2015-2018

The Seattle Preschool Program Implementation Plan

City of Seattle

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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 following legislation informed this plan:

- 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 Edward B. 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.

City Council Ordinance 124509 included the following:

> "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."
>
> – Ordinance 124509, Section 8

This Seattle Preschool Program Implementation Plan sets forth the principles and policies for the SPP. It also details the requirements, application procedures, funding mechanisms, and evaluation criteria for all SPP-funded programs and services. All SPP investments will be made for the purpose of achieving the outcomes described below. Progress towards those outcomes will be used to measure success and to provide information for course corrections. Specific numeric targets will be set each year so that organizations receiving investments clearly understand their goals and how their success will be evaluated. All SPP programs will be selected and evaluated using an outcome funding framework. This 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.

The City is investing SPP 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) due to Seattle City Council on August 3, 2015 (see the "Research and Evaluation" Section of this plan for more information).[1]

Academic achievement is measured by:

- Assessments identified in the Evaluation Strategy

To achieve the SPP outcomes, the City will set clear numeric targets for each program and service and define and track indicators that measure progress toward these targets. 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 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.

[1] The original due date 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 assurance, process evaluation, and impact evaluation. It will be developed by external evaluation experts in consultation with DEEL staff.

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 and the Mayor proposes expanding eligibility for access.

Guiding Principles of the Seattle Preschool Program

Per Seattle City Council Resolution 31527, this Implementation Plan adopts the following principles:

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 the Department of Early Learning's tiered quality rating and improvement system, Early Achievers. 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," 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.

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.

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.
   - Professional development and coaching will be aligned with the efforts of the state Department of Early Learning to avoid redundancy and enable cost-savings when viable.
   - The Seattle Department of Education and Early Learning (DEEL) will create a plan to streamline the family application and provider contracting processes for all City-subsidized preschool programs by 2018.

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 the Seattle Preschool Program Plan.[i]

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 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.
   - All units within DEEL's Early Learning Division have staff dedicated to quality assessment, assurance, and improvement.

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.

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.
   - SPP will fully fund required professional development activities (including cost of trainings and materials), teachers' pay, and teacher substitutes for classrooms.

- 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.

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 education/certification requirements above will be paid on par with public school teachers.

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 to improve child outcomes on an annual basis.
   - Professional development in best practices for family partnership and engagement will be available on a regular basis and in languages appropriate to the providers.
   - Funding for family and community engagement and partnership will includes funding to supports provider agencies to: create and maintain meaningful partnerships with families and communities and increase 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.

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.
    - SPP will provide professional development in dual language, language acquisition, and cultural relevancy for instructional staff.

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.

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.

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

School Readiness

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

Strategies to Achieve Results

- *Systematic Approach*: High program eligibility standards that ensure a baseline of quality for all participating provider agencies and standards aligned with the State of Washington 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.
- *Curricula:* Evidence-based curricula that provide frameworks for creating and nurturing constructivist 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 to 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.

Racial Equity and Social Justice

The City of Seattle's Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City government.[iv] The City of Seattle is committed to creating a city where race is not a determinant of opportunities or outcomes for its citizens.

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 Kindergarten-12th grade (K-12) system than 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 the 2013–14 school year, almost 60% of children entered kindergarten below expected levels in one or more of these domains and 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 II).

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, race, or gender. 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.

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.

Processes

Below are the processes through which School Readiness funds will be allocated. Additional information about these processes may be found in the Program Plan.

Detailed Program Plan

A detailed Program Plan has been submitted to the City Council containing program performance standards as per Resolution 31527, Section 5A.

Provider Application Process

The SPP Action Plan states:

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

- They must participate in the Early Achievers Program, hold a rating of Level 3 or above, and 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.

In order to participate in the program, organizations must commit to:

- Providing two or more preschool classrooms
- Ensuring that all children in contracted classrooms are Seattle residents
- Adhering to the program standards listed [in the Action Plan]

SPS will take a balanced approach to the mixed-delivery model and include both community and school-based classrooms. The Seattle Preschool Program (SPP) will conduct competitive Request for Investment (RFI) processes to contract with provider agencies to deliver preschool services. The RFI will require agencies to submit evidence that will allow SPP to evaluate the agencies' status in relation to contracting priorities and capacity to comply with program requirements. A panel of diverse community members and context experts will be involved in the RFI evaluation process.

DEEL will work directly with Seattle Public Schools to determine the District's participation level each year. SPS will be required to submit a plan to DEEL indicating 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.

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):

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"].
    - Has had an overall Segmentation Level of 3 within the past three years with an Absolute Score below 60 based on the Seattle Public Schools 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 that have 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 Seattle Public Schools Segmentation Reports.
- Beginning in 2016, agencies in these 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 the Program Plan.

Tiebreakers: Agencies that meet 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 in Priority Tier #1.
- 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 comparatively more classrooms for the program.
- 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.

Quality Improvement

Over the life of the 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 (Resolution 31527, Section 5B). Due to the condensed amount of time available to contract 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 invited to compete in the RFI process. 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 and others who complete the RFI process. Beginning in the 2016–17 school year, all new non-SPS classrooms will receive funding through engaging in a competitive process.

All SPP providers must meet minimum threshold levels in the Classroom Assessment Scoring System (CLASS™) and the applicable Environment Rating Scale (ERS) required for a Level 3 rating in Early Achievers, as determined by the Washington Department of Early Learning.[v]

Annual progress will be monitored for improvement (in response to Resolution 31527, Section 5H). 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.

Child Participation

Eligibility

Children are eligible for SPP if they are Seattle residents and:

- Are four years old on August 31 prior to the beginning of the school year of enrollment.
- Are three years old on August 31 from families with incomes equal to 300% of Federal Poverty Level or below.

In the event that program enrollment is below 75%, the Mayor may propose to alter the eligibility criteria.

Recruitment and Application

In response to Resolution 31527, Section 5K, 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 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 the Program's goal of mixed-income classrooms.

A simple and accessible enrollment application form will be used to reduce barriers to enrollment. In year one of the program, paper applications will primarily be utilized with downloadable application forms accessible online. The downloadable forms and paper 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 both 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.

SPP will explore ways to streamline the enrollment process using online tools throughout the Demonstration Phase.

Selection and Enrollment

Children who are eligible for SPP are not automatically enrolled in SPP. In response to Resolution 31527, Section 5C, if demand exceeds supply, applicants 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.
    - 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.[vi]
    - 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.

Once applicants are prioritized and weighted, a random selection process will occur.

These priorities and process will be used during initial enrollment. In the event demand exceeds supply, a waitlist will be maintained by DEEL. The priorities listed above will also be used when there is a waitlist.

Grandfathering

- In the first year of an agency's contract to provide preschool services, children who are currently enrolled in preschool with a contracted agency will be grandfathered into the 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.
- Provider agencies must agree to SPP enrollment processes beginning in year two of their contract with the City.
- 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.

Tuition and Tuition Collection

In response to Resolution 31527, Section 5D, 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 in Ordinance 124509:

- 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 sliding scale tuition co-pay 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.

When enrolling in SPP, families will be required to provide evidence of identity, residency, child's age, guardianship, and income.

In the event of a major life event such as employment status change, birth, or death in the immediate family, family co-pay may be recalculated quarterly after initial enrollment at the request of the family.

Due to equity concerns, provider agencies are not permitted to waive the family co-pay. Selection and enrollment occur at the City. SPP does not support a system wherein families at the comparable income levels pay drastically different amounts to participate in the program.

Program Support

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

Strategies to Achieve Results

- Intensive curriculum training to support implementation fidelity
- SPP-funded curricular materials and training: HighScope® or Creative Curriculum® for Preschool, Fifth Edition
- Embedded instructional coaching provided by highly-trained DEEL staff
- A "no expulsion/no suspension" behavior policy
- 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 Department of Early Learning

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.[vii]

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,[viii] 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).[ix] 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.

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.[x] 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.[xi] The model should be instituted classroom-wide, recognizing that children will be at different levels of social competency.

During school year 2009–10, approximately 310 Seattle students (under 2% of total students) in kindergarten through third grade were experiencing homelessness.[xii] Approximately 8% of Seattle Public Schools' kindergarten students receive Special Education Services.[xiii]

Processes

Below are the processes through which Program Support will occur. Additional information about processes may be found in the Program Plan.

Agreements and Memoranda of Understanding

DEEL will work with staff from the Washington Department of Early Learning (DEL) and Seattle Public Schools to ensure programmatic resources are used efficiently and effectively in areas of joint concern regarding implementing SPP. Outlines of agreements and memoranda of understanding will be included in the Program Plan. 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.

Professional Development/Training

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

Training

To the extent possible, training will be aligned with all preschool programs funded by local governments, including: Head Start, ECEAP, and Step Ahead.

Pre-service training will include:

- SPP quality standards, processes, and principles
- Screenings and assessments
- Learning environments

Curriculum training will include:

- Training and certification for teachers in the selected curricula: HighScope® or Creative Curriculum® for Preschool, Fifth Edition
- Annual continuing curriculum training required to maintain certification

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

Additional training will align with the Washington State Core Competencies for Early Care and Education Professionals, which are:

- Child Growth and Development
- Learning Environment and Curriculum
- Child Observation and Assessment
- Families and Communities Health
- Safety and Nutrition
- Interactions with Children
- Program Planning and Development
- Professional Development and Leadership

Coaching

Coaches will focus on teachers' professional growth. SPP classrooms will receive on-site coaching and training to support quality teaching that will improve instruction across all domains (for example: 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 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.

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 be provided with 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. Coaches will maintain a caseload of classrooms and use child and classroom data to differentiate the coaching support needed in each classroom.

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.

Mental Health Support

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 "No Suspension and Expulsion Policy." Teachers, in partnership with coaches and center directors, will be able to access mental health consultation services as needed.

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. The Action Plan states that:

> In classrooms where more than 6 of the students are considered to be members of a "special population" as defined in the Implementation Plan… additional instructional staff support will be provided for the classroom.

Provider agencies may request additional funding (budgeted as "Special Populations Costs" in Appendix III) 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
- 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).

Family Partnership and Engagement

The SPP Action Plan States:

The Seattle Preschool Program will:

- 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.
- Create a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.

Funding for family and community engagement and partnership will includes funding to supports provider agencies to:

- Create and maintain meaningful partnerships with families and communities
- Increase their capacity to engage families in activities that take place in homes or community spaces

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. It is recommended that providers include input from families, administration, and teachers in formally adopting one of the SPP-approved curricula.

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.

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.

Strategies to Achieve Results

- Higher education tuition and advising services for teachers.
- Continuing education for coaches to meet the needs of the SPP provider community.
- Organizational capacity building with provider organizations for supporting infrastructure.
- 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.

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 to 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 have been educated in all of the Department of Early Learning's Core Competencies. [xiv]

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

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.

Processes

Below are the processes for allotting Capacity Building funds. Additional information about processes may be found in the Program Plan.

Facilities Capacity Building Fund

$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 (in response to Resolution 31527, Section 5I).

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 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 SPP Levy renewal in 2018.
- 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 improve on their ECERS-R rating scale for preschool classrooms to improve their Early Achievers scores.

Advising and Tuition Assistance for Provider Agency Instructional Staff

According to the SPP Action Plan:

> All newly hired staff 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 in Early Childhood Education. Expertise or coursework in educational leadership and business management is also required.
> - Lead Teachers: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement.
> - 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 State Teaching Credential with a P-3 Endorsement. "Endorsements" in selected curricula are also required.
>
> Current staff will be given 4 years to meet these requirements. The City will 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. The City will also develop an alternative process through which experienced, high-quality lead teachers — as defined in the Implementation Plan — may be granted waivers.
>
> 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.

Teachers will be permitted to continue teaching while in degree and certification programs or completing the waiver application process. A teacher may be eligible for a 2-year extension for completing degree or certifications requirements if he or she has made satisfactory progress during the allotted 4 years, as detailed in the Program Plan. 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 (in response to Resolution 31527, Section 5E).

If the demand for advising and tuition assistance for provider agency instructional staff exceeds supply, DEEL will prioritize assistance in the following order:

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

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.

- Individuals who receive tuition assistance will be required to maintain a minimum GPA and may only take courses that lead to SPP education or certification requirements.
- There will also be a minimum length of service required after the receipt of tuition assistance. Staff who do not meet this minimum will be required to repay tuition funds.

In collaboration with the Washington 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 (Resolution 31527, Section 5R). SPP will work with higher education institutions to ensure that teacher preparation programs provide cultural competency training.

SPP is the payer of last resort for tuition support. SPP teachers will be expected to apply for funds through the Child Care Aware® of Washington and other sources before SPP funds will be used to support tuition.

SPP will provide incentives for provider 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.

Teacher Requirement Waiver

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

Requirements

As supported by preschool providers in the Seattle Early Education Collaborative (SEEC) and an Interagency Preschool Team, 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.[xv]

To receive a waiver, a teacher must have:

- High scores in all domains of the Classrooms Assessment Scoring System (CLASS™), as specified in the Program Plan.
- 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. More details about the process are provided in the Program Plan.

Characteristics

- The waiver is valid for 4 years and renewable.
- 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.

Research and Evaluation

The BERK Recommendations[xvi] state that:

A comprehensive, multi-purpose accountability system 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 measure progress and inform practice at multiple levels:

- Individual child level
- Classroom level
- Center level
- City level

A continuous improvement system that is integrated with the evaluation research will provide timely insight into program needs and identify areas for technical assistance. A rigorously designed effectiveness study should include information on program quality.

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 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 to inform practice around the cultural relevancy of the program as implemented by contracted providers and supported by DEEL.
- 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.

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.

Additionally, it is the intent of the City of Seattle to align SPP evaluation procedures with those of existing early learning programs in Seattle insofar as the existing procedures support high-quality preschool and positive student outcomes. The compliance monitoring and assessment requirements of the following programs should 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)

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 providers by minimizing the addition of new monitoring and assessment requirements.

Processes

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

- Executive summary
- Preschool program evaluation comparison and literature review
    - Comparison of program and evaluation strategies
    - Comparison of assessment tools
    - Summary
- Comprehensive plan for ongoing quality assurance
- Comprehensive plan for process evaluation
- Comprehensive plan for impact evaluation
- Plan for implementing and evaluating the Family Child Care Pilot
- Four-year budget projection
- Timeline for reports
- Communications plan

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.

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).

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 competitive provider selection processes.
- Progress tracking and reporting through DEEL's data management team.

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.

DEEL has convened an interdepartmental team to provide advice and guidance in applying the use of the racial equity toolkit to SPP. This interdepartmental team has created a version of the City's racial equity toolkit specific to the concerns and issues within the City's early learning community. Use of this toolkit, as well as advice from the interdepartmental team, will be utilized regularly to influence SPP's policies, practices, and necessary course corrections.

The City actively seeks opportunities 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 and selection of minority and women-owned businesses.

Processes

Below are the processes through which Program Administration will occur. Additional information about them may be found in the Program Plan.

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.
- DEEL will create and manage an integrated enrollment and revenue collection system.

Contracting Processes

1. *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

2. *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)
        - Public Health – Seattle & King County
        - State of Washington

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

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 IV, in response to Resolution 31527, Section 5L).

Tuition Collection

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

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 consultant firm hired to develop evidence-based recommendations for a high-quality universal pre-K program for Seattle.

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

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.

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.

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

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 – Tests used until the 2014–15 school year in Washington State in grades 3-8 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 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 – An Early Achievers rating 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.

Seattle Preschool Program Plan ("Program Plan")– A companion document to this Implementation Plan that details procedures and processes and is subject to data-driven course corrections over the life of the Levy. It will be submitted as a separate Clerk File.

Segmentation Level – The 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 – 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.

Teaching Strategies GOLD® – 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 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: 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.

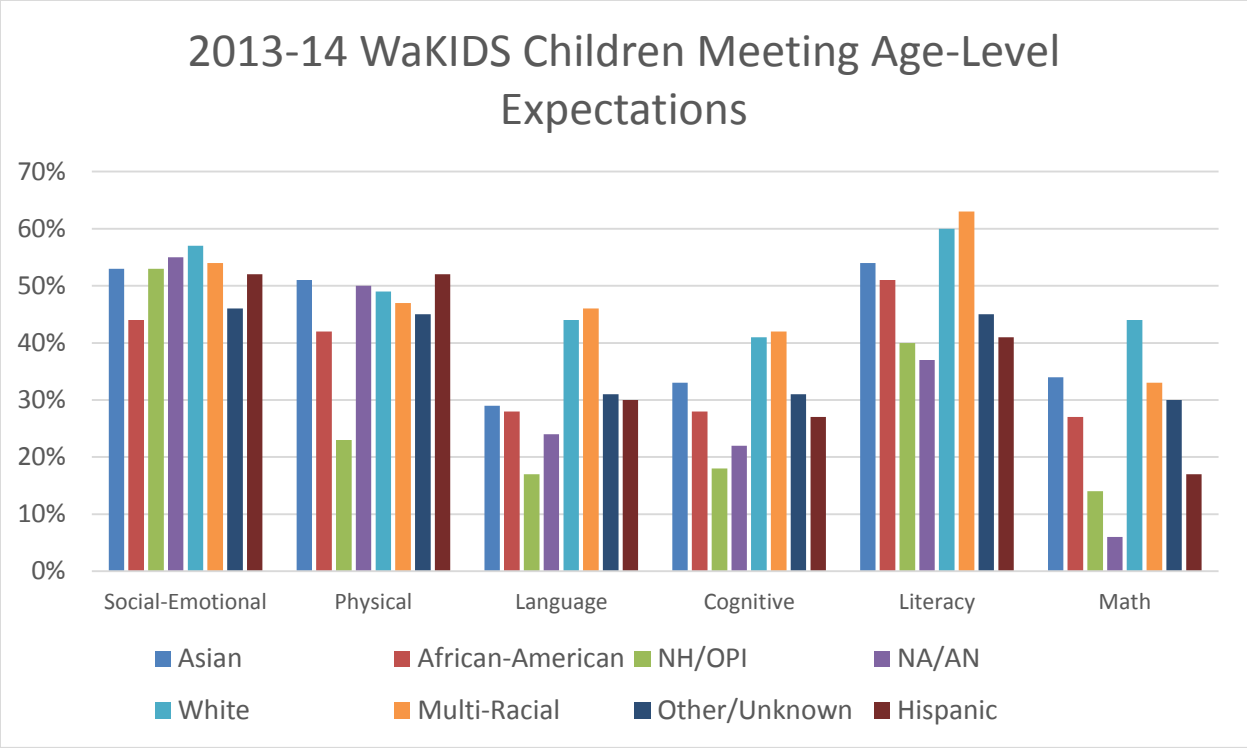
Seattle Public Schools WaKIDS (Fall 2013) Disaggregated by Race and Ethnicity

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%

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%**

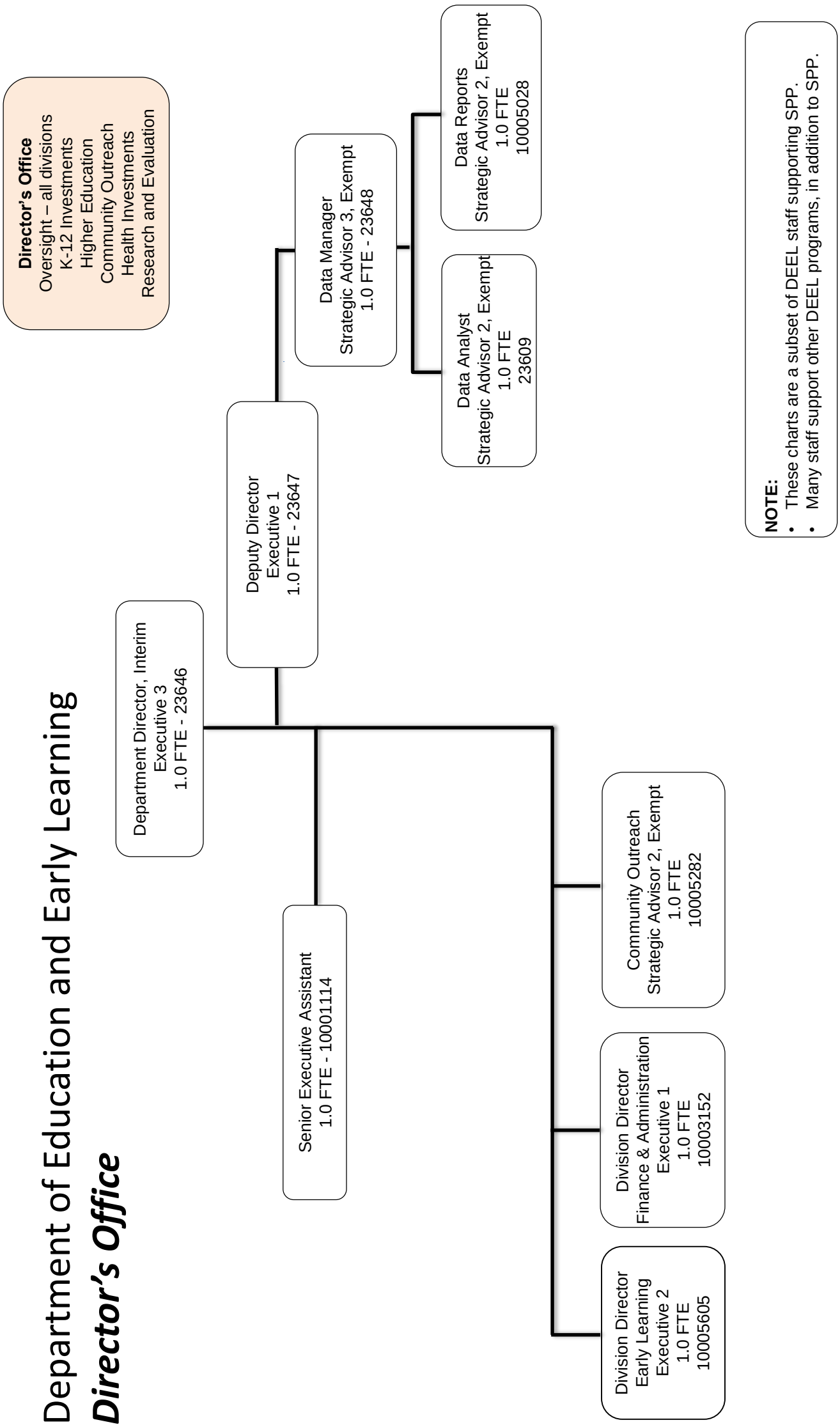
*The School Readiness program costs are partially funded by other agency revenues (i.e., Head Start, ECEAP, etc.).
**SPP collects parent tuition, on a sliding scale, which funds a portion of the total costs.

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%**

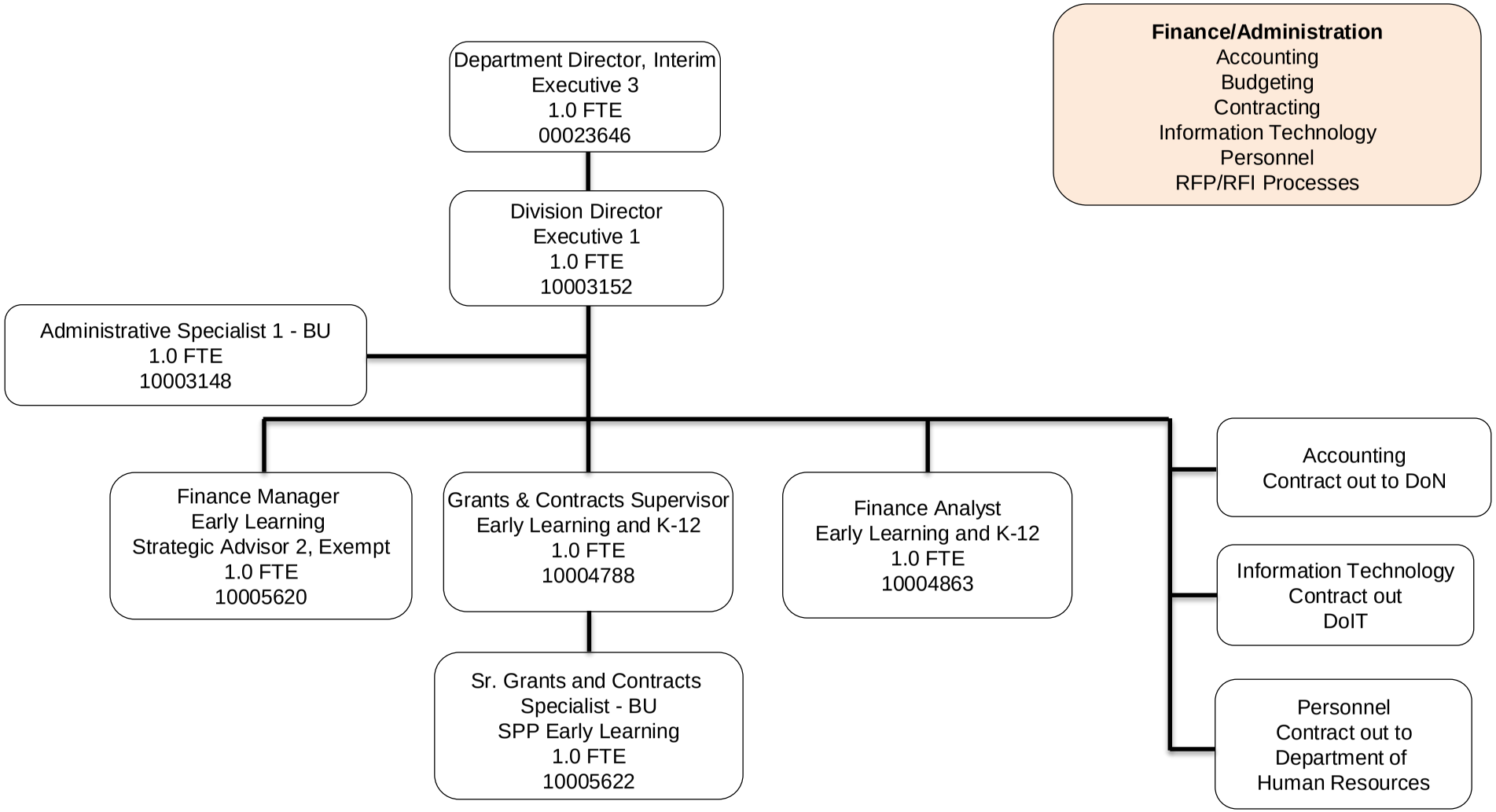
*The School Readiness program costs are partially funded by other agency revenues (i.e., Head Start, ECEAP, etc.).
**SPP collects parent tuition, on a sliding scale, which funds a portion of the total costs.

Department of Education and Early Learning
Director's Office



Department of Education and Early Learning

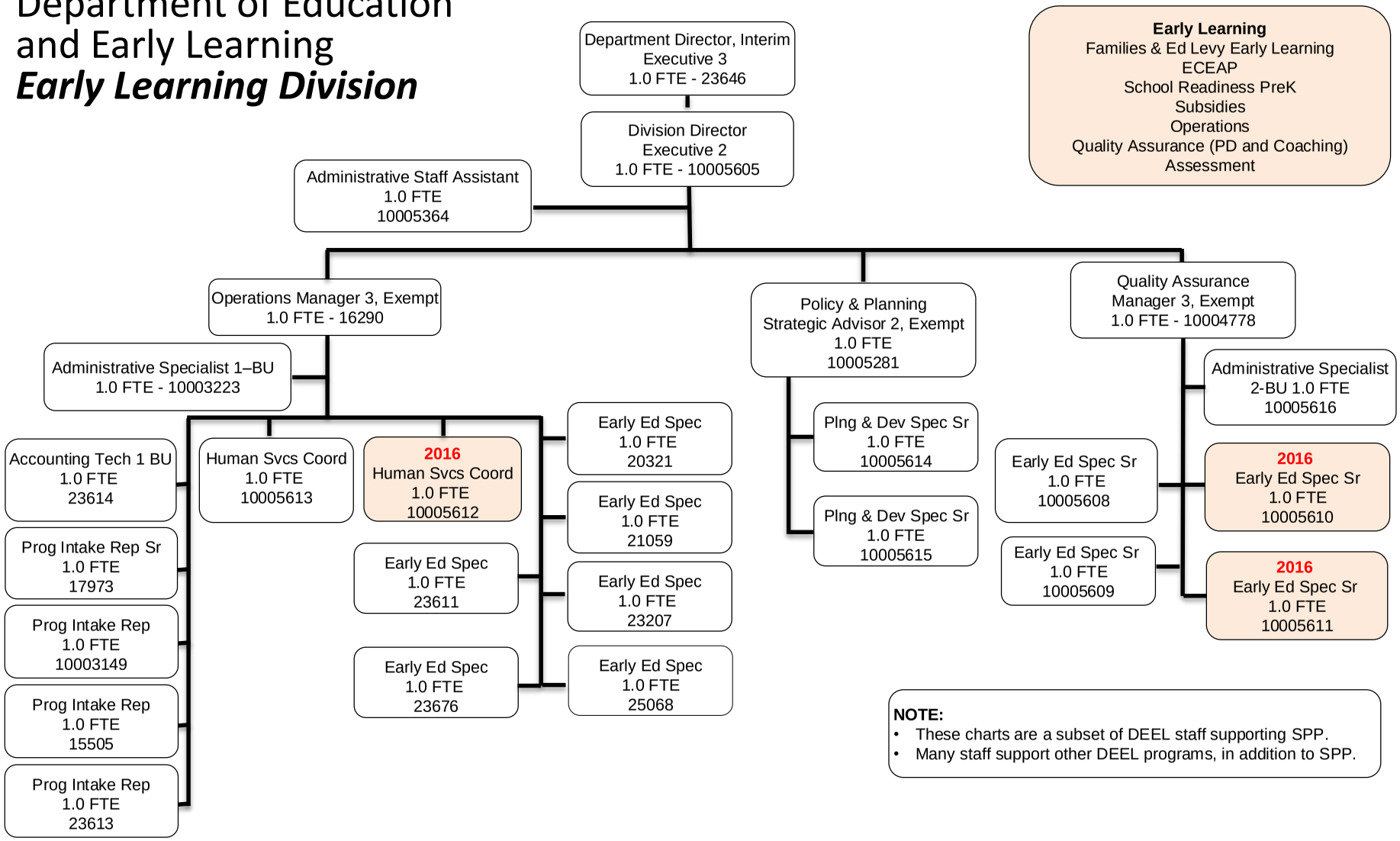
Finance & Administration Division



Finance/Administration
Accounting
Budgeting
Contracting
Information Technology
Personnel
RFP/RFI Processes

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] The Seattle Preschool Program Plan contains detailed processes and procedures and has been submitted as a Clerk File.

[ii] See the Program Plan appendices for more information.

[iii] For more information, see:
http://www.seattle.gov/Documents/Departments/RSJI/RacialEquityToolkit_FINAL_August2012.pdf

[iv] 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.

[v] Additional guidance for CLASS™ and ERS scores may be found in the program plan.

[vi] For more information on middle school attendance areas, see:
http://www.seattleschools.org/modules/cms/pages.phtml?pageid=197023

[vii] Barnett, W.S., Jung, K., Youn, M., & Frede, E. C. (2013). Abbott preschool program longitudinal effects study: Fifth grade follow up. National Institute for Early Education Research.

[viii] 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

[ix] NAEYC. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. Position Statement of the NAEYC.

[x] Brown, W.H., Odom, S.L., & McConnell, S.R. (2008). *Social competence of young children: Risk, disability, and intervention*. Baltimore: Brookes.

[xi] Pianta, R.C. (ed.), (2012). H*andbook of Early Childhood Education*, New York, NY: The Guilford Press.

[xii] Data received from Seattle Public Schools for Early Learning Mapping Project, 2012.

[xiii] Data received from Seattle Public Schools for Early Learning Mapping Project, 2012.

[xiv] See http://www.del.wa.gov/requirements/professional/core.aspx for more information.

[xv] More details about the Interagency Preschool Team may be found in the Program Plan.

[xvi] 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