolio completion, observation, demonstration of competencies – written and action, level 3 – for assistant, level 4 – teacher (WA State Core Competencies)
			2. Deliberate strategy of recruitment of accessors of color and cultural matches.
			3. Supports and assistance for the students who may need special accommodations (for example; writing, math, reading).
			4. Determine the minimum equivalent
				-B.A. in a variety of disciplines plus a certificate in a specific specialized curriculum (ex., Montessori, Waldorf).
				-Immigrant/Refugee ESL should be exempted and give more time to complete than 4 years.
				-Provide a dual language program that provides education in first language to meet expectations in classroom. Ex. ECE level 3-5 (ex. Somali providers = 14% of licensed providers in King County)
				-Provide a practice based approach to meeting criteria for long term teachers with BA's in other disciplines and other
					<u>Outcomes:</u>
					-4 levels of pedagogy
					-Able to create curriculum, complete observations, structure classroom environment, parent partnerships
					<u>Demonstrate Proficiency:</u>
					-Portfolio, observation, student outcomes, parent feedback, teacher feedback (K12 teachers)
					<u>Experience Equivalency:</u>
					-Depends on how individual has progress
					-Coursework completion within ___ (not relevant) years, classroom practicum hours _____(not relevant), continued education up to date.
					<u>Continued education:</u>	

(in addition to competency exams) <u>Acceptance of all forms of professional development:</u> -STARS credits -MERIT -CDA -ECE certification -Early Achievers -Use of ELG's (Early Learning Guidelines) <u>Knowledge of assessment tools and quality observations:</u> -Teaching Strategies Gold -C.L.A.S.S. -ELERS/ECERS -Common Core Standards	Consistently high (distinguished and proficient) ratings by CLASS and ECERS observations over an extended period of time. Minimum experience (ex. 10 years)	-Align different credential systems e.g., Montessori, Reggio, Project Approach, High Scope o Broad assessment standards -Accept certification programs…e.g., High Scope certified, Montessori certified -Grandparent of degrees e.g., a degree from 1990 is called something different than in 2014. E.g., SHS vs ECE (recognize previous college classes that were called something else)	number of years of experience to qualify for the waiver.	ed received through STARS. -Allow BA from a variety of disciplines in the Director position (with ECE credits or additional classes in a supporting role). -Assistant teachers should be able to come with a BA degree in a variety of disciplines and then be able through a practice based measure (ERS and CLASS) to show they meet best practice.	-Abb. version of courses from BA program to make up to date. -Shared understanding of knowledge or specialization.	
Bike Rack						
o If a teacher gets a waiver, will s/he be compensated at the same level as those with BA/AA/etc.? What will those with waivers have to do maintain the waiver?						

Q1 Please rank the following strategies to help teachers have voice in teacher training.

Answered: 30 Skipped: 0

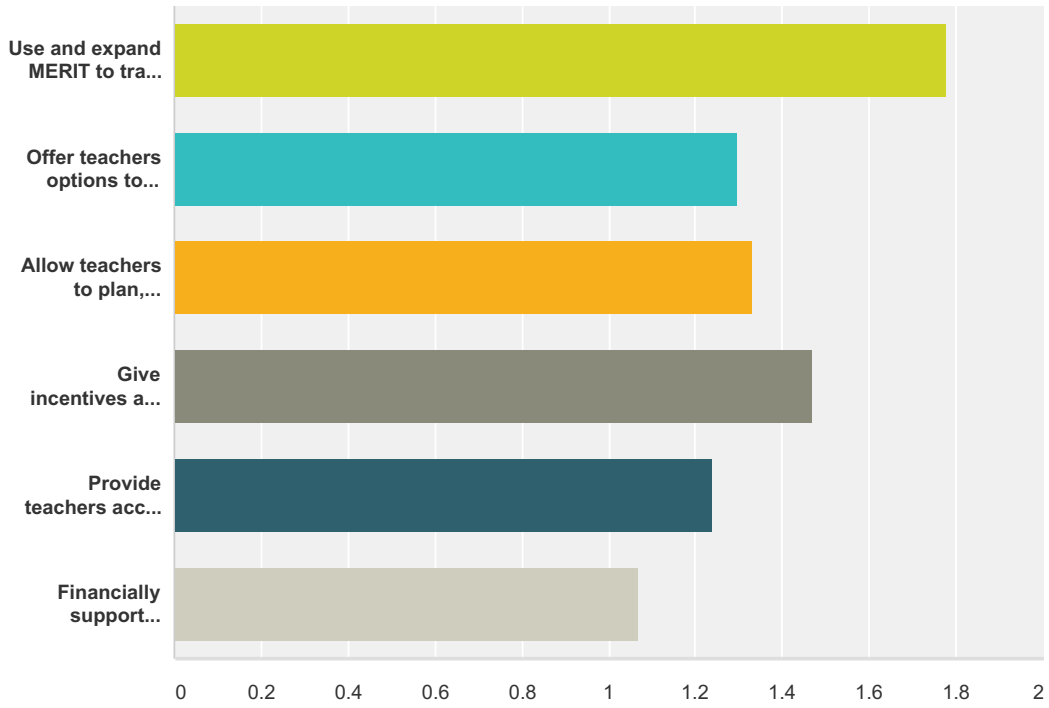


	1	2	3	4	5	6	7	8	Total	Score
Clear understanding and expectations of how training relates to curriculum model	**10.00%** 3	**20.00%** 6	**16.67%** 5	**23.33%** 7	**10.00%** 3	**6.67%** 2	**6.67%** 2	**6.67%** 2	30	5.17
Encourage a teacher-centered approach to assess and evaluate prior knowledge	**16.67%** 5	**13.33%** 4	**23.33%** 7	**20.00%** 6	**16.67%** 5	**6.67%** 2	**0.00%** 0	**3.33%** 1	30	5.57
Encourage teachers to identify training and coaching needs	**16.67%** 5	**16.67%** 5	**20.00%** 6	**26.67%** 8	**10.00%** 3	**3.33%** 1	**6.67%** 2	**0.00%** 0	30	5.67
Offer a menu of choices and levels of training	**16.67%** 5	**13.33%** 4	**10.00%** 3	**3.33%** 1	**23.33%** 7	**20.00%** 6	**6.67%** 2	**6.67%** 2	30	4.77
Teachers develop individualized professional development plans	**13.33%** 4	**20.00%** 6	**10.00%** 3	**6.67%** 2	**13.33%** 4	**26.67%** 8	**10.00%** 3	**0.00%** 0	30	4.93
Align training across systems (including teacher certification)	**13.33%** 4	**10.00%** 3	**6.67%** 2	**6.67%** 2	**10.00%** 3	**20.00%** 6	**23.33%** 7	**10.00%** 3	30	4.07
Offer access to teacher learning communities	**13.33%** 4	**6.67%** 2	**10.00%** 3	**10.00%** 3	**10.00%** 3	**6.67%** 2	**33.33%** 10	**10.00%** 3	30	4.00
Use a centralized system to monitor teacher training and capacity	**0.00%** 0	**0.00%** 0	**3.33%** 1	**3.33%** 1	**6.67%** 2	**10.00%** 3	**13.33%** 4	**63.33%** 19	30	1.83

Q3 Please tell us how effective the

following strategies would be to help track and advocate for their own training.

Answered: 30 Skipped: 0



	Highly effective	Somewhat effective	Not effective	Total	Weighted Average
Use and expand MERIT to track training	**33.33%** 9	**55.56%** 15	**11.11%** 3	27	1.78
Offer teachers options to attend or opt out of trainings that may be duplicative	**73.33%** 22	**23.33%** 7	**3.33%** 1	30	1.30
Allow teachers to plan, evaluate, and validate professional developments	**66.67%** 20	**33.33%** 10	**0.00%** 0	30	1.33
Give incentives and rewards to motivate teachers to attend training	**60.00%** 18	**33.33%** 10	**6.67%** 2	30	1.47
Provide teachers access to coaches	**75.86%** 22	**24.14%** 7	**0.00%** 0	29	1.24
Financially support trainings	**93.33%** 28	**6.67%** 2	**0.00%** 0	30	1.07

Community Meeting on Provider Contracting and Student Enrollment – December 10, 2014

The City of Seattle's Office for Education hosted a community meeting at Phinney Neighborhood Center to discuss the Seattle Preschool Program and Provider Contracting/Student Enrollment.

The goals of the meeting were to:

• Define contracting priorities
• Inform student enrollment system

Luba Bezborodnikova, Associate Superintendent for Early Learning with Puget Sound ESD, presented on best practices in student enrollment systems.

From there attendees were asked to break into groups in order to weigh in on some of the key questions:

- **Question 1**
  - **Part 1:** Individually - Rank contract priorities and indicate reasoning on handout.
  - **Part 2:** In Groups - What are your top 3 provider contracting priorities and why?
- **Question 2:** Draw a picture of what an enrollment process would look like to select kids for a city subsidized Seattle Preschool Program preschool.
  - What are the pros of it? What are the cons?

Additionally an online questionnaire using the same questions was created to continue the conversation online, give more input, and provide a chance for folks who couldn't attend the event to comment.

Notes on Provider Contracting and Student Enrollment:

Question 1, Part 1: Individually - Rank contract priorities and indicate reasoning on handout.
Part 2: In Groups - What are your top 3 provider contracting priorities and why?
Question 2: Draw a picture of what an enrollment process would look like to select kids for a city subsidized Seattle Preschool Program preschool.

- What are the pros of it? What are the cons?

Question 1, Part 1: Contract Priorities – **Individual Rankings**			
CONTRACTING PRIORITIES	**INDIVIDUAL RANKING**	**AVERAGE**	**RANK BASED ON AVERAGE**
Contracting with Seattle Public Schools will be a priority.	8, 8, 7, 4, 6, 5, 7, 2, 6, 8, 8, 7, 4, 8, 8, 8, 6, 6, 6, 8, 8, 8, 8, 8, 6, 8, 8, 8	6.9	8
Capacity to provide more preschool classrooms for the program.	1, 3, 6, 5, 7, 2, 2, 1, 5, 6, 1, 5, 4, 3, 7, 5, 5, 7, 4, 5, 7, 6, 5, 4, 7, 2, 2, 4, 3, 7, 6	4.4	5
Make care available before and after preschool classroom hours, on holidays, and over the summer.	4, 4, 8, 2, 2, 3, 5, 3, 7, 4, 7, 2, 5, 5, 6, 3, 3, 2, 4, 5, 7, 2, 1, 2, 2, 5, 6, 3, 3, 3, 2	3.9	2
Provide dual language programs.	5, 2, 3, 3, 3, 4, 6, 1, 5, 3, 4, 3, 6, 3, 6, 3, 2, 3, 3, 8, 5, 7, 5, 4, 7, 4, 6, 2, 3	4.1	4

Question 1, Part 1: Contract Priorities – **Individual Rankings**			
CONTRACTING PRIORITIES	**INDIVIDUAL RANKING**	**AVERAGE**	**RANK BASED ON AVERAGE**
Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.	3, 2, 8, 4, 8, 1, 0, 8, 8, 7, 7, 4, 1, 7, 4, 3, 1, 1, 3, 4, 4, 3, 6, 4, 5, 1, 1, 6, 4	4	3
Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.	2, 1, 1, 1, 1, 1, 3, 2, 4, 1, 2, 3, 2, 1, 1, 1, 2, 1, 1, 1, 1, 2, 2, 1, 2, 1, 1, 1, 1, 1, 2, 2, 1, 1	1.5	1
Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).	7, 4, 7, 5, 7, 8, 6, 5, 6, 2, 2, 5, 2, 2, 6, 6, 7, 4, 5, 7, 6, 7, 2, 3, 8, 5, 5, 5	5.1	6
Have existing contracts with the City to provide school services.	6, 5, 6, 8, 6, 4, 3, 7, 4, 3, 6, 8, 8, 4, 7, 5, 8, 8, 4, 3, 3, 6, 3, 5, 7, 7, 4, 7	5.5	7

Question 1, Part 1: Contract Priorities – Individual Reasoning

Contracting with Seattle Public Schools will be a priority
▪ Outside agency ▪ Seems to stand separately not in competition with other priorities ▪ Seems to stand. ▪ Should not be a priority given the current facility space issues and increasing kindergarten enrollment projections. ▪ Long-term sustainability. ▪ There are many community based partners that have already done the work! Talk to them! ▪ Public school is a mess in Seattle. We should be striving to focus on quality early learning and then informing SPS, not the other way around. ▪ Eliminates private sector or CBO's in the process. Especially those currently in space. ▪ Limits the reach in the community. Potential transportation/location barriers to family. Zones change constantly. ▪ Not sure about this! ▪ Better chance of greater diversity. ▪ Conflicted – seems like this is important for transition into the bigger system. ▪ NO, SPS does not have space. Currently 6700 students in portables. ▪ If this means only SPS then 8. If this means community based org. that lease space from SPS then 5. ▪ SPS does not seem to be a bastion of equity and quality. ▪ Don't think they can do a good job. Don't care. ▪ Continuity of leaning P-3 systems. ▪ Since it is only full time but no summer care, working with SPS will help these families find care on holidays, summer, etc. ▪ SPS has a need for this funding, but what will the allocation be? ▪ Are there empty classrooms? ▪ SPS is not currently "serving" their special ED program in the best way possible. ▪ Limited space. Differences/challenges with standards, pay for teachers. ▪ Alignment with SPS will help transitions. Not sure what this means practically.
Capacity to provide more preschool classrooms for the program
▪ Expansion of access when providers creates and nets profits.

- Capacity, facilities and space are in short supply now.
- Cost effective shared resources across classrooms.
- More efficient = more $ for more PreK.
- Logistics.
- Only if this space is not being used by existing businesses or programs. There is very little real estate.
- This is a pilot program. It's implementation should be slow and thoughtful.
- Capacity to grow is important but providers need to be assessed not only on current # of classrooms but also on likely capability to manage even more. But should not displace existing programs in order to grow.
- There is higher need than what is available.
- The need to serve and expand to 3 yr. olds would make this necessary. But to grow for the sake of growth doesn't mean quality.
- Serve more children.
- Seems obvious that they need to be able to actually provide the space!
- Can grow over time.
- Easier for start-up. Not sure how high quality they are.
- Facilities important.
- Scaling up.
- Increased need = need more programs.
- Is there construction funding?
- Need to ensure quality of program first.
- Capacity is needed in order for preschool program to be successful.
- Need space to offer preschool program.
- Might lower costs but how much does it benefit kids?

Make care available before and after preschool classroom hours, on holidays, and over the summer

- Flexibility serves families.
- Low income families typically do not have paid time off and need care when schools are closed.
- This helps more families who need to work and minimizes transitions from program to program.
- Families work and need continuity of care in one location to reduce need for transportation.
- Good for families.
- This will attract more working families and more diverse populations of families. Cohesive programming.
- Family support.
- Provide opportunity for working families beyond the school day.
- Most families require care for their children beyond a school day schedule due to work, school, etc.
- To increase slots and better support families with multiple children.
- Seems crucial for the families we are looking to target.
- Family friendly, this seems imp. To support working families.
- For working parents.
- Could be the 1st per community assessment.
- Working family priority.
- Especially important for enrollment of diverse and low income working families.
- Families with priority in this case need care during these times.
- Will this be mandated or up to each program?
- All day preschool (6 hrs.) is sufficient.
- Cut cost of transportation to/from child care centers.
- Families need care 24 hours of each day based on work schedules and family obligations.
- Helpful for families, but also other options.
- Important for families who have members working several jobs or jobs w/o PTO for closures.

Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R

- Diversity.
- Good for overall brain development.
- Increased cognitive functioning and achievement for all children who are taught in dual lang. programs.
- Dual lang. benefits are incredible.
- Good for executive function and cultural competency.
- This is important for the diverse Seattle communities. However, not all programs are dual language and have the resources. How would this increase access to training on dual language programming?
- Access or opportunity to learn more skills such as dual language.
- Growing multi-lingual comm's.
- Support the high level of different home language.
- Probably? Or does this just mean sensitivity to ELL children.
- Research says; many immigrant and refugee children who come from homes where English is not used are more likely not entering kindergarten ready. Important to preserve home language and culture wile teaching new language about culture.
- May ensure economic diversity. Advancing equity and access.
- Most in need for early education.
- See #1: Continuity of leaning P-3 systems.
- Just like mixed income classrooms benefit children – I have to believe this can only benefit children too.
- Early childhood is the sensitive period for language but there are other priorities for curriculum to consider.
- As long as languages are relevant to children involved.
- No ASL/English bilingual preschool in Seattle.
- Large populations of students need additional support.
- Access to English language learners, immigrant children and families.
- If supports student learning with language barriers this is helpful.

Both good for kids and helps draw more cultural diversity

Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners

- Important to incentivize program improvement.
- Quality matters and this aligns with statewide efforts.
- Quality matters – especially teacher/child interactions in achieving child outcomes.
- Quality matters!
- Quality 1st.
- What about the PPQA? That is the assessment used to certify HS teachers. Quality enhances equity.
- Recognizing quality importance in teacher/child interactions.
- Allows measurement of quality across programs and providers.
- Provide high quality to children in the program by proven processes.
- Usually ongoing, but observations are one time snapshots. Professional dev. Opportunities and financial support.
- Ensured quality environments and teacher/child interactions.
- We need to know how people will be supported to reach these levels.
- Quality should be highest priority to reach goals for achievement.
- Need quality!
- Expulsion means high quality is needed.
- Don't care. Diversity of providers.
- Capacity and quality attached to DEL and licensing.
- The system is somewhat flawed: a single score should not be a basis. Need a rating – but not ECERS.
- These are not appropriate ratings of quality and do not leave any room for center's philosophy.
- Lots of money has been spent in E.A. may as well use what works, has already been done.
- Not all current providers use this scoring system so it would not be possible for all high quality programs to qualify.

- Valuable to have peers.
- Quality of instruction is most important.
- Ensure quality classroom experiences.

Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program)

- Prioritization of unserved communities with LEAN financial flexibility.
- Addressing achievement gap most directly.
- Research shows that high quality programs have the highest impacts on this population.
- To address equity and opportunity gap and to ensure all children are served.
- Need.
- This is important but only if the access is quality. If poor communities are given poor quality we are making no difference. Providing equitable access is not just about placing more preschools but about enhancing existing programs to provide better care and education. However, CLASS and ECERS aren't necessarily the most culturally competent tools. Take that into consideration when judging but QUALITY IS VERY important.
- Supporting children at risk and creating equity w/in classrooms.
- Transportation can be a prohibitive challenge to participation.
- Providing opportunity for those that may not have the opportunity on their own.
- Highest level of impact based on research.
- Create racial equity.
- Does this reflect the needs as a priority. How do we define the need?
- Need to reach those in greatest need and location is likely to impact participation.
- Of the 4 I would prioritize academic achievement and low income, but not ELL or kindergarteners.
- The purpose is to eliminate disparity in opportunity and achievement gap across the City of Seattle.
- Advancing equity is crucial.
- Most in need.
- Need and equity.
- Evidence shows they need it the most.
- Most clearly advances racial equity, especially during ramp up of program.
- Schools need to be located where the need is.
- If we want economic diverse classrooms – some will need to be in mixed income comm.
- We are central Seattle with high concentration of homeless and low income/MAAP data.
- Concentrations of items of most importance.
- Greater boost to children with higher support needs for success.
- If plan is close the opportunity gap.
- Equal opportunity and support for greatest need.
- Important to serve these populations to create equity.

Targeted approach to reach families and children who are traditionally marginalized.

Have existing contracts with the City to provide school services

- Implementation year – programs with experience and intensive assessment.
- This is coupled with priority #1 (located in areas with lowest academic achievement).
- Leverage additional $ and alignment.
- Already have funding.
- Improving quality where there is need.
- This is important for low-income families and communities to gain access to high quality care.
- Limited access based on income.
- Tend to already serve communities targeted by this initiative and the research.
- To help align with current enrollment priority schedule and contracting.
- Seems the culture of these organizations are aligned with goals.
- Lower ranking b/c I worry we're just "converting" kids.

- Need to diversify providers. Need to perfect this system.
- Capacity and quality. Systems and infrastructures.
- I'm not sure these are the best programs.
- These programs already exist with funding. We should enroll children not enrolled!
- Head Start/ECEAP have federal standards (in addition to city) that may cause additional challenges.
- Related to closing the opportunity gap.
- Experience to implement tied to opportunity gap.
- Providers who are serving priority populations.

- City program.
- These programs are already familiar with contracting and performance requirements.
- Stability and equity for all children/families currently served by City of Seattle.
- Partners.
- This is important because the City of Seattle has devoted time and energy to prepare existing programs through ELA, CLASS and ECERS assessments and training. Existing programs also have created recruitment/enrollment systems to enroll diverse populations of students – already have partnered. This is a double edge sword because the community and the providers are the experts and we want to make decisions w/in our field.
- Proven ability to partner and provide quality care.
- Have demonstrated ability to meet requirements and deliver outcomes.
- Proven system that works.
- Already established relationships with programs and the city. More opportunity for family/center based programs. Worked to dev. programs. Who's excluded? Inconsistency of the district communities – why tie selves to them? Concern about the pilot used to grow programs w/o letting it run HS course to see areas for change, growth, support, etc.
- Helps with continuity.
- Maybe have track record?
- Would be easier for start-up but, not sure how crucial it is…where are these providers? Are they performing?
- No opinion. Diversify providers away from city.
- Capacity and quality. Systems and infrastructures.
- Wouldn't it be great if we could even more kids get quality ed.? So open it up to new programs and new children. If families are already helped, perhaps they stay where they are served.
- ?
- This may streamline some of the process.
- More cohesion between provider and city.
- Programs with or w/out current contracts with the city should be able to participate.
- Not sure how this benefits kids.

Have already gone through a rigorous process to provide services.

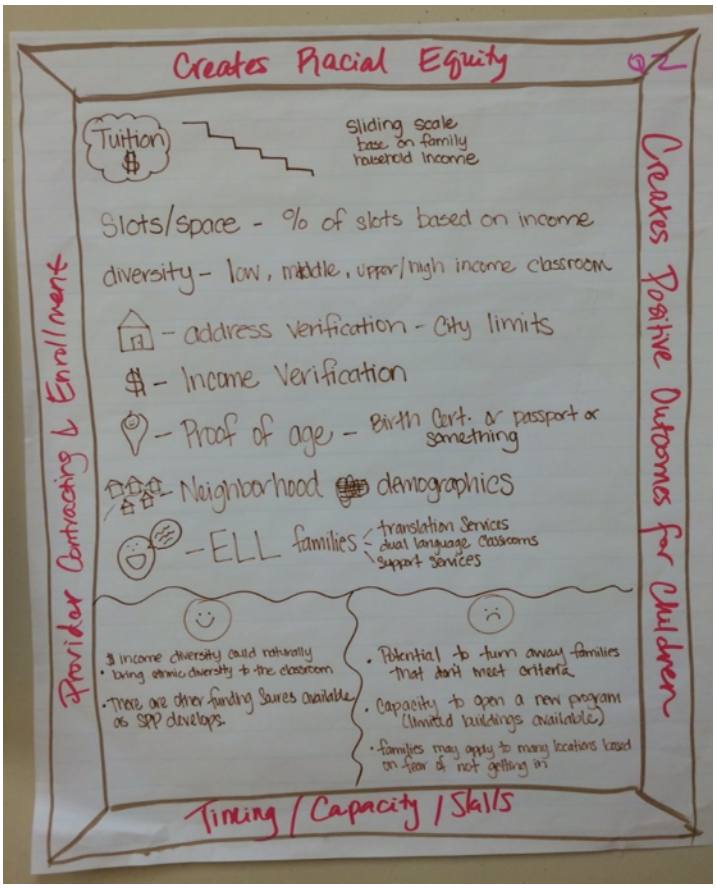
Question 1, Part 2: Group Rankings - What are your top 3 provider contracting priorities and why?			
CONTRACTING PRIORITIES	**GROUP RANKING**	**AVERAGE**	**RANK BASED ON AVERAGE**
Contracting with Seattle Public Schools will be a priority.			
Capacity to provide more preschool classrooms for the program.	2, 2, 1, 4	2.25	3
Make care available before and after preschool classroom hours, on holidays, and over the summer.	3, 3, 3, 3	3	5 (tied)
Provide dual language programs.	3, 2, 2, 3	2.5	4
Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.	3	3	

Question 1, Part 2: Group Rankings - What are your top 3 provider contracting priorities and why?			
CONTRACTING PRIORITIES	**GROUP RANKING**	**AVERAGE**	**RANK BASED ON AVERAGE**
Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.	1, 1, 1, 1, 1, 1, 2	1.14	1
Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).	2	2	2
Have existing contracts with the City to provide school services.	3	3	5 (tied)

Group 1	1. Are located in areas with lowest academic achievement…with consideration for whether or not there are already programs (i.e., don't oversaturate). 2. Capacity to provide more P.S. classrooms. 3. Dual language.
Group 2	1. Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English Language Learners, and incoming kindergarteners. - More support to children and families to be successful due to lack of resources. - Preparing children for entrance into kindergarten. 2. Provide dual language programs. - Large populations of ELL children; high need. - Currently there are not enough DL programs. - Promotes diversity and equity. - Includes special populations – i.e., deaf and hard of hearing. 3. Make care available before and after preschool classroom hours, on holidays, and over the summer. - Accommodate families with working parents who need additional childcare support. 4. Capacity to provide more preschool classrooms for the program. - High need for classroom space. - Ability to manage and administrate Seattle Preschool.
Group 3	1. Located in areas of lowest academic achievement, low-income, English language learners and incoming K. 2. Dual language 3. Before/After care/Summer/holidays *We feel there needs t be a rating scale but unsure that EA/CLASS/ECERS is the way.
Group 4	1. Located of lowest… - The SPP is high quality based on all of the components in the plan. Making access available to families that may not normally have access. 2. Make care available… - Needs to be inclusive of working families, single parent homes, or/and families that need more access or support around dev. 3. Have existing contract with city… - Proven system that works. Programs demonstrate that ability to meet contract requirements. Already have relationship. - There are a lot of programs out there that are providing great access that don't have connection with city. Side notes (in regards to rating quality)- What about the PPQA, which is how teachers are assessed for High Scope? CLASS and ECERS are great tools too!

Group 5	1. Are located in areas with the lowest academic achievement, as well as those with high concentrations of low income households, English language learners, and incoming kindergarteners. 2. Capacity to provide more preschool classrooms for the program. 3. Make care available before and after preschool classroom hours, on holidays, and over the summer. 3. (Tied) Provide Dual Language programs. (Immersion vs. other language support?)
Group 6	1. Areas with lowest academic achievement, etc. - Supports/serves those populations to create equity. 2. Provide preschool services through Head Start or ECEAP. - Built in quality – goes back to goal to close the opportunity gap. - Brings additional funding – leverages funding. - This is already tied to SPS and the City providing services. - Creates capacity to provide more preschool classrooms for the program. 3. Make care available before and after classroom hours, on holidays, and over the summer. - Because of the communities we are targeting parents of low income do not have paid time off, work various hours during holidays, evenings, etc.
Group 7	1. Capacity 2. Serve the greatest need. 3. Higher class and ECERS-R ratings.
Question 2- Draw a picture of what an enrollment process would look like to select kids for a city subsidized Seattle Preschool Program preschool.	

Group 1



Group 1 - Notes

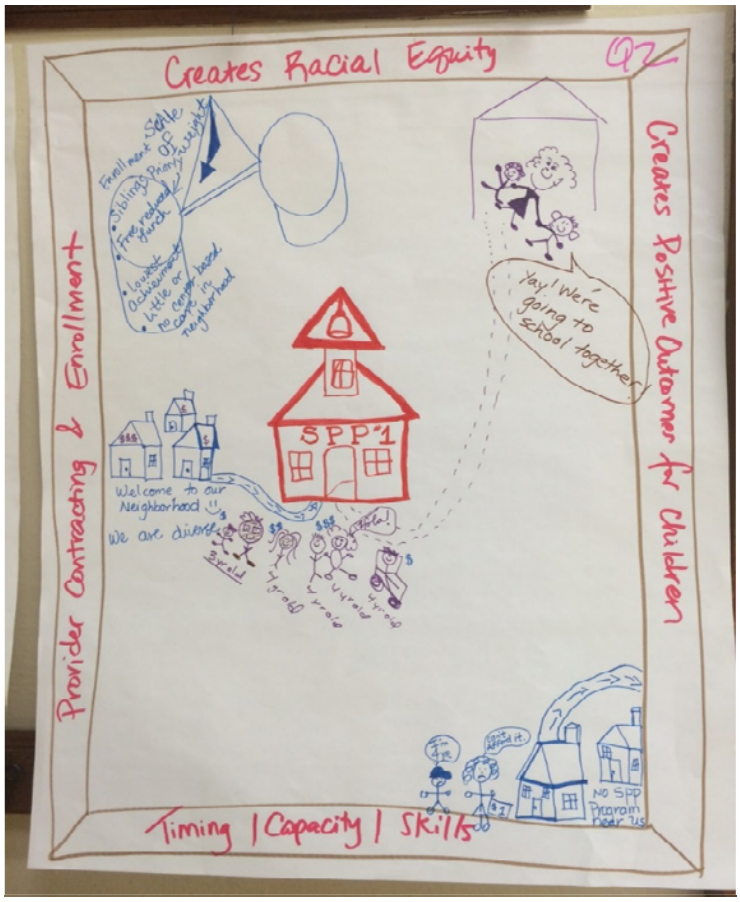
- Tuition $ - Sliding scale base on family household income.
- Slots/space – low, middle, upper/high income classroom.
- Address verification – city limits.
- Income verification.
- Proof of age – birth certificate or passport or something.
- Neighborhood demographics.
- ELL families – translation services, dual language classrooms, support services

Pros:

- Income diversity could naturally bring ethnic diversity to the classroom.
- There are other funding sources available as SPP develops.

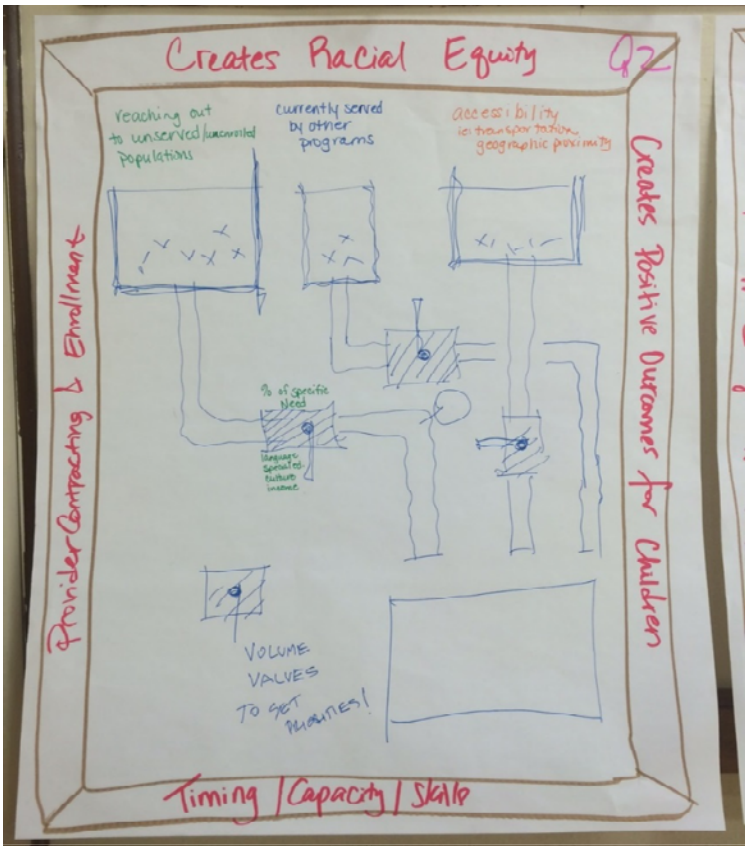
Cons:

- Potential to turn away families that don't meet criteria.
- Capacity to open a new program (limited buildings available).
- Families may apply to many locations based on fear of not getting in.



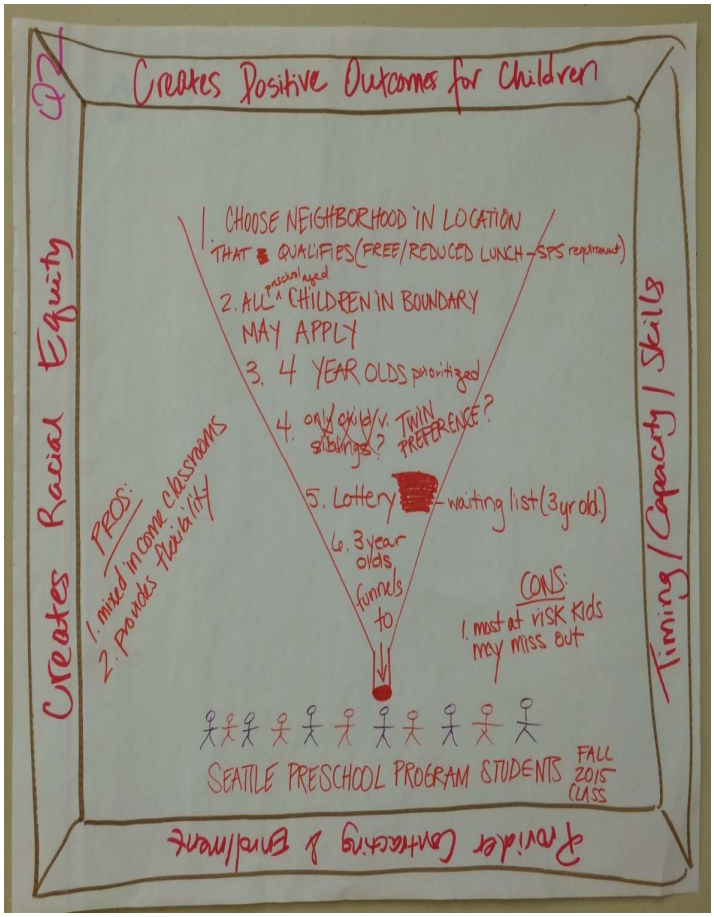
Group 2 - Notes

- Enrollment scale of weight.
  - Siblings
  - Free reduced lunch
  - Lowest achievement
  - Little or no center based care in neighborhood
- Welcome to our neighborhood. We are diverse.
- Yay! We're going to school together!
- No SPP program near us: "I'm 4 yr" "Can't afford it"



Group 3 - Notes

- Reaching out to unserved/unenrolled populations
  - % of specific need.
  - Language
  - Special ed
  - Culture
  - Income
- Currently served by other programs.
- Accessibility i.e., transportation, geographic proximity.
- Volume valves to set priorities!

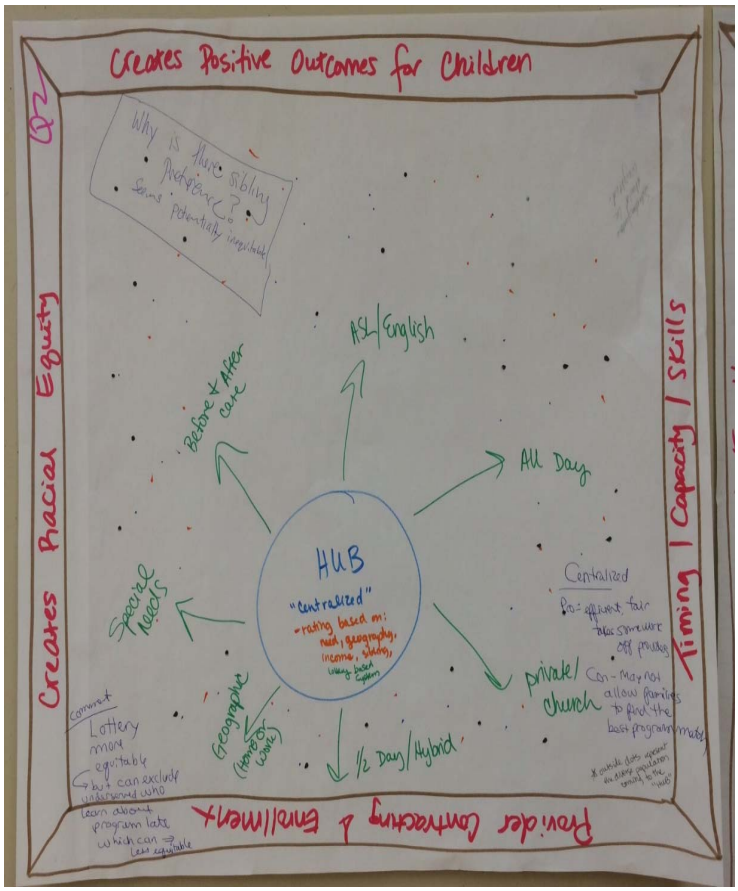


Group 4 - Notes

1. Choose neighborhood in location that qualifies (free/reduced lunch- SPS requirement)
2. All preschool aged children in boundary may apply.
3. 4 year olds prioritized.
4. Twin preference?
5. Lottery – waiting list (3 yr old).
6. 3 year olds funnels to Seattle Preschool Program Students Fall 2015 Class.

Pros:
- Mixed income classrooms.
- Provides flexibility.

Cons:
- Most at risk kids may miss out.



Group 5 - Notes

- HUB "centralized" – rating scale based on: need, geography, income, sibling, lottery based system. The following dots represent the diverse population coming to the "Hub":
  - ASL/English
  - All Day
  - Private/Church
  - ½ Day/Hybrid
  - Geographic (Home or Work)
  - Special Needs
  - Before and After care

Pros:
Efficient, fair, takes some work off providers.
Cons:
May not allow families to find the best program match.

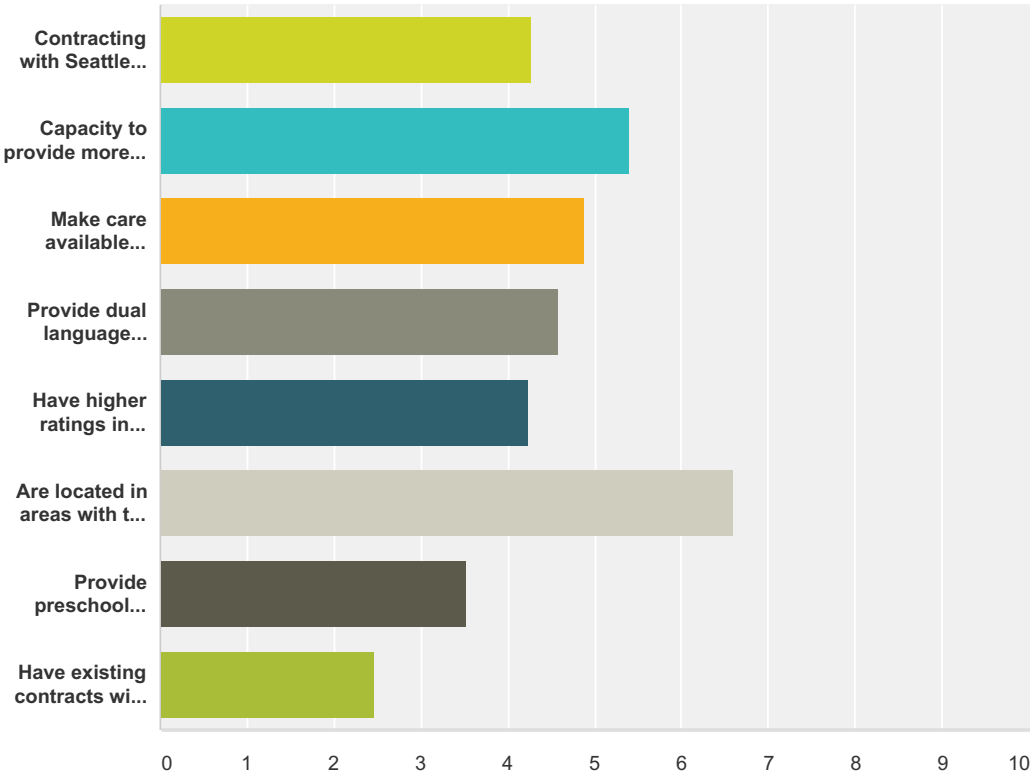
Question:
Why is there sibling preference? Seems potentially inequitable.

Comment:
- Lottery more equitable but can exclude underserved who learn about program late which = less equitable.

Bike Rack
• Including school-age providers in planning. • Can a program be sufficiently funded by the Seattle Preschool and DSHS funds with/out any ECEAP or Head Start funds? • Will the Seattle Office of Education provide current data on areas of lowest academic achievement in 3rd grade reading and 4th grade math and concentrations of low income households? • Can we get clarification on how "high concentration of low income" is determined? • Since this is the last meeting – could you give a little info on advisory committees? How to join – where to find more info? Thx • Why was there no deep research about effective enrollment? • I want to talk about looking at how many factors are at play – not by ranking order! • This meeting has not allowed enough time to collaborate with all our excellent minds! • Is there any consideration of kids with special needs, inclusion. • Will there be only full day programs, half day programs, or both? • Preserving and respecting school-age program space (K-12 afterschool and summer). • Regarding the leg guidelines/what does higher levels in ECERS/CLASS mean? • Regarding the leg guidelines: Qs" 1. Do you as a program have to meet every component? • What is meant by: Contracting with SPS will be priority? Is this more delineated or defined in the legislation? • Coordinating with State Dept of Early Learning to avoid duplicative requirements. • Who will decide on the composition of the classrooms? • What priority will special education students have? • What percentage will be new families and which will be "converted" from other funding streams? • Does dual language refer to specific language or addressing ELL in general? • How seriously is the city considering including FCC providers in the program in the future?
•

Q1 Please rank the following priorities for contracting with preschool providers (from most important to least).

Answered: 47 Skipped: 0

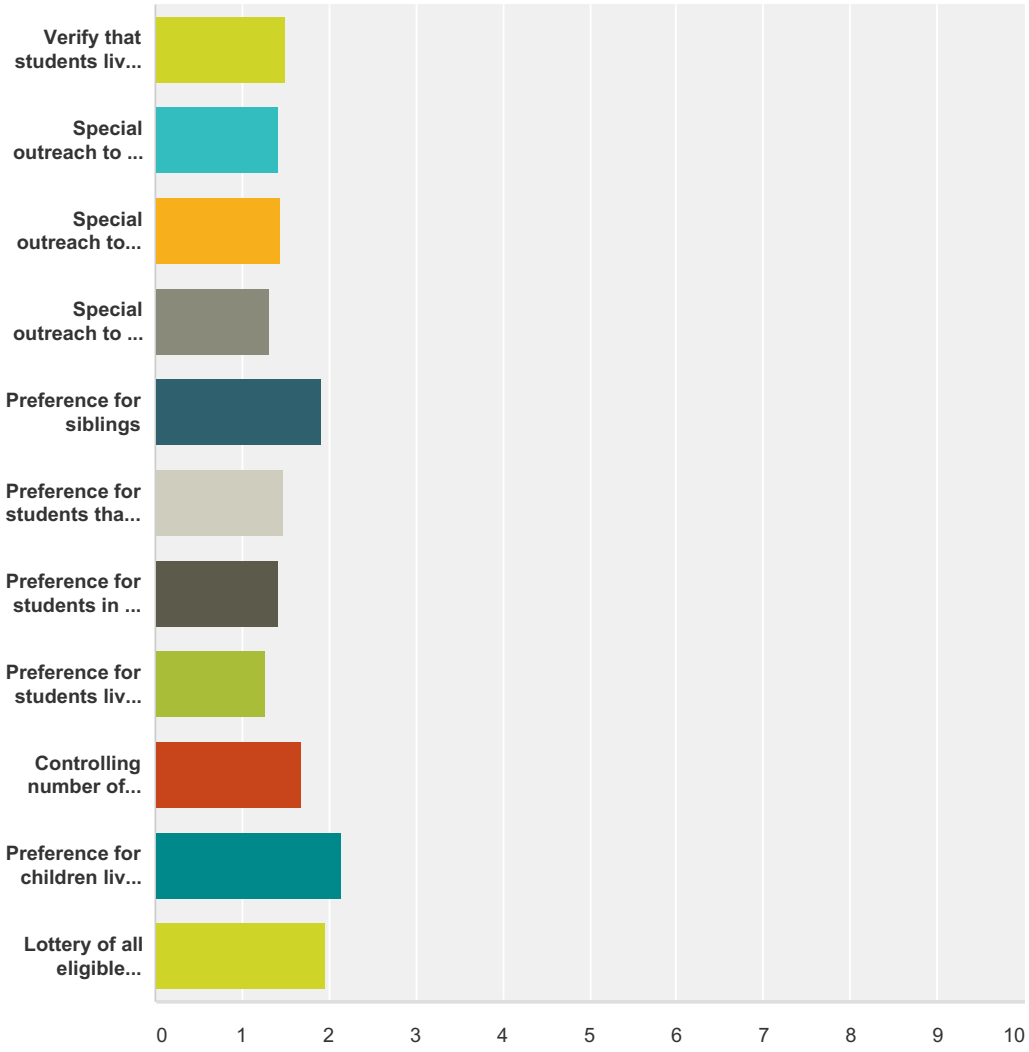


	1	2	3	4	5	6	7	8	Total	Score
Contracting with Seattle Public Schools will be a priority.	**14.89%** 7	**12.77%** 6	**8.51%** 4	**10.64%** 5	**10.64%** 5	**8.51%** 4	**12.77%** 6	**21.28%** 10	47	4.28
Capacity to provide more preschool classrooms for the program.	**8.51%** 4	**21.28%** 10	**21.28%** 10	**19.15%** 9	**12.77%** 6	**14.89%** 7	**2.13%** 1	**0.00%** 0	47	5.40
Make care available before and after preschool classroom hours, on holidays, and over the summer.	**0.00%** 0	**21.28%** 10	**21.28%** 10	**21.28%** 10	**10.64%** 5	**14.89%** 7	**8.51%** 4	**2.13%** 1	47	4.89
Provide dual language programs.	**4.26%** 2	**12.77%** 6	**19.15%** 9	**19.15%** 9	**14.89%** 7	**10.64%** 5	**14.89%** 7	**4.26%** 2	47	4.60
Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.	**12.77%** 6	**4.26%** 2	**14.89%** 7	**6.38%** 3	**21.28%** 10	**14.89%** 7	**14.89%** 7	**10.64%** 5	47	4.23
Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.	**57.45%** 27	**14.89%** 7	**2.13%** 1	**6.38%** 3	**2.13%** 1	**8.51%** 4	**8.51%** 4	**0.00%** 0	47	6.60
Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).	**0.00%** 0	**12.77%** 6	**6.38%** 3	**10.64%** 5	**14.89%** 7	**12.77%** 6	**31.91%** 15	**10.64%** 5	47	3.53

Have existing contracts with the City to provide school services.	**2.13%** 1	**0.00%** 0	**6.38%** 3	**6.38%** 3	**12.77%** 6	**14.89%** 7	**6.38%** 3	**51.06%** 24	47	2.47

Q3 Please tell us if you think the following qualities would support an enrollment system that is equitable.

Answered: 45 Skipped: 2

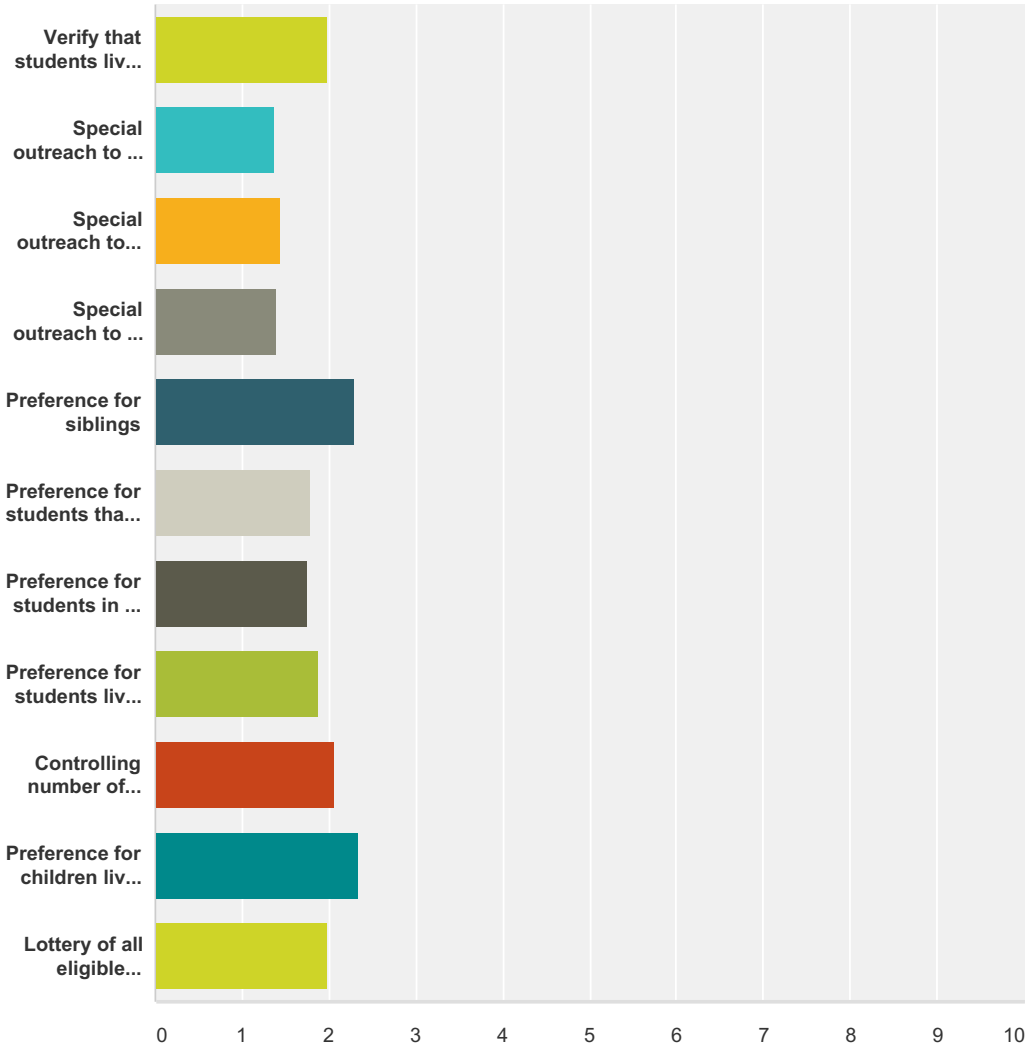


	Creates an equitable system	Somewhat equitable	Not equitable	Total	Weighted Average
Verify that students live in Seattle, are 3 or 4, and demonstrate their income level.	**57.78%** 26	**33.33%** 15	**8.89%** 4	45	1.51
Special outreach to ELL families	**64.44%** 29	**28.89%** 13	**6.67%** 3	45	1.42
Special outreach to special education families	**58.14%** 25	**39.53%** 17	**2.33%** 1	43	1.44
Special outreach to low income families	**73.33%** 33	**22.22%** 10	**4.44%** 2	45	1.31

Preference for siblings	**24.44%** 11	**57.78%** 26	**17.78%** 8	45	1.93
Preference for students that qualify for Free Reduced Lunch	**61.36%** 27	**29.55%** 13	**9.09%** 4	44	1.48
Preference for students in low academic achievement areas	**65.91%** 29	**25.00%** 11	**9.09%** 4	44	1.43
Preference for students living in neighborhoods with little or no preschool.	**75.56%** 34	**22.22%** 10	**2.22%** 1	45	1.27
Controlling number of students selected who are currently served by other programs	**45.45%** 20	**38.64%** 17	**15.91%** 7	44	1.70
Preference for children living near by schools	**22.73%** 10	**40.91%** 18	**36.36%** 16	44	2.14
Lottery of all eligible children in the neighborhood	**42.22%** 19	**20.00%** 9	**37.78%** 17	45	1.96

Q4 Please tell us if you think the following qualities would support an enrollment system creates diverse classrooms (income, language, ethnicity, culture).

Answered: 42 Skipped: 5

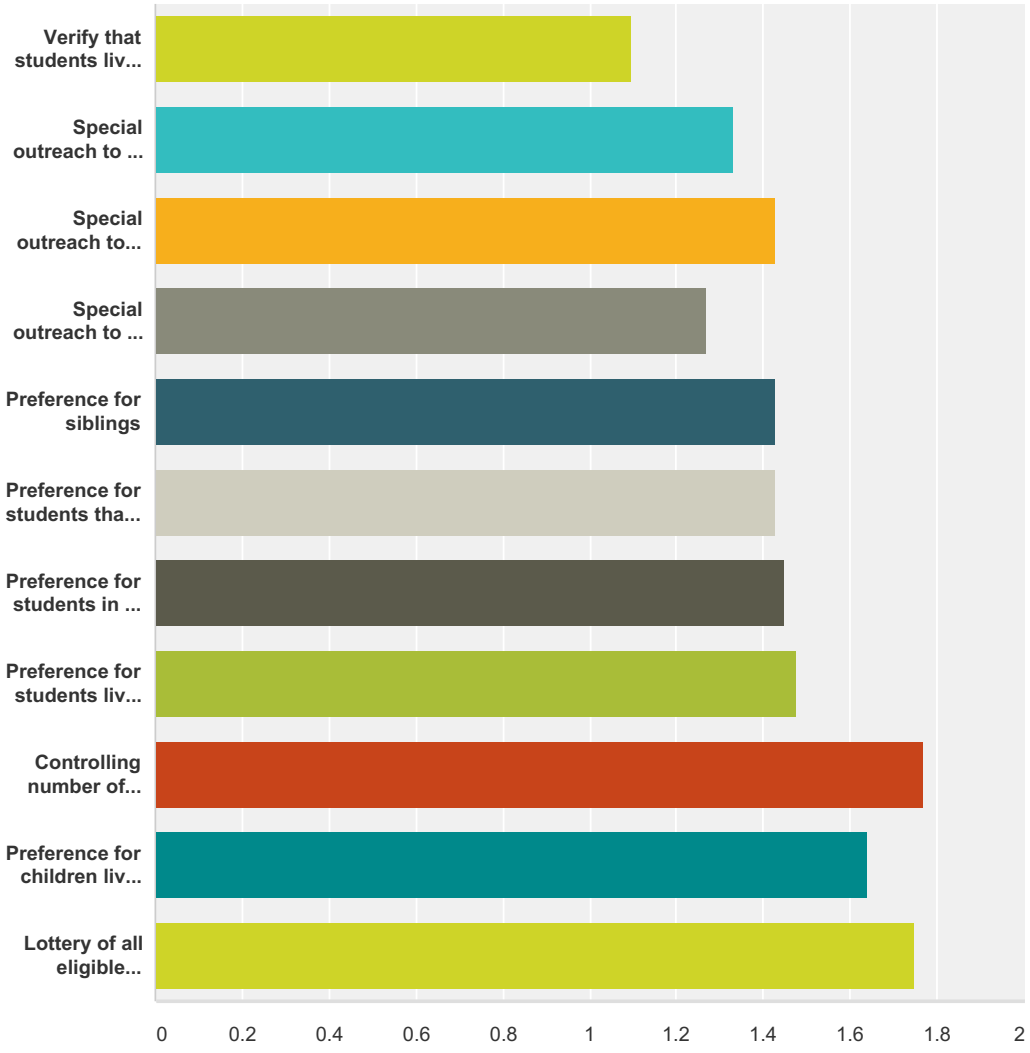


	Creates diverse classrooms	Classrooms would be somewhat diverse	Would not create diverse classrooms	Total	Weighted Average
Verify that students live in Seattle, are 3 or 4, and demonstrate their income level.	**21.43%** 9	**59.52%** 25	**19.05%** 8	42	1.98
Special outreach to ELL families	**69.05%** 29	**23.81%** 10	**7.14%** 3	42	1.38
Special outreach to special education families	**61.90%** 26	**30.95%** 13	**7.14%** 3	42	1.45
Special outreach to low income families	**69.05%** 29	**21.43%** 9	**9.52%** 4	42	1.40
Preference for siblings	**9.76%** 4	**51.22%** 21	**39.02%** 16	41	2.29
Preference for students that qualify for Free Reduced Lunch	**38.10%** 16	**45.24%** 19	**16.67%** 7	42	1.79
Preference for students in low academic achievement areas	**40.48%** 17	**42.86%** 18	**16.67%** 7	42	1.76
Preference for students living in neighborhoods with little or no preschool.	**30.95%** 13	**50.00%** 21	**19.05%** 8	42	1.88

Controlling number of students selected who are currently served by other programs	**19.51%** 8	**53.66%** 22	**26.83%** 11	41	2.07
Preference for children living near by schools	**9.76%** 4	**46.34%** 19	**43.90%** 18	41	2.34
Lottery of all eligible children in the neighborhood	**34.15%** 14	**34.15%** 14	**31.71%** 13	41	1.98

Q5 Please tell us if you think the following qualities would support an enrollment system that would be practical and feasible.

Answered: 40 Skipped: 7



	Practical and Feasible	Somewhat practical	Not practical, not feasible	Total	Weighted Average
Verify that students live in Seattle, are 3 or 4, and demonstrate their income level.	**92.31%** 36	**5.13%** 2	**2.56%** 1	39	1.10
Special outreach to ELL families	**69.23%** 27	**28.21%** 11	**2.56%** 1	39	1.33

Special outreach to special education families	**60.00%** 24	**37.50%** 15	**2.50%** 1	40	1.43
Special outreach to low income families	**72.50%** 29	**27.50%** 11	**0.00%** 0	40	1.27
Preference for siblings	**62.50%** 25	**32.50%** 13	**5.00%** 2	40	1.43
Preference for students that qualify for Free Reduced Lunch	**57.50%** 23	**42.50%** 17	**0.00%** 0	40	1.43
Preference for students in low academic achievement areas	**62.50%** 25	**30.00%** 12	**7.50%** 3	40	1.45
Preference for students living in neighborhoods with little or no preschool.	**62.50%** 25	**27.50%** 11	**10.00%** 4	40	1.48
Controlling number of students selected who are currently served by other programs	**41.03%** 16	**41.03%** 16	**17.95%** 7	39	1.77
Preference for children living near by schools	**43.59%** 17	**48.72%** 19	**7.69%** 3	39	1.64
Lottery of all eligible children in the neighborhood	**45.00%** 18	**35.00%** 14	**20.00%** 8	40	1.75

East African Community Meeting on the Seattle Preschool Program – December 17, 2014

The City of Seattle's Office for Education hosted a community meeting targeted toward East African early learning providers and parents at New Holly Gathering Hall to discuss the Seattle Preschool Program and Teacher Training.

Mohammed Sheikh Hassan, from the City's Office for Immigrant and Refugee Affairs, and Abdullahi Jama, partnered with the Office for Education to recruit community members to attend and assist in both interpretation and facilitation of the meeting.

The goals of the meeting were to:
• Discuss family engagement strategies
• Discuss community participation and student enrollment

Attendees were asked to weigh in on some of the key questions:

- How do you see yourself using the Seattle Preschool Program?
- What are the concerns or barriers for you to enrolling your children in the new preschool program?
- What are the concerns or barriers for you to participating as a parent to ensure your children's success?

Note Summary

Key Takeaways

1. **The Somali community values dual language programs and culturally competent/relevant instruction. They want preschool teachers who understand and honor their culture and traditions.**
    - Dual Language Programs are a key element of the Seattle Preschool Program. Dual language programs that are representative of Seattle's linguistic diversity will receive funding priority. In addition, cultural competency is a key element of this program, and all teachers will receive training and professional development in this area.

2. **The Somali community also wants more flexible teacher certification programs that are located in their community and are offered in multiple languages of instruction.**
    - The Seattle Preschool Program is currently working with Seattle Colleges to encourage the growth and diversification of their teacher certification programs, particularly options that are accessible to a diversity of communities and adult learners, as well as reflects the demographics of the communities they serve.

Full Notes

General Questions/Comments

- Explain the sliding scale for tuition
- What is the age for enrollment?
- Do we need to be US citizens to participate?
- Is transportation provided?

- Many of the people attending are day care providers.
    - Is there a program for us to train/get more education?
    - Is there a way for daycare providers to uplift their education?
- As children, we learned songs. But as Muslims, we don't want our children only learning Christmas songs.

Discussion Q1: How do you see yourself or your family using this program?

- This program is useful to us because as parents we know the importance of education.
    - This program needs to include the Somali language.
- In a sense, this program is good. But in another sense, this program is not good. Childcare is our business. If you take away our children, how are you going to compensate us?
    - Can we get reimbursed based on the hours we typically get paid for childcare?
    - How are you going to compensate us for lost business?
- Not everyone can be a part of the program, but you need a degree to be a part of the program as a provider.
    - How flexible are degree programs? What are the different pathways to a degree?
- Is there any member of this community who is in the program now (as a student or provider)?
- Yes, this program is very helpful/useful, but it's very hard to get into this program. What will be the answer?
- How are you going to expand the program?
- This program has my sister quite impressed. Do you need to have existing contracts with the City to become a provider?

Discussion Q2: Barriers and concerns about enrollment

- Transportation
- Long waiting list
- We cannot choose the school that we want
- Limited number of students
- We want our teachers to be well-educated, bilingual
- We want our teachers to be culturally appropriate/competent
- What is the class size? Still 20?
- We need to have a high number of Somali speaking teachers, who understand culture
- We need our children to sustain the Somali and English languages as well
- We need Somali instructors at the college for us to get degrees
    - While there is a Somali language degree program at Highline College, it is geographically too far, traveling would take up all of our time
- When kids are growing up (2-3 years old), we as parents teach them language and culture, but our concern is that if you take our kids during that time, who will teach them our language and culture?

Discussion Q3: Barriers to participating as parents in this program

- Yes, there is Somali professor at Highline College, but how do we get those professors into our community.
    - We want those Somali language programs located in our community
- This program is wonderful. Who do I contact about the program if I have a question?
- We are very happy to hear about the program and the presentation.
- We came today all the way from North Seattle (Lake City).

- This is one step forward. We will convey the message that City of Seattle came all the way to inform us about this program.
- We would like our kids to go to school and get an education as well as keep our culture and traditions.
- We value dual language instruction, but we want to see it first-hand, practically how does it look in the classroom.
- Thank you for spending time with us today. There are so many things that we did not know about.
- Thank you very much, we are so honored to see someone from the Mayor's Office.

Appendix V: Advisory Committee Polices

SPP Advisory Committee Policies: Original Text and Incorporated Language

Original	Adopted
Curriculum Policies – Passed	
SPP will use peer support process (in all) aspects of professional development for teachers, directors and parents including: - Teachers in curriculum and post-curriculum training - Teachers working towards academic credentials - Agency directors - Parents	All professional development for teachers, directors, and parents will include elements of peer support.
Providers will formally adopt one of the recommended curricula through a process that includes family, admin and teacher input.	It is recommended that providers include input from families, administration, and teachers in formally adopting one of the SPP-approved curricula.
SPP will develop a plan to support teacher participation to train all providers in the adopted curriculum.	Within available resources, SPP will fully fund required professional development activities (including cost of trainings and materials), teachers' pay, and teacher substitutes for classrooms. SPP professional development will be fully funded by the City.
Dual Language Policies - Passed	
Dual language programs will prioritize ELL children or children from historically marginalized communities.	*Reflected in the contracting and enrollment priorities.*
Dual language programs will reflect the community they serve.	For SPP, the City will prioritize dual language classrooms that are representative of the Seattle population.
SPP will ensure native speakers receive sufficient financial resources to meet credential/certification requirements.	For SPP, the City will support instructional staff toward achieving bilingual certification (see Section XX) and increase the minimum compensation levels for instructional staff who achieve these certifications.
SPP will develop an alternative pathway certification to validate	In collaboration with the Washington State Department of Early Learning, the City will continue to work with local colleges and universities to develop affordable and accessible programs that address

credentials from foreign post-secondary institutions.	the needs of the current and prospective early learning workforce to meet SPP's education requirements and have the capacity to validate credentials from international post-secondary institutions.
Family Engagement Policies – Passed	
Family Engagement professional development will be available on a regular basis and in languages appropriate to the providers.	Professional development in best practices for family partnership and engagement will be available on a regular basis and in languages appropriate to the providers.
SPP will establish parent advisory processes to provide feedback on SPP program implementation, e.g. committees, surveys, focus groups, etc.	DEEL will establish processes for families to provide feedback on SPP program implementation.
To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes.	To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes on an annual basis. In addition, to be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes on an annual basis.
Providers will define their parent and family engagement strategies annually in partnership with families.	It is recommended that providers include input from families, administration, and teachers in formally adopting one of the SPP-approved curricula.
The Grant Fund prioritizes providers that create meaningful partnerships with families and their community to authentically engage families.	Funding for family and community engagement and partnership will include funding to support provider agencies to… Create and maintain meaningful partnerships with families and communities.
SPP will provide resources and support to providers' capacity to engage families through activities that take place in homes or community designated spaces.	Funding for family and community engagement and partnership will include funding to support provider agencies to … Increase their capacity to engage families in activities that take place in homes or community spaces.
Environment – SPP contractors will provide a welcoming and inclusive environment by developing a plan and implementing procedures that allow families to engage with each other and the preschool community.	SPP provider agencies are encouraged to create opportunities for families to engage with one another to build a community of support.
Teacher Training & Coaching Policies – Passed	

Coaches will focus on teacher professional growth and not compliance.	Coaches will focus on teachers' professional growth.
Coaches and teachers are given the opportunity to create PD plans.	Coaches will work directly with teachers to implement their chosen curriculum, create professional development plans, and provide support for children with challenging behaviors.
SPP will provide training and coaching for center directors, teachers and coaches on children's social-emotional development, including cultural differences, behavioral challenges, and special education needs.	Additional training will be provided throughout the school year and on an as-needed basis through SPP coaches and may include: • Embracing the "Zero Expulsion and Suspension Policy" • Inclusive Classroom Environments and Practices • Perspectives and Philosophies of Early Childhood Development • Models of Early Childhood Education • Readiness: What Does It Mean? • Children's Ethno-Cultural Development • Children's Social and Emotional Development
Over the 4 year timeline of implementation, DEEL coaches will create a peer sharing network for sharing best practices.	Over the four-year implementation timeline, DEEL coaches will create a peer network for sharing best practices.
SPP will ensure a pool of qualified and diverse/bilingual/bicultural coaches by creating a coaching "pathway" to certification.	An annual assessment will be made to add additional priorities on the basis of need, shortages in specific areas or specialties, and emerging RSJI issues.
Teacher training and coaching will be culturally relevant and provided in dual language settings in language reflected in the community.	Training will be aligned with DEL and eligible for STARS (State Training and Registry System) hours, clock hours, and/or continuing education credits. Trainings will be accessible to teachers who speak a language at home other than English and delivered in the community when possible.
Teacher Pathways to Certification Policies – Passed	
Teacher training and coaching will be culturally relevant and provided in dual language settings in language reflected in the community.	Training will be provide in multiple languages in community locations when feasible.
SPP will incentivize early childhood programs to provide employees the support they need to complete ECE BA or BA plus P-3 teaching endorsement.	SPP will provide incentives for early childhood programs to support employees in obtaining bachelor's degrees in early childhood education, or bachelor's degrees plus a Preschool-Third grade (P-3) teaching endorsement.

	SPP will provide incentives for provider agencies to support employees in obtaining bachelor's degrees in early childhood education, or bachelor's degrees plus a State Teaching Certificate with P-3 endorsement.
Teachers with BA in unrelated field and with prior learning experience will be allowed to continue teaching while going through certification process.	Teachers will be permitted to continue teaching while in degree and certification programs or completing the waiver application process.
SPP will integrate cultural competencies, including multi-language/cultural resources, in coursework that will support dual languages and diversity.	Content training will be data-driven and include the following: • Instructional support for children whose primary home language is not English • Teaching children with special needs, including behavioral-health needs • Culturally and linguistically responsive teaching • Partnering with families • Strategies to achieve racially equitable policies and practices
SPP will work together with higher ed. Institutions to ensure that teachers receive cultural competency training in their teacher preparation programs.	SPP will work with institutions of higher education to ensure that prospective and current teachers enrolled in degree programs receive training in cultural competency strategies to achieve racially equitable policies and practices. SPP will work with higher education institutions to ensure that teacher preparation programs provide cultural competency training. In collaboration with the Washington State Department of Early Learning, the City will continue to work with local colleges and universities to develop affordable and accessible programs that address the needs of the current and prospective early learning workforce to meet SPP's education requirements.
Provider Contracting & Enrollment Policies – Passed	
Selection Committee – The SPP will develop the selection criteria and process. The selection process will include a committee made up of a diverse representation of community members and context experts.	A panel of diverse community members and context experts will be involved in the RFI evaluation process.

The application should not be a barrier; it needs to accessible and simplified.	A simple and accessible enrollment application form will be used to reduce barriers to enrollment.
Policies that did not pass	
In order to foster partnerships and family engagement, the City will work with SPP providers to host quarterly community meetings. *(Family Engagement)*	N/A
Alternate certification will align with Head Start standards for coursework requirements. *(Teacher Pathways to Certification)*	N/A
Use a weighted lottery prioritizing: *(Provider Contracting & Enrollment)*: Mixed income Match neighborhood demographic Weighted enrollment (siblings, FRL, Low achievement, no care) % age of special populations (ELL, Special Education, etc.) Limit children already served by other programs	N/A

The following racial equity analyses were done by members of the Seattle Preschool Program Advisory committee. They constituted a crucial step in the process of making policy recommendations for the implementation of the Seattle Preschool Program. Below are the racial equity analyses that correspond to the recommendations that were ultimately made for the Seattle Preschool Program.

Topic area/ Implementation question	Ultimate recommendation	Racial Equity Questions				
		How does this create racial equity for children	Benefits	Unintended consequences	Desired outcomes and checkpoints	Accountability components
Curriculum—Identify barriers to adopting chosen curriculum; Identify resources/supports needed	SPP will use peer-supported processes in all aspects of professional development for teachers, directors, and parents including: teachers in curriculum and post-curriculum training, teachers working towards academic credentials, agency directors, parents	Removes barriers to teacher training; Well supported teachers affect learning, and this will help students from underserved populations	Teachers learn from how other teachers are doing the work; Strengthens teachers and teacher networks	Requires time and money; Relies on teacher buy-in; Bigger centers might dominate culture of training	Strong facilitation of the process can help redirect and follow-up on concerns; Checkpoint: Look at diversity of teachers in the cohorts	Providers should caucus to ensure diversity goals are reached; That support is going to small centers as well as large centers
	Providers will formally adopt one of the recommended curricula through a process that includes family, administration, and teacher input	Communities of color can be involved in the decision making	Community involvement and buy-in	Requires engagement resources	Selected curriculum is tailored to community needs	Reports on what portion of the community approved
	SPP will develop a plan to support teacher participation in training all providers in adopted curriculum	Supports children while teachers are in training; Best practices are engaged in a culturally competent way; Will encourage participation of programs serving low-income children and children of color	Continuity of high level of instructors; Help develop teacher pathway (substitutes then becoming PreK educators)			Track data on who is in the substitute teacher pool, and if sub pool helping to get teachers to trainings; Ensure City invests adequate resources to sustain/manage substitute pool
Dual Language: Define elements of a quality dual	Dual language programs will prioritize ELL children or children from	Could possibly reach children currently in PreK				

Topic area/ Implementation question	Ultimate recommendation	Racial Equity Questions				
		How does this create racial equity for children	Benefits	Unintended consequences	Desired outcomes and checkpoints	Accountability components
language system and identify needed supports	historically marginalized communities					
	Dual language programs will reflect the communities they serve	Ensures equity for ELL children	Better educational outcomes		Survey families to make decision on what languages to offer	P-3 alignment, survey, data, community demographics
	SPP will ensure that native speakers received sufficient financial resources to meet credential/certification	Supports cultural competence of teachers and teachers that reflect the culture of the students	Native-speaking teachers will have better access to pay increase	Dual language teachers will be paid more than English-speaking teachers of color; further stresses the funding		Monitor certification completion rate for native- speakers
	SPP will develop an alternative pathway certification to validate credentials from foreign post-secondary institutions	Assures that more children will have access to dual language programs	Allows an additional portion of the workforce to be eligible to be hired			Track success and recruitment of foreign-educated dual language educators
Family Engagement: Identify best practices for family engagement; Share community partnership strategies	SPP will establish parent advisory processes to provide feedback on SPP program implementation, e.g. committees, surveys, focus groups, etc.	Community involvement, more accountability, representation of diverse families in decision making; Promotes a voice that is inclusive of the diversity of Seattle families	Increases quality of relationship between families and programs; Increases accountability	Might create parent cliques; Could cause conflict between a center and families; Challenges to reach agreement on programmatic changes; Might skew make-up (only wealthy families)	Family focus groups or surveys	Family focus groups; Surveys to assess level of participation
	Family engagement professional development will be available on a regular basis in languages	Staff will know how to engage diverse families, which will in turn support children's learning	Supports children's learning; Better trained providers	If training is not appropriate, teachers/providers may not be successful		"Talk to" families and community to evaluate the process

Topic area/ Implementation question	Ultimate recommendation	Racial Equity Questions				
		How does this create racial equity for children	Benefits	Unintended consequences	Desired outcomes and checkpoints	Accountability components
	appropriate to the providers					
	To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes	Create spaces for more families to be engaged	Diversity of voice; More holistic opportunities for parents to support school improvement	Tokenism	Evaluate, course corrections, share out what works	
	Providers will define their parents and family engagement strategies annually in partnership with families	Parents are directly involved in decision making	Activities and classrooms directly reflect the users; Parents feel welcomed	Extra work on provider end; They have to facilitate this conversation every year	If conversation is held with fidelity they will be aligned; Services can be edited mid-year if needs shift drastically	Record conversation; Make it part of the providers' job description
	The grant fund prioritizes providers that create meaningful partnerships with families and their community; To authentically engage families.	Promotes community-building and values the community in which children live; Meaningful partnerships expose families to greater number of opportunities	Greater increase in number of higher quality opportunities	Family engagement could further marginalize families we are trying to reach		Provider & community; Demonstrate competency in engaging families and community voice
	SPP will provide resources and support to providers' capacity to engage families through activities that take place in homes or community designated spaces	Parents find it easier and less stressful to be engaged	Teacher effectiveness and cultural competency will be heightened	Anxiety by educators		
	SPP contractors will provide a welcoming and inclusive environment by	More likely to engage with more families		Overwhelming the teachers/directors		Capture data on contracts with parents

Topic area/ Implementation question	Ultimate recommendation	Racial Equity Questions				
		How does this create racial equity for children	Benefits	Unintended consequences	Desired outcomes and checkpoints	Accountability components
	developing a plan and implementing procedures that allow families to engage with each other and the preschool community					
Teacher Training and Coaching: Brainstorm teacher training opportunities; Incorporate teacher voice and feedback into the program	Coaches will focus on professional growth and not compliance	Improves teaching practice	Allows teachers to focus on practice without fear			
	Coaches and teachers are given the opportunity to create PD plans	Teachers will be able to attend trainings geared toward the student population in their classroom	More input and investment from teachers	Lack of quality control—not grounded in classroom needs	Approval from coach/leadership—needs to be approved	Should be structured within program policies
	SPP will provide training and coaching for center directors, teachers, and coaches on children's social emotional development, including cultural differences, behavioral challenges, and special education needs	Ensures that race and culture are included in professional development	Better identification of behavioral challenges and disabilities	Possible over diagnosis or labeling of disabilities	Need good coaches and trainers	Evaluations by PD participants
	Over the four year timeline of implementation, DEEL coaches will create a	Increases cultural competence	Shares diverse ways of thinking	Time-suck; If there aren't enough coaches of color, no racial benefits.	Monitor demographics of coaching pool	Check-ins on status of group—are we maintaining a racial equity lens?

Topic area/ Implementation question	Ultimate recommendation	Racial Equity Questions				
		How does this create racial equity for children	Benefits	Unintended consequences	Desired outcomes and checkpoints	Accountability components
	peer sharing network for sharing best practices					
	SPP will ensure a pool of qualified and diverse/bilingual/bicultural coaches by creating a coaching "pathway" to certification	Coaches are representative of the students; Helps to support programs who serve diverse populations	Better alignment between coaches, instructors, and students; More diverse professional workforce	Coaches may not have "synergy" with centers/instructors; Don't want to be stuck with coaches that don't align with center culture; This process could take time	Feedback loop to coaches	Feedback loop to coaches.
	Teacher training and coaching will be culturally relevant and provided in dual language settings in language reflected in the community	Support quality coaching	Teacher can learn from each other			
Teacher Pathways to Certification—teacher waiver process and key supports for teacher certification	A process will be created to preserve the cultural diversity of the current workforce; Create an alternate pathway to teacher certification that recognizes relevant training, demonstrated quality practice, and years in the field	Quality programs for children will be available across the board	Providers who serve disadvantaged populations will have stronger teaching staff	Higher costs for providers and staff time required for certifications	Revisit alignment and checkpoints against other government funded preschool program processes	
	SPP will incentivize early childhood programs to provide employees the support they need to complete ECE BA or BA plus P-3 teaching endorsement	Helps to maintain the diversity in the workforce	Allows programs to help their employees make the transition to a higher level of certification			

Topic area/ Implementation question	Ultimate recommendation	Racial Equity Questions				
		How does this create racial equity for children	Benefits	Unintended consequences	Desired outcomes and checkpoints	Accountability components
	Teachers with BA in unrelated field and with prior learning experience will be allowed to continue teaching while going through certification process	Provide more college entry points for teachers of color	More diverse workforce	Prior learning process can also break down on racial lines	Measure workforce demographics	
	SPP will integrate cultural competencies, including multi-language/cultural resources, in coursework that will support dual languages and diversity	Increases child outcomes when teachers are more aware of inequity	Will bridge the gap	There may be push-back from universities or colleges	Trained skilled teachers will make coursework quality	
	SPP will work together with higher ed. institutions to ensure that teachers receive cultural competency training in their teacher preparation programs	Increases child outcomes when teachers are more aware of inequity	Will bridge the gap	There may be push-back from universities or colleges	Trained skilled teachers will make coursework quality	
Provider Contracting & Enrollment— Define contracting priorities, inform student enrollment system	Selection Committee- The SPP will develop the selection criteria and process; The selection process will include a committee made up of a diverse representation of community members and content experts	Members will represent communities of high need, and communities of color; Greater representation of diversity	Community will benefit	If community members are connected with a program --- might be a conflict of interest; Slows the process	n/a	Evaluate; See who is on the panel
	The application should not be a barrier -it needs to be accessible and simplified	Not all organizations have grant-writing capacity -they need support	Better applicants		Provide feedback and technical assistance to applicant organizations	Should be treated as partner, instead of contractor; Need help to be successful

Appendix VI: Interagency Preschool Team

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Facilities Capacity Interdepartmental Planning Team
Feburary 12, 2015, 3:00 – 4:30 p.m.
Seattle Municipal Tower, Room 1716
Chair: Sid Sidorowicz

Agenda

Child Care Bonus Program Overview	Ken Astrein
Facility Space Inventories	Sid Sidorowicz
Fund Management Options	John Bancroft
Potential Partnerships	All

Meeting Notes

Three types of projects were discussed:

- Ones "within the envelope." That is, projects that improve quality or help providers meet licensing standards in existing classrooms
- Ones that expand space of existing facilities
- Ones that start new facilities, either from the ground up, or by substantially remodeling a current use that is not preschool related

The following principles for use of the funds were discussed:

- More focus on grants and short term forgivable loans during the four year demonstration phase. A more long term revolving loan fund with additional leveraged funds should be evaluated and recommended for the Levy renewal in 2018
- Funds should help create a sustainable preschool project as opposed to a short term development of space

Priorites for projects are as follows:

- Projects consistent with the priorities adopted for contracting with providers (e.g. projects that are located in neighborhoods with low performing schools)
- Projects connected to low-income housing
- Conversion or expansion of existing spaces
- Currently contracted preschool providers and providers who have a demonstrated ability to serve the SPP priority populations will be prioritized over new providers without a local track record
- Meeting basic licensing standards vs. quality improvement. However, projects receiving funds should commit to a "pathway' to quality improvement of facilities

Remaining concerns

- After meeting with the state's Department of Early Learning staff on Friday, I recommend we add another priority – improvements that enable providers to meet quality standards of the Environmental Rating Scale that will raise their QRIS rating to 3 or above. DEL staff mentioned that this is a challenge for some providers, and it will keep them from being eligible for SPP

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Provider Contracting
January 28, 2015, 3:00 p.m. – 5:00 p.m.
Seattle Municipal Tower, Room 1756
Chair: Erica Johnson
Agenda

Welcome and Introductions

Creating a Lean RFI Process
- Legislative guidance
- Weighting priorities
- Community feedback
- Advisory Committee guidance
    - Selection Committee – The SPP will develop the selection criteria and process. The selection process will include a committee made up of a diverse representation of community members and context experts.
    - The application should not be a barrier; it needs to be accessible and simplified.

Discussion
- How will provider contracting priorities be weighted?
    - Review the guidance and develop recommendations for policy, procedures, and practice.
- How can preschools that serve special populations (e.g., deaf and hearing impaired, children served by welfare system, children with special education needs that require specialized placement) be included in SPP?
    - Review the guidance and develop questions to be sent to providers that serve special populations.

Reconvene
- Review and refine recommendations
- Discuss next steps

Meeting Notes

Policy Recommendations
- Considering needs of working families: to have access of before and after high quality care that's aligned (in terms of curriculum – for continuing) in their school (neighborhood) community
- Decisions are made with racial equity centered – that resources will be directed equitable (fairly where the need is the greatest) & not equally

- Eligibility for program funding is predicated on location of program in an area with lowest academic achievement, or must meet one or more of the following criteria: ELL or concentration of 100 – income households
- Priorities could be bucketed into "Quality" "Family accessibility" "Expansion and Partnerships"
- Added bonus points for developed partnerships
- SPP will prioritize programs that serve students who will enter low performing neighborhood schools or schools who partner w/Elementary Form Ed. Levy
- SPP will prioritize programs that offer extended levy programs
- SPP will prioritize programs that currently serve Head Start, ECEAP, or programs offered through SPS
- SPP will prioritize programs that offer dual language
- Ability is to work w/partners to increase the capacity: strengthen the alignment agreement between SPS & community/curriculum
- Based on the population, provide services with the overall needs of the family as a priority
- Provide services with the overall family needs as priority based on the population we what served
- (Rachel) Providers are given a score based on contracting priorities during RFI. Provide evidence
- (Rachel) Provide directions for evidence around dual language & B/A school care
- (Peggy, Sharon, Jennette, Rachel, Susan) 1. Neighborhood need; 2. Bef/After Care; 3. Head Start/ECEAP; 4. Dual Lang, Early Achievers, SPS; 5. Existing Contract; 6. Capacity

<u>Questions and concerns still remaining</u>

- How many children being served – how do you recruit children or what is your eligibility process?
- How do you engage with families and caregivers?
- How do you honor children's home culture?
- What are the supports needed to become SPP?
- Question for special needs – do kids in child welfare
- (Rachel) How do you ensure (what verification) you are serving the target population?
- (Rachel) What training (& equivalent pay) do your staff need?
- (Rachel) How could you see (or do you) integrate typically developing peers?
- (Rachel) What government funding do you receive (grants or others)

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Specialized Classroom Supports
January 21, 2015, 3:00 p.m. - 4:30 p.m.
Seattle Municipal Tower, Room 1746
Chair: Rachel Schulkin

Agenda

Special Populations

- Policy - What groups of children should be covered within the special population provision?
- Logistics
  - How should these children verify that they are a member of a special population?
  - How/When should providers be given additional funding based on their special population enrollment?

Special Education services and Seattle Public Schools

- Memorandum of Understanding SPS/SPP
- Check points & course corrections

Supporting teachers in meeting the needs of children who exhibit challenging behaviors (2/3)

- Quality supports for all children vs. specialized supports
- Mental health support
- No expulsion and suspension policy

Next Steps

- Research needed?
- Outside interviews

Meeting Notes

Charge: Special Populations

- Policy - What groups of children should be covered within the special population provision?
- Logistics
  - How should these children verify that they are a member of a special population?
  - How/When should providers be given additional funding based on their special population enrollment?

Possible Groups to consider under special populations

- Transitional housing & homeless families (Mckinney Vento)
- Children with healthcare needs
- Children with mental health needs
- Children with developmental needs
- Students who speak English as a second language
- Work back from populations that are not graduating high school

Not sure if these populations really get at students who need the support. How do we ensure that we are reaching students with unidentified needs?

Possible options

- **Option #1:** Provide extra staff support funding to providers whose classroom have 6 or more children with disabilities, ELL students, or low income children.
    - **Pros:** SPP can ensure that funding is going to providers and students who really need it.
        - This system can use parent report and/or documentation in order to determine which students meet the criteria.
    - **Cons:** Grouping 6 kids "of need" into one classroom might make classroom wide success more difficult.
        - Funding for extra support may come too late to feasibly hire another staff member.
        - Misses providing support to children whose needs aren't yet identified (possible mental or developmental need) or children who don't need support (ELL children who are fully bilingual).
        - ELL support staff will only be helpful if they speak the language of the children they are there to support.
    - **Possible modifications:** Use ASQ data to identify children who need support but don't yet have services
        - Use ASQ data (when available) from birth-3 programs (PCHP, Early HeadStart, Nurse Family, Transitional Housing services)
        - SPP runs a sub pool that could provide mid-year support staff
        - Change the special population categories to reach children who really need the support (homeless and child-welfare)
        - Providers commit to serve special populations during application process, and those that are selected will be funded for additional staff and assigned the appropriate demographic of students.
- **Option #2:** SPP uses predictive data about the neighborhood population of the provider or past demographic data of provider enrollment to provide extra funding to those who meet "special population" criteria.
    - **Pros:** Funding is yielded at a time that providers can feasibly hire additional staff.
        - SPP will not have to collect individual child data before year begins to know which programs should receive funding.
    - **Cons:** Predictive data may not be the most equitable system, and still might miss children who need extra support.
        - Neighborhood data might not work for downtown neighborhood preschools.
        - What happens if funding runs out b/c data identifies too many qualifying neighborhoods?
    - **Possible modifications:** Use past year's child demographic data to predict the following year, so that the data may be more accurate.

Questions still remaining

- How can we get at unidentified need?
- How do we ensure that the staff support is quality and will actually help students?
- Enriching vs. remediating
- Don't want early over identification of students of color

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Specialized Classroom Supports
January 28, 2015, 11 a.m. - 12:30 p.m.
Seattle Municipal Tower, Room 5698
Chair: Rachel Schulkin
Agenda

Welcome/Introductions

Special Populations
- Policy
  - What groups of children should be covered within the special population provision?
- Logistics
  - How should these children verify that they are a member of a special population?
  - How/When should providers be given additional funding based on their special population enrollment?

Special Education services and Seattle Public Schools
- Memorandum of Understanding SPS/SPP
- Check points & course corrections

Supporting teachers in meeting the needs of children who exhibit challenging behaviors (2/3)
- Quality supports for all children vs. specialized supports
- Mental health support
- No expulsion and suspension policy

Next Steps
- Research needed?
- Outside interviews

Meeting Notes

Charge: Special Populations
- Policy
  - What groups of children should be covered within the special population provision?
- Logistics
  - How should these children verify that they are a member of a special population?
  - How/When should providers be given additional funding based on their special population enrollment?

Recommended special populations

- Transitional housing & homeless families (Mckinney Vento)
- Children with healthcare needs
- Children with mental health needs
- Children with developmental needs
- Children in the child welfare system
- Work back from populations that are not graduating high school

Recommendations

- Define special populations based on student need prior to or early in the school year
- Focus should be on finding and supporting students with unidentified needs, such as students with developmental or behavioral concerns. Additionally, special populations should extend to vulnerable populations (child welfare, homeless).
- Information about unidentified need could be collected during a screening process that proceeds the school year, or at the beginning of the school year.
    - **Justifications:**
        - Focusing on unidentified need because the majority of preschoolers do not yet have a diagnosis of a need that early in life
        - Additionally restricting the funds to students with identified needs might still leave classrooms with children experiencing challenges without support because the family was unaware of their students' challenges prior to entering preschool
        - ELL students were suggested to be excluded as a special populations because current research is showing that quality classroom supports yield better results for ELL students than pull out ELL services (or additional classroom staff)
- A coaching system could be used to help teachers/directors determine what student's needs (as also evidenced by developmental and behavioral screenings) warranted this additional funding for their program was raised, and was supported by the subcommittee
- A recommendations was also made that SPP should manage a sub or support pool that could provide this staff support mid-year more successfully

Questions and concerns still remaining

- Are we being overly cautious by not covering all students of color?
    - Considering the current reality of the disproportionate access to quality education and positive educational outcomes for students of color, perhaps special population funding could be used to support students of color

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Specialized Classroom Supports
February 3, 2015, 9:00 a.m. – 11:00 a.m.
Seattle Municipal Tower, Room 5617
Chair: Rachel Schulkin
Agenda

Special Education services and Seattle Public Schools

- Memorandum of Understanding SPS/SPP
- Check points & course corrections

Supporting teachers in meeting the needs of children who exhibit challenging behaviors

- Quality supports for all children vs. specialized supports
- Mental health support
- No expulsion and suspension policy

Next Steps

- Research needed?
- Outside interviews

Meeting Notes

Charge: Special Education services and Seattle Public Schools

- Policy
  - Memorandum of Understanding SPS/SPP
  - Check points and course corrections

Recommendations

- SPP & SPS should collaborate to fund a joint position around RTI (supporting children with various needs) and special education services (Both)
  - Focus on ensuring that PD is aligned, that services are delivered, that teachers with challenges are supported
- Training at each SPP center on the SPS ChildFind process (SPP)
- Screening all students before referring for special education services (SPP)
- Accept ASQ screenings in place of ChildFind screening for referred SPP students (SPS)
- SPP Mental Health consultants work with regularly with SPS SpEd team to ensure that services are delivered, children are referred, and teachers are supported (SPP)
- Create an “inclusion” developmental PreK/SPP classroom (Both)
- Create an “inclusion” SPP classroom with heavy therapeutic consultant (Both)
- Shared PD between SPS SpEd team and SPP teachers (Both)
  - PLC groups between the groups

- Shared observations between SPS SpED and SPP teachers (Both)
- Create a multidisciplinary team SPP/SPS to talk about students of concern and coordinated services (Both)
    - Therapists, Mental Health Consultants, Coaches, Teachers, Special Ed Teachers, Social Worker (needs outside funding)
    - Hold meetings regionally as program scales up
- SPS OT/Speech therapist provide consultation hours to SPP classrooms (before and/or after referrals are done) (SPS)
- Share data about student screenings in SPP (SPP)
- Cultural competency training integrated into SPS Special Ed assessment process (special attention to refugee population) (SPS)
- Community outreach around special education services (Both)
- Appropriate interpretation provided to families during special education conversations (referrals and screenings) (SPS)
- Share IEPs and goals (Both)
- Shared teacher training on trauma informed care (CLEAR project) (Both)
- Provide teacher training on social emotional development and what qualifies for mental health or special education services within the realm of behavior (SPS)
- Speech therapy services should be accessed from the same people/place at SPS PreK special Ed (SPS)

<u>Annual SPS/SPP Meeting around Special Education</u>

- Data on
    - Child demographics (race and language) to inform over or under identification patterns
    - Transitions out of special education services up to 3rd grade (or a reduction in services)
    - SPP referrals as compared to SPP screening data
    - Timeline from date of referral to date services started
    - PD offerings and make recommendations
    - What resources are translated (or need to be) and the availability/use of interpreters in special education meetings
    - Teacher surveys about support given children with IEPs or children with other developmental/behavioral needs (cross with cultural competency or what connection teachers feel they have to families)
    - Teacher turnover rates (and why they leave)
    - Inclusion/integrated classrooms models
    - Family survey around barriers or supports concerning special education process
    - Child outcome measures (special attention to children with IEPs, and children who have been referred for an assessment)

<u>Questions and concerns still remaining</u>

- Where would teacher/staff time come from to do referrals and follow up on special Ed referrals?
- How are we supporting social-emotional development using relationship based model?
- Is there a possibility of partnering with King County public health to fund additional support for children with developmental/health/behavioral concerns?
- Can SPP PD money be used for a PD + follow up consultation model?
- Could we partner with an onsite health clinic?

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team Subcommittee:
Specialized Classroom Supports
February 5, 2015, 10:00 a.m. – 12:00 p.m.
Seattle Municipal Tower, Room 5617
Chair: Rachel Schulkin
Agenda

Welcome/Introductions

Supporting teachers in meeting the needs of children who exhibit challenging behaviors

- Quality supports for all children vs. specialized supports
- Mental health support
- No expulsion and suspension policy

Next Steps

- Research needed?
- Outside interviews

Meeting Notes

Charge: Mental Health Consultation

Recommendations

- Teachers (in partnership with coaches and center directors) can request mental health consultation services
    - This could utilize the triage form (from PSESD)
        - Cultural match (or cultural competency) should be addressed in this process
    - Work on some parameters about the relationship between mental health consultants and coaches
        - Perhaps use a staffing or multidisciplinary team model
    - If observation was on a single child, parent consent would be needed

Charge: No Suspension or Expulsion Policy

Recommendations

- SPP Providers will be required to have a plan to support the social emotional development of all students
- Each SPP provider will need to have a positive behavior support plan addresses challenging behaviors and supports students, staff, and families
- Should challenging behaviors arise teachers, coaches, parents, and support staff should come together to create a supportive plan that addresses the needs of students, staff, and families.

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Specialized Classroom Supports
January 20, 2015, 9:30 a.m. – 10:30 a.m.
Seattle Municipal Tower, Room 5617
Chair: Sonja Griffin

Agenda

Welcome and Introductions

Teacher Quality Support

Alignment with SPS and State Efforts

Teacher Requirement Waiver Policy

Timeline and Next Steps

Meeting Notes

Progression of Teacher Education:

- Working in the field
- Working towards a degree
- Working with a mentor/coach
- Pursuing ongoing PD
- Evaluation of teacher skills
- Certification achieved

Teacher Quality Support

- Current providers have various levels of education (GED, HS Diploma, AA, BA)
- Some are contracted under ECEAP (AA degrees)
- Quality is changing, need to review often
- Build a pathway for current teachers to work towards a degree
- Identify key elements of support for the individual pathways
- The goal is to achieve a BA in ECE
- Agencies will need to allow time for PD "quality support"
- Community college support:
    - Provide evening classes
    - Provide credit for work experience

    - Ensure culturally competent and relevant instructors to meet student needs (bilingual classes)
    - Paid release time
    - Substitute pool or floaters in each classroom

Is there a PD system across the state to support the Seattle model?

- MERIT tracks teacher PD and education
- Early Achievers utilizes a framework to support quality observation and teacher practices (CLASS and ERS)
- There is a coaching component connected to assist teachers in building skills to move towards quality

How to retain skilled and trained teachers once they have obtained their degree

- Ensure continued employment in the agency (same classroom)
- Teacher signs a 3-year contract with agency
- Provide retention bonus upon receiving degree (currently funded through Levy for Step Ahead)
- Develop and maintain a culturally responsive, competent, diverse pool of teachers

Certification looks different now. How will this work when teachers are at the basic level?

- Extend outreach into the community to connect with potential students
- Provide seminars led by the City
- Provide career education on "how to move forward" in obtaining a degree
- Provide academic advising. In the past the city has contracted with colleges and organizations to provide academic advising for early learning providers
- Need to articulate credits to move towards a degree
- Use job placement to obtain basic skill level (6-month assignments)

Education Pathways

- Need different models to support different levels of skill and knowledge
- College choices, need to consider funding and tuition expenses
- Early Achievers (coaching and evaluation plans)
- Need accountability to meet compliance requirements
- Need to have a system to track PD, certifications, salaries, etc. (MERIT)
- Develop a PD plan for all teachers and assistants
- How do substitutes get PD and ongoing training?
- Review high quality indicators in NCLB act for preschool teachers
- Develop a grow-your-own teacher program (look at models around the country)

System to assessment and accountability

- ECEAP tracks teachers training
- Coaching and mentoring
- Uniform process and common assessment tools

City of Seattle
Edward B. Murray, Mayor

Department of Education and Early Learning
Holly Miller, Interim Director

Interdepartmental Preschool Team (IPT) Subcommittee:
Specialized Classroom Supports
January 27, 2015, 9:30 a.m. – 11:30 a.m.
Seattle Municipal Tower, Room 5698
Chair: Sonja Griffin
Agenda

Welcome and Introductions

Review Notes from January 20, 2015

Teacher Quality
- Identify priorities for tuition support
- Review degree pathway options in Washington

Discuss Policy and Guidelines for a Teacher Requirement Waiver Process
- Identify teacher requirements that should be waived and for whom

What are the Key Areas for Alignment with DEL and SPS?

Background Materials or Research Needed?

Timeline and Next Steps

Meeting Notes

Agenda Topics
- Priorities for tuition support
- Review degree pathway options in Washington
- Policy and guidelines for a teacher requirement waiver process
- Key areas for alignment with Washington State Department of Early Learning (DEL) and Seattle Public Schools (SPS)
- Background materials or research needed
- Timeline / next steps

Priorities for Tuition Support
- Individuals with least education
- Teachers and assistant teachers (some have more direct contact with children than lead teachers, and are more likely to reflect the culture of the children)

- City “payer of last resort (tap other funds first)
- Courses must lead to Early Childhood Education (ECE) degree or P-3 certification
- Expectation of some support from individuals/agencies in terms of retention, grade point average, lead teacher mentoring assistants
- Align with DEL

Additional Supports Needed

- Verification of international degrees. Process can be via transcripts or education verifier, may require translation. Angela will send information re DEL’s procedures.
- Child Development Associate (CDA) tests may not be available in home languages
- Assist lead teacher in becoming a mentor
- Funds to get life experiences evaluated

Waivers

- Must have minimum of 10 years’ experience/education to be eligible
- Waiver granted after four years and completion of requirements:
    - Classroom Assessment Scoring System (CLASS™) assessment
    - Annual check-in and demonstrated progress; staffing at end of second year to determine if on target for waiver, or if individual should switch to degree path
    - Professional development plan
    - 4.5 CLASS score in Instructional Support
- How to evaluate teachers with no degree, but level of competency or program certification
- Need system to track participants’ status
- Whatever system SPP has, the state’s Early Achiever’s requirement would trump them

Timeline / Next Steps

- First draft of policies due approximately February 2. Finished recommendations due to Council February 23.
- No third meeting scheduled. Sonja will send out draft on Policy Validation Form to review. Feedback to be gathered via phone/email.

Appendix VII: Overview of ECERS-R and CLASS[93]

Ages and Stages Questionnaire (ASQ)

The Ages & Stages Questionnaires®, *Third Edition* (ASQ-3™) allows families to screen children for developmental delays between one month and 5½ years. It consists of a series of 19 parent-completed questionnaires that screen a child from 3 months to 5 years of age and cover 5 domains of development: communication, fine motor, gross motor, problem solving and personal social.

The Ages and Stages Questionnaires: Social Emotional (ASQ:SE)

The Ages and Stages Questionnaires: Social Emotional (ASQ:SE) were developed as a companion tool to the Ages and Stages Questionnaires (ASQ), a system that uses parent report to screen the development of infants and young children. The ASQ: SE monitor a child's development in the behavioral areas of self-regulation, compliance, communication, adaptive, autonomy, affect and interaction with people. ASQ: SE questionnaire intervals correspond with the ASQ system, screening children from 3 months to 5 and 1/2 years of age. Questionnaire intervals are: 6, 12, 18, 24, 30, 36, 48 and 60 months.

Early Screening Inventory (ESI)

The Early Screening Inventory is a brief developmental screening instrument that is individually administered to children from 3 to 6 years of age. It is designed to identify children who may need special education services in order to perform successfully in school. The original version, which was introduced in 1975, was revised in 1993 to make the two age levels more consistent with each other. The -Revised (ESI-R) ESI-R is intended to assess the child's ability to acquire skills rather than the current level of skill achievement and performance. It provides a quick overview of development in visual-motor/adaptive, language and cognition, and gross motor areas.

How is the ESI scored and what do the scores mean?

The instrument takes 15-20 minutes to administer to each individual child. There are 25 different items. For each item, the child receives from 0-3 points. Subscales are not scored--only the total score is used when interpreting results. The ESI-R comes with a Parent Questionnaire, asking for similar information to that gathered by the enrollment form (with a few extra questions about child's development and interests). The instrument is usually administered just before or within the first few weeks of school. The ESI yields three scores: Refer, Rescreen and OK. These scores are interpreted differently, depending on the age group.

[93] As prepared by BERK in partnership with Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett. (2014). *Recommendations for Seattle's Preschool For All Action Plan*. Seattle: http://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/BERK_Recommendations.pdf

Early Childhood Environment Rating System, Revised Edition (ECERS-R)

The Early Childhood Environment Rating System (Revised Edition) or ECERS-R is an observation instrument that assesses the quality of center-based preschool classrooms. The ECERS-R contains seven subscales including 1) Space and Furnishings, 2) Personal Care Routines, 3) Language-reasoning, 4) Activities, 5) Interaction, 6) Program Structure, and 7) Parents and Staff. The revisions to the original scale reflected changes that occurred in the early childhood field in the 18 years since the original ECERS was developed. The ECERS-R is the most widely used general assessment of preschool classroom quality. There are extensive data establishing that ECERS-R scores predict children's learning gains in preschool programs.[94]

How is the ECERS-R scored and what do the scores mean?

ECERS-R is scored by trained observers using a specific protocol. Observers rate each item on a 5-point scale, from low to high. There is some debate about the value of the subscales and whether they measure five distinct aspects of quality, two general aspects (adult-child interactions and the general environment--activities, materials, and facilities) or a single global quality construct.

A score of 1 is defined as inadequate, 3 is defined as minimal quality, and 5 is defined as good (hence scores of 5 or above are good or better). One interpretation of these scores is that anything below a 3 is unacceptable and scores below 5 are not consistent with expectations for a high-quality program.

The Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System (CLASS™) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS™ includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers' interactions with children.

How is CLASS™ scored and what do the scores mean?

CLASS is scored by trained and certified observers using a protocol. Following their observations of teacher-child interactions, CLASS™ observers rate each dimension on a 7-point scale, from low to high.

Scores of 1-2 indicate the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.

Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are ineffective or absent. Scores of 6-7 indicate that effective teacher-child interactions are consistently observed throughout the observation period.

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[94] Clifford, R. M., Reszka, S. S., & Rossbach, H. G. (2010). Reliability and validity of the early childhood environment rating scale. Unpublished manuscript. Chapel Hill: University of North Carolina.

Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test, or the PPVT, is a test that evaluates a person's English vocabulary. The test applies to all ages from 2 to over 90 and is often used to evaluate children with severe physical disabilities because the test does not require any reading or writing. The PPVT has been revised three times; the PPVT-IV is the latest version used for speech and language assessments.

How is the PPVT scored and what do the scores mean?

Individuals are shown a series of cards which have four pictures on them and are then given a word (spoken by the examiner). The individual is asked to choose which of the four pictures best fits the word. As a measure of vocabulary, it is valuable because the individual does not have to define the word. There is no expressive component to responding to the items of the test. So word knowledge can be determined in a non-verbal manner. The test is normed across ages, so the examiner can compare an individual's score on the PPVT to a normative sample and determine where they fall (i.e., average, above or below) compared to others their age.

Appendix VIII: MOU with WA Dept. of Early Learning

[THE MOU WILL BE ADDED WHEN APPROVED.]

Appendix IX: Partnership Agreement with Seattle Public Schools

A joint letter sent from Mayor Murray and Seattle Public Schools Superintendent Dr. Larry Nyland to the Seattle City Council and the Seattle School Board of Directors states:

> "The City and the District have vested interests in ensuring the quality of children's experiences and the continuity of that quality from early childhood through college. Our community deserves an aligned approach with seamless transitions and coordinated efforts. …
>
> There are numerous justifications for a strong partnership between the City and Seattle Public Schools in relation to the Seattle Preschool Program. Most importantly, we know from other states and cities that have implemented preschool programs that the children who participate go on to attend public schools. This is necessarily a joint venture because we are serving the same children and families. To this end, we must continue the collaboration and alignment work around kindergarten transitions that has already been taken up by the PreK-3 Five Year Action Plan adopted by the City and the District and the School District's Strategic Plan.
>
> We owe it to our community to ensure teachers communicate about children's progress and needs as they transition from preschool to kindergarten. We must continue our efforts to improve our capacity to support SPP preschool teachers' use of data-driven approaches to continuous improvement and K-5 teachers' responses to the changing nature of incoming students. Also, since early identification is the best way to help children in need of special education services, we must streamline the process by which children in preschool programs are served. …
>
> We acknowledge that working to create and approve a Partnership Agreement is a priority of both the City and the District prior to any Proposition 1B Levy proceeds being assigned to support District preschool programs and functions. Holly Miller will serve as the City of Seattle contact for SPP Implementation Planning and Charles Wright will serve as the District contact who will be responsible for communicating with all appropriate School District stakeholders on how and when they can be involved in the Seattle Preschool Program planning and implementation.
>
> We believe that this collaborative approach will benefit the children of Seattle in stronger transitions from pre-school to K-12 to college."

- November 19, 2014

In accordance with Section 12 of Ordinance 124509, after the Implementation Plan is acted upon by the City Council, the City and the School District will develop a formal Partnership Agreement that will be presented to both the City Council and the School Board for approval. This Agreement is required by Ordinance as a precursor to the School District receiving SPP Levy funding. It is anticipated that this Agreement will cover the topics referenced in the Mayor and Superintendent's letter.

Regardless of the District's provider status, the City and the District will continue to collaborate to ensure that all of Seattle's children have the opportunity to succeed.

[THE PARTNERSHIP AGREEMENT WILL BE ADDED WHEN APPROVED.]

Appendix X: Line-Item Budgets

Seattle Preschool Program Master Budget
School Years 2015-16 to 2018-19

Program Expenditures	2015-16	2016-17	2017-18	2018-19	Total	%
School Readiness						
Educator Labor	$1,898,288	$3,931,707	$7,277,584	$10,281,087	**$23,388,666**	
Administrative Labor	$898,382	$1,450,643	$2,230,512	$2,761,523	**$7,341,059**	
Professional Development	$26,294	$55,337	$97,733	$132,678	**$312,042**	
Special Populations Costs	$177,775	$398,280	$743,661	$1,044,114	**$2,363,830**	
Facilities	$416,316	$876,175	$1,547,440	$2,100,732	**$4,940,663**	
Supplies	$505,647	$1,064,180	$1,879,481	$2,551,497	**$6,000,805**	
Curriculum	$10,114	$21,288	$37,601	$51,049	**$120,053**	
Business Services	$88,067	$185,345	$327,343	$444,386	**$1,045,140**	
Profit and/or Reinvestment	$187,215	$368,836	$651,521	$891,217	**$2,098,789**	
School Readiness Expenditures	**$4,208,097**	**$8,351,790**	**$14,792,877**	**$20,258,283**	**$47,611,047**	
Less Offsetting Revenues:						
Head Start	*-$155,829*	*-$260,158*	*-$398,753*	*-$510,062*	***-$1,324,802***	
ECEAP	*-$296,001*	*-$494,178*	*-$757,444*	*-$968,879*	***-$2,516,502***	
FEL Step Ahead Preschool	*-$658,813*	*-$1,105,667*	*-$1,694,288*	*-$2,155,343*	***-$5,614,111***	
FEL Leveraged Funds	*-$412,103*	*-$659,308*	*-$979,553*	*-$1,242,068*	***-$3,293,031***	
Working Connections Child Care	*-$151,477*	*-$243,886*	*-$361,158*	*-$451,597*	***-$1,208,117***	
Child Care Assistance Program	*-$60,355*	*-$93,268*	*-$125,252*	*-$135,625*	***-$414,500***	
Child and Adult Care Food Program	*-$162,524*	*-$342,047*	*-$604,100*	*-$820,098*	***-$1,928,770***	
School Readiness Revenues*	***-$1,897,102***	***-$3,198,513***	***-$4,920,548***	***-$6,283,672***	***-$16,299,834***	
Subtotal, School Readiness	**$2,310,996**	**$5,153,277**	**$9,872,328**	**$13,974,610**	**$31,311,212**	**54.0%**
Program Support						
Coaching	$289,487	$439,464	$717,757	$904,123	**$2,350,830**	
Curriculum Training Course	$377,218	$584,011	$925,313	$1,128,268	**$3,014,810**	
Health Support	$76,219	$152,387	$261,483	$342,748	**$832,838**	
Subtotal, Program Support	**$742,924**	**$1,175,863**	**$1,904,552**	**$2,375,139**	**$6,198,478**	**10.7%**
Capacity Building						
Educators	$227,232	$282,244	$328,513	$340,217	**$1,178,206**	
Coaches	$9,615	$11,758	$15,503	$15,339	**$52,215**	
Organizational Capacity Building	$100,524	$102,370	$104,784	$106,693	**$414,372**	
Classroom Equipment & Supplies	$236,693	$340,759	$428,870	$451,246	**$1,457,568**	
Facility Construction/Renovation	$2,500,000	$2,000,000	$2,000,000	$2,000,000	**$8,500,000**	
Subtotal, Capacity Building	**$3,074,064**	**$2,737,132**	**$2,877,671**	**$2,913,496**	**$11,602,363**	**20.0%**
Research and Evaluation						
Program Evaluation	$909,882	$498,196	$459,728	$448,303	**$2,316,109**	
Provider Evaluation	$21,255	$43,615	$76,252	$103,152	**$244,274**	
Student Assessment	$40,452	$85,134	$150,359	$204,120	**$480,064**	
Data System	$405,104	$108,638	$113,408	$116,903	**$744,052**	
Subtotal, Research and Evaluation	**$1,376,691**	**$735,583**	**$799,746**	**$872,478**	**$3,784,499**	**6.5%**
Administration						
Staff Labor Costs	$2,635,867	$1,938,327	$2,143,484	$2,280,180	**$8,997,859**	
Overhead Services	$430,247	$277,001	$302,527	$319,574	**$1,329,348**	
Supplies	$56,170	$42,543	$48,235	$51,961	**$198,910**	
Subtotal, Administration	**$3,122,283**	**$2,257,872**	**$2,494,246**	**$2,651,716**	**$10,526,117**	**18.1%**
Contingency	**$306,131**	**$325,643**	**$472,045**	**$586,512**	**$1,690,332**	**2.9%**
Subtotal, All Programs + Contingency	**$10,933,088**	**$12,385,371**	**$18,420,589**	**$23,373,952**	**$65,113,001**	
Tuition Revenues**	**-$422,579**	**-$1,204,944**	**-$2,213,719**	**-$3,237,030**	**-$7,078,272**	**-12.2%**
Total Program Costs	**$10,510,510**	**$11,180,427**	**$16,206,870**	**$20,136,922**	**$58,034,730**	**100.0%**

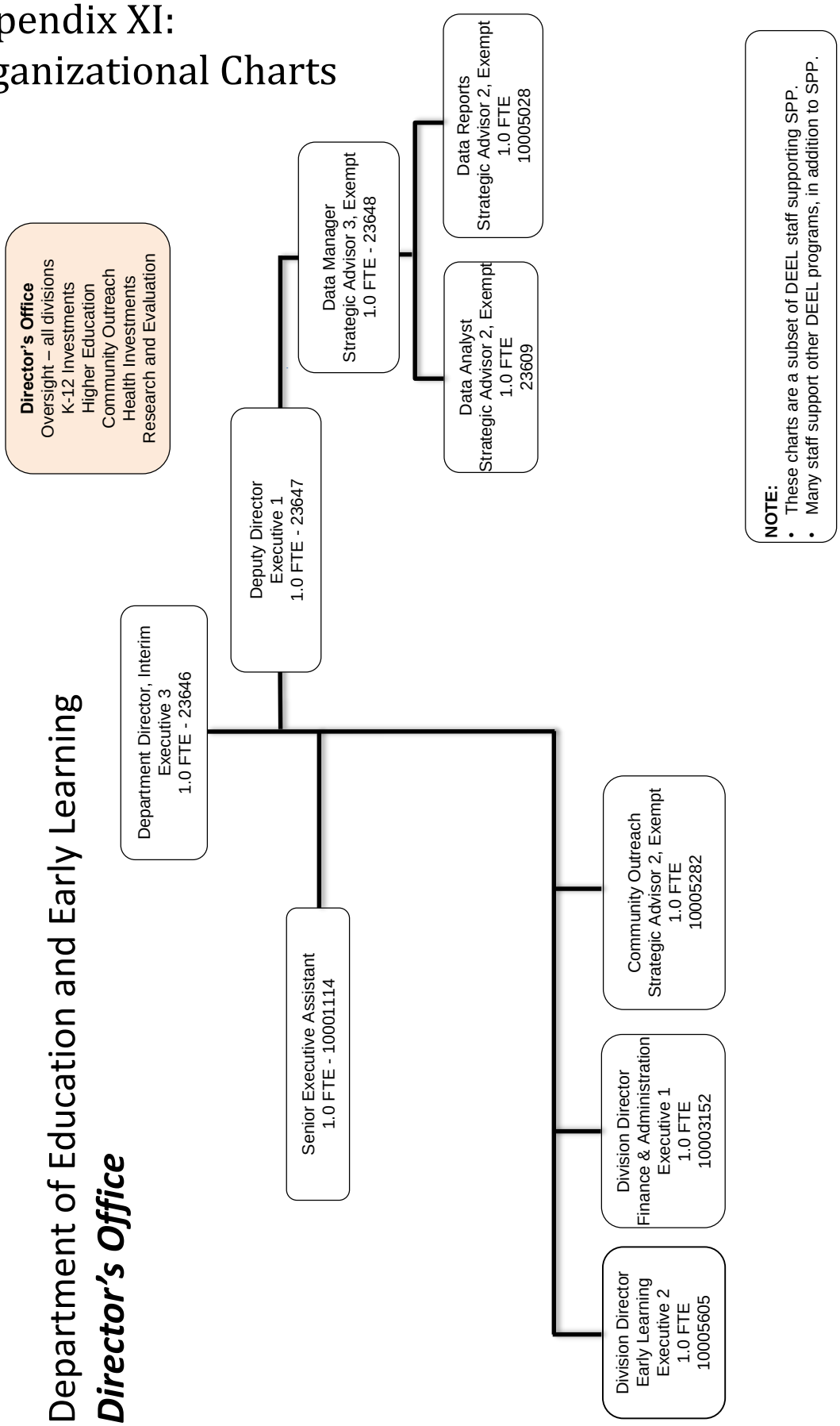
*The School Readiness program costs are partially funded by other agency revenues (i.e., Head Start, ECEAP, etc.).
**SPP collects parent tuition, on a sliding scale, which funds a portion of the total costs.

Seattle Preschool Program Master Budget
2015-2019

Program Expenditures	2015	2016	2017	2018	2019	Total	%
School Readiness							
Educator Labor	$466,041	$2,148,370	$4,823,375	$8,504,689	$7,446,191	**$23,388,666**	
Administrative Labor	$253,007	$968,062	$1,691,933	$2,499,802	$1,928,255	**$7,341,059**	
Professional Development	$6,210	$30,126	$67,943	$112,628	$95,135	**$312,042**	
Special Populations Costs	$40,602	$205,759	$494,541	$868,221	$754,707	**$2,363,830**	
Facilities	$98,321	$476,993	$1,075,765	$1,783,277	$1,506,307	**$4,940,663**	
Supplies	$119,418	$579,344	$1,306,598	$2,165,923	$1,829,522	**$6,000,805**	
Curriculum	$2,389	$11,589	$26,138	$43,333	$36,605	**$120,053**	
Business Services	$20,799	$100,902	$227,566	$377,232	$318,642	**$1,045,140**	
Profit and/or Reinvestment	$47,142	$210,109	$448,199	$753,181	$640,157	**$2,098,789**	
School Readiness Expenditures	**$1,053,928**	**$4,731,254**	**$10,162,059**	**$17,108,285**	**$14,555,521**	**$47,611,047**	
Less Offsetting Revenues:							
Head Start	*-$42,137*	*-$170,537*	*-$304,969*	*-$445,646*	*-$361,514*	***-$1,324,802***	
ECEAP	*-$80,041*	*-$323,940*	*-$579,297*	*-$846,517*	*-$686,706*	***-$2,516,502***	
FEL Step Ahead Preschool	*-$177,707*	*-$721,659*	*-$1,297,670*	*-$1,892,597*	*-$1,524,477*	***-$5,614,111***	
FEL Leveraged Funds	*-$113,533*	*-$447,855*	*-$765,035*	*-$1,086,811*	*-$879,798*	***-$3,293,031***	
Working Connections Child Care	*-$41,632*	*-$164,767*	*-$283,446*	*-$400,014*	*-$318,259*	***-$1,208,117***	
Child Care Assistance Program	*-$16,880*	*-$65,212*	*-$107,297*	*-$134,230*	*-$90,882*	***-$414,500***	
Child and Adult Care Food Program	*-$38,383*	*-$186,212*	*-$419,965*	*-$696,168*	*-$588,042*	***-$1,928,770***	
School Readiness Revenues*	***-$510,314***	***-$2,080,181***	***-$3,757,678***	***-$5,501,983***	***-$4,449,677***	***-$16,299,834***	
Subtotal, School Readiness	**$543,614**	**$2,651,072**	**$6,404,381**	**$11,606,302**	**$10,105,844**	**$31,311,212**	**54.0%**
Program Support							
Coaching	$116,726	$259,141	$529,626	$811,822	$633,515	**$2,350,830**	
Curriculum Training Course	$112,081	$397,706	$677,164	$1,049,387	$778,472	**$3,014,810**	
Health Support	$18,868	$86,027	$185,568	$299,441	$242,934	**$832,838**	
Subtotal, Program Support	**$247,675**	**$742,874**	**$1,392,357**	**$2,160,650**	**$1,654,922**	**$6,198,478**	**10.7%**
Capacity Building							
Educators	$69,945	$235,930	$305,401	$340,069	$226,861	**$1,178,206**	
Coaches	$4,436	$7,769	$13,752	$16,379	$9,879	**$52,215**	
Organizational Capacity Building	$33,333	$100,786	$103,163	$105,595	$71,495	**$414,372**	
Classroom Equipment & Supplies	$67,966	$253,090	$384,594	$451,008	$300,910	**$1,457,568**	
Facility Construction/Renovation	$1,166,667	$2,000,000	$2,000,000	$2,000,000	$1,333,333	**$8,500,000**	
Subtotal, Capacity Building	**$1,342,346**	**$2,597,576**	**$2,806,910**	**$2,913,052**	**$1,942,479**	**$11,602,363**	**20.0%**
Research and Evaluation							
Program Evaluation	$569,225	$510,983	$491,802	$443,691	$300,408	**$2,316,109**	
Provider Evaluation	$5,118	$24,205	$53,320	$87,718	$73,913	**$244,274**	
Student Assessment	$9,553	$46,348	$104,528	$173,274	$146,362	**$480,064**	
Data System	$334,717	$105,579	$110,167	$115,029	$78,560	**$744,052**	
Subtotal, Research and Evaluation	**$918,614**	**$687,115**	**$759,817**	**$819,711**	**$599,242**	**$3,784,499**	**6.5%**
Administration							
Staff Labor Costs	$1,425,664	$1,815,306	$1,999,838	$2,215,306	$1,541,745	**$8,997,859**	
Overhead Services	$255,871	$261,563	$284,720	$311,430	$215,764	**$1,329,348**	
Supplies	$30,081	$39,133	$44,249	$50,229	$35,218	**$198,910**	
Subtotal, Administration	**$1,711,616**	**$2,116,001**	**$2,328,807**	**$2,576,965**	**$1,792,728**	**$10,526,117**	**18.1%**
Contingency	**$138,690**	**$243,338**	**$364,532**	**$525,656**	**$418,116**	**$1,690,332**	**2.9%**
Subtotal, All Programs + Contingency	**$4,902,555**	**$9,037,976**	**$14,056,804**	**$20,602,337**	**$16,513,329**	**$65,113,001**	
Tuition Revenues**	**-$140,860**	**-$683,367**	**-$1,541,202**	**-$2,554,823**	**-$2,158,020**	**-$7,078,272**	**-12.2%**
Total Program Costs	**$4,761,696**	**$8,354,609**	**$12,515,602**	**$18,047,514**	**$14,355,310**	**$58,034,730**	**100.0%**

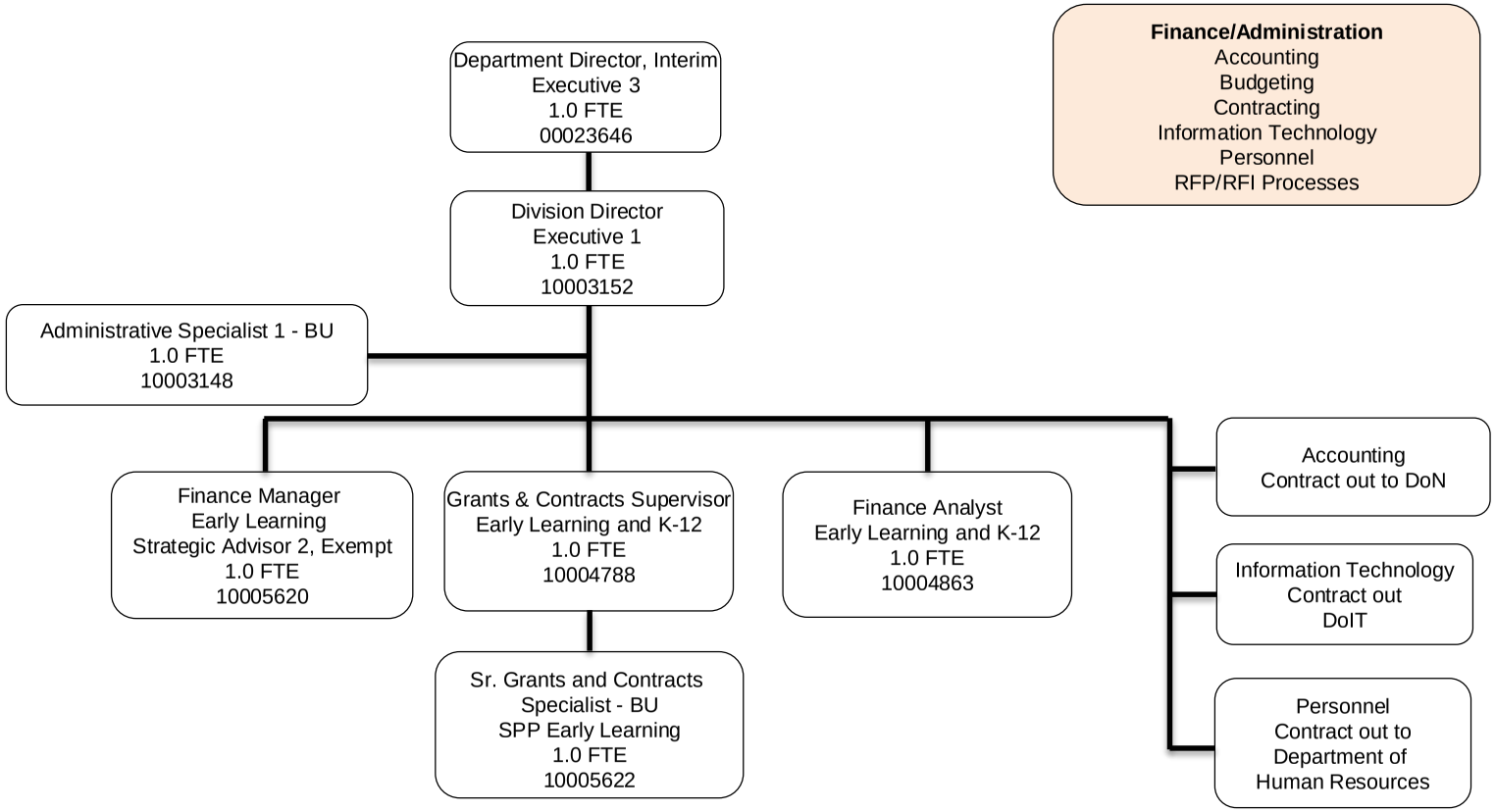
*The School Readiness program costs are partially funded by other agency revenues (i.e., Head Start, ECEAP, etc.).
**SPP collects parent tuition, on a sliding scale, which funds a portion of the total costs.

Appendix XI: Organizational Charts



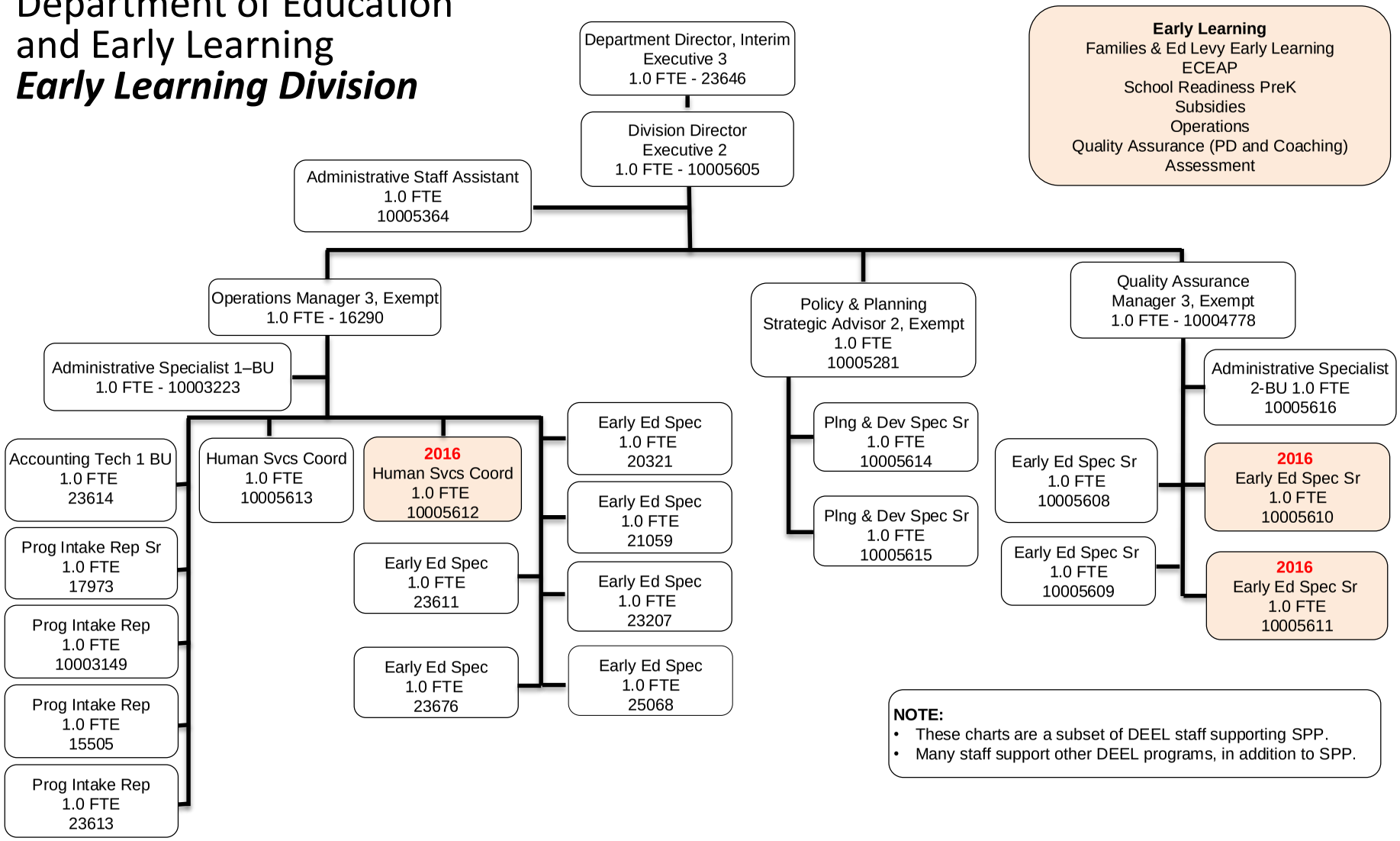
Department of Education and Early Learning

Finance & Administration Division



NOTE:
- These charts are a subset of DEEL staff supporting SPP.
- Many staff support other DEEL programs, in addition to SPP.

Department of Education and Early Learning
Early Learning Division



Endnotes

[i] BERK in partnership with Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett. (2014). *Recommendations for Seattle's Preschool For All Action Plan.* Seattle: http://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/BERK_Recommendations.pdf

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