

## Families and Education Levy Oversight Committee

### AGENDA

Tuesday, March 11, 2014

4:00 – 5:30 p.m.

7<sup>th</sup> Floor, City Hall

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from January 14, 2013	Tim Burgess
Review Agenda	Holly Miller
Seattle Channel shows, Road Map Award for SEEC	Sid Sidorowicz
Middle School Funding Update	Kathryn Aisenberg
Preschool for All Update	Erica Johnson
Preschool for All East Coast trip	Tim Burgess, Holly Miller Lucy Gaskill-Gaddis, Greg Wong
Race to the Top Update	Jessica de Barros
Thank You and Adjourn	Tim Burgess, All

### Attachments

Draft Minutes from 1/14/13

Preschool for All: One Pager, Outreach Plan, Benefits of Preschool, Master Calendar

Race to the Top: List of High Need Schools, Regional 2016 goals

### Next Meeting

April 8, 2014



**DRAFT**



**FAMILIES AND EDUCATION LEVY  
LEVY OVERSIGHT COMMITTEE  
Tuesday, January 14, 2014**

**MINUTES**

**MEMBERS PRESENT:** José Banda, Stephan Blanford, Tim Burgess, Elise Chayet, Lucy Gaskill-Gaddis, Hyeok Kim, Kevin Washington, Greg Wong

**OTHERS PRESENT:** Kathryn Aisenberg (OFE), Leilani Dela Cruz (HSD), Carmela Dellino (elementary school consultant), Sonja Griffin (OFE), Megan Holmes (PHSKC), Erica Johnson (OFE), Patricia Lee (Council Central Staff), Forrest Longman (CBO), Holly Miller (OFE), Isabel Muñoz-Colón (OFE), Alex Pedersen (Council staff), Adam Petkun (OFE), Pegi McEvoy (SPS), Sara Rigel (Public Health), Sue Rust (OFE), Pat Sander (SPS), Rachel Schulkin (OFE) Sid Sidorowicz (OFE), Jessica Knaster Wasse (Health), Sarah Wilhelm (Health), Charles Wright (SPS)

The meeting was called to order by Tim Burgess at 4:03 PM. T. Burgess introduced Hyeok Kim, Deputy Mayor for the Murray administration. H. Kim said she is one of two deputy mayors and her focus is on external relations: outward-facing departments and offices working on issues important to communities of color and immigrants and refugees. Holly Miller introduced Rachel Schulkin, the new Preschool for All Community Outreach Manager in the Office for Education.

Introductions were made. The minutes from the December 10, 2013 LOC meeting were approved. H. Miller reviewed the agenda and said, though the Annual Report is the only agenda item, it is a long report. She offered to have a longer session on the Annual Report for interested LOC members, such as a lunch session. Let Sue Rust know and we'll set up at a time that works. Adam Petkun said any edits to the Annual Report should be sent to him in the next 10 days. He is hoping to have a complete final draft by next Friday.

A. Petkun said the beginning of the report sets the context for the Families and Education Levy in supporting its three goals. He reviewed the roadmap, contract indicators, and contract outcomes and said we are taking time to reflect on how we're moving toward 2018-19 goals. He showed the geographic distribution of Levy investments and the various ways they are blended on school sites.

### **EARLY LEARNING**

There are three key areas:

- The Seattle Early Education Collaborative (SEEC) was formed in 2007 and is continuing with joint professional development, joint assessments, and joint kindergarten transition.

- The Step Ahead preschool program is conducting outreach to the north end of Seattle for its 2014-15 Request for Investments. In the 2004 Levy, the primary focus was SE and SW Seattle. A UW study addressed professional development, coaching, health services, and referral.
- The Parent-Child Home Program partnership allows us to leverage additional funding to expand services to more Seattle families. This program has a language and literacy focused strategy for children ages 2-3 and is a home visiting model.

Kevin Washington said in the past we identified hotspots of need and asked if we are now looking to see if we can certify providers to expand into the north end. Sonja Griffin said the Human Services Department has held one informational meeting in the north end with good turnout and lots of interest. The RFI will be out in the first week of February. Over the next several years, HSD will continue to focus on north end outreach since providers are hearing about Step Ahead for the first time.

A. Petkun shared the demographic numbers and percentages. S. Griffin said it shows whom we're serving with the majority of children from Asian, African and Latino families in the SE and SW. Over 60% speak a language other than English at home.

A. Petkun gave a refresher on how to read the Levy target graphs: The blue bar represents actual achievement and the dotted line represents the target. If in gold, the target was achieved. If in red, they didn't meet the target. The gray bar shows the 90% achievement range.

S. Griffin said Teaching Strategies GOLD is an observational assessment and is used for the Washington Kindergarten Inventory of Developing Skills (WaKIDS). Assessments are in social/emotional, physical, literacy, math, and science. The Peabody Picture Vocabulary Test (PPVT) measures receptive vocabulary in English. The growth measure is important for kids not speaking English. Their growth is statistically significant as they progress in vocabulary development.

S. Griffin said the Early Learning Academy had an exciting and successful launch. There are 38 participants in the first cohort. It started the first week in December and all of the coursework will be completed by the end of May. The teachers and directors are very engaged and reporting positive feedback. Step Ahead participates in Early Achievers – we got them in ahead of everyone else via the state's pilot. They were rated and all achieved quality of level of excellence, rating between 3 and 5. As we ramp up and add more providers, the expectation is that they will participate in Early Achievers. Right now it's not a requirement by the state, but we are requiring it. Preschool for All is in full swing. We have a consultant on board and new staff. The goal is to deliver a comprehensive Action Plan by April 18, 2014. Greg Wong asked, if we get Preschool for All passed, what does it mean for Levy investments in early learning? H. Miller said we haven't figured it out yet but we will. There are several different options. T. Burgess said in the adopted budget there's a directive to the mayor that all of the city's early learning programs be consolidated, so we have the opportunity to make sure they're all in sync and working in the same direction. José Banda said they have had a conversation in Seattle Public Schools that we will be hard pressed for facilities. This is a challenge as we move forward.

## SCHOOL- AND COMMUNITY-BASED FAMILY SUPPORT

A. Petkun passed the presentation to Jessica Knaster Wasse and Isabel Muñoz-Colón. J. Wasse said the Family Support staff is 1/3 bilingual/bicultural. One big change was Public Health – Seattle & King County assumed management of the Family Support Program contract, instituting professional development, evaluation and a new database. This will help provide more holistic support for students. There is a better alignment with skillsets of the providers which will help improve the academic impact of the program. Pat Sander is the new Executive Director of Coordinated School Health. She also manages nursing, physical education, and nutrition. She will provide increased oversight and supervision, helping to align the program with other SPS initiatives. K. Washington asked where there is match money or any other opportunities for additional matches. J. Wasse said they are hiring a new program supervisor who they hope will have the capacity to do grant writing and raise funding. Lucy Gaskill-Gaddis said she met the family support worker at West Seattle and she was impressed he was working toward his master's degree. She asked if this is common. J. Wasse said it's quite common. L. Gaskill-Gaddis said it's great that FSWs are upgrading their skills. J. Wasse said the previous manager pushed staff to get extra training.

Recent professional development has included trauma informed care, motivational interviewing, and skills to use data to manage caseloads more effectively. A new staff evaluation rubric has been developed and is being vetted with family support staff and union representatives, with the intention of elevating the FSW practice, increasing consistency across schools, increasing accountability, and strengthening the program's reputation. A database will provide better data to support the program. T. Burgess said it's nice to see the transition since the UW evaluation. There is a huge improvement in delivery of services to families. G. Wong asked if there was angst among the FSWs in transitioning to oversight by PHSKC. Was there feedback from the FSWs? P. Sander said they have been responding positively because we have been transparent and included them along the way in making changes. We developed a performance-based rubric to capture what they do and to set them up for a potential reclassification. During the last two professional development opportunities, they have worked with the rubric. She observed several FSWs at the end of the session say they were excited and that the rubric exceeded their expectations. Staff have also embraced Read and Rise. The interim program manager also just acquired a Schultz Foundation contribution to the referral service model (FSW services for schools that do not have an FSW on-site) for \$20,000. Pegi McEvoy said the shift to PHSKC has allowed the FSWs to see themselves as part of a professional team. J. Wasse said being supervised by the Executive Director and Health in general has shifted their understanding of how they fit into schools.

I. Muñoz-Colón said there are two community-based family support sites up and running: Refugee Women's Alliance (ReWA) and Chinese Information and Services Center (CISC). She pointed out these programs are serving a small number of students. The CISC "n" is very small and we are making adjustments. K. Washington asked how many staff are involved in the two programs and I. Muñoz-Colón they both have two to three tutors at each site. The program manager is overseeing the program and making connections with schools.

I. Muñoz-Colón said the report next year will focus on measures for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> graders. We had six measures: CISC met six out of six and ReWA hit five out of six. They are doing great

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and are implementing course corrections. ReWA had a slow start getting their caseload up to 40 students. They realized they had to start really early meeting with principals, even before school started in the fall. They did that this year and were able to get their caseload up. ReWA tried to listen to their principals, asking them what they want from ReWA. Many requests were for providing services during school breaks so students have some place to go. Last year they started honing in on what parents needed and put together a menu of workshops targeted toward their families. CISC has brought in parents to provide training for teachers and exchange information. Both sites are providing tutoring at their agencies and are incorporating additional curriculum in math and science.

New in the 2013-14 SY, Seattle Indian Health Board became the third pilot serving elementary-age Native American students in West Seattle, where there is the largest concentration.

### ELEMENTARY INNOVATION

I. Muñoz-Colón said in the 2012-13 SY there were four sites spread out geographically in Seattle. We have added four new sites and are continuing to phase in up to 23 elementary schools.

A. Petkun discussed the next series of charts. In the Appendix are detailed contracted outcomes and indicators. The charts show how we're doing as a district and how Levy schools are contributing toward 2018-19 academic goals. After reviewing the demographics slide, Stephan Blanford asked for clarification on the Asian group asking if they are 6% of total district population and I. Muñoz-Colón said yes, in grades K-5.

H. Kim said, with respect to data sets about Asian populations, it would be helpful to better understand disparities across various Asian ethnicities. The aggregate results may not be an accurate reflection of the Asian population. She asked if this is reflected in our dataset versus the Seattle School District (SSD) as a whole. I. Muñoz-Colón said we include the language breakout for each group. It's a back door way to disaggregate the data. A. Petkun said for the federal race and ethnicity codes we only get Asian and Pacific Islanders in the seven reported categories. We do have language code from the district as well.

L. Gaskill-Gaddis asked what this chart is telling us. Is it comparing the SSD average and then just specific students involved in Levy programs? A. Petkun said on the next slide, this shows how SSD is progressing toward the specific academic goal. He said, on slide 30, the green line is the result for Levy Innovation schools combined. For number of students, Madrona had a small sample size. This was likely due to a shift in population from year to year.

G. Wong asked why on slide 31 the Latino and multi-racial subgroups were showing significant decreases while SSD as a whole is going up. I. Muñoz-Colón said we did reports for schools for more than just their targets and performance measures. A school may have targeted 4<sup>th</sup> grade reading and didn't see improvements, so they are redoubling their efforts. K. Washington asked, given we see so much aberrations in results once disaggregated, do schools have extra dollars or Levy funds for remediation. We can identify hotspots by using data and put the funding towards kids needing additional help. I. Muñoz-Colón said they can use performance pay. Olympic Hills realized more intervention is needed and they are beefing

it up. We paid for teacher time to develop after-school curriculum. We continue to enforce course corrections.

H. Miller said we redesign school plans each year based on the Mid-Year Report and Annual Report. We have the liberty to move funding around and adjust. Kathryn Aisenberg said we have professional development funds and she will discuss used of those when we get to the Middle School slides. L. Gaskill-Gaddis said, looking at the previous side, 2012 is down for SSD as a whole. She asked if there are different students being measured each year and I. Muñoz-Colón said it could have been another cohort coming in. L. Gaskill-Gaddis said it's hard to compare year-to-year with different students. I. Muñoz-Colón said we want to see growth over several years. Sid Sidorowicz added when Common Core comes in, it will be hard to compare trends again.

I. Muñoz-Colón explained the middle column on slide 34. It shows how many of the performance measures schools met or exceeded. Olympic Hills and Roxhill had new principals. Madrona and Beacon Hill have new principals this year. K. Washington asked whether the Executive Director who came from Roxhill ended up with Roxhill. Carmela Dellino responded, yes. G. Wong said in planning, there is the danger of having strong principals who could get proposals approved, then transition out. Are we doing anything to anticipate and support these schools? I. Muñoz-Colón said we met with Olympic Hills and Roxhill, to support their teams through changes. OFE will do more work in that area. In Year 1, we created professional learning communities for principals. C. Dellino has broadened team meetings to include other staff, so knowledge is more dispersed and not as dependent on the principal.

I. Muñoz-Colón said we did analytic work for the schools. We gave them spreadsheets of data so they could take a deeper dive to see what's happening with their students. A UW study was looking at students going from Step Ahead into K-3 using the Classroom Assessment Scoring System (CLASS) and we shared the aggregate data with innovation school principals. CLASS is an assessment of the teacher. It gives them a different data point. S. Blanford asked if the data OFE uses is publicly accessible. I. Muñoz-Colón said it is not. We can give schools their data where they can identify their students to see if there were gains for them. K. Aisenberg said in spring of last year we started receiving identifiable student-level data to analyze, though we haven't received the data yet for the current school year. S. Blanford said it seems like, with getting small datasets and analysis at small level, the school can tell which student data is associated with. This is a hot political question around data-sharing that we are grappling on the School Board right now. As a former executive director, he knows there is value in sharing data across organizations. We need to get to a place where we can defend that practice in such a way that students' information is protected, because it is, and that folks understand the rationale for why it's so important for organizations who work directly with students have access to these data to inform their work. People see potential for misuse of data and we need to ensure there are appropriate types of protection. K. Aisenberg said OFE has changed its practices now that OFE receives identifiable student data. Data-sharing is done through a secure site with SPS. Nothing is printed with student name or number. Reports containing student groupings with fewer than 10 students is suppressed.

## MIDDLE SCHOOL

K. Aisenberg said we added two Innovation and four Linkage schools last year. The Levy has presence in all but two K-8s. On slide 40, we expect the Levy trend to mirror SSD's.

For 6<sup>th</sup> Grade Reading, all schools did well with the exception of South Shore. T. Burgess asked what happened. K. Aisenberg said the teacher is no longer there. For 7<sup>th</sup> Grade Math, Madrona is implementing a course correction.

We set the 2012-13 targets based on 2011-12 before we had final data so targets may have been too high. Denny had improvement in five out of six areas over the previous year. The linkage schools are more focused on MSP. The target set for 2013 was challenging. Looking at Progress and Course Corrections, we are offering math lab professional development. We are funding five full days of professional development and four math labs. The same professor is coming in and they pick a strategy as a topic. She then goes into each teacher's classroom. Each school then gets an individual day with the professor as follow-up several weeks later. Ongoing, this is a big element. K. Washington asked whether the follow-up with teachers is at the end of the year and whether we are doing an assessment on the cumulative effect of professional development. K. Aisenberg said in two weeks, she and Kristi Skanderup are sitting down with Professor Lenges. Anna Box and the professor have cohosted professional development workshops for Levy-funded middle schools during the 2013-14 school year.

In October 2013, Eric Anderson who works with the Research and Evaluation team in SPS helped schools to better understand their state growth assessment data. He prepared school-specific reports which were used to do a deep dive into each school's data. We hope to partner with him again next year, hopefully in August before the start of school, to better support schools in their efforts to identify at-risk students and to establish intervention groups.

On the last bullet, we're looking at how we can better support principals and community-based organizations. G. Wong asked what options the schools have if partnerships are not working out. K. Aisenberg said the contracts are re-evaluated in March/April when schools complete their re-evaluations. Schools have changed partnerships. T. Burgess asked if this was a decision schools are making and K. Aisenberg said yes. They have clear deliverables monitored on a monthly basis and we created simple checklists principals can use. We also facilitate discussions since for some of them this is the first time they are managing investments.

## HIGH SCHOOL

On slide 52 showing on-time promotion, K. Aisenberg said Interagency was not included in the SSD data. West Seattle had trouble with drug issues and disciplinary infractions. On slide 55, she said the focus for high schools this year is for Reading. They met targets.

## STUDENT HEALTH

T. Burgess asked the committee to stay 10 minutes over so we can get to Health investments. Sara Rigel said slide 58 shows the expansion of services in 2013-14. The Race/Ethnicity of students served is typical of the past several years. It is fairly well distributed with how the percentages compare to SSD totals. She added that Students with limited English proficiency are overrepresented in their clinics.

Slide 60 shows students served by health services or the student nurse. There are shared outcomes and targets, and a coordinated school approach. Elementary has good results; targets were a shot in the dark in this first year. Middle School/High School attendance has strong focus as an indicator.

School-based mental health providers have all been trained and are using the SB-MHITS, an integrated tracking system. West Seattle is doing a mental health pilot project using MHITS with community-based organizations. There are now eight elementary sites, and oral health services are at ten schools. P. Sander is the new dedicated Executive Director of Coordinated School Health.

### SUMMER LEARNING

A. Petkun said, thanks to Eric Anderson, we received MAP data. After a quick analysis, it looks like there is a positive impact on mitigating summer learning loss.

T. Burgess said the rigor we have established over the years and the attention to detail is very impressive. While some results are not as high as we'd like, when we realize whom we're working with, we are making progress. Thank you to SSD for being a partner with us. We're here to serve you since you are working with the kids.

H. Miller reminded everyone to let S. Rust know if they want to do an additional session on the Annual Report.

The meeting was adjourned at 5:40 PM.





# Preschool for All Plan

voluntary, high-quality, affordable  
for Seattle

## Benefits of Quality Preschool Education Programs

### Economic Benefits

Quality preschool programs can bring significant economic benefits for individuals, families, schools, and communities.

- Preschool programs can contribute to lowering overall educational costs by reducing the need for special education and grade repetition. With these and other economic benefits, investments in high quality preschool can yield returns to taxpayers that far exceed costs.
- Preschool programs have important societal benefits. Research shows that preschool programs help reduce the crime rate as well as increase the likelihood of healthier lifestyles.
- Preschool, along with ongoing assistance through K-12, can help level the field for children from low and middle income families, laying the foundation to reduce the achievement gap at home and with our overseas competitors.

### Educational Benefits

The years before kindergarten are the time of a child's most rapid brain development; however, society provides far less financial support for child development in this time in a child's life than in later years.

- Early math, literacy, attention and behavior skills are successfully boosted by preschool curricula.
- Preschool prepares children for kindergarten, and for further success throughout their school career. Students that are enrolled in quality preschool programs are more likely to graduate from high school on time.
- A study of adults who once participated in a high quality preschool program (the Perry Preschool Program) showed 40 years later that they acquired knowledge and skills to a much greater extent than those that did not participate in a high quality preschool program.

### Social Benefits

Research shows that children who have quality early learning education opportunities are more likely to contribute positively to society.

- Preschool helps children to develop motivation, grit and determination, and promotes positive social behavior.
- Preschool helps children to learn the social and emotional skills needed to do well in Kindergarten and the latter grades.
- Adult follow-ups find that the long term benefits of preschool include less risky behavior that has adverse effects on health, less involvement in delinquency and crime, and increased productivity in the workforce.



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# Preschool for All Plan

voluntary, high-quality, affordable  
for Seattle

*Resolution 31478, which the Seattle City Council passed unanimously in September 2013, states, "The City Council supports the goal of instituting a program to make voluntary high-quality preschool available and affordable to all of Seattle's three and four year old children and outlines a Work Plan to make significant progress toward this goal."*



## Why Preschool?

- + Public preschool programs impact children's early learning
  - ⇒ Students gain additional learning in the areas of **language, reading, and math skills**
  - ⇒ **Social emotional development and health** benefit from preschool education
- + Quality preschool benefits children **regardless of income level, disability, or home language**
- + Preschool has long-term benefits for children and communities
  - ⇒ **Higher high school graduation rates**
  - ⇒ **Higher earnings**
  - ⇒ **Reduced crime**

Sources include:  
Yoshikawa, Weiland, et al. (2013). Investing in Our Future: The Evidence Base on Preschool Education. *Society for Research in Child Development*.

Additional sources at: <http://www.seattle.gov/council/issues/PreschoolforAll/default.html>

All children in Seattle could benefit from high-quality early learning programs

There are approximately 12,280 3- and 4-year-olds in Seattle.



# "Preschool for All" Plan

**Sept. 2013**  
City Council passes  
Preschool  
for All  
Resolution

**Jan. 2014**  
Berk  
Consulting  
Group will  
develop an  
Action Plan,  
Along with  
local &  
national  
experts

**Jan. 2014-Mar.  
2014** Workgroups  
from our local  
Early Learning  
community will  
view Action Plan  
drafts and advise  
consultants about  
what will work for  
our city

**Jan. 2014--Apr.  
2014**  
Stakeholders,  
providers,  
families, and the  
community at  
large will give  
feedback about  
what they would  
like to see from  
PFA

**Apr. 2014**  
All of these  
efforts will be  
brought into  
the Action Plan  
that will be  
presented to  
the City Council



## Components of the Action Plan

- Programmatic features (teacher and staff education requirements, curricula, teacher/student ratio, classroom hours, etc.)
- Licensing and other eligibility requirements for providers receiving PFA funds
- Support for the development of preschools and staff
- How to involve families in their child's learning
- Program costs and funding models
- Tuition costs for families (program may be free for those under %200 of the Federal Poverty Level)
- Who will be eligible
- Measures of quality
- Ways to include various languages and cultures
- Health screenings and referral
- Delivery systems (center-based, home-based, or other)
- Implementation timeline
- Outcome measures and evaluation strategy

## HOW CAN YOU PARTICIPATE?

- ⇒ Join a workgroup.
- ⇒ Invite Rachel Schulkin ([rachel.schulkin@seattle.gov](mailto:rachel.schulkin@seattle.gov)) to speak about Preschool for All at any local community group, pre-school, or workplace.
- ⇒ Follow Preschool for All on Office for Education website or on Twitter.
- ⇒ Join our listserv.
- ⇒ Send your feedback to [upk@seattle.gov](mailto:upk@seattle.gov)

For additional info please visit:

<http://www.seattle.gov/council/issues/PreschoolforAll/default.html>

For questions email: [upk@seattle.gov](mailto:upk@seattle.gov)



## DRAFT: Preschool for All Planning Stages - Outreach Strategy

The Outreach effort is designed to communicate the purpose of the Preschool for All initiative, explain the City's process for designing an evidence-based Action Plan to implement high-quality, affordable, and voluntary preschool for all 3- and 4-year-olds in Seattle, and to learn from local stakeholders and communities to ensure that the Plan builds on the good work of Seattle's early learning community.



### Preschool for All Outreach is designed to:

- Be respectful and inclusive of all Seattle communities
- Be culturally sensitive to diverse ideals and values concerning early education
- Give communities and stakeholders a voice in Preschool for All (PFA) Action Plan development

### To accomplish this we are:

- Meeting stakeholders, providers, and families in spaces that are accessible and familiar to them
- Providing interpreters when needed
- Acknowledging and building on the good work of Seattle's early learning community

## DRAFT: Preschool for All Planning Stages - Outreach Strategy

**Office for Education Workgroups:** The Office for Education (OFE) has convened six workgroups to serve as advisory groups to the Preschool for All consultants: Finance, Data Management, Program Quality and Capacity, Workforce Development, Infrastructure, and Health. Groups will meet multiple times between January and March 2014 to provide relevant context and feedback to the PFA consultant team that is developing the Action Plan. Each group is led by an OFE, Human Services Department, or Health Department representative and over 80 individuals from Seattle's early learning community, government offices, and non-profit organizations have been invited to participate. Group membership will be confirmed by the end of January.

**Community Meetings and Family Outreach:** OFE is in the process of scheduling three large PFA community outreach meetings throughout March 2014. These meetings are designed to inform the public of the Preschool for All Resolution and Action Plan development process. These meetings will also be used to gather feedback from families of young children and the community at large. Additional outreach efforts to families will include casual discussions and meetings at community events and services aimed at families of young children (PTSA meetings, Play & Learn groups, Head Start & ECEAP Policy Council, Community Kitchen, etc.).

**Stakeholder and Provider Briefings:** Between January and April 2014, the PFA Community Outreach Manager will provide information about Preschool for All and elicit feedback from the early learning provider community and stakeholders in Seattle. The Community Outreach Manager will attend meetings of early learning providers and stakeholder organizations in order to brief them on Preschool for All, gather feedback, and address questions about universal preschool in Seattle.

**Webpage, Listserv, and Twitter:** OFE is in the process of rolling out a new website with space dedicated to Preschool for All updates. The public will be able to access information about upcoming outreach events, workgroup meetings, and progress updates. A Twitter account will be used to notify followers of posted project updates. The UPK listserv ([upk@seattle.gov](mailto:upk@seattle.gov)) is available to anyone who wishes to receive updates via e-mail. It currently has over 100 subscribers.

**The Comprehensive Universal Preschool Parent/Guardian Survey:** This survey will be designed to gather parent and guardian perspectives on their current preschool options and choices, what they consider to be "high quality," and what they think of the City's Preschool for All program, in addition to demographic data needed to ensure the representativeness of the survey sample and to produce reliable disaggregated results. Results will be available in early March to inform the Action Plan.

# DRAFT: Preschool for All Planning Stages - Outreach Strategy

All stakeholder engagement and community outreach efforts will be compiled into the PFA Consultant's **Outreach Summary Report** (due 4/30/14) which will contain:

- ◆ a record of all meetings, number of attendees, and summaries of topics discussed
  - ◆ all materials produced for outreach
- ◆ a record of how input received through engagement and outreach impacted the Action Plan
  - ◆ how the Parent/Guardian Survey was used to inform the Action Plan

## Targeted Outreach to Stakeholders

Aakewo-African American Kenyan Women Interconnect  
Breakfast Group  
Chamber of Commerce  
Childcare Director's Association of Greater Seattle (CDAGS)  
City's Human Services Department  
International Community Health Services  
Committee for Children  
Democratic Council Meeting  
Early Learning Coalition  
Family Childcare Providers Association  
Family Medical Providers

Immigrant & Refugee Cultural and Service Agencies  
Labor Council  
National Center for Quality Teaching and Learning (UW)  
Neighborhood Chambers [Seattle Neighborhood Chamber Alliance]  
One America  
Parent-Child Home Program (PCHP)  
Police Precinct Advisory  
Puget Sound Education Service District  
SeaMar  
Seattle Council PTSA  
Seattle Early Education Collaborative  
Seattle Public Schools

Seattle Public Schools School Board  
Service Employees International Union (SEIU)  
SESEC (SE Seattle Education Coalition)  
South Sound AEYC (Assoc. for the Educ. of Young Children)  
Tree Swing  
United Way  
UW Early Learning [Childcare Quality & Early Learning Center for Research and Professional Development--CQEL]  
Vietnamese Friendship Society  
Washington State Labor Council, Seattle office

## Targeted Outreach to Providers

Associated Recreation Council (ARC)  
Causey's Learning Center  
Childcare Consortiums  
Childcare Professional Development Agencies  
Children's Home Society  
Chinese Information and Service Center

Community Day School Association (CDSA)  
Denise Louie Education Center  
Early Childhood Education and Assistance Program (ECEAP)  
El Centro de la Raza  
Family child care providers  
Head Start

Neighborhood House  
Private not-for-profit preK providers  
Private-pay preschools  
Refugee Women's Alliance (REWA)  
Sound Childcare Solutions  
SPS Head Start  
Tiny Tots

## Targeted Outreach to Families

African American Childcare Taskforce  
African American families  
Asian/Pacific Islander families  
Child Welfare  
Childcare Task Forces  
Disability community  
East African families

European American families  
Faith-based organizations  
Families of children with disabilities  
Gay and Lesbian Child Care Taskforce  
Homeless community  
*Language-focused outreach:* Amharic, Cantonese, Mandarin, Oromo,

Somali, Spanish, Tagalog, Tigrinya, Taishanese, Vietnamese  
Latino families  
LGBT families  
Native American families  
*Regional Outreach:* Central, Southeast, Southwest, North

**Preschool for All (PFA) and Department of Education and Early Learning (DEEL) Master Calendar**

**3/7/2014**

2014 Timeline	PFA or DEEL	Item	Notes:
Monday, January 6	PFA	PFA parent survey RFP released	Info session held Jan. 9; proposals due back Jan. 21
Monday, January 13	PFA	Execute BERK contract (Consultant hired for Action Plan and financial model)	
Tuesday, January 14	DEEL	Meeting with FAS Director on dept. reorg	
Friday, January 17	PFA	Kick-off meeting with BERK (Consultant hired for Action Plan and	Meeting scheduled for 2:00-5:00 p.m.
Tuesday, January 21	PFA	PFA parent survey RFP due	Proposals received from EMC Research and Strategies 360, Inc.; selection process underway
Thursday, January 23	PFA	OFE briefing to Office of Policy and Innovation (OPI) on PFA	
Thursday, January 30 (or sooner)	PFA	Preschool Gap Analysis completed	Berk Consulting, Inc. submitted final draft 1/21/14; transmitted to Council 1/29/14 for 2/5/14 briefing
Monday, February 3	PFA	Dr. Hirokazu Yoshikawa (New York University) and Dr. Christina Weiland, University of Michigan, present their two papers: Boston's UPK and national meta research	9:30 a.m. Holly Miller and Christina Valles to be at table during Council Briefing.  4:00-5:30 p.m.: OFE organizing presentation by Hiro & Christina to stakeholders at 2100 building
Wednesday, February 5	PFA	Gap Analysis Presentation and draft Outreach & Engagement Plan to Council Committee on Education & Governance (chaired by CM Burgess)	
Thu., Feb. 6 - Fri., Feb. 27	PFA	OFE/Council staff brief CMs individually on draft Outreach & Engagement Plan	
Friday, February 7	PFA	OFE briefing to Mayor's Office on PFA Initiative	
Friday, February 28	PFA	Dr. Ellen Frede Action Plan Workshop	Scheduled from 9:00-1:00 in SMT 1756
Friday, February 28	PFA	Berk gives preview of Financial Model	Scheduled from 2:40-3:30 in SMT 1716
February/March	PFA	Community engagement and continued stakeholder engagement	March 13, 20, 27, and April 3 – public community outreach meetings will be held in North, Central, Southwest and South Seattle.
Mon., Mar. 3- Thu., Mar 6	PFA	Study trip to Boston, Jersey City, and D.C.	Holly Miller and Sonja Griffin to attend for OFE
Tuesday, March 11	PFA	PFA Update briefing to Families and Education Levy Oversight Committee	
Friday, March 28	PFA	Draft results of parent survey	
Week of March 10 or March 17	PFA	OFE to brief Mayor's Office on policy issues related to the Action Plan as it is being drafted	
Friday, March 21	PFA	BERK submits draft Action Plan and financial model	
Friday, April 4	PFA	Final report/results of parent survey	
Early April	PFA	OFE and Mayor's staff begin developing a decision agenda framework to bring to the Mayor for consideration based on the preliminary options in the Action Plan and Financial Model	
Week of April 7	PFA	Brief the Mayor's Office on the Draft Plan and feedback provided to BERK	
Monday, April 14	PFA	BERK submits final Action Plan and financial model	
(Before Wed., April 16)	PFA	OFE will arrange for an opportunity for the Mayor and Council President Burgess to discuss the preferred approach the Mayor has preliminarily identified for proceeding with a proposal.	



**Preschool for All (PFA) and Department of Education and Early Learning (DEEL) Master Calendar**

3/7/2014

2014 Timeline	PFA or DEEL	Item	Notes:
Wednesday, April 16	PFA	Presentation of Action Plan to EG Council Committee. Dr. Ellen Frede and Dr. Steven Barnett (BERK subconsultants) will also be present	
Thu., Apr. 17 or Fri., Apr. 25	PFA	(depending on when Action Plan is submitted): Council President establishes "Select Committee on Preschool for All" (committee of the whole chaired by him)	
Friday, April 25	PFA	?? Backup EG Council Committee meeting if Plan not ready for April 16	
Thu., Apr. 24- Tue., May 6	PFA	OFE/Council brief CMs individually on Action Plan	
Monday, April 28	PFA	Council briefing is available if a public check-in is needed on an issue	
Wednesday, April 30	PFA	Outreach Summary Report due from BERK	
Wednesday, May 7	PFA	Presentation of Action Plan at 1 <sup>st</sup> Select Committee on Preschool. EG Council Committee makes recommendations for program design	9:30 a.m. Committee briefing
Monday, May 12	PFA	Council briefing may be available if a public check-in is needed on an issue	
Friday, May 16	PFA	Discussion of Action Plan at 2 <sup>nd</sup> meeting of Select Committee on Preschool. EG Committee makes recommendation for program design	noon-2:00 p.m. Committee briefing. Dr. Barnett and Dr. Frede may be available again to attend briefing.
May 2014	PFA	(potential) ballot measure finalized	
Friday, May 23	PFA	Ballot ordinance posted on City Council's referral calendar	
Monday, May 26	PFA	Memorial Day holiday	
Tuesday, May 27	PFA	Introduce ballot measure (ordinance)	
Thursday, May 29	PFA	Public hearing on ballot measure	
Friday, May 30	PFA	Select Committee on Preschool for All: 1 <sup>st</sup> hearing on ballot ordinance	noon-2:00 p.m. Committee briefing
Friday, June 6	PFA	Select Committee on Preschool for All: 2 <sup>nd</sup> hearing on ballot ordinance VOTE	noon-2:00 p.m. Committee briefing
Monday, June 16	PFA	Full Council VOTE on ballot ordinance (allows fall back date of June 23 if needed due to surprise questions/concerns)	
Monday, June 23	PFA	Final deadline for Council to place ordinance on the ballot (allows for 10+ 30 days for the ordinance to take effect before the August 5 deadline from King County elections to place an item on the ballot.)	
Monday, June 30	DEEL	OFE reports to Council on SLI regarding Department of Education & Early Learning (note: CM Burgess is okay to hear at a later date)	
Tuesday, August 5	PFA	Deadline for effective ordinance to be received by King Co. Elections for Nov. ballot	(if applicable)
Tuesday, August 12	PFA	PFA Legislation package discussed at the Families and Education Levy Oversight Committee	
Mid-August	PFA	Ballots mailed to voters on preschool funding	(if PFA funded with a levy, this would be applicable)
Tuesday, November 4	PFA	"election" on preschool funding	(if applicable)

# Race to the Top Road Map District Consortium High-Need Schools\* 2011-12

## **Auburn School District**

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Dick Scobee Elementary School  
Pioneer Elementary School  
Gildo Rey Elementary School  
West Auburn Senior High School  
Olympic Middle School  
Cascade Middle School  
WA Elementary  
Auburn Senior High School

## **Federal Way School District**

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Federal Way High School  
Mark Twain Elementary School  
Wildwood Elementary School  
Sunnycrest Elementary School  
Mirror Lake Elementary School  
Career Academy at Truman High School  
Olympic View Elementary  
Lake Grove Elementary  
Totem Middle School  
Saghalie Middle School  
Sequoyah Middle School

## **Highline School District**

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Highline High School	Beverly Park Elementary at Glendale
Bow Lake Elementary	McMicken Heights Elementary
White Center Heights Elementary	Health Sciences & Human Services
Hazel Valley Elementary	Global Connections High School
Mount View Elementary	Madrona Elementary
Hilltop Elementary	Arts & Academics Academy
Midway Elementary	Southern Heights Elementary
Seahurst Elementary School	Big Picture School
Chinook Middle School	New Start
Cascade Middle School	Odyssey – The Essential School
Academy of Citizenship and Empowerment	Technology, Engineering and Communications

## **Kent School District**

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Kent-Meridian High School  
Kent Elementary School  
Scenic Hill Elementary School  
East Hill Elementary School  
Meadow Ridge Elementary School  
Springbrook Elementary School

George T. Daniel Elementary School  
Regional Justice Center  
Park Orchard Elementary School  
Panther Lake Elementary School  
Mill Creek Middle School  
Pine Tree Elementary School  
Millennium Elementary School

### **Renton School District**

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Renton Senior High School  
Highlands Elementary School  
Lakeridge Elementary School  
Campbell Hill Elementary School  
Dimmitt Middle School  
Honey Dew Elementary School  
Bryn Mawr Elementary School

### **Seattle School District**

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Franklin High School	Roxhill Elementary School
Chief Sealth International High School	Dearborn Park Elementary
Cleveland High School	Wing Luke Elementary School
Aki Kurose Middle School	South Lake High School
Van Asselt Elementary School	Emerson Elementary School
Highland Park Elementary School	Rainier Beach High School
Interagency Programs	Hawthorne Elementary School
West Seattle Elementary School	Northgate Elementary School
Concord International School	Seattle World School
Dunlap Elementary School	Middle College High School
Bailey Gatzert Elementary School	Martin Luther King Jr. Elementary School
Madrona K-8 School	

### **Tukwila School District**

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Foster Senior High School  
Showalter Middle School  
Cascade View Elementary School  
Thorndyke Elementary School  
Tukwila Elementary School

\*In the RTT-D Road Map District Consortium Application, a high-need school was defined as an elementary, K-8 or middle school with 77% or more of students qualifying for FRPL and high schools with 55% of students or more qualifying for FRPL.

## Regional 2016 Goals

### Start Strong \$8 Million

Goals	Strategies
Kindergarten readiness from 37% to 80%	<ul style="list-style-type: none"> <li><b>Project 3A/B:</b> Establish a High-Functioning PreK-3<sup>rd</sup> Grade System Region Wide. Investment Fund for Strategies at the Community Level</li> </ul>
3 <sup>rd</sup> grade reading proficiency from 73% to 86%	<ul style="list-style-type: none"> <li><b>Commitment 1:</b> Summer Reading Program for every high-need elementary school</li> </ul>
3 <sup>rd</sup> grade reading and math opportunity gaps to half	

### STEM Strong \$6.4 Million

Goals	Strategies
4 <sup>th</sup> grade math proficiency from 60% to 80%	<ul style="list-style-type: none"> <li><b>Project 4:</b> Provide Digital Math and Science Tools to all K-8 Schools</li> </ul>
5 <sup>th</sup> grade science proficiency from 51% to 68%	<ul style="list-style-type: none"> <li><b>Project 5:</b> Create a Regional System for Career Awareness and Exploration</li> </ul>
<b>Commitment 4:</b> Double the number of 8 <sup>th</sup> graders taking Algebra or higher	<ul style="list-style-type: none"> <li><b>Commitment 3:</b> Supplement Next Generation Science Standards Implementation</li> </ul>
Math opportunity gaps in half	

### Stay Strong \$10.3 Million

Goals	Strategies
Graduation rate from 74% to 87%	<ul style="list-style-type: none"> <li><b>Project 6:</b> Create an integrated System of Middle and High School Advising</li> </ul>
College enrollment from 60% to 71%	<ul style="list-style-type: none"> <li><b>Project 7:</b> Provide ReadStep, PSAT &amp; SAT for free, in school to all 8<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students</li> </ul>
Remediation from 52% to 37%	<ul style="list-style-type: none"> <li><b>Project 8:</b> Make more college and career readiness courses available</li> <li><b>Commitment 5:</b> Implement the High School and Beyond Plan</li> </ul>

### Foundational Strategies

- **Project 1:** Investment Fund for Teaching and Leading (**\$7.5 million**)
- **Project 2:** Data Portal and Data Sharing Agreements (**\$2 million**)
- **Deep Dives:** School Community Partnerships (**\$2 million**)
- **Project PE:** Program Evaluation (**\$1 million**)
- **Project PM:** Project Management, Oversight, Fiscal Management (**\$1.5 million**)
- **Commitment 2:** Common Core Implementation
- **Commitment 6:** Teacher, Principal, and Superintendent Evaluations

Please visit our website: <http://roadmapracetothetop.org/>