

CITY OF SEATTLE
RESOLUTION 31478

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A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

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

WHEREAS, on June 17, 2013 the University of Washington's Institute for Learning and Brain Sciences (I-LABS) and national education expert Dr. Steven Barnett of the National Institute for Early Education Research at Rutgers University presented their research to the City Council and made the case for investing in high-quality preschool for all children; and

WHEREAS, several long-term evaluations, such as the High Scope Perry study, Abecedarian project, and the Chicago Child-Parent 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, proficiency in reading by 3rd grade is a key indicator of whether children will graduate from high school and the Seattle School District's most recent scorecard shows that approximately 25% of students are not proficient on the State's 3rd grade reading test and approximately 23% of our students do not graduate from high school, with significantly worse statistics for our African American, Hispanic, Native American, and immigrant youth; and

WHEREAS, high-quality preschool has been identified as a cost-effective means to address the achievement or opportunity gap by preparing students to be ready to learn at kindergarten and for the academic and behavioral expectations of K-12 education; and

1 WHEREAS, access to universal preschool is a step toward overcoming the city's gender wage
2 gap by making it easier for parents to hold jobs and attend school and will help to
overcome gender inequality in Seattle's workforce; and

3 WHEREAS, in an increasingly competitive global economy many Seattle area employers are
4 requiring applicants to have a high school diploma and a college degree and a 2010 study
5 estimates that 67 percent of jobs in Washington will require a college degree by 2018;
and

6 WHEREAS, the extensive research of economist and Nobel laureate Dr. James Heckman,
7 summarized in his 2013 book Giving Kids a Fair Chance, validates that investing in
8 children before kindergarten is much more cost-effective than spending tax dollars on
reactive interventions that attempt to address problems after they have taken root later in
life; and

9 WHEREAS, Washington State Senate Bill 6759, signed into law March 29, 2010, directed the
10 Office of the Superintendent of Public Instruction and the Department of Early Learning
11 to convene a technical working group that, after much study and deliberation, issued its
"Final Recommendations" in November 2011 calling for universal preschool for children
12 ages three and four; and

13 WHEREAS, BERK Consulting completed an updated "Community Needs Assessment" in May
14 2013 and a "Community Mapping Report" in June 2013 in an attempt to inventory the
15 early learning programs in Seattle funded by the local, state, and federal governments and
16 found an increase in the cost of childcare as well as a lack of coordination among the
different programs; and

17 WHEREAS, according to recent Census figures and the BERK Consulting reports, there are
18 approximately 13,000 three and four year olds residing in the City of Seattle, with
19 approximately 30% (4,000) in families earning less than 200% of the Federal Poverty
Level (\$47,100 is 200% FPL for a family of four in 2013), and with as many as half
(2,000) of those children not enrolled in any preschool program; and

20 WHEREAS, parents and other caregivers should have a wide range of high-quality preschool
21 options based on their personal values and priorities and should also have the freedom
22 and choice not to enroll their children in preschool; and

23 WHEREAS, children already enrolled in preschool and childcare are in programs that vary
24 greatly in terms of quality yet independent research demonstrates that only programs of
high quality produce long-lasting positive results and a significant return on investment;
25 and

1 WHEREAS, independent research has established that high-quality preschool typically includes
2 well-qualified teachers, a sufficient number of days and hours of classroom time for the
3 children, a sufficiently low student-to-teacher ratio, and an evidence-based curriculum
4 that supports the “whole child,” including play-based learning, development of social-
5 emotional skills, and meaningful engagement by parents/guardians; and

6 WHEREAS, the National Institute of Early Education Research (NIEER) and the State’s 2011
7 Early Learning Technical Working Group support preschool for all children rather than
8 programs *targeted* to low-income families because targeted programs fail to enroll not
9 only many low-income families due to confusion over eligibility requirements but also
10 children with risk factors, such as exposure to domestic violence, poor health, social-
11 emotional challenges, and limited English-speaking skills not necessarily tied to income;
12 and

13 WHEREAS, independent research demonstrates that a universal program that brings together
14 children from families of all income levels for high-quality preschool can benefit children
15 of all income levels by enhancing social-emotional skills that contribute toward a
16 stronger foundation for academic achievement; and

17 WHEREAS, funding sufficient for high-quality universal preschool from the federal government
18 or State government is highly unlikely due to current political divisions in the U.S.
19 Congress and the State legislature; and

20 WHEREAS, the City Council supports the goal of making voluntary, high-quality preschool
21 available and affordable to all of Seattle’s children and is initiating this work plan to
22 make significant progress toward this goal; NOW, THEREFORE

23 **BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE THAT:**

24 **Section 1. Endorsing Voluntary, High-Quality Preschool for All Three and Four Year**
25 **Old Children.** The City Council supports the goal of instituting a program to make voluntary
26 high-quality preschool available and affordable to all of Seattle’s three and four year old children
27 (the “Seattle Program” or the “Program”) and outlines a Work Plan in this Resolution to make
28 significant progress toward this goal.

For the purposes of this Resolution high-quality preschool incorporates evidence-based
practices consistent with the November 2011 “Final Recommendations” of the Washington State

1 Early Learning Technical Workgroup and the National Institute for Early Education Research
2 (NIEER) and typically includes well-qualified teachers, a sufficient number of days and hours of
3 classroom time for the children, a sufficiently low student-to-teacher ratio, and an evidence-
4 based curriculum that supports the “whole child,” including play-based learning, development of
5 social-emotional skills, and meaningful engagement by parents/guardians.

6 For the purposes of this Resolution, three and four year olds are those who have reached
7 their respective ages by August 31 (the cut-off date used by Seattle Public Schools) as well as
8 children who turn five after August 31 and are not enrolled in kindergarten.

9 **Section 2. Work Plan.** The Council requests that the City’s Office for Education (OFE)
10 implement the Work Plan outlined in this Resolution and report back to the Council Committee
11 that oversees education matters according to the timeframe and manner prescribed in this
12 Resolution.

13 **Section 3. Analysis of Enrollment Gap and Quality Gap.** Quantifying the precise number
14 of Seattle’s three and four year olds enrolled in high-quality preschool programs and determining
15 the amount of public subsidy already invested per child requires additional research due to the
16 fact that existing child care and early learning programs serve children of different ages, receive
17 multiple sources of funding, and have different program designs. The Council requests that OFE,
18 with the assistance of experienced consultant(s), present a “Gap Analysis” to the Council by
19 December 31, 2013 that answers the following questions:

- 20 A. How many three year olds and how many four year olds are enrolled in each child
21 care and preschool program in Seattle (privately funded or subsidized by the local,
22 state, or federal governments) and
23 B. How many three and four year olds are not enrolled in any formal child care or
24 preschool programs?

1 C. For subsections A and B above, the Gap Analysis should include demographic details
2 to the extent the data is available, such as family income, race, geographic location of
3 the families, and any other relevant factors that would be helpful in designing the
4 Program.

5 D. Based on input from parents/guardians including, but not limited to, surveys of
6 parents/guardians, what are the reasons their children do or do not attend preschool?
7 How many of those whose children do not currently attend preschool would likely
8 enroll their children if high-quality preschool were available and affordable?

9 E. What is the *average* total cost per child enrolled for *each* of the child care or
10 preschool programs that receive government subsidies?

11 **Section 4. A Voluntary, High-Quality Preschool Program for All Three and Four Year**
12 **Old Children in Seattle.** Because independent research demonstrates that a child's foundation for
13 academic success begins well before kindergarten, public programs serving children before
14 kindergarten should be focused on the most effective evidence-based practices for learning. To
15 provide all Seattle children with the best possible tools for long-term success, public policy
16 leaders should strive to close the preschool gaps in *both* enrollment and quality.

17 After the completion of the Gap Analysis (described in Section 3), the Council and OFE
18 will consult with experts in evidence-based early learning programs, current providers of early
19 learning programs and their representatives, the Seattle School District, and parents and
20 guardians to gather perspective and recommendations for the design and implementation of the
21 Seattle Program. The experts consulted should include, but not be limited to, an early learning
22 professional possessing practical experience with evidence-based programs designed for English
23 language learners as well as an academic researcher with extensive training and experience in
24 evaluation and assessment methods used for early learning programs.

1 The Council requests that OFE and, if OFE so chooses, with the assistance of
2 independent consultant(s) with early learning expertise, present to the Council by April 18, 2014
3 a single written action plan (“Action Plan”) with proposed parameters for a voluntary high-
4 quality preschool program open to all three and four year old children in Seattle that incorporates
5 evidence-based practices as articulated by the National Institute for Early Education Research
6 and the November 2011 “Final Recommendations” of the Washington State Early Learning
7 Technical Workgroup. The Action Plan will address and make recommendations related to the
8 following:

9 A. Coverage. Confirm the feasibility of funding a voluntary high-quality preschool
10 program in Seattle with the following “universal” coverage:

- 11 1. Free tuition and support for households earning 200% or less of the Federal
12 Poverty Level (200% FPL for a family of four in 2013 is \$47,100) and a
13 sliding scale of fees for households earning above 200% of the FPL (the
14 higher the household income, the higher the financial contribution from the
15 household) or a similar subsidy structure.
- 16 2. High-quality preschool for all four year olds in Seattle as the first phase and a
17 second phase of providing high-quality preschool to all three year olds.
- 18 3. The Program should include flexibility to implement the second phase more
19 quickly if significant non-City funding becomes available for programs
20 considered by the City to be high-quality. For example, if the federal
21 government or the state government provides sufficient resources for a high-
22 quality program serving all four year olds in Seattle, then Seattle’s Program
23 could shift automatically to serve three year olds.

24 B. Evidence-Based Practices for High-Quality. The quality standards of the Program
25 shall be consistent with the November 2011 “Final Recommendations” of the
26

1 Washington State Early Learning Technical Workgroup and the National Institute of
2 Early Education and Research (NIEER). The Action Plan shall include specific
3 recommended standards a service provider must meet and maintain in order to receive
4 funding that may become available through the Program, including:

- 5 1. Provider/Operator Eligibility.
- 6 2. Classroom Hours Per Day, Per Week, and Per Year.
- 7 3. Class Size.
- 8 4. Teacher/Child Ratio.
- 9 5. Teacher Qualifications, Credentials, and Compensation.
- 10 6. Ongoing Professional Development for Teachers.
- 11 7. Curricula that reflect evidence-based practices, which are likely to include
12 purposeful play-based learning and social-emotional development that lay a
13 lasting foundation for strong future academic and life achievement.
- 14 8. Family Engagement: Evidence-based strategies to support ongoing
15 meaningful engagement of parents/guardians in each child's education.
- 16 9. Health: Additional services from the Program to support child development
17 such as health screenings for vision, hearing, dental, immunizations, nutrition,
18 and mental health.
- 19 10. English Language Learners: It is important that the high-quality Program be
20 provided in a culturally appropriate manner, particularly for children whose
21 primary language is not English.
- 22 11. Additional Challenges: Additional services from the Program, such as home
23 visitation and other forms of support, should be considered for children facing
24 additional challenges such as those with developmental disabilities, household

1 income below the Federal Poverty Level as well as those who are homeless or
2 from immigrant or refugee families.

3
4 C. High Quality Average Cost Estimates

- 5 1. Recognizing that costs vary depending on many factors, such as barriers to
6 enrollment and socio-economic conditions, what is the estimated total
7 investment per child, on *average*, needed to provide high-quality preschool in
8 Seattle at a level sufficient to produce the positive, long-lasting outcomes as
9 determined in part by independent researchers such as those at the National
10 Institute for Early Education Research?
- 11 2. Based on input from the early learning provider community, what would they
12 need to improve access to high quality early learning?
- 13 3. For each of the existing programs noted in the Gap Analysis, what is the
14 estimated cost to raise the level of quality, to the extent practicable, to the
15 level of quality as determined in subsection (C)(1) above and what is the
16 estimated cost, considering any likely increases in the City's population, to
17 enroll the estimated number of un-enrolled three year olds and four year olds
18 in Seattle?

19 D. Process for Funding and Administration. The Council intends that:

- 20 1. OFE will award funding to service providers based on the quality and
21 effectiveness of the proposed preschool services, use of evidence-based
22 practices, the provider's ability to track and report outcome data, and
23 participation in Washington State's Early Achievers program. In measuring
24 outcomes, OFE will make appropriate adjustments for preschools that
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1 specialize in serving children with additional challenges, such as those
2 described in Subsections B(10) and B(11) above.

- 3 2. OFE will coordinate the funding and administration of the Seattle Program
4 and all other city programs with existing State and federal programs currently
5 serving three and four year olds in order to increase, where necessary, the
6 quality of those State- and federally-funded programs to the same quality level
7 of the Seattle Program.
- 8 3. OFE will be responsible for coordinating the Program with other local, state,
9 and federal early childhood programs and services as well as with the Seattle
10 Public Schools to ensure alignment and continuity of early childhood
11 experiences and successful transitions from infant and toddler programs into
12 preschool and into kindergarten, as well as data sharing and data system
13 integration, referrals for children and families with special needs, and
14 alignment of curriculum.
- 15 4. The Action Plan shall include other recommendations, as necessary, for the
16 funding and administration process.

17 E. Phase In. The Council intends that:

- 18 1. The Action Plan shall recommend how the Program will be phased in to allow
19 a reasonable amount of time to build capacity for providers and, if necessary,
20 to identify additional facilities throughout the City. This shall include
21 recommendations for how Program funds could be used to assist existing
22 providers in enhancing their delivery of early learning services to improve
23 child outcomes.
- 24 2. The Action Plan shall include recommendations for when the phasing would
25 be considered complete and the program deemed to have achieved the goal of
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1 offering voluntary high-quality preschool to all three and four year old
2 children.

3 3. The Action Plan shall include recommendations for how to prioritize children
4 on a waiting list for the Program.

5 4. The Action Plan shall include other recommendations for phasing in the
6 Program, but any new preschool not currently receiving government funding
7 will be required to meet the standards of the Program immediately upon
8 receiving funding.

9 F. Outcome Goals, Benchmarks, and Evaluation. The Council intends that the Action
10 Plan will also include recommendations related to:

- 11 1. Baseline data to be collected;
- 12 2. Long-term outcomes expected and the associated theory of change for
13 achieving those outcomes;
- 14 3. The indicators and benchmarks the providers and City will measure to ensure
15 positive results are being achieved.
- 16 4. A system to allow for feedback and improvement.
- 17 5. A specific and overarching evaluation strategy that incorporates evaluation at
18 the outset to ensure rigorous and credible evaluations that can be conducted to
19 assess both implementation and impact. Evaluations shall be conducted by
20 experienced and independent evaluators approved by the City Council which
21 will enable the Seattle Program to serve as an evidence-based, national model
22 that could lead to voluntary high-quality preschool programs in cities
23 throughout Washington State and the nation.
- 24 6. A plan for obtaining upfront and ongoing parent/guardian opinions and
25 perspective to provide OFE with input and feedback from families on the
26

1 quality and variety of early learning services offered by the Program so OFE
2 can make improvements, as needed.

3 **Section 5. Estimated Costs and Options for Funding.**

4 A. Cost Estimates. Based on the Program parameters recommended pursuant to this
5 Resolution, the Council requests the OFE to estimate the costs of the Program. The
6 Action Plan should assume sufficient funding for independent evaluations which,
7 when combined with the City's administration costs for the Program, does not exceed
8 15% of the total Program.

9 B. Funding Options. The Council requests that the OFE recommend to the Council
10 options for funding the Seattle Program, such as funding from the City's General
11 Fund, fees, a local property tax levy lid lift, and/or other innovative funding options,
12 including a calendar for implementing those options in a timely manner.

13
14 Adopted by the City Council the ____ day of _____, 2013, and
15 signed by me in open session in authentication of its adoption this ____ day
16 of _____, 2013.

17
18 _____
19 President _____ of the City Council

20 Filed by me this ____ day of _____, 2013.

21
22 (Seal)

23 _____
24 Monica Martinez Simmons, City Clerk

25 Attachment A: Key Sources of Information (for reference purposes only)

ATTACHMENT A

Key Sources of Information
for Preschool for All
for reference purposes only

(in alphabetical order by author's last name)

Barnett, W. S. "Long-Term Cognitive and Academic Effects of Early Childhood Education on Children in Poverty." *Preventive Medicine*, 27(2) (1998), 204-207.

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Barnett, W. S. "Early Care and Education in America: Why Pre-K For All is Sound Economic Policy." *Seattle City Council Briefing*. Presentation conducted from Seattle City Hall, Seattle, WA. June 17, 2013.

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Barnett, W.S. bio: <http://nieer.org/about/people/w-steven-barnett>.

Barnett, W.S., Jun Kwanghee, Youn, Min-Jong, & Frede, Ellen. "Abbott [New Jersey] Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up." National Institute for Early Education Research, Rutgers-The State University of New Jersey. 2013.

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<http://www.seattle.gov/council/attachments/Seattle%20Early%20Learning%20Mapping%20Report%20Revised%20Final%202013-0607%20BERK.pdf>

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National Institute for Early Education Research, Rutgers-The State University of New Jersey.
2007. <http://nieer.org/resources/research/EvaluationFiveStates.pdf>

FISCAL NOTE FOR NON-CAPITAL PROJECTS

Department:	Contact Person/Phone:	CBO Analyst/Phone:
Legislative	Alex Pedersen / 684-5341	n.a.

Legislation Title:

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

Summary of the Legislation:

The Resolution states the City Council support for the goal of making voluntary high-quality preschool available and affordable to all of Seattle's three and four year old children (the "Seattle Program" or the "Program") and outlines a Work Plan in this Resolution to make significant progress toward this goal.

Background:

(Include a brief description of the purpose and context of legislation and include record of previous legislation and funding history, if applicable.)

- On June 17, 2013 the University of Washington's Institute for Learning and Brain Sciences (I-LABS) and national education expert Dr. Steven Barnett of the National Institute for Early Education Research at Rutgers University presented their research to the City Council and made the case for investing in high-quality preschool for all children.
- Several long-term evaluations such as the High Scope Perry study, Abecedarian project, and the Chicago Child-Parent 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.
- 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.
- Funding sufficient for high-quality universal preschool from the federal government or State government is highly unlikely due to current political divisions in the U.S. Congress and the State legislature.
- Note: For the purposes of this Resolution, three and four year olds are those who have reached their respective ages by August 31 (the cut-off date used by Seattle Public Schools) and children who turn five after August 31 and are not enrolled in kindergarten.

Please check one of the following:

This legislation does not have any financial implications.*

(Please skip to "Other Implications" section at the end of the document and answer questions a-h. Earlier sections that are left blank should be deleted. Please delete the instructions provided in parentheses at the end of each question.)

* Please see additional information under Question (a) below.

This legislation has financial implications.

(If the legislation has direct fiscal impacts (e.g., appropriations, revenue, positions), fill out the relevant sections below. If the financial implications are indirect or longer-term, describe them in narrative in the "Other Implications" Section. Please delete the instructions provided in parentheses at the end of each title and question.)

* Please see additional information under Question (a) below.

Appropriations:

(This table should reflect appropriations that are a direct result of this legislation. In the event that the project/programs associated with this ordinance had, or will have, appropriations in other legislation please provide details in the Appropriation Notes section below. If the appropriation is not supported by revenue/reimbursements, please confirm that there is available fund balance to cover this appropriation in the note section.)

Fund Name and Number	Department	Budget Control Level*	2013 Appropriation	2014 Anticipated Appropriation
TOTAL				

*See budget book to obtain the appropriate Budget Control Level for your department.

Appropriations Notes: Not applicable.

Anticipated Revenue/Reimbursement Resulting from this Legislation:

(This table should reflect revenues/reimbursements that are a direct result of this legislation. In the event that the issues/projects associated with this ordinance/resolution have revenues or reimbursements that were, or will be, received because of previous or future legislation or budget actions, please provide details in the Notes section below the table.)

Fund Name and Number	Department	Revenue Source	2013 Revenue	2014 Revenue
TOTAL				

Revenue/Reimbursement Notes: Not applicable.

Total Regular Positions Created, Modified, or Abrogated through this Legislation, Including FTE Impact:

(This table should only reflect the actual number of positions affected by this legislation. In the event that positions have been, or will be, created as a result of other legislation, please provide details in the Notes section below the table.)

Position Title and Department	Position # for Existing Positions	Fund Name & #	PT/FT	2013 Positions	2013 FTE	2014 Positions*	2014 FTE*
TOTAL							

* 2014 positions and FTE are total 2014 position changes resulting from this legislation, not incremental changes. Therefore, under 2014, please be sure to include any continuing positions from 2013.

Position Notes:

Do positions sunset in the future? Not applicable.
 (If yes, identify sunset date)

Spending/Cash Flow:

(This table should be completed only in those cases where part or all of the funds authorized by this legislation will be spent in a different year than when they were appropriated (e.g., as in the case of certain grants and capital projects). Details surrounding spending that will occur in future years should be provided in the Notes section below the table.)

Fund Name & #	Department	Budget Control Level*	2013 Expenditures	2014 Anticipated Expenditures
TOTAL				

* See budget book to obtain the appropriate Budget Control Level for your department.

Spending/Cash Flow Notes: Not applicable.

Other Implications:

- a) **Does the legislation have indirect financial implications, or long-term implications?**
 (If yes, explain them here.)

Yes.

While the Resolution by itself requires no appropriations or new positions, the work plan is likely to lead a "gap analysis" report which could cost approximately \$25,000 to \$45,000 in consulting work. In addition, the work plan is likely to lead to the engagement of an expert consultant for 2014 to assist in designing a voluntary high-quality preschool program.

The Resolution also has the Council and OFE consulting experts to assist in suggesting options for funding voluntary high-quality preschool for 3 and 4 year old children in Seattle.

Independent research demonstrates that only programs of high quality produce long-lasting positive results and a significant return on investment. In his 2013 State of the Union Address, President Obama called for universal pre-school for four-year olds and said, "*Study after study shows that, the sooner a child begins learning, the better he or she does down the road...Every dollar we invest in high-quality early education can save more than seven dollars later on – by boosting graduation rates, reducing teen pregnancy, even reducing violent crime;*"

b) What is the financial cost of not implementing the legislation?

(Estimate the costs to the City of not implementing the legislation, including estimated costs to maintain or expand an existing facility or the cost avoidance due to replacement of an existing facility, potential conflicts with regulatory requirements, or other potential costs.)

Not applicable.

c) Does this legislation affect any departments besides the originating department?

(If so, please list the affected department(s), the nature of the impact (financial, operational, etc), and indicate which staff members in the other department(s) are aware of the proposed legislation.)

The City's Office for Education would facilitate the gathering and reporting of information requested by the Resolution. Some programs for children are administered by the City's Department of Human Services, which would also need to provide information on its programs.

d) What are the possible alternatives to the legislation that could achieve the same or similar objectives? (Include any potential alternatives to the proposed legislation, such as reducing fee-supported activities, identifying outside funding sources for fee-supported activities, etc.)

Not applicable.

e) Is a public hearing required for this legislation?

(If yes, what public hearing(s) have been held to date, and/or what public hearing(s) are planned for the future?)

No.

f) Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?

(For example, legislation related to sale of surplus property, condemnation, or certain capital projects with private partners may require publication of notice. If you aren't sure, please check with your lawyer. If publication of notice is required, describe any steps taken to comply with that requirement.)

No.

g) Does this legislation affect a piece of property?

(If yes, and if a map or other visual representation of the property is not already included as an exhibit or attachment to the legislation itself, then you must include a map and/or other visual representation of the property and its location as an attachment to the fiscal note. Place a note on the map attached to the fiscal note that indicates the map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.)

No.

h) Other Issues: None at this time.

List attachments to the fiscal note below: Attached to the Resolution is a list of some key sources used to inform the Resolution and is *for reference purposes only*.