



SPP Community Meeting – Provider Contracting and Enrollment

December 10, 2014, 3:00pm – 5:30pm

Key objectives

- Define contracting priorities
- Inform student enrollment system

Question 1, Part 1: Individually - Rank contract priorities and indicate reasoning on handout. **Part 2:** In Groups - What are your top 3 provider contracting priorities and why?

Question 2: Draw a picture of what an enrollment process would look like to select kids for a city subsidized preschool in the Seattle Preschool Program.

- What are the pros? What are the cons?

Question 1, Part 1: Contract Priorities – Individual Rankings

Please rank your contracting priorities from 1 to 8, with 1 being your highest priority and 8 being your lowest priority.

CONTRACTING PRIORITIES	INDIVIDUAL RANKING	AVERAGE	RANK BASED ON AVERAGE
Contracting with Seattle Public Schools will be a priority.	8, 8, 7, 4, 6, 5, 7, 2, 6, 8, 8, 7, 4, 8, 8, 8, 6, 6, 6, 8, 8, 8, 8, 6, 8, 8, 8	6.9	8
Capacity to provide more preschool classrooms for the program.	1, 3, 6, 5, 7, 2, 2, 1, 5, 6, 1, 5, 4, 3, 7, 5, 5, 7, 4, 5, 7, 6, 5, 4, 7, 2, 2, 4, 3, 7, 6	4.4	5
Make care available before and after preschool classroom hours, on holidays, and over the summer.	4, 4, 8, 2, 2, 3, 5, 3, 7, 4, 7, 2, 5, 5, 6, 3, 3, 2, 4, 5, 7, 2, 1, 2, 2, 5, 6, 3, 3, 3, 2	3.9	2
Provide dual language programs.	5, 2, 3, 3, 3, 4, 6, 1, 5, 3, 4, 3, 6, 3, 6, 3, 2, 3, 3, 8, 5, 7, 5, 4, 7, 4, 6, 2, 3	4.1	4

Tier 1 Notes: Provider Contracting and Enrollment

CONTRACTING PRIORITIES	INDIVIDUAL RANKING	AVERAGE	RANK BASED ON AVERAGE
Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.	3, 2, 8, 4, 8, 1, 0, 8, 8, 7, 7, 4, 1, 7, 4, 3, 1, 1, 3, 4, 4, 3, 6, 4, 5, 1, 1, 6, 4	4	3
Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.	2, 1, 1, 1, 1, 1, 3, 2, 4, 1, 2, 3, 2, 1, 1, 1, 2, 1, 1, 1, 1, 2, 2, 1, 2, 1, 1, 1, 1, 1, 1, 2, 2, 1, 1	1.5	1
Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).	7, 4, 7, 5, 7, 8, 6, 5, 6, 2, 2, 5, 2, 2, 6, 6, 7, 4, 5, 7, 6, 7, 2, 3, 8, 5, 5, 5	5.1	6
Have existing contracts with the City to provide school services.	6, 5, 6, 8, 6, 4, 3, 7, 4, 3, 6, 8, 8, 4, 7, 5, 8, 8, 4, 3, 3, 6, 3, 5, 7, 7, 4, 7	5.5	7

Question 1, Part 1: Contract Priorities – Individual Reasoning

Contracting with Seattle Public Schools will be a priority.	Capacity to provide more preschool classrooms for the program.	Make care available before and after preschool classroom hours, on holidays, and over the summer.	Provide dual language programs.	Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.	Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.	Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).	Have existing contracts with the City to provide school services.
<ul style="list-style-type: none"> ▪ Outside agency. ▪ Seems to stand separately not in competition with 	<ul style="list-style-type: none"> ▪ Expansion of access when providers creates and nets 	<ul style="list-style-type: none"> ▪ Flexibility serves families. ▪ Low income families typically 	<ul style="list-style-type: none"> ▪ Diversity. ▪ Good for overall brain development. 	<ul style="list-style-type: none"> ▪ Important to incentivize program improvement. ▪ Quality matters and 	<ul style="list-style-type: none"> ▪ Prioritization of unserved communities with LEAN 	<ul style="list-style-type: none"> ▪ Implementation year – programs with experience and intensive 	<ul style="list-style-type: none"> ▪ City program. ▪ These programs are already familiar with

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<p>Contracting with Seattle Public Schools will be a priority.</p>	<p>Capacity to provide more preschool classrooms for the program.</p>	<p>Make care available before and after preschool classroom hours, on holidays, and over the summer.</p>	<p>Provide dual language programs.</p>	<p>Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.</p>	<p>Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.</p>	<p>Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).</p>	<p>Have existing contracts with the City to provide school services.</p>
<ul style="list-style-type: none"> ▪ other priorities. ▪ Should not be a priority given the current facility space issues and increasing kindergarten enrollment projections. ▪ Long-term sustainability. ▪ There are many community based partners that have already done the work! Talk to them! ▪ Public school is a mess in Seattle. 	<ul style="list-style-type: none"> ▪ profits. ▪ Capacity, facilities and space are in short supply now. ▪ Cost effective shared resources across classrooms. ▪ More efficient = more \$ for more PreK. ▪ Logistics. ▪ Only if this space is not being used by existing businesses or programs. There is very little real 	<ul style="list-style-type: none"> do not have paid time off and need care when schools are closed. ▪ This helps more families who need to work and minimizes transitions from program to program. ▪ Families work and need continuity of care in one location to reduce need for transportation. ▪ Good for families. ▪ This will attract more working 	<ul style="list-style-type: none"> ▪ Increased cognitive functioning and achievement for all children who are taught in dual lang. programs. ▪ Dual lang. benefits are incredible. ▪ Good for executive function and cultural competency. ▪ This is important for the diverse Seattle communities. However, not all programs are dual language and have 	<ul style="list-style-type: none"> this aligns with statewide efforts. ▪ Quality matters – especially teacher/child interactions in achieving child outcomes. ▪ Quality matters! ▪ Quality 1st. ▪ What about the PPQA? That is the assessment used to certify HS teachers. Quality enhances equity. ▪ Recognizing quality importance in teacher/child interactions. 	<ul style="list-style-type: none"> financial flexibility. ▪ Addressing achievement gap most directly. ▪ Research shows that high quality programs have the highest impacts on this population. ▪ To address equity and opportunity gap and to ensure all children are served. ▪ Need. ▪ This is important but only if the 	<ul style="list-style-type: none"> assessment. ▪ This is coupled with priority #1 (located in areas with lowest academic achievement). ▪ Leverage additional \$ and alignment. ▪ Already have funding. ▪ Improving quality where there is need. ▪ This is important for low-income families and communities to gain access to 	<ul style="list-style-type: none"> contracting and performance requirements. ▪ Stability and equity for all children/families currently served by City of Seattle. ▪ Partners. ▪ This is important because the City of Seattle has devoted time and energy to prepare existing programs through ELA, CLASS and ECERS assessments and

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<p>We should be striving to focus on quality early learning and then informing SPS, not the other way around.</p> <ul style="list-style-type: none"> Eliminates private sector or CBO's in the process. Especially those currently in space. Limits the reach in the community. Potential transportation/l 	<p>estate.</p> <ul style="list-style-type: none"> This is a pilot program. It's implementation should be slow and thoughtful. Capacity to grow is important but providers need to be assessed not only on current # of classrooms but also on likely capability to manage even more. But should not displace existing programs in 	<p>families and more diverse populations of families. Cohesive programming.</p> <ul style="list-style-type: none"> Family support. Provide opportunity for working families beyond the school day. Most families require care for their children beyond a school day schedule due to work, school, etc. To increase slots and better support 	<p>the resources. How would this increase access to training on dual language programming?</p> <ul style="list-style-type: none"> Access or opportunity to learn more skills such as dual language. Growing multi-lingual comm's. Support the high level of different home language. Probably? Or does this just mean sensitivity to ELL children. 	<ul style="list-style-type: none"> Allows measurement of quality across programs and providers. Provide high quality to children in the program by proven processes. Usually ongoing, but observations are one time snapshots. Professional dev. Opportunities and financial support. Ensured quality environments and teacher/child interactions. We need to know 	<p>access is quality. If poor communities are given poor quality we are making no difference. Providing equitable access is not just about placing more preschools but about enhancing existing programs to provide better care and education. However, CLASS and ECERS aren't</p>	<p>high quality care.</p> <ul style="list-style-type: none"> Limited access based on income. Tend to already serve communities targeted by this initiative and the research. To help align with current enrollment priority schedule and contracting. Seems the culture of these organizations are aligned with 	<p>training. Existing programs also have created recruitment/enrollment systems to enroll diverse populations of students – already have partnered. This is a double edge sword because the community and the providers are the experts and we want to make decisions w/in our field.</p> <ul style="list-style-type: none"> Proven ability to

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<p>ocation barriers to family. Zones change constantly.</p> <ul style="list-style-type: none"> ▪ Not sure about this! ▪ Better chance of greater diversity. ▪ Conflicted – seems like this is important for transition into the bigger system. ▪ NO, SPS does not have space. Currently 6700 students in portables. ▪ If this means 	<p>order to grow.</p> <ul style="list-style-type: none"> ▪ There is higher need than what is available. ▪ The need to serve and expand to 3 yr. olds would make this necessary. But to grow for the sake of growth doesn't mean quality. ▪ Serve more children. ▪ Seems obvious that they need to be able to actually provide the space! 	<p>families with multiple children.</p> <ul style="list-style-type: none"> ▪ Seems crucial for the families we are looking to target. ▪ Family friendly, this seems imp. To support working families. ▪ For working parents. ▪ Could be the 1st per community assessment. ▪ Working family priority. ▪ Especially important for enrollment of 	<ul style="list-style-type: none"> ▪ Research says; many immigrant and refugee children who come from homes where English is not used are more likely not entering kindergarten ready. Important to preserve home language and culture while teaching new language about culture. ▪ May ensure economic diversity. Advancing equity 	<p>how people will be supported to reach these levels.</p> <ul style="list-style-type: none"> ▪ Quality should be highest priority to reach goals for achievement. ▪ Need quality! ▪ Expulsion means high quality is needed. ▪ Don't care. Diversity of providers. ▪ Capacity and quality attached to DEL and licensing. ▪ The system is somewhat flawed: a single score should not be a basis. Need 	<p>necessarily the most culturally competent tools. Take that into consideration when judging but QUALITY IS VERY important.</p> <ul style="list-style-type: none"> ▪ Supporting children at risk and creating equity w/in classrooms. ▪ Transportation can be a prohibitive challenge to participation. ▪ Providing opportunity for 	<p>goals.</p> <ul style="list-style-type: none"> ▪ Lower ranking b/c I worry we're just "converting" kids. ▪ Need to diversify providers. Need to perfect this system. ▪ Capacity and quality. Systems and infrastructures. ▪ I'm not sure these are the best programs. ▪ These programs already exist with funding. We should enroll 	<p>partner and provide quality care.</p> <ul style="list-style-type: none"> ▪ Have demonstrated ability to meet requirements and deliver outcomes. ▪ Proven system that works. ▪ Already established relationships with programs and the city. More opportunity for family/center based programs.

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<p>only SPS then 8. If this means community based org. that lease space from SPS then 5.</p> <ul style="list-style-type: none"> ▪ SPS does not seem to be a bastion of equity and quality. ▪ Don't think they can do a good job. Don't care. ▪ Continuity of leaning P-3 systems. ▪ Since it is only full time but no summer care, working with SPS 	<ul style="list-style-type: none"> ▪ Can grow over time. ▪ Easier for start-up. Not sure how high quality they are. ▪ Facilities important. ▪ Scaling up. ▪ Increased need = need more programs. ▪ Is there construction funding? ▪ Need to ensure quality of program first. ▪ Capacity is needed in order 	<p>diverse and low income working families.</p> <ul style="list-style-type: none"> ▪ Families with priority in this case need care during these times. ▪ Will this be mandated or up to each program? ▪ All day preschool (6 hrs.) is sufficient. ▪ Cut cost of transportation to/from child care centers. ▪ Families need care 24 hours of each day based on work 	<p>and access.</p> <ul style="list-style-type: none"> ▪ Most in need for early education. ▪ See #1: Continuity of leaning P-3 systems. ▪ Just like mixed income classrooms benefit children – I have to believe this can only benefit children too. ▪ Early childhood is the sensitive period for language but there are other priorities for curriculum to consider. 	<p>a rating – but not ECERS.</p> <ul style="list-style-type: none"> ▪ These are not appropriate ratings of quality and do not leave any room for center's philosophy. ▪ Lots of money has been spent in E.A. may as well use what works, has already been done. ▪ Not all current providers use this scoring system so it would not be possible for all high quality programs to qualify. 	<p>those that may not have the opportunity on their own.</p> <ul style="list-style-type: none"> ▪ Highest level of impact based on research. ▪ Create racial equity. ▪ Does this reflect the needs as a priority. How do we define the need? ▪ Need to reach those in greatest need and location is likely to impact participation. 	<p>children not enrolled!</p> <ul style="list-style-type: none"> ▪ Head Start/ECEAP have federal standards (in addition to city) that may cause additional challenges. ▪ Related to closing the opportunity gap. ▪ Experience to implement tied to opportunity gap. ▪ Providers who are serving priority 	<p>Worked to dev. programs. Who's excluded? Inconsistency of the district communities – why tie selves to them? Concern about the pilot used to grow programs w/o letting it run HS course to see areas for change, growth, support, etc.</p> <ul style="list-style-type: none"> ▪ Helps with continuity. ▪ Maybe have track record?

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<p>will help these families find care on holidays, summer, etc.</p> <ul style="list-style-type: none"> ▪ SPS has a need for this funding, but what will the allocation be? ▪ Are there empty classrooms? ▪ SPS is not currently “serving” their special ED program in the best way possible. ▪ Limited space. Differences/challenges with 	<p>for preschool program to be successful.</p> <ul style="list-style-type: none"> ▪ Need space to offer preschool program. ▪ Might lower costs but how much does it benefit kids? 	<p>schedules and family obligations.</p> <ul style="list-style-type: none"> ▪ Helpful for families, but also other options. ▪ Important for families who have members working several jobs or jobs w/o PTO for closures. 	<ul style="list-style-type: none"> ▪ As long as languages are relevant to children involved. ▪ No ASL/English bilingual preschool in Seattle. ▪ Large populations of students need additional support. ▪ Access to English language learners, immigrant children and families. ▪ If supports student learning with language barriers this is helpful. 	<ul style="list-style-type: none"> ▪ Valuable to have peers. ▪ Quality of instruction is most important. ▪ Ensure quality classroom experiences. 	<ul style="list-style-type: none"> ▪ Of the 4 I would prioritize academic achievement and low income, but not ELL or kindergarteners. ▪ The purpose is to eliminate disparity in opportunity and achievement gap across the City of Seattle. ▪ Advancing equity is crucial. ▪ Most in need. ▪ Need and equity. ▪ Evidence shows they need it the 	<p>populations.</p>	<ul style="list-style-type: none"> ▪ Would be easier for start-up but, not sure how crucial it is...where are these providers? Are they performing? ▪ No opinion. Diversify providers away from city. ▪ Capacity and quality. Systems and infrastructures. ▪ Wouldn't it be great if we could even more kids get quality ed.?

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<p>standards, pay for teachers.</p> <ul style="list-style-type: none"> ▪ Alignment with SPS will help transitions. ▪ Not sure what this means practically. 			<ul style="list-style-type: none"> ▪ Both good for kids and helps draw more cultural diversity. 		<p>most.</p> <ul style="list-style-type: none"> ▪ Most clearly advances racial equity, especially during ramp up of program. ▪ Schools need to be located where the need is. ▪ If we want economic diverse classrooms – some will need to be in mixed income comm. ▪ We are central Seattle with high 		<p>So open it up to new programs and new children. If families are already helped, perhaps they stay where they are served.</p> <ul style="list-style-type: none"> ▪ ? ▪ This may streamline some of the process. ▪ More cohesion between provider and city. ▪ Programs with or w/out current contracts with

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					<p>concentration of homeless and low income/MAAP data.</p> <ul style="list-style-type: none"> ▪ Concentrations of items of most importance. ▪ Greater boost to children with higher support needs for success. ▪ If plan is close the opportunity gap. ▪ Equal opportunity and support for greatest need. 		<p>the city should be able to participate.</p> <ul style="list-style-type: none"> ▪ Not sure how this benefits kids. ▪ Have already gone through a rigorous process to provide services.

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					<ul style="list-style-type: none"> ▪ Important to serve these populations to create equity. ▪ Targeted approach to reach families and children who are traditionally marginalized. 		

Tier 1 Notes: Provider Contracting and Enrollment

Question 1, Part 2: Group Rankings - What are your top 3 provider contracting priorities and why?

Please rank your contracting priorities from 1 to 3, with 1 being your highest priority and 3 being your 3rd-highest priority.

CONTRACTING PRIORITIES	GROUP RANKING	AVERAGE	RANK BASED ON AVERAGE
Contracting with Seattle Public Schools will be a priority.			
Capacity to provide more preschool classrooms for the program.	2, 2, 1, 4	2.25	3
Make care available before and after preschool classroom hours, on holidays, and over the summer.	3, 3, 3, 3	3	5 (tied)
Provide dual language programs.	3, 2, 2, 3	2.5	4
Have higher ratings in Early Achievers and higher scores in CLASS AND ECERS-R.	3	3	
Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English language learners, and incoming kindergarteners.	1, 1, 1, 1, 1, 1, 2	1.14	1
Provide preschool services through Head Start or ECEAP (Early Childhood Education and Assistance Program).	2	2	2
Have existing contracts with the City to provide school services.	3	3	5 (tied)

Question 1, Part 2: Group Ranking Comments - What are your top 3 provider contracting priorities and why?

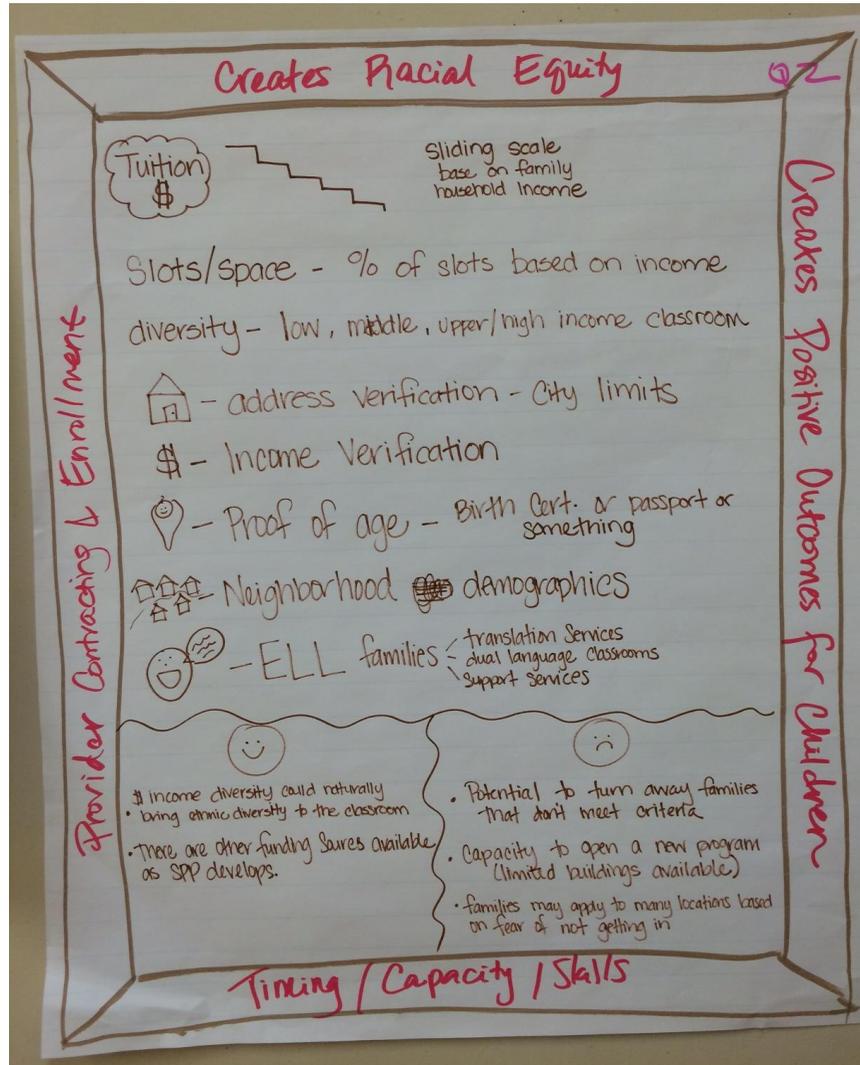
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Question 1	<p>1. Are located in areas with lowest academic achievement...with consideration for whether or not there are already programs (i.e., don't oversaturate).</p> <p>2. Capacity to provide more P.S. classrooms.</p> <p>3. Dual language.</p>	<p>1. Are located in areas with the lowest academic achievement, as well as those with high concentrations of low-income households, English Language Learners, and incoming kindergarteners. - More support to children and families to be successful due to lack of resources. - Preparing children for entrance into kindergarten.</p> <p>2. Provide dual language programs. - Large populations of ELL children; high need. - Currently there are not enough DL programs. - Promotes diversity</p>	<p>1. Located in areas of lowest academic achievement, low-income, English language learners and incoming K.</p> <p>2. Dual language</p> <p>3. Before/After care/Summer/holidays</p> <p>*We feel there needs to be a rating scale but unsure that EA/CLASS/ECERS is the way.</p>	<p>1. Located of lowest... - The SPP is high quality based on all of the components in the plan. Making access available to families that may not normally have access.</p> <p>2. Make care available... - Needs to be inclusive of working families, single parent homes, or/and families that need more access or support around dev.</p> <p>3. Have existing contract with city... - Proven system that works. Programs demonstrate that ability to meet contract requirements. Already have relationship. - There are a lot of programs out there that are providing great access that don't have</p>	<p>1. Are located in areas with the lowest academic achievement, as well as those with high concentrations of low income households, English language learners, and incoming kindergarteners.</p> <p>2. Capacity to provide more preschool classrooms for the program.</p> <p>3. Make care available before and after preschool classroom hours, on holidays, and over the summer.</p> <p>3. (Tied) Provide Dual Language programs. (Immersion vs. other language support?)</p>	<p>1. Areas with lowest academic achievement, etc. - Supports/serves those populations to create equity.</p> <p>2. Provide preschool services through Head Start or ECEAP. - Built in quality – goes back to goal to close the opportunity gap. - Brings additional funding – leverages funding. - This is already tied to SPS and the City providing services. - Creates capacity to provide more preschool classrooms for the program.</p> <p>3. Make care available before and after classroom hours, on holidays, and over the</p>	<p>1. Capacity</p> <p>2. Serve the greatest need.</p> <p>3. Higher class and ECERS-R ratings.</p>

Tier 1 Notes: Provider Contracting and Enrollment

		<p>and equity. - Includes special populations – i.e., deaf and hard of hearing.</p> <p>3. Make care available before and after preschool classroom hours, on holidays, and over the summer. - Accommodate families with working parents who need additional childcare support.</p> <p>4. Capacity to provide more preschool classrooms for the program. - High need for classroom space. - Ability to manage and administrate Seattle Preschool.</p>		<p>connection with city.</p> <p>Side notes (in regards to rating quality)- What about the PPQA, which is how teachers are assessed for High Scope? CLASS and ECERS are great tools too!</p>		<p>summer. - Because of the communities we are targeting parents of low income do not have paid time off, work various hours during holidays, evenings, etc.</p>	
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Question 2- Draw a picture of what an enrollment process would look like to select kids for a city subsidized preschool in the Seattle Preschool Program.

Group 1



Group 1 - Notes

- Tuition \$ - Sliding scale base on family household income.
- Slots/space – low, middle, upper/high income classroom.
- Address verification – city limits.
- Income verification.
- Proof of age – birth certificate or passport or something.
- Neighborhood demographics.
- ELL families – translation services, dual language classrooms, support services

Pros:

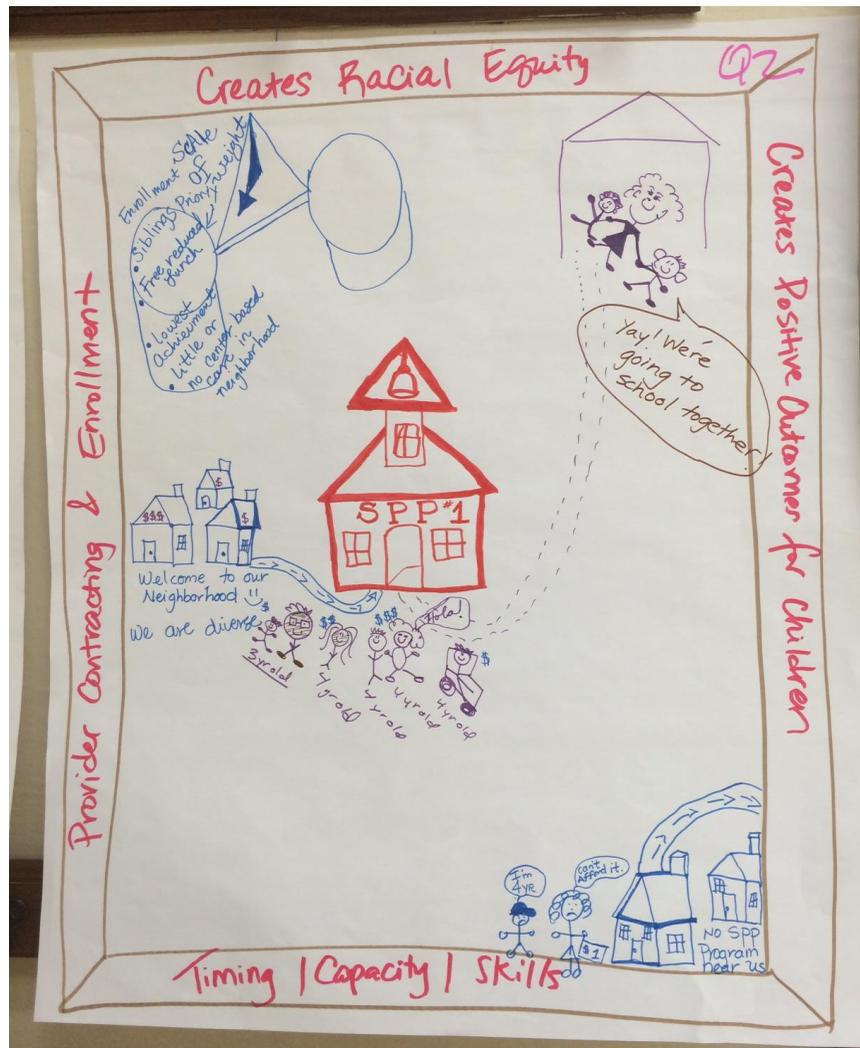
- Income diversity could naturally bring ethnic diversity to the classroom.
- There are other funding sources available as SPP develops.

Cons:

- Potential to turn away families that don't meet criteria.
- Capacity to open a new program (limited buildings available).
- Families may apply to many locations based on fear of not getting in.

Question 2- Draw a picture of what an enrollment process would look like to select kids for a city subsidized preschool in the Seattle Preschool Program.

Group 2

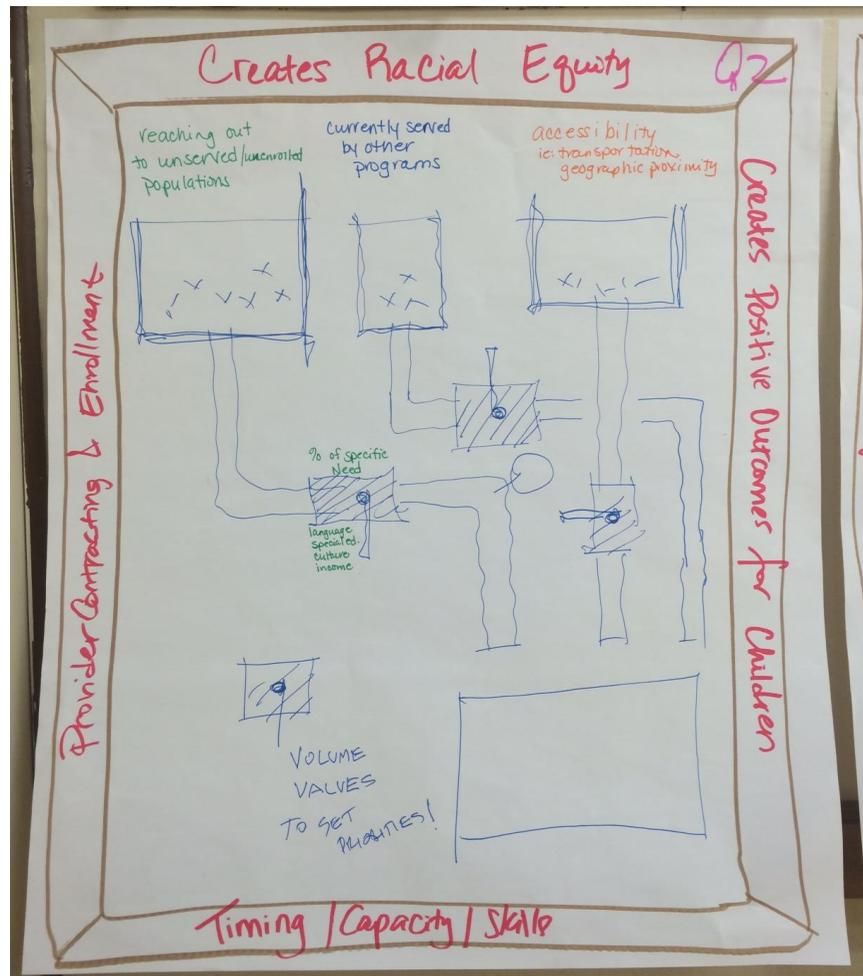


Group 2 - Notes

- Enrollment scale of weight.
 - Siblings
 - Free reduced lunch
 - Lowest achievement
 - Little or no center based care in neighborhood
- Welcome to our neighborhood. We are diverse.
- Yay! We're going to school together!
- No SPP program near us: "I'm 4 yr" "Can't afford it"

Question 2- Draw a picture of what an enrollment process would look like to select kids for a city subsidized preschool in the Seattle Preschool Program.

Group 3



Group 3 - Notes

- Reaching out to unserved/unenrolled populations
 - % of specific need.
 - Language
 - Special ed
 - Culture
 - Income
- Currently served by other programs.
- Accessibility i.e., transportation, geographic proximity.
- Volume valves to set priorities!

Question 2- Draw a picture of what an enrollment process would look like to select kids for a city subsidized preschool in the Seattle Preschool Program.

Group 4

Group 4 - Notes

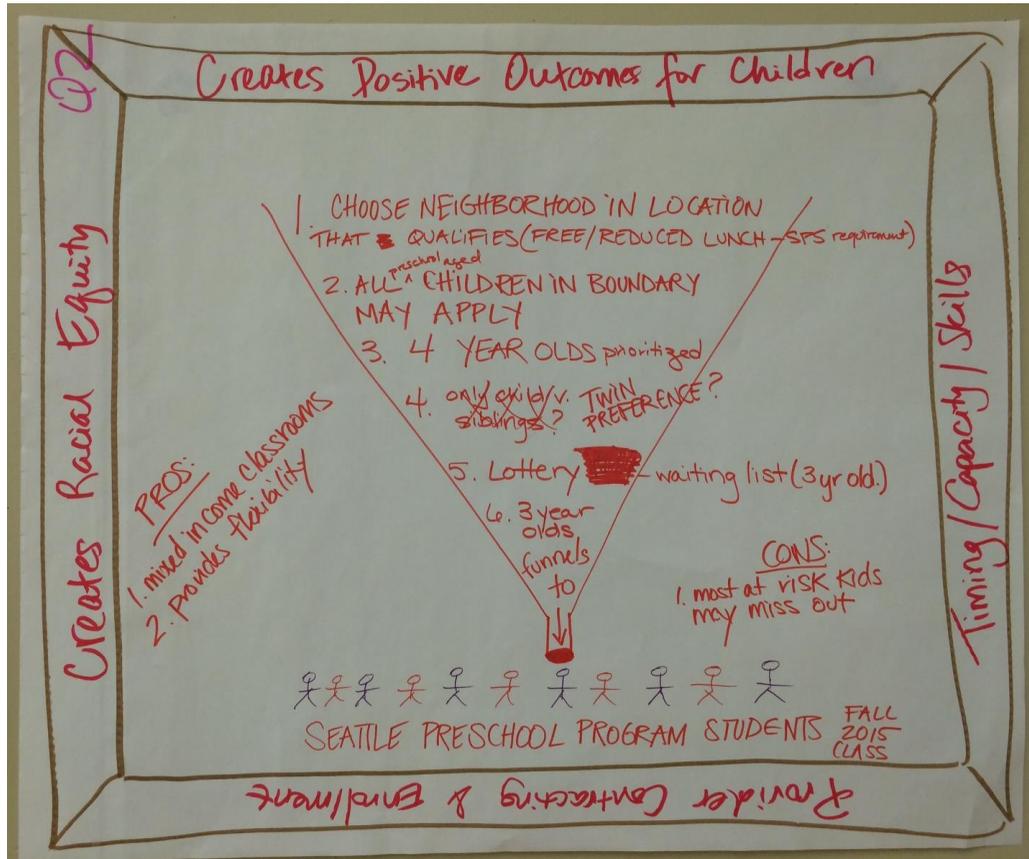
1. Choose neighborhood in location that qualifies (free/reduced lunch- SPS requirement)
2. All preschool aged children in boundary may apply.
3. 4 year olds prioritized.
4. Twin preference?
5. Lottery – waiting list (3 yr old).
6. 3 year olds funnels to Seattle Preschool Program Students Fall 2015 Class.

Pros:

- Mixed income classrooms.
- Provides flexibility.

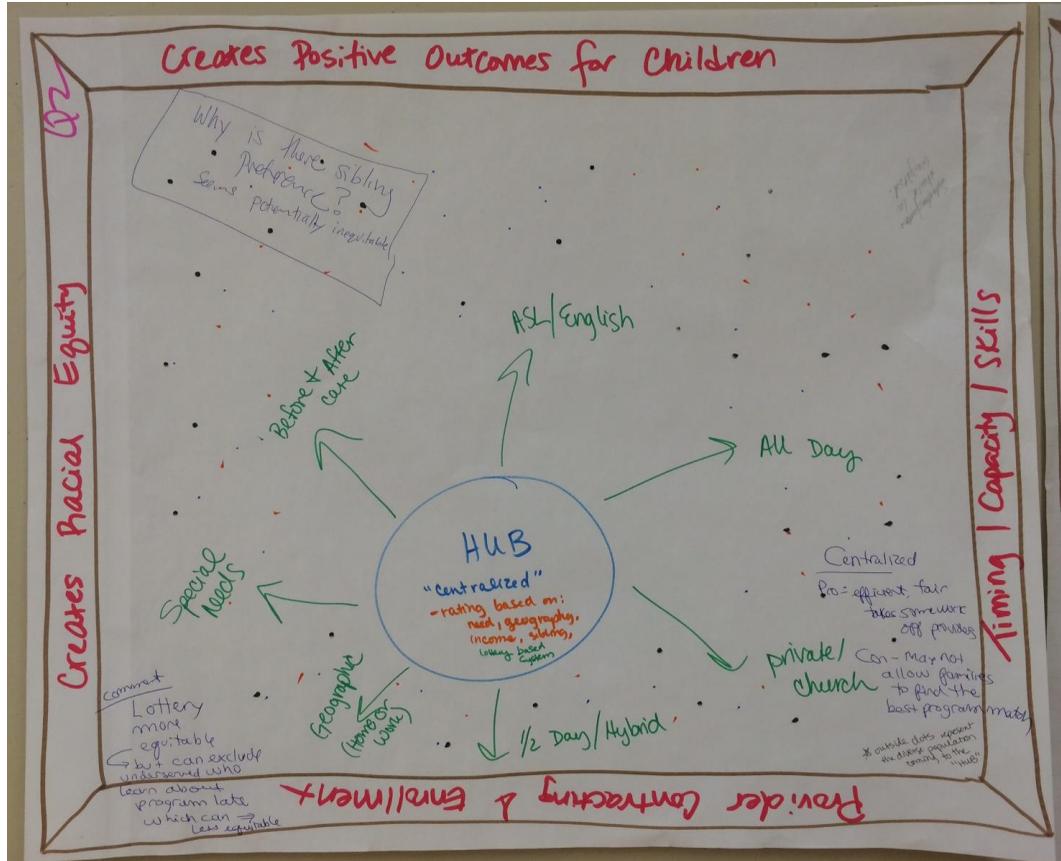
Cons:

- Most at risk kids may miss out.



Question 2- Draw a picture of what an enrollment process would look like to select kids for a city subsidized preschool in the Seattle Preschool Program.

Group 5



Group 5 - Notes

- HUB “centralized” – rating scale based on: need, geography, income, sibling, lottery based system.
- The following dots represent the diverse population coming to the “Hub”:

 - ASL/English
 - All Day
 - Private/Church
 - ½ Day/Hybrid
 - Geographic (Home or Work)
 - Special Needs
 - Before and After care

Pros:
Efficient, fair, takes some work off providers.

Cons:
May not allow families to find the best program match.

Question:
Why is there sibling preference? Seems potentially inequitable.

Comment:
▪ Lottery more equitable but can exclude underserved who learn about program late which = less equitable.

Tier 1 Notes: Provider Contracting and Enrollment

Bike Rack	<ul style="list-style-type: none">• Including school-age providers in planning.• Can a program be sufficiently funded by the Seattle Preschool and DSHS funds with/without any ECEAP or Head Start funds?• Will the Seattle Office of Education provide current data on areas of lowest academic achievement in 3rd grade reading and 4th grade math and concentrations of low income households?• Can we get clarification on how “high concentration of low income” is determined?• Since this is the last meeting – could you give a little info on advisory committees? How to join – where to find more info? Thx• Why was there no deep research about effective enrollment?• I want to talk about looking at how many factors are at play – not by ranking order!• This meeting has not allowed enough time to collaborate with all our excellent minds!• Is there any consideration of kids with special needs, inclusion.• Will there be only full day programs, half day programs, or both?• Preserving and respecting school-age program space (K-12 afterschool and summer).• Regarding the leg guidelines/what does higher levels in ECERS/CLASS mean?• Regarding the leg guidelines: Qs” 1. Do you as a program have to meet every component?• What is meant by: Contracting with SPS will be priority? Is this more delineated or defined in the legislation?• Coordinating with State Dept of Early Learning to avoid duplicative requirements.• Who will decide on the composition of the classrooms?• What priority will special education students have?• What percentage will be new families and which will be “converted” from other funding streams?• Does dual language refer to specific language or addressing ELL in general?• How seriously is the city considering including FCC providers in the program in the future?
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