

Recommendation

We recommend that all three of the approaches outlined above be taken by the City. Providers already qualified to operate PFA are an obvious choice for capacity building funds, because they would already be under contract with the City. The capacity building efforts described in Option 3 to bring Step Ahead and ECEAP into PFA are crucial, because these programs are serving at-risk children, and are under the City's authority, so can be brought more quickly into the PFA program. Finally, Option 2, providing capacity building to promising potential PFA providers, would allow the City to tap into existing assets in Seattle and bring existing preschools into the program while avoiding duplication of efforts.

Spending funds on capacity building for both existing PFA providers and prospective PFA providers carries risks. Some of the existing PFA providers receiving these funds may not always be PFA providers, while a few of the potential providers may never become PFA providers. The City would need to take measures to obligate providers who receive capacity building funds to make every effort to become or continue to be PFA providers. In the case of funding for facilities, the City would need to use the necessary legal methods to protect its interest in these facilities.

Rationale

The City will need additional capacity to carry out a program as large as PFA. This package of recommendations provides a multi-pronged approach to building capacity that draws on the strengths of community assets while spending the least amount of city funding. It also has the added benefit of supporting a variety of community organizations that will benefit the entire city.

Personnel Capacity Building

Provider Organizational Capacity Building

Overview

Organizations and providers receiving PFA funding to operate multiple classrooms are likely to grow significantly, sometimes doubling their budgets and staff, greatly increasing the number of employees who have to meet stringent qualifications, and perhaps contracting for the first time to deliver services with high standards and outcome expectations. In San Francisco, the Haas Fund operates a Model Center Capacity-building Initiative, which offers training and technical assistance through a shared consulting model to build the organizational capacity of participating programs. This capacity building initiative is designed to overcome challenges faced by nonprofit organizations associated with finances, administration, leadership, staffing, communication, and technology.

In Seattle, Child Care Resources has offered management training to both child care centers and family child care providers in business and accounting skills, supervision and performance appraisals, and strategic planning. The University of Washington offers an Early Childhood Leadership certificate program, and Seattle University has expressed an interest in providing leadership and organizational development training for Early Learning providers. The community colleges and other agencies, such as the United Way, the Small Business Administration, and the Chamber of Commerce, might also be able to help build organizational capacity.

In New Jersey, school districts are funded to hire fiscal specialists who assure providers adhere to Generally Accepted Accounting Principles (GAAP). These fiscal specialists also review provider budgets and provide technical assistance in developing and maintaining budgets.

Recommendations

The City's PFA capacity building staff should assist current and potential PFA providers in developing some of the organizational skills needed to operate and expand PFA services. In addition, we recommend that the City contract with public and nonprofit agencies, and institutions of higher education, to provide leadership, organizational development, and fiscal skills to providers who contract for PFA classrooms. These contractors should assist PFA providers in designing and implementing strong fiscal management systems.

These capacity building activities should be fine-tuned after the first round of applications and contract awards are made for PFA providers. Office for Education (OFE) should assess the organizational challenges faced by unsuccessful applicants and design training and technical assistance for agencies and providers who show potential to become PFA contractors. Pre and post assessments of provider capacity should be done and taken into consideration if and when the provider applies to be a PFA provider.

Rationale

Our research indicates that there are organizations and providers in Seattle with the necessary organizational capacity to operate PFA classrooms. Given that Seattle's preK program is likely to be implemented using a mixed delivery system, a heavy responsibility will be placed on community-based providers. However, there is currently insufficient organizational capacity to bring PFA to full capacity. To serve all children eligible for PFA, a robust program of helping providers build capacity to provide PFA services will be necessary. It would also have the ancillary effect of increasing community assets by strengthening these organizations.

Educational Attainment for Educators

Overview

Over the past decade, early learning programs and Department of Early Learning (DEL) have been working with higher education institutions to increase opportunities for early learning providers to meet educational and professional development requirements as well as "professionalize" the field. Much of this work has focused on:

- Increasing BA opportunities (this increased focus is aligned with Head Start's BA requirement).
- Development of statewide early learning Core Competencies and a Career Lattice to establish a clear educational pathway for early learning professionals.

While progress has been made, a variety of challenges remain for the field in general and for PFA specifically (see *Section 3.3 Staff Education Requirements* for more information):

- Despite preK-3 alignment efforts on the program level, early learning teachers and K-12 teachers have two separate and distinct career/educational pathways in Washington State. As an example, the educational pathway to attain a BA in Early Childhood Education (ECE) does not usually include earning a teaching certificate.
- A teaching certificate is not a common requirement even in school-based preschool programs. Head Start teachers in the Seattle Public Schools (SPS) are not required to have a teaching certificate and are paid as classified staff.
- There are a limited number of BA programs available, and few options to receive a BA with a teaching certificate in Early Childhood Education.

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- Many current providers and staff may need support to be successful in reaching educational goals. In addition to needing more higher education offerings, more flexible pathways in higher education that are accessible to non-traditional students are also needed.
- There are limited resources for scholarships and tuition reimbursement to support staff in their educational pursuits.

In 2013, the University of Washington (UW) created an online BA program in Early Childhood Education to reach more students across the state. This program offers both academic and practical knowledge for early learning teachers. The program focuses on reaching diverse students and aligns with the quality practices promoted in Early Achievers, including ongoing practice-based coaching for students/teachers.

The UW's National Center on Quality Teaching and Learning is also considering developing a "Preschool for All Certificate," which could be a specialized certificate that teachers with existing BAs (not in ECE) could obtain to meet the BA in ECE requirement. There is interest in such a certificate at the national level, corresponding to increasing federal support for expanding state and local preK programs.

Recommendations

- Create a **Professional Capacity Building Fund** to enable providers to access BA programs by providing scholarship assistance for tuition. In addition, assist staff to access Early Achievers scholarships/grants and the financial aid currently available in higher education. Engage in active publicity and counseling efforts to assure that providers in all communities know about scholarship and grant opportunities, and that provider administrators inform their staff about these opportunities. These funds could also be applied to technology that allows providers to access online BA programs such as the one at the UW.
- Include training for center directors/site supervisors in mentoring teaching staff as they plan their pathway to an appropriate degree.
- Partner with DEL to increase degree-granting programs that lead to certification especially if the state adopts a BA requirement for its ECEAP program.
- Partner with DEL to encourage local degree-granting institutions to build a system of early childhood education courses that articulate between two-year and four-year programs and lead to certification in Early Childhood Education. This would include administering a scholarship program and providing academic advising and learning supports in conjunction with the state's Managed Education and Registry Tool (MERIT) for tracking professional development.
- Partner with the UW and other local higher education institutions and community and technical colleges to:
 - Explore development and implementation of a Preschool for All Certificate.
 - Explore options for sharing ECE coursework throughout Washington State.
 - Explore options for creating specific learning opportunities for Seattle PFA staff, for example summer institutes/classes, providing credit for PFA professional development (i.e., HighScope training), and other learning opportunities.
 - Coordinate academic advising and support. Explore options for coordinating specific supports for non-traditional students who need individualized assistance to engage in higher education opportunities.

Professional Development of Coaching Staff

Because there is currently an increased demand for coaches as the Early Achievers initiative expands, Washington has a shortage of coaches, which may impact the City's ability to hire qualified coaches. Yet the need for PFA coaching will be more intense in the program's early years. In order to provide high-quality coaching as PFA grows, the City's PFA Coaches should be trained in a host of coaching specialties. Given the many areas of professional development required by PFA, each coach should be trained on a variety of topics, but no one person would have expertise in all of these.

Recommendations

The City's organizational capacity for coaches should be developed to include:

- PFA Coaches in each of the curriculum models approved for PFA centers to use. Coaches should have the skills to lead curriculum-specific cohorts of teaching staff and center directors/teacher supervisors. Many coaches may need to be trained in more than one curriculum, to meet the needs of each center as PFA expands.
- PFA Coaches with specialties in inclusion, bilingual education, cultural competence, and children with challenging behaviors.
- Additional content areas to be mastered by all PFA Coaches include:
 - Adult learning and reflective coaching cycle.
 - Reliability on classroom observation tools and curriculum fidelity.
 - Data-driven decision-making.
 - Personnel management, fiscal, and administrative skills.

Facilities Capacity Building

Overview

There are many unknowns related to the scope of the additional facilities needed to bring PFA to scale. Until we know more about which providers will be interested and eligible to participate in PFA, there is no way to know exactly how much existing space is available for PFA. We do not know what space organizations wishing to participate in PFA will be able to access for this purpose, nor the quality of space being offered. While there is anecdotal information about available existing space, it is difficult to quantify without more information about the design, scope, and ramp-up speed for PFA, and which organizations are interested in participating. It is also not known whether the available existing space will be located in the areas of Seattle with the most demand and need for these services.

We do know that existing space may include:

- Unused classrooms in existing preschool programs, which may be unlicensed.
- Unfilled space in existing licensed child care centers, which may add up to enough space for an additional PFA classroom.
- Underutilized space in part-day programs, such as a Head Start classroom which currently serves only one part-day group of children. However, once PFA is up and running, classrooms that are currently part-day may become full-day, so that no additional children currently not receiving services could be served in the space currently available.
- Occasional space in some SPS schools, available on a site-by-site basis for varying periods of time, despite the fact that the SPS has a longer-term space deficit.

It is also challenging to determine how much space is currently available for PFA to serve additional children not now eligible for any programs, because:

1. The state's ECEAP program is expanding. Preliminary indications are that ECEAP will make funds available for the following purposes:
 - a. Adding ECEAP slots, which may be part-day, full-day (six hours) or extended-day
 - b. Converting existing part-day ECEAP slots to full-day or extended-day

Many current ECEAP providers will likely become part of PFA but we cannot assume that they all will, and they will not be able to serve families over the ECEAP eligibility level. Their PFA options include adding new full-day slots, or converting existing ECEAP part-day slots to full-day slots if they have not done so using ECEAP funding.

2. Vacancies in child care programs tend to increase during economic recessions, and then decrease when a stronger economy increases employment. If Seattle's economy continues to recover and grow, there is likely to be less vacant space in Seattle's child care and private preschool programs than at present. While some of these child care and private preschool programs will choose to participate in PFA, it is not reasonable to assume that all will do so.

If new facilities are needed to bring PFA to capacity, they will most likely need to be leased or acquired. In either case, there is a high probability that rehabilitation or new construction will be necessary. Both of these options involve significant front-end capital costs. By way of comparison, recent new construction projects of licensed facilities funded by the city's bonus program (see below) show a range of construction costs from \$130/square foot (SF) to in excess of \$200/SF. Assuming that a typical center serving 60 children occupies approximately 6,000 square feet, plus an additional 3,000 square feet of outdoor play space, construction costs, including a soft cost allowance, but excluding any land costs, could range from \$750,000 to \$2.0 million. Finding sufficient land for outdoor play space may prove to be a challenge in some urban locations. Portable buildings are also an option, but have a significantly shorter useful life, and are a challenge to locate. The Washington Preschool Program report issued in 2011 estimated that a double-sided portable with two classrooms and plumbing, purchased through the King County School Directors Association (KCDA) Cooperative, would cost between \$200,000 and \$250,000.¹⁵⁸

Methods Used to Expand Available Space in Washington State and Other Jurisdictions

Early learning programs in Washington State, and elsewhere across the country, have used a variety of methods to create sufficient facility capacity as programs have expanded. In Washington State, these have included:

- **Accessing existing classroom space, either donated or rented.** While early learning programs have rented commercial space and used donated space from sponsoring agencies or community facilities, such as churches, the primary source of donated space in our region has been school districts. In Seattle, SPS donates classrooms for its Head Start program. In King and Pierce Counties, the primary provider of space for Head Start and ECEAP programs are school districts, although space has been donated by community and technical colleges. The Seattle Housing Authority and King County Housing Authority have provided classroom space and/or land to construct facilities in Seattle, White Center, and Kent. Finally, many child care centers, and some family child care providers, provide classroom space in which they provide Head Start and Step Ahead services in Seattle and elsewhere in King and Pierce Counties.
- **Using Publicly funded early learning grant funds to renovate or construct facilities.** Most grants for early learning services do not offer dedicated funds for facilities and they do not allow the

operational funding granted to be used for facilities. This is generally the case for ECEAP, Head Start, and Step Ahead. Some Head Start grantees have devised strategies to use some of their first year of start-up funding for renovation of facilities. In the past, Puget Sound Educational Service District (ESD) has used unspent grant funds for this purpose, but this opportunity is now much more limited. Many Head Start, ECEAP, and Step Ahead grants do, however, allow operational funds to be used for rent.

- **Non-residential Bonus.** The City of Seattle has an incentive program that allows additional floor area to be constructed beyond base height of floor area ratio (FAR) limits for office, hotel, and certain other developments. This incentive enables developers to achieve additional FAR in exchange for providing child care affordable to lower-wage workers. The child care can be provided directly by the developer or a cash contribution may be made to the City for those purposes. The non-residential bonus is currently available in certain Downtown, South Downtown and South Lake Union zones.
- **Obtaining foundation or philanthropic funding for facilities.** The availability of funding fluctuates, but has been used to obtain substantial funding for Seattle early learning facilities, including Childhaven, Wellspring, Neighborhood House, Denise Louie Education Center, Pike Market Child Care and Preschool, and Puget Sound ESD's Educare Center. Major foundation donors have included the Bill & Melinda Gates Foundation, the Paul G. Allen Family Foundation, the Kresge Foundation, the Boeing Corporation, the Employee Community Fund of Boeing Puget Sound and the Seattle Foundation. During the recent economic downturn, these funds diminished significantly, and the extent to which they will increase in the future is unknown.
- **City and State Community Development Block Grant (CDBG) funds.** The availability of these funds also fluctuates, but these sources have played an important role in several early learning facilities. Neighborhood House's High Point Head Start facility, the Head Start program now operated by Children's Home Society in Columbia City, and Puget Sound ESD's Educare Center in White Center all received block grant funds. A number of licensed child care centers, including Denise Louie Education Center and Pike Market Child Care and Preschool received significant CDBG funding from the City's Human Services Department through its Community Facilities Program.
- **New Markets Tax Credits (NMTC).** This complex federal program has been used to support nonprofit educational and social service facilities. NMTC provided \$5 million toward the construction costs for PSESD's Educare Center in White Center.

Several other cities and states have developed or accessed funding for early learning facilities development. Examples include:

- In 2013, the District of Columbia initiated a preK Facilities Improvement Grant Program designed to support quality improvement initiatives for community-based organizations and family child care homes. Grantees are required to do a thorough facility assessment and cost analysis of needed improvements. The maximum grant size is \$25,000; the District has granted a total of \$425,000 under this program.¹⁵⁹

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- In Massachusetts, the [Children's Investment Fund](#) (CIF) was created by the state to provide loans using flexible financing to build, purchase, renovate, and equip early childhood facilities. These loans, which can cover up to 100% of the project cost, range from \$25,000 to \$900,000. In September 2013, CIF offered facilities improvement capital grants for Boston Early Care and Education Programs.¹⁶⁰ Grants of up to \$50,000 can be combined with loan funds for more extensive improvements. According to October 16, 2013 issue of Education Week, a bill "is expected to win approval in the Massachusetts Legislature and would set the stage for a constant source of money for the work of the Children's Investment Fund."
- San Francisco's Preschool for All Programs are able to access several sources for capital improvements: First 5 San Francisco (state tobacco-tax funding) and Proposition H (city funding) provide opportunities for capital funds for early learning programs. In addition, the low income Investment Fund is a community development financial institution that provides capital funds for low income communities to use for projects that have traditionally encountered barriers in accessing traditional capital markets.¹⁶¹

Recommendations

1. Assess and utilize existing resources, to the extent possible.

- a. The City should establish a Task Force with Seattle Public Schools (SPS) to determine what capacity SPS has now, or will have in the future, to provide dedicated space for PFA. The Task Force should examine options for future ballot measures, initiated by either SPS or the City, which would produce funding for facility renovation, purchase, or construction of PFA classrooms. These classrooms could either be in dedicated space in newly constructed schools, or in new buildings built adjacent to SPS elementary schools when this is feasible.
- b. The City should conduct a broad survey and assessment of existing organizations that may be interested in providing PFA services. This can be done once the City determines the organizational and facility standards for PFA, and the minimum number of PFA classrooms each site must have to be considered as a provider. The City will also learn a great deal from the first round of PFA applications concerning how many qualified providers have quality existing space available for this purpose.

2. Establish a Facilities Capacity Building Fund.

- a. The fund could assist providers with the renovation of existing facilities or development of new facilities for PFA. This could be in the form of matching funds to encourage and enable PFA providers to access existing capital funds. The fund could also be used in select cases to pay for new facilities. Strict criteria for maintaining the City's interest in any renovations, facility purchase, or construction carried out with any city funds would be needed. For example, this would include provisions to dedicate the space for PFA services for the useful life of the improvements, facilities purchase, or construction, with provisions to reimburse the City if the space is no longer used for PFA. Additional criteria should assure that these very limited funds are used to address PFA's priorities. The City should limit these funds to areas with a scarcity of PFA services and suitable facilities, and should target the funds to communities with the highest unmet need for PFA.
- b. Providers receiving Facilities Capacity Building Funds should agree to reserve at least 25% of their PFA slots for children in at-risk categories including children in foster/kinship care or other areas of the child welfare system, children from low-income families, and English Language Learners. As part of the application process, any provider seeking these services should be required to supply data on all children served in facilities that have received such funding.

- c. The City should ask the Department of Planning and Development to review its incentive zoning and planning policies to ensure that there are no unintended barriers to child care facility development.
3. **Provide technical assistance.** The City should provide current and potential PFA providers with pre-development technical assistance for the planning, design, and renovation of facilities they will then develop and use for PFA. Early learning design resources should be available to assure funds result in high-quality learning environments. See the description of proposed city staff in *Section 5.2 Governance and Organizational Structure*, which includes a Capacity Building Manager and a Planning and Development Specialist, who would be assigned to these tasks. The city should use a portion of its facilities capacity building funds to contract as needed with architects and other professionals who can provide pre-development assistance that the city staff cannot cover.
4. **Pursue other public funding sources.**
- a. The City should actively explore opportunities to tap existing public resources for facility renovation and construction, including CDBG funding, state capital funding, and New Market Tax Credits. Where possible, existing contract mechanisms should be utilized which would allow for public funding to renovate, purchase, or construct buildings. These facilities could be operated either through long-term leases to non-city organizations, or ownership by those organizations while the City protects its investment in these buildings.
 - b. The City should consider prioritizing facilities funding for PFA when allocating its annual CDBG awards during the first several years of PFA's implementation. In years past, the City has done this for other priorities it has set. This type of prioritization has typically lasted for only a set period of time, and has mandated that a significant percentage of all CDBG funding be allocated for the purpose.
 - c. The City should examine options used by other cities and states to increase facilities capacity, including publicly funded revolving capital loans and grants such as the Community Investment Fund in Massachusetts and the low income Investment Fund's community development financial institution model in California; the Local Initiative Support Corporation's Community Investment Collaborative for Kids (CICK); and the Nonprofit Finance Fund and the Illinois Facilities Fund, both federally recognized Community Development Financial Institutions .
 - d. The City should make facilities improvement funding for minor repairs and renovations available to meet licensing standards. In the longer term, the City should consider partnering with the Department of Early Learning's licensing division and Early Achievers staff to facilitate the planning and development of high-quality facilities.
5. **Explore private sector financing.** If market rate reimbursement of facility costs is allowed in the budget for PFA providers, this could be used to secure loans for building, renovation, and expansion. If combined with small grants to cover the down payment, this could be effective in increasing private solutions. The City should approach local lenders to ensure that they understand the risks or sureties offered by PFA.

Rationale

The goal of PFA is to make available preschool services for all children, which includes children not currently in any preschool programs. Whenever possible, expanded services should be delivered in existing space suitable for this purpose. When additional space is needed, it should be accessed in the least costly manner possible, consistent with the goal of operating PFA in high-quality environments that maximize learning.

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There is currently insufficient appropriate classroom space in at least some parts of Seattle to allow expansion of PFA services to all Seattle families interested in enrolling in the program. The fact that other changes such as increasing the supply of full day kindergarten and reducing class size are being made at the same time puts an even greater demand on existing facilities. But it is also true that facilities development, whether through renovations, rental, purchase, or construction, is far too expensive to be paid for entirely by the City's budget.

We recommend that the City access all existing resources, including state and federal funding programs, nonprofit agencies, corporations and banks, and philanthropic organizations. When feasible, it would be most cost-effective if the City prioritizes PFA for some of its existing funding programs and mechanisms. New City funding should only be used to leverage and supplement these sources.

5.0 PFA GOVERNANCE AND ORGANIZATIONAL STRUCTURE

5.1 Advisory Bodies

Oversight Body

The City should establish a Preschool for All (PFA) Oversight Body to provide at least the following functions:

- Review progress towards full implementation of high-quality programs.
- Consider issues that arise during implementation.
- Monitor the fiscal health of PFA.
- Review and approve capacity building funds allocation recommendations proposed by Office for Education (OFE) staff.

The Oversight Body might include representatives from the following entities:

- Seattle City Council
- Seattle Public Schools
- Early learning providers (Head Start, Early Head Start, for-profit child care, nonprofit child care, family child care)
- Community-based organizations, including racial and ethnic organizations
- Higher education
- Teacher and child care unions
- Parent groups
- Business, including real estate experts
- Religious organizations
- Pediatricians and other health providers
- State and City agencies

Scientific Advisory Board

By 2017, the City should establish a Scientific Advisory Board consisting of national experts in preschool program evaluation that reports to the PFA Oversight Body and the PFA Project Director. The purpose of the Scientific Advisory Board is to ensure that the design, procedures, analyses, and conclusions for Quality Assurance and for the Program Evaluation meet rigorous scientific standards. In addition, this Board can provide up to date information about new assessment measures and promising practices elsewhere.

5.2 Governance and Organizational Structure

OFE Tasks and Responsibilities

Staff of the **Office for Education (OFE)** should be actively involved in implementation of Preschool for All (PFA). Staff should be responsible for implementing the following tasks:

- **Selecting providers and awarding funding** based on the quality and effectiveness of the proposed preschool services, use of evidence-based practices, the provider's ability to track and report outcome data, and participation in Early Achievers.
- **Administering the enrollment intake and preschool assignment process** during the program phase-in years. OFE should run the preK application process centrally, so families would need to fill out a single form to apply for PFA. OFE should also leverage local community-based organizations, home visiting programs, and social service organizations to assist with recruitment and enrollment intake. Coordinating funding and administration of the PFA program with:
 - Other city programs, including Step Ahead, Comprehensive Child Care Program, and others.
 - Existing state and federal programs serving 3- and 4-year-olds, including Head Start and Early Childhood Education and Assistance Program (ECEAP), in order to increase, where necessary, the quality of those programs to the same quality level of the Seattle PFA program.
- **Coordinating the program with other local, state, and federal early childhood programs and services**, as well as with Seattle Public Schools (SPS), to ensure alignment and continuity of early childhood experiences and curriculum and successful transitions from infant and toddler programs into preschool and into kindergarten.
- **Coordinating data sharing and data system** integration across early childhood programs.
- **Measuring and tracking PFA progress** toward the goal of providing high-quality, affordable preschool to all 3- and 4-year-olds in Seattle.
- **Assisting with capacity building** by providing fiscal support to providers, as well as general support during the capacity building phase.
- **Providing professional development and coaching to providers.**

Staffing

We recommend that the following staff be part of the PFA Team (see *Attachment D* for specific assumptions around staff roll-out and number of positions):

PFA Program Director

- Oversee PFA and overall program implementation
- Develop and grow partnerships
- Coordinate with other local, state, and federal early childhood programs and partners
- Manage PFA program staff

At full program roll-out, OFE will likely need an **Assistant PFA Program Director**.

We also recommend establishment of the following units to support the PFA program:

Unit	Unit Functions	Staffing
<p>Finance/Admin</p>	<ul style="list-style-type: none"> • Budgeting • Contracting • Accounting • Personnel • Information technology (IT) • Public Information 	<ul style="list-style-type: none"> • Finance/Administrative Director: oversee unit. • Finance Manager: manage PFA levy funds and multiple revenue streams; provide financial allocations; report on levy operating/capital funds; supervise Senior Finance Analyst. • Senior Finance Analyst: review invoices; track financials; support Education Specialist work on fiscal issues; review financials in draft contracts. • Contract Supervisor: ensure consistency across contracts; provide boilerplate updates; review drafted contracts; track insurance; supervise Contract Specialist(s). • Contract Specialist: draft contracts; create contract forms; format contracts; draft amendments; route contracts to vendors for signatures; review invoices; route invoices for payment; scan and file. (1 per 30 contracts.) • Information Technology: support PFA on IT needs. (Hire position or outsource this work to another City department.) • Personnel: provide human resources support to PFA program. (Hire position or outsource this work to another City department.) • Accounting: provide accounting support for PFA program. (Outsource this work to Department of Neighborhoods, approx. \$100,000.) • Public Information Officer (PIO): provide PIO support for PFA program. (Hire position or outsource this work to another City department.)
<p>Data and Evaluation</p>	<ul style="list-style-type: none"> • Data and reporting • Ongoing evaluation and assessment • Coordination of data sharing and data system integration across early childhood programs • Management of outside evaluation contract 	<ul style="list-style-type: none"> • Data & Evaluation Manager: oversee unit. • Database Administrator: manage databases. • Data Analyst: gather and analyze data relevant to the outcomes and progress indicators including data from providers and K-12 system. • Management Systems Analyst: provide support for data entry and quality control; offer database support for providers.
<p>Communications and Outreach</p>	<ul style="list-style-type: none"> • Outreach to potential providers • Parent and community engagement • Coordination of kindergarten transition 	<ul style="list-style-type: none"> • Communications and Outreach Coordinator: outreach to potential providers; engage parents and community members; coordinate kindergarten transition efforts.

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<p>Continuous Quality Assurance</p>	<ul style="list-style-type: none"> • Coaching • Training and professional development • Site assessments • Curriculum instruction 	<ul style="list-style-type: none"> • Continuous Quality Assurance Manager: oversee unit; support Education Specialists, since trained in all curriculum models. • PFA Coaches: provide professional development /coaching for providers; administer site-level assessments. (Initially 1 per 10 classrooms, eventually 1 per 25 classrooms.) • Strategic Advisor: plan and coordinate all training through the Early Learning Academy including HighScope coursework and summer institutes; develop supplemental curriculum training and materials.
<p>Operations</p>	<ul style="list-style-type: none"> • Student intake • Preschool assignment process administration • Enrollment • Compliance • Fiscal/technical oversight for providers • Development of program scopes of work 	<ul style="list-style-type: none"> • Operations Manager: oversee unit. • Human Services Coordinators: assist with marketing/recruitment, sign-ups, and collecting monthly tuition payments; assist families with eligibility verification process; provide resources/referrals to other City services (utility assistance, work training, other early learning services, etc.); help families correct wrong information; support families with other social service needs as able. (1 per 400 families.) • Early Education Specialists: determine provider eligibility; select providers; develop contract scopes to give to finance/admin unit; monitor contracts; monitor compliance with PFA performance standards; provide fiscal/technical assistance to providers. (1 per 25 contracts.)
<p>Capacity Building/ Workforce Development</p>	<ul style="list-style-type: none"> • Administration of capacity building funds • Family Child Care (FCC) Pilot Study • Parent and workforce development • Space development 	<ul style="list-style-type: none"> • Capacity Building Manager: oversee unit. • Strategic Advisor: manage pilot programs; administer capacity building funds. • Planning and Development Specialist: provide technical assistance with space development. • Permit Specialist: housed at the Department of Planning & Development, provide permit assistance
<p>Policy & Planning</p>	<ul style="list-style-type: none"> • Project management • Coordination with related state and regional efforts • Grant writing • Legislative coordination 	<ul style="list-style-type: none"> • Project Manager: oversee special projects; coordinate with related state and regional efforts. • Planning and Development Specialist: write grants; interface with Legislature.

<p>Administrative Support</p>	<ul style="list-style-type: none"> • Providing administrative and technical support to the PFA Director and managers 	<ul style="list-style-type: none"> • Administrative Staff Assistant: support the Program Director. • Administrative Specialists: administrative support to PFA program staff. (Begin with 1 and grow to 3 FTEs over 10 years. OFE should create a ratio relative to the size of the PFA program staff for long-term staffing plans.)
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Other Costs

Enrollment management system. To manage enrollment for PFA centrally, OFE should develop or purchase an enrollment management system to process online applications, manage waitlists, and assist with the preschool assignment process that may potentially be needed in the initial years of program roll-out. Applications should also be available as hard copies and provided in multiple languages that meet the needs of people with limited English proficiency.

Preschool assignment process algorithm. During the ramp-up period of PFA, if demand exceeds the supply of spaces in PFA classrooms, a preschool assignment process will likely be necessary to allocate the available spaces. This process should be open to all children regardless of location within the City of Seattle or family income. Assignment algorithm software will need to be developed or acquired to provide a transparent, equitable, and efficient way to balance enrollment of multiple children across different providers. See rationale for serving mixed incomes in *Section 3.1 Student Eligibility*.

6.0 OUTCOMES AND EVALUATION

6.1 Overview

Quality Assurance and Program Evaluation in a Continuous Improvement System

Policy makers, early childhood professionals, and other stakeholders in young children's lives share the responsibility to regularly engage in program evaluation.¹⁶² Prior to charting a course for program evaluation as part of an accountability system, city officials and other decision makers need to consider the purposes of the evaluations and the intended audiences.¹⁶³ Purposes for program evaluation may vary from obtaining data to inform high-stakes decisions, such as determining program funding or child placement, to measuring program quality and/or children's progress for program improvement purposes. Audiences may include policy makers, educators, researchers and the general public. Well-conceived program evaluation is a valuable source of information to inform decision-making in what Campbell referred to as an experimenting society that strives to rigorously implement and test new initiatives.¹⁶⁴

All programs should perform extensive (process or quality assurance) and intensive (efficacy research) evaluations:

- **For extensive evaluation**, often referred to as *process evaluation*, data should be collected in program implementation and children's development for all children, classrooms, and sites. The ongoing, program-wide data collection should provide comprehensive and meaningful information for teachers and program managers to use to improve teaching and learning toward early learning standards.
- **For intensive evaluation**, often referred to as *program evaluation or efficacy research*, the program should conduct (or contract for) a well-designed scientific study collecting data from a sample of children from some or all of the program sites. The study should be designed to provide valid estimates of the effectiveness of the program with sufficient precision to guide decisions about the program and be adequately funded and last long enough for this purpose. Whether to sample from each classroom and each program site depends on budget and whether the result will be used to inform decisions at the classroom or site level. However, it should be noted that the smaller the unit of decision-making (classroom teacher versus site versus entire Preschool for All (PFA) population), the more rigorous the design and more extensive the sampling necessary for validity.

Both types of information can be used to hold providers accountable for performance and to ensure continuous improvement (quality assurance).

The major issues in accountability and assessment are primarily 1) designing the accountability system to be useful for multiple purposes; and 2) ensuring that the assessment instruments are valid, administered reliably, and measure useful and appropriate accomplishments. The challenge is developing a comprehensive system that provides information for instructional decision-making and program evaluation that is more efficient and less burdensome than separate systems for each purpose.

What are the key components of an accountability system?

A comprehensive accountability system used for multiple purposes should include more than child assessment data measure. If the data is to be used for instructional assessment, accountability, and program evaluation, it needs to be gathered to measure progress and inform practice at multiple levels:

- Individual child level.
- Classroom level (children and teachers).
- Center level (administrator qualifications and practices, as well as other kinds of program support including coaches and parent involvement).
- City level (aggregated data from other levels as well as sampling within a rigorous research design).

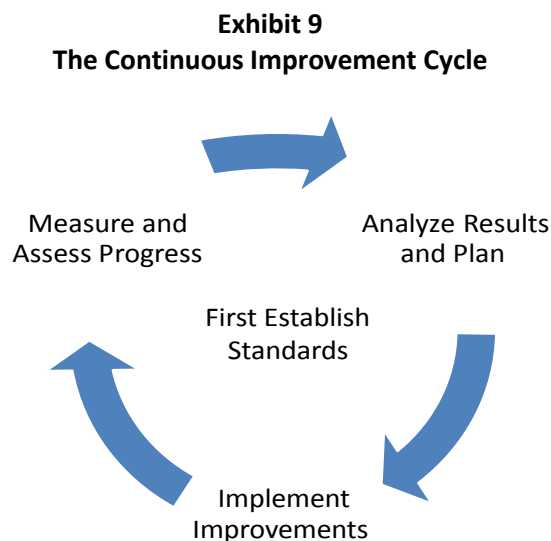
A continuous improvement system that is integrated with the evaluation research will provide timely insight into the programmatic needs and identify areas for technical assistance. A rigorously designed effectiveness study should include information on program quality. However, the outcome evaluation should not be conducted until the program is sufficiently in place. For example, a substantial majority of programs are considered well-implemented based on classroom observation (see Exhibit 10 on Programmatic Process Indicators for recommended targets to assess program implementation).

What is the continuous improvement cycle?

An effective early education system has school readiness goals for child learning in the form of early learning standards and identifies key program features and administrative practices in the form of program quality standards. Washington State has already defined the early learning standards and our recommendations for PFA Action Plan can form the basis for program quality standards.

Yet, quality standards alone are insufficient to ensure that PFA achieve its goals. For that purpose, Office for Education (OFE) should design and implement a continuous improvement system.¹⁶⁵

Creation of the system begins with development of uniform standards and annual targets for program operation, teaching quality, and learning outcomes. The standards form the foundation for continuous improvement cycles at the city, provider, and classroom levels. At each level data should be aggregated to establish progress toward the standards and help plan for improvements, often through professional development. The stakeholders at each level have responsibilities in the system and work together to improve policies, regulations, procedures, and practices.¹⁶⁶ This continuous improvement system, illustrated in the Exhibit 9 below, has been found to be effective at improving quality and increasing child outcomes.¹⁶⁷



Source: Frede, E., Gilliam, W., & Schweinhart, L. (2011). Assessing accountability and ensuring continuous program improvement: Why, how and who. In E. Zigler, W. Gilliam, & W. S. Barnett (Eds.), *The pre-k debates: Current controversies & issues*. Baltimore, MD: Brookes Publishing.

The ultimate purpose of all data collection should be to improve outcomes for children through data-based program development. Assessments should be used by teachers to make classroom- and child-specific decisions regarding educational strategies. Also, child and classroom quality assessments should be used by administrators and other decision makers to judge the overall impact of the early education system (or parts of it) and pinpoint where changes could be made to improve effectiveness, whether related to teaching, support, or administration.

Ongoing Performance-Based Assessments

The ability to use informal observational assessments to differentiate instruction for students is a critical teaching skill.¹⁶⁸ Teachers require a clear understanding of each child's abilities and learning style to plan activities and interactions that are specifically appropriate for that child. Yet effectively and reliably collecting and using data to inform practice is one of the most challenging skills for teachers to acquire, and one that requires significant coaching.

Teacher-generated observational assessments of children's progress (e.g., HighScope Child Observation Record (COR), Teaching Strategies GOLD) that are used to improve instruction can be used for accountability or program evaluation purposes only if (a) teachers do not believe the results might affect them negatively, and (b) the assessment system has been proven valid. Knowledgeable and well-prepared teachers are the best source of information about children's development, but report cards and other checklists without rigorous requirements for data-based conclusions based on systematic observation and documentation over time are regularly found to be inaccurate. The primary purpose of performance-based assessment using teacher ratings is to inform teaching; these should only be used for program evaluation and other purposes when there is sufficient psychometric information to ensure that both the instrument and the administration are valid and reliable.¹⁶⁹

The aggregated results of child performance-based assessment should also be used at the classroom and site level for program improvement, not for high-stakes decisions regarding teachers or programs. Every teacher using the measure should be trained to an acceptable level of reliability, and methods should be in place to ensure that assessor drift does not occur in scoring over time (assessor drift relates to how assessors shift away from how they learned to rate performance when trained). Finally, teachers should be provided explicit support for using the data to inform instruction.

Many of the commonly used "authentic," ongoing assessments are cumbersome and time-consuming with marginal evidence of their validity. The credibility of the results is questionable unless teachers are well trained and have established reliability on the scoring. However, if well implemented in a system that supports the integrity of the documentation and use, these systems can be integral to effectiveness for the following reasons:

- The best systems help teachers understand the developmental sequence of skills being measured which provides direction for how to target interventions for that child or a group of children at the same skill level.
- Children's strengths and needs are captured in real-life, curriculum-embedded activities that provide information on their progress. These activities provide better guidance to teachers than direct or on-demand assessments. The added benefit is that parents are given documentation that provides detailed illustrations that support the teacher's conclusions and not a number or grade.

- Young children are not “reliable” test takers and although the typical standardized tests used in preschool tell us a great deal about a large group of children, they are much less useful for an individual child. Highly intensive assessments together with information from teachers and parents are required to make high-stakes decisions about children such as identification of a disability or development of a plan to meet a child’s special needs related to a disability.
- Unlike standardized, on-demand tests, ongoing performance based assessments focus on multiple domains of learning and help teachers see the integration of learning across domains.

6.2 Quality Assurance through Ongoing Evaluations

Child Level: Collecting and Analyzing Child Assessment Data to Screen for Potential Developmental Delays and to Inform Intentional Instructional Practice

Screening for Potential Learning and Development Delays and Concerns

All children, except for those entering Preschool for All (PFA) with existing Individualized Education Plans (IEPs) should receive comprehensive developmental and social-emotional screenings within 90 days of program entry. Screenings provide an initial assessment of the child’s development, and would allow PFA providers to identify those children with potential developmental delays as they first enter the program. The following procedures outline the timelines, roles, and responsibilities to complete developmental assessments, as well as the steps to take when children require a referral for further evaluation. Screening information is never used in isolation to determine that a child has a disability. Results of screening assessments should *only* be used to identify children for referral for further diagnostic assessment. These tools are not designed to inform instructional practice or any other decision-making.

NOTE: The procedures for screening administration (including appropriate tools) and referral of children with possible developmental delays or disabilities should be developed in collaboration with the Seattle Public Schools (SPS) and be included in the Memorandum of Understanding between Office for Education (OFE) and SPS.

We recommend that PFA programs use the following screening tools:

- **The Early Screening Inventory–Revised Version (ESI-R)** is an interactive assessment, conducted individually with each child, which measures motor, language, cognitive, and perceptual skills. All children are screened within 90 days of program entry (except for those with an existing IEP or if the classroom is funded using Head Start dollars, then the screening must occur within 45 days as required by the Head Start Performance Standards); returning children do not receive an additional screen in their second year.
- **The Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire–Social Emotional (ASQ-SE)** may be completed by teachers, parents or via parent interview to collect developmental, behavioral, social, and emotional skills information about each child. All children are screened within 90 days of program entry (except for those with an existing IEP or if the classroom is funded using Head Start dollars).

Ongoing Performance-Based Assessments

There are three major assessment tools that have established some validity. Two are in wide use and one has just been published. Our first recommendation is to choose one assessment tool for which there is a possibility of citywide use to simplify training and data analysis. The system chosen should have easy to use teacher training materials and a system for establishing reliability for teacher scoring. Once teachers are using the system well—following online training and receiving support in the monthly assessment workgroups and coaching—they should establish reliability using the assessment system's online reliability tool. Online reliability tools are one factor to consider in choosing a system, along with correspondence with the curriculum model(s); coverage of essential domains and skills; clear presentation within the scoring system for understanding how the skill develops; and ease of implementation. Ease of implementation is particularly important since many systems have well over 50 items for which teachers are expected to collect evidence. This clearly detracts from teaching and likely interferes with the accuracy of the scoring.

We recommend that OFE allow providers to use either of the following, possibly with adaptations made to reduce the number of items scored to be consistent with state early learning guidelines.

- **HighScope Child Observation Record (COR).** If the HighScope Curriculum is implemented then the COR would be the most seamless choice for teachers and centers in Seattle are already using it. The established validity of the tool is respectable and the number of items is manageable for teachers. The domains do not all directly related to typical school domains but instead correspond to the HighScope Key Developmental Indicators. There is no published method for establishing teacher inter-rater reliability.
- **Teaching Strategies GOLD.** Although designed to correspond with Creative Curriculum, this system is generic enough to be used with most curriculum models and is already widely used in Seattle. The online system is comprehensive and the developmental sequence for skills is clearly accessible to teachers. There is online training and online reliability assessment. However, the scoring system is confusing with different scales in each domain and there are too many skills included. The developer could customize the reliability and the online tool, removing items to correspond with local standards or curriculum.

Site and Classroom Level: Implementing Program Standards and Improving Classroom Practice

OFE should develop a **site-level implementation self-assessment rubric** for site-level continuous improvement that is designed to guide schools and centers through systematic self-appraisal of their preschool programs to provide a basis for developing program improvement plans. The items and scoring criteria on the rubric should be developed by the PFA program. The site level accountability process requires two phases annually:

1. **In Phase I**, in the first half of the program year, site-level personnel gather documentation to assess their early childhood program based on the self-assessment rubric. Initial ratings inform revisions to operations and program improvement. Because this is a program improvement tool, sites are encouraged to look critically and honestly at their programs.
2. **In Phase II**, near the end of the program year, a team of OFE specialists (education, operations, and fiscal) validates the self-assessment score using documentation provided by the site to justify their score. Site leaders combine the results of the validation with data from other sources to develop detailed program improvement and professional development plans. Initially, this should happen annually, and as the PFA matures and program standards are more regularly being met, a system for randomly selecting sites for validation can be established.

Included in the site-level evaluation tool are the results of structured classroom observations. Site supervisors should be trained in reliability and should conduct the observations in the beginning of each school year to help them tailor their classroom interventions and other professional development. We recommend using the **Early Childhood Environment Rating Scale-Revised (ECERS-R)** and the **Classroom Assessment Scoring System (CLASS)** together with **curriculum fidelity tools**.

In later years, as the scores on these global quality assessments meet maximum thresholds (see below), measures of specific teaching practices for particular domains should be added to inform specific programmatic professional development issues. These measures could include the following: Early Language and Literacy Classroom Observation (ELLCO) for language and literacy; Teaching Pyramid Observation Tool (TPOT) for social-emotional supports for challenging behaviors; Self Evaluation of Supports for Emergent Bilingual Acquisition (SESEBA) for supports for emergent dual language learners; and Self-Evaluation for Science and Math Education (SESAME) for math and science

OFE should set a low-end cut-off score for contracting classrooms (see *Section 2.5 Recommendations for Delivery Model: Provider Eligibility* above). In addition, until maximum thresholds are met, a cut-off should be set for capturing the lowest (10-15%) of scores on the CLASS. Any classroom that does not meet that cut-off should have a classroom improvement plan with a timeline for improvement. The PFA Coaches assigned to that classroom should meet with the site supervisor/center director and the teacher to develop the improvement plan. In concert with the site supervisor, the PFA Coach should offer intensive assistance to that classroom. If quality and practice does not improve within a reasonable time period as set in the improvement plan, the teacher or the classroom should be removed from PFA. Based on research indicating that classroom quality assessments are not particularly predictive of child achievement until a certain threshold of quality is reached,¹⁷⁰ we recommend the following ultimate targets for classroom quality ratings:

- ECERS-R: 5.0 or higher.
- CLASS Emotional Support (ES): 6.0 or higher.
- CLASS Classroom Organization (CO): 6.0 or higher.
- CLASS Instructional Support (IS): 4.5 or higher.

Note: Some external reviewers expressed concern that the target might be too high in the Instructional Support domain. We recommend them because scores lower than this cut-off have not been found to be predictive of child outcome. These cut-offs should be re-evaluated as PFA ramps up and potentially adjusted based on the data.

Exhibit 10 below provides summary information on Programmatic Process Indicators used to assess program implementation:

Exhibit 10
Programmatic Process Indicators

Purpose	Explanation	Proposed Objective(s)	Research Base
Serving the intended population.	Appropriate evaluation often begins by developing an understanding of the landscape of early education services in the service area—what programs are available, who has access, and who is attending. This should include information on who accesses programs and who leaves programs, as well as when and why. With this information, objectives for targeting underserved populations of children and increasing their attendance can be set and improvements measured.	<i>Within three years of implementation, enrollment in preK will meet or exceed the target set by OFE during the implementation planning process, with subgroups served in proportions that reflect the population of Seattle.</i>	In most universal preK programs where all eligible applicants must be served, enrollment of 80% is typically achieved. Enrollment of over 90% is desirable.
Ensuring that all educational leaders have the expertise needed to support quality preschool.	Sustained and meaningful improvement in classroom practices can only be accomplished with effective and informed leadership. If the contexts in which teachers work are not adjusted to support any new practices, the training will not be effective or result in sustained change.	<i>Within three years of implementation, all PFA early childhood administrators will have completed or be participating in training in Early Childhood Education leadership provided by OFE. They will have established reliability on the CLASS and ECERS-R.</i>	The quality and expertise of center/building leaders are consistently shown to be critical factors in educational success.
Providing model professional development and coaching to teachers.	It is particularly clear across the professional development research literature that isolated workshops and professional development that does not include direct coaching in the trainees' own context is rarely effective. In addition, evidence indicates that professional learning communities, self-evaluation, and individual goal setting are key elements of successful professional development. However, these need scaffolding by an expert in the beginning.	<i>In the second year of implementation, all teachers and assistant teachers in participating centers/buildings will have received periodic coaching and participated in curriculum- and assessment-focused professional learning communities at least monthly.</i>	Sustained, classroom-focused professional development is regularly found to be necessary for high-quality programs.

Purpose	Explanation	Proposed Objective(s)	Research Base
Implementing a high-quality, effective preschool program.	Treatment fidelity should be established to ensure that the program is being implemented as intended. Structured observations of the quality of classroom practices will not only show treatment fidelity but also provide insight into the programmatic needs and the cost associated with planning technical assistance if necessary.	<i>ECERS-R: Above 5.0</i> <i>CLASS Emotional Support and Classroom Organization: Above 6.0</i> <i>CLASS Instructional Support: Above 4.5</i>	Classroom quality assessments are most predictive of child achievement at the highest end of the scales. In New Jersey, classroom averages on ECERS-R increased from below 4.0 to over 5.0 in three years with appropriate quality supports.
	Curriculum implementation fidelity is a crucial measure of the education the children are receiving as well as the effectiveness of curriculum training.	<i>Within three years of implementation, curriculum fidelity measures will show adequate implementation as established by the curriculum model developers.</i>	In general, comprehensive curriculum models take three years to implement fully. The actual targets vary by curriculum model.
Ensuring reliability of the ongoing performance-based assessment system.	A performance-based, ongoing assessment system that has been specifically designed both to measure whether learning objectives are being reached and to inform teaching should be chosen. It should engage children in meaningful tasks within a realistic context and document changes in individual children over time.	<i>Within three years of implementation, preschool teachers will have established reliability on the ongoing assessment system used in their program.</i>	All effective state preK programs require ongoing child assessment. Teacher reliability provides confidence in the results and ensures teachers actually understand the developmental trajectories.
Ensuring that all program standards are being met at each PFA site.	Validated scores of site-level self-assessment of implementation of program standards (self-assessment rubric). (Annually conducted by site-level staff. Validated by OFE staff: annually until targets are met. Then self-assessment continues in all sites with 1/3 of the sites validated yearly.)	<i>Within three years of implementation, validated scores will show that at least 80% of sites are meeting the targets set.</i>	Within one year of conducting the Self-Assessment Validation System in New Jersey's Abbott Preschool Program, districts had met the target of 2.5 on a 3 point scale.

6.3 External Evaluation at Program Level

The PFA program evaluation should use data from samples of classrooms, children, and program finances. Accountability will require basic information on every child, classroom, and provider, but sampling would permit the City to obtain highly detailed data at a feasible cost. Information would be used to inform rules, regulations, technical assistance, and professional development. Standardized measures of teaching and the classroom environment (Early Childhood Environment Rating Scale-Revised (ECERS-R), Classroom Assessment Scoring System (CLASS)) should be collected by observers who have been trained to reliability and provide an external check on quality in each center. Each fall and spring preschoolers and kindergartners' abilities in executive functioning, language, literacy, and mathematics should be assessed by staff trained to reliably administer individual standardized tests that have been widely used in early childhood research.

To link inputs to outcomes, the evaluation should include a **Process Evaluation** and an **Outcomes Evaluation**.

Classroom and Program Process Evaluation: Quality Assurance

The Process Evaluation ensures that the program is being implemented as intended. Implementation fidelity is reached when most elements of the program standards are meeting targets. For example, a goal that 60% of the eligible 3- and 4-year-olds in Seattle are enrolled in PFA in classrooms that meet the ultimate targets for the ECERS-R and CLASS tools could be one measure of implementation fidelity. Too often in program evaluations, treatments are labeled without any verification, what Patton refers to as "the problem of labeling the black box."¹⁷¹ For example, an evaluation of a state preschool program found that the program had beneficial effects on children's learning only after controlling for fidelity of implementation of the curriculum.¹⁷² In a national evaluation of implementation and effects of the Comprehensive Child Development Program, Gilliam and colleagues found marked variation in implementation across sites.¹⁷³ Thus, the process evaluation should begin prior to assessing outcomes and instituting a rigorous research design.

Campbell argued that no program should ever be evaluated until that program is proud.¹⁷⁴ To determine level of "pride," a program is best measured through a process evaluation of the degree to which the program is being implemented according to its plan, with adequate levels of both quality of services and degree of participation.

The classroom observations conducted annually on a representative sample of classrooms, should initially include the **ECERS-R**¹⁷⁵ and the **CLASS**. The ECERS-R provides a comprehensive look at classroom quality and could allow the City to compare classroom quality scores to programs in the research literature and in other states. In later years, content-specific classroom quality instruments could be added.

The external evaluation of classrooms should be supplemented with validation scores from the **site-level implementation self-assessment rubric** which will provide information by site on the level of program implementation by site.

Outcomes Evaluation

We estimate that by 2018, analysis of the annually collected classroom quality and accountability data would show that PFA is adequately implemented enough to embark on an **Outcomes Evaluation**. In this Action Plan we recommend specific child assessment tools; however, some very promising instruments are currently being developed to take advantage of touch screen tablets and should be reviewed before choosing an assessment battery. Children should be assessed in English and, if they are served in a dual

language classroom, in their home language, where assessments are available. The City should work with the research contractor to select appropriate assessments and consult with the evaluator for the state program to determine if the same measures will meet the requirements of both studies.

We recommend the following child assessment tools be administered pre and post during the preschool and kindergarten years:

- **Language development:** Peabody Picture Vocabulary Test-IV (English)¹⁷⁶ or Test de Vocabulario en Imágenes Peabody (Spanish);¹⁷⁷ Expressive Vocabulary Test.
- **Mathematical skills:** Woodcock-Johnson Tests of Achievement; Subtest 10; Applied Problems (English and Spanish).¹⁷⁸
- **Literacy skills:** Early Literacy Skills Assessment in English and Spanish.¹⁷⁹
- **Executive Functioning Skills:** Executive Function Scale for Early Childhood.¹⁸⁰

These tools should be used to measure the following early learning outcomes:

- **Short-term early learning outcomes.** Within one year of meeting all Programmatic Process Indicators (we estimate 2019), children who participated fully in the PFA program will enter kindergarten scoring about .25 standard deviations (sd) higher in language, .33 sd higher in math, and .25 sd higher in basic literacy skills. These correspond to reducing the achievement gap for the lowest income quintile by 25% in language, 33% in math and 25% in basic literacy. The longer-term goal for kindergarten entry is to reduce language and math gaps with national averages at kindergarten entry by 50% or more.

These results are comparable to results for the successful preK programs in Chicago and a number of states including Oklahoma, Michigan, Rhode Island, and New Jersey.

- **3rd grade early learning outcomes.** The first cohort of children to meet the short-term early learning outcomes for kindergarten entry will score .10 sd to .20 sd higher on the 3rd grade statewide assessment. There will be a reduction in the percentage of children who have failed a grade or have been placed in special education.

Longitudinal studies of the preK programs in Michigan, New Jersey, and Oklahoma have found comparable results in the early grades.

- **Continue analyzing sample children's school test results through high school graduation.**

Why are we not recommending Washington Kindergarten Inventory of Developing Skills (WaKIDS) as a measure of early learning outcomes?

As stated in the Ongoing Performance-Based Assessments section of *Section 6.1 Overview*, “the aggregated results of child performance-based assessment should be used at the classroom and site level for program improvement, *not for high-stakes decisions regarding teachers or programs* . . . Every teacher using the measure must be trained to an acceptable level of reliability, and methods must be in place to ensure that assessor drift does not occur in scoring over time.” Unless these rigorous procedures are in place to ensure that kindergarten teachers' scores are comparable to each other, then the data are not appropriate for any use other than to inform teaching. If all kindergarten teachers are required to establish inter-rater reliability and procedures are put in place to ensure against drift, then the City could consider using this as an outcome measure in addition to the standardized assessments.

The Research Design

Ideally, the research design would take advantage of the preschool assignment process and compare a sample of eight randomly selected children from each classroom to a control group consisting of as many children as are available who were not admitted in PFA. Without knowing the actual number of children and classrooms that will be participating in PFA in 2018 it is difficult to recommend a particular sample size. The smaller the total population, the larger the proportion of children and classrooms sampled must be. In our estimates, we assume that by School Year 2018-19, 23% of the approximately 13,100 3- and 4-year-olds in Seattle will be served in 180 classrooms, resulting in a treatment sample of 1,440 children (eight children from each classroom) and an equal number of children in the control group.

If the preschool assignment process is no longer generating enough comparable children, for example, if the city decides to serve all 4-year-olds or all low-income children first, then a combination of randomized control trial and quasi-experimental design should be employed. Given the number of unknowns, the exact design cannot be determined. However, any approach will be improved by the collection of pre-test data and detailed family background data including information on parental education and income, educational activities in the home, and prior early care and education arrangements. What is necessary now is to estimate the number of children and the types of assessments so that costs can be calculated.

Research Method to Consider in Later Years of PFA Implementation: Matrix Sampling

Matrix sampling can reduce the assessment burden on children while covering more domains of knowledge. Instead of randomly selecting children from classrooms and sites and administering the same tests to each of them, with matrix sampling children are randomly selected to each receive a different assessment that can be statistically combined to give results for the entire city.

This design allows selection of a statistically valid sample size without burdening individual children with a comprehensive assessment. In addition, the tests chosen to measure the different domains of learning can be more extensive and thus more valid. The disadvantage of this method is that a fairly large population is required and attaching any findings directly to classrooms or sites is not possible. Thus, it may be a method to be considered in later years of the program.

6.4 Summary Matrix: Quality Assurance through Program Evaluation and Continuous Improvement

The matrix below summarizes the components of rigorous program evaluations and continuous improvement systems described above.

Level of Assessment	Outcome(s) Measured	Performance-based Assessment Measure(s) for Continuous Improvement	Standardized Assessment Measure(s) for Accountability and Program Evaluation	Ultimate Goal or Target (For Assessment of Progress Toward Ultimate Success)	Program Supports and Interventions
Child	Developmental progress	Teacher and parent observations of concerns (ongoing)	<ul style="list-style-type: none"> • Early Screening Inventory (teaching staff) • Ages and Stages Questionnaire-Social Emotional (parent interview by teaching staff) 	None	<ul style="list-style-type: none"> • Child study teams from SPS • Preschool Intervention and Referral Teams • Mental health consultants
	Progress on early learning standards and kindergarten readiness	Ongoing teacher documentation of child progress (GOLD, COR). (Ongoing documentation by teachers with quarterly scoring.)	<ul style="list-style-type: none"> • Direct assessments of Language, Literacy, Math, Science and Social Emotional skills on representative sample of children. • Specific assessments to be determined prior to conducting research (estimated 2018). • External data collector would assess in early fall and late spring annually after 2018 until targets are met. 	The specific target number should be tied to the particular assessment tool since the starting scores and scoring scales vary. One way to think about setting a target is to have a goal that each quintile of the child population will meet or exceed the average score for the next highest quintile such that for the lowest 20%, half of the achievement gap is closed by program exit. For the second lowest quintile, the target would be scoring at the mean, etc.	Strong curriculum with support for differentiation

RECOMMENDATIONS FOR SEATTLE'S
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Level of Assessment	Outcome(s) Measured	Performance-based Assessment Measure(s) for Continuous Improvement	Standardized Assessment Measure(s) for Accountability and Program Evaluation	Ultimate Goal or Target (For Assessment of Progress Toward Ultimate Success)	Program Supports and Interventions
Classroom/Teacher	Quality teaching	<ul style="list-style-type: none"> • Aggregated child data • Systematic classroom observations (e.g., ECERS-R, CLASS, curriculum fidelity measure). (Annually administered, internally by site supervisors/center directors with support from coaches in the fall to inform coaching, and externally in a sample of classrooms by trained, reliable assessors in the spring.) 		<ul style="list-style-type: none"> • Target determined by assessment tool but at the classroom level this information would be used for classroom improvement purposes only. • ECERS-R over 5.0 • CLASS meets or exceeds 6.0 for Emotional Support, 6.0 for Classroom Organization, and 4.5 for Instructional Support 	<ul style="list-style-type: none"> • Strong curriculum • Professional development • Reflective coaching • Professional learning communities
Site (center, school)	Program standards	<ul style="list-style-type: none"> • Aggregated child data • Aggregated classroom data • Validated scores of site-level self-assessment of implementation of program standards (self-assessment rubric). (Conducted by site-level staff and validated by OFE staff annually until targets are met. Then self-assessment continues in all sites with 1/3 of the sites validated yearly.) 		<ul style="list-style-type: none"> • Self-assessment rubric target scores will depend on the scale (i.e., if the scale is 1-5 then an average of at least 4.5 should be the goal; if the scale is 1-7, then an average of 6). 	<ul style="list-style-type: none"> • Coaching seminars • Educational leadership seminars • Regular training and technical assistance visits
Preschool for All	Governing body expectations	Results of a rigorous program evaluation study design using aggregated child, classroom, and site-level data		All targets above	Expert Advisory Board review and consultation

6.5 Baseline Data Collection

Given the importance of ongoing, program-wide data to improving child outcomes, it is critical that appropriate information is systemically collected, stored, and analyzed to inform adaptation in teacher practice, curriculum, or other areas. As mentioned earlier, a comprehensive accountability system should include information at the individual child level, classroom level (children and teachers), provider level (staff qualifications and practices), and city level (aggregated data from other levels, as well as sampling within a rigorous research design).

Data Needs

Below we have listed the type of information that would be necessary to collect at each level and the existing systems that may already address some of these parameters.

In general, the [INQUIRE Toolkit](#) is an excellent resource for understanding and designing data systems related to early care and education. The toolkit was developed in 2013 by the Quality Initiatives Research and Evaluation Consortium (INQUIRE) Data Work Group to provide tools to support effective data collection and the use of data to answer important policy and reporting questions through the use of common data elements.

Student Information

All Preschool for All (PFA) children should be enrolled in an information system hosted by Office for Education (OFE). Student data must be entered at pre-determined periods throughout the school year. The system should be designed to assign a unique Student Identifier (SID) to each student. Ideally, the SID would be coordinated with Seattle Public Schools (SPS) to enable future *two-way data sharing* between PFA and SPS around program participation, Washington Kindergarten Inventory of Developing Skills (WaKIDS) results, standardized testing, etc.

The system should: collect demographic, performance, and program participation data for each student including initial place of enrollment; track students across providers; and report timely, standardized, and accurate information.

Desired Parameters

- **Child Level data**
 - Child Student Identifier (SID)
 - Demographic information (age, gender, race, ethnicity, home language, if experiencing homelessness, if in foster/kinship care or other areas of the child welfare system, disability status by type, etc.)
 - Health data (screenings, medical home, well-child exams, immunizations status)
 - Individualized Education Plan (IEP) status
 - Primary language
 - Enrollment data (start date, exit date)
 - Program participation (PFA, Head Start, Early Childhood Education and Assistance Program (ECEAP))
 - Attendance
 - Previous early childhood experience outside of the home (Early Head Start, family child care, etc.)—specify both the name and type

RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN

- Concurrent out-of-home participation in wrap-around child care in center or family child care
- Other financial support (Individuals with Disabilities Education Act, Part B, Working Connections Child Care subsidy, etc.) Early childhood assessments
 - Developmental and social-emotional screening results (Early Screening Inventory-Revised Version (ESI-R), Ages and Stages Questionnaire-Social Emotional (ASQ-SE))
 - Ongoing, observation-based assessment administered by teachers on every child (Child Observation Record, Teaching Strategies GOLD, Early Learning Scale)
 - Standardized, on-demand assessments administered by Program Evaluators (e.g. PPVT, EVT, WJ-AP, ELSA, EFSEC)
- **Family Level Data**
 - Proof of City residency
 - Marital status
 - Number of people in household
 - Parents' highest level of education
 - Family income
 - Work status
 - Language inputs in the home (Home Language Survey results: who speaks what languages, at what proficiency, at what frequency to the child)
 - Home learning environment survey: *does your child have a regular bedtime, how often do you eat together as a family, how often do you read to your child, etc.)*

Current Systems

- The City's **Early Learning Network Information System (ELNIS)**. Programmed and deployed to preschools for use in recording child demographic, enrollment, and attendance data for children and families enrolled in Step Ahead. Agencies use ELNIS to report attendance and enrollment data to Seattle Human Services Department monthly.
- The state's **Early Learning Management System (ELMS)**. Owned and operated by the Department of Early Learning (DEL). Collects demographic, health, and enrollment data for children enrolled in ECEAP. Also includes information on health (well-child exams, medical coverage, and immunizations status), IEPs, home language, family income, and transportation. Collects ECEAP and Head Start organization and site data.
- Federal **ChildPlus.net** system. Collects demographic, enrollment, and attendance data for children and families enrolled in Head Start.
- **Commercial software packages (e.g., ProCare)**. Off-the-shelf software systems used by some Seattle providers as management tools. These systems typically collect demographic, enrollment and attendance data for children and families; data on immunization; emergency contacts; enrollment schedules; and other pertinent information.

Provider Information

The system should assign a unique Provider Identifier (PID) with sub-codes for each facility.

Desired Parameters

- **Provider Level**
 - Provider information (name, address, program accreditation, etc.)

- Licensing information (status, capacity, etc.)
- Facility type (center, family child care (FCC), school-based, etc.; nonprofit, for-profit, government-run)
- **Site Level**
 - Early childhood program type offered (PFA, Head Start, ECEAP, etc.)
 - Dual language program status
 - Number of classrooms and enrollment per classroom
 - Ages served
 - Staff information
 - Education
 - College experience (degree(s), major, institution, date received)
 - Non-degree college experience (credits earned in ECE or related field)
 - Major
 - Credentialing/licensure
 - Employment history in the field
 - Professional development history
 - Language fluency
 - Curriculum used and number of years in use
 - Quality measures
 - Early Achievers participation data (date, score, level)
 - Classroom Assessment Scoring System (CLASS)
 - Early Childhood Environment Rating Scale-Revised (ECERS-R)
 - Curriculum fidelity measure
 - Site-level self-assessment rubric score and validation score
 - Monitoring visits by OFE quality and fiscal monitors (date, purpose)
 - Self-Assessment Rubric and Validation Scores
 - Administrative practices and fiscal integrity
 - Facility
 - Staff qualifications
 - Supports for meeting all children's needs
 - Curriculum implementation
 - Assessment practices
 - Family engagement
 - Quality of coaching and professional learning community
 - Coaching and technical assistance participation (attendance at trainings, coaching session primary objectives, frequency, and duration)

Current Systems

Similar systems used by providers to enter the child-level data are also used to enter information on providers and sites, although not all of the elements listed above may be available in each of these systems:

- The City's **Early Learning Network Information System (ELNIS)**
- The state's **Early Learning Management System (ELMS)**
- Federal **ChildPlus.net** system

The following systems are currently being used to collect educator data:

- **Managed Education and Registry Information Tool (MERIT)**. Owned and operated by DEL, this is a centralized database and registry that tracks individual staff educational and professional achievements.
 - Early learning staff create a professional record in MERIT, which includes verification of educational credits/credentials and creates an employment history. The professional record becomes "portable" and can be shared with future/potential employers.
 - MERIT also provides a trainer approval process for professionals who want to offer training in the early learning field. Staff must establish a record and have their education verified in MERIT and be part of a licensed program's participation in Early Achievers.
- **ProCare**. Collects staff professional development and credential information.
- **Teaching Strategies GOLD (TSG)**. Collects staff professional development and credential information.

Recommendations

Data Systems

OFE should explore licensing DEL's Early Learning Management System (ELMS) to leverage its capabilities in terms of integration with other key systems:

- **ELMS – MERIT interface**. Classroom/teacher code is entered from ELMS into MERIT so the datasets can be matched eliminating the need for separate identifiers.
- **ELMS – TSG interface**. Not in place yet, but the expectation is that by late 2014 ELMS child demographic data will auto populate into GOLD to reduce the need for double entry.

As mentioned earlier, ELMS is currently being used for data management for ECEAP providers and the system is designed around ECEAP standards. It is unclear what modifications may be needed to meet the needs of PFA and what that would imply for cost.

Data Sharing

The PFA program would not operate in isolation; there would be a need to use multiple systems and create appropriate interfaces with other systems at the school district, state, and potentially federal levels. To ensure that the data exchange process is as smooth as possible, we recommend:

- As families sign up for PFA, the City should ask them to sign data-sharing consent forms to enable data sharing across systems.
- The City should convene owners/operators of the current data systems listed below to work on data system integration.

6.6 Feedback Systems

Office for Education (OFE) should develop a communication plan for obtaining ongoing feedback from families on the quality and variety of early learning services offered by Preschool for All (PFA). The PFA Oversight Body should assist OFE in developing a method for obtaining upfront and ongoing parent/guardian opinions and perspectives from families, so OFE can make improvements. Parents should be included in the Oversight Body and results of the Process and Outcomes Evaluations should be regularly shared with the Council for comment and interpretation. The PFA Communications and Outreach Coordinator, as well as Human Services Coordinators, should provide additional links to families and can serve as conduits for gathering ongoing feedback about the PFA program.

7.0 FINANCIAL IMPLICATIONS

7.1 Introduction

The costs associated with Seattle's Preschool for All (PFA) program have been estimated using an interactive financial model developed by the consultant team. The financial model is a **planning-level tool**, designed to provide a reasonable estimate of potential costs and revenues associated with the program and to allow for evaluation of alternative options for delivering high-quality preschool.

The interactive financial model is a flexible, assumption-based tool. It estimates the citywide costs of providing PFA, as well as average per-student costs. None of these costs should be interpreted as specific to any given provider in the city. Rather, the cost implications outlined below reflect a **reasonable average** of citywide costs under full program implementation.

The costs outlined in this section are based on a specific set of assumptions programmed into the model that align with recommendations in the Draft Action Plan. The financial model provides a tool for decision makers to explore the implications of different decisions beyond those presented below.

Please note that some exhibits present amounts in **year of expenditure dollars** to help the City understand the full cost of the program, while others present amounts in **inflation-adjusted 2014 dollars** to allow comparison across years in real terms. This difference is stated in the title of each exhibit.

7.2 Summary of Costs and Revenues

Total and Net Program Cost

The total cost of Preschool for All (PFA) is comprised of four main components:

- **Provider costs.** These include instructional staff salaries and benefits, facility rent and maintenance, other staff salaries and benefits, and non-personnel costs such as supplies, utilities, and food.
- **Office for Education (OFE) program support activities.** These include contracting with Public Health Seattle & King County (PHSKC) to provide health support to children enrolled in PFA, providing a cadre of coaches to mentor PFA providers' staff, and supporting kindergarten transition.
- **OFE program administration and evaluation.** These include the staff responsible for administering the program, such as a director, finance, human resources, and IT positions. This cost component also includes evaluation work, including data systems and contracting for outside evaluators, and monitoring the Family Child Care (FCC) Pilot Study.
- **Capacity building.** The model assumes that the City would provide some level of financial support for organizational, workforce, and facility capacity building during the first five years of implementation.

The interactive financial model estimates costs in each of these areas as well as the revenues necessary to fund the plan based on different implementation scenarios. Key cost drivers include the projected number of children served per year, as well as program quality requirements such as staff-to-student ratios, number of hours per day, provider facility costs, and required professional development activities.

This section presents the financial implications of our team's proposed phasing scenario, as outlined in *Section 4.1 Phasing and Plan Alternatives*.

Financial Impact of Recommended Program

Exhibit 11 summarizes the estimated cost of PFA over the next 10 years (2015-2024) in year of expenditure dollars for the proposed phasing timeline. The costs in this section only portray the costs of the recommended 6-hour per day, 180-day per year program. Before/after care (wrap-around care) and summer care costs are not assumed to be a part of PFA program costs.

Additional line-item details are available in *Attachment D*; a description of revenue sources is located in *Section 7.4 Funding Sources*.

Exhibit 11
Estimated PFA Costs (2015-2024, Year of Expenditure Dollars)

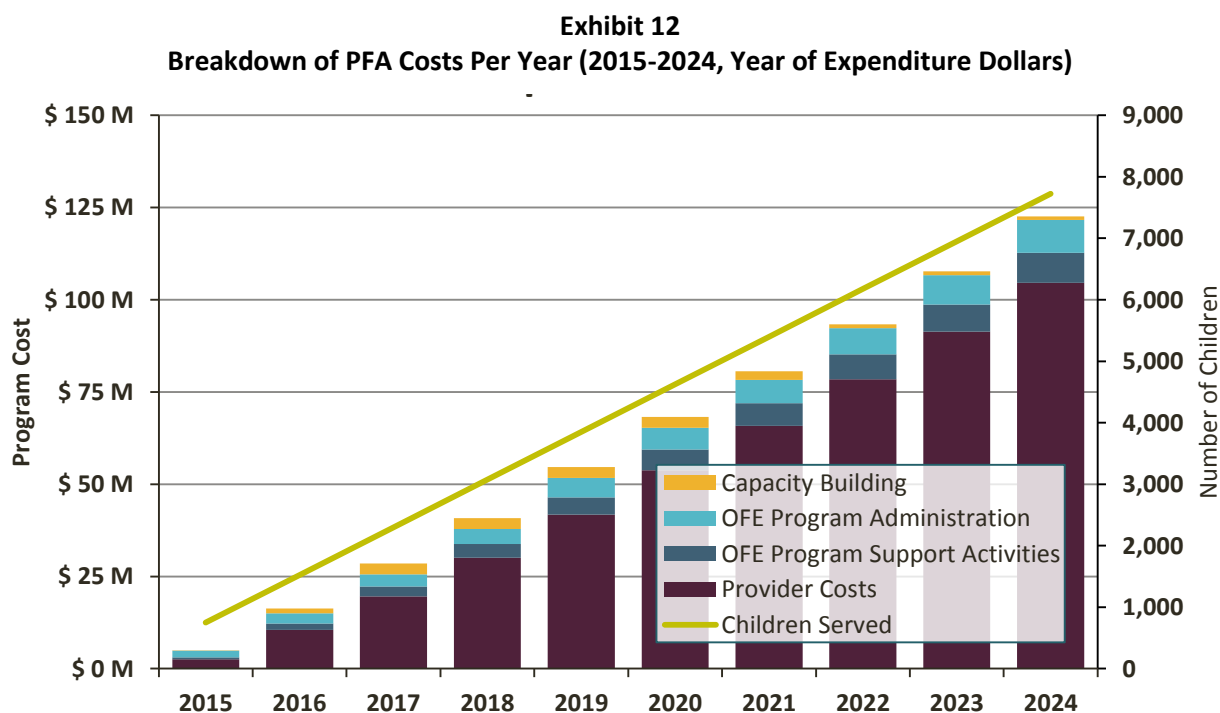
	2015-2019 (first 5 years)	2020-2024 (second 5 years)	Total 2015- 2024 (first 10 years)	Percent of Total
<u>Provider Costs</u>	\$ 104.6 M	\$ 395.2 M	\$ 499.7 M	80.6%
Labor	\$ 74.1 M	\$ 287.0 M	\$ 361.0 M	58.3%
Facilities	\$ 9.9 M	\$ 34.8 M	\$ 44.7 M	7.2%
Other	\$ 20.6 M	\$ 73.4 M	\$ 94.0 M	15.2%
<u>OFE Program Support Activities</u>	\$ 13.4 M	\$ 34.0 M	\$ 47.3 M	7.6%
Professional Development	\$ 8.0 M	\$ 16.8 M	\$ 24.8 M	4.0%
Health Support	\$ 5.4 M	\$ 17.1 M	\$ 22.5 M	3.6%
<u>OFE Program Administration</u>	\$ 17.4 M	\$ 35.8 M	\$ 53.2 M	8.6%
Administration	\$ 12.7 M	\$ 25.3 M	\$ 38.0 M	6.1%
Assessment and Evaluation	\$ 2.1 M	\$ 6.4 M	\$ 8.5 M	1.4%
Overhead and Non-Personnel	\$ 2.6 M	\$ 4.2 M	\$ 6.7 M	1.1%
Subtotal Operating Cost	\$ 135.3 M	\$ 465.0 M	\$ 600.3 M	96.9%
<u>Capacity Building</u>	\$ 13.1 M	\$ 6.4 M	\$ 19.5 M	3.1%
Personnel	\$ 2.5 M	\$ 0.5 M	\$ 3.0 M	0.5%
Facilities	\$ 10.6 M	\$ 5.9 M	\$ 16.5 M	2.7%
Total Program Cost	\$ 148.4 M	\$ 471.4 M	\$ 619.7 M	
<u>Revenue and Funding</u>	\$ 79.4 M	\$ 172.1 M	\$ 251.5 M	40.6%
Family Co-pay	\$ 24.5 M	\$ 85.8 M	\$ 110.3 M	17.8%
Public Funding Sources	\$ 54.9 M	\$ 86.2 M	\$ 141.2 M	22.8%
Net Program Cost to City	\$ 68.9 M	\$ 299.3 M	\$ 368.3 M	

Source: BERK, 2014.

The model assumes that PFA will begin incurring costs in calendar year 2015. As noted in *Section 4.1 Phasing and Plan Alternatives*, the number of children in the program is projected to increase significantly from 2015 through 2029. In addition to inflation, the increase in children served is the main driver of costs over time.

- **Provider costs** make up the majority (80.6%) of PFA costs, which consists of cost for labor, facilities, and other non-personnel items such as supplies and insurance.
- **OFE program support activities** comprise approximately 7.6% of PFA costs over the 10-year period. Health support comprises 3.6% of total costs, while professional development comprises 4.0% of total costs.
- **OFE program administration** makes up 8.6% of costs over the 10-year period. This cost component makes up a higher percentage of operating costs in the early years as fewer students are enrolled and many systems are being developed.
- **Capacity building** funding comprises 3.1% of total costs over the 10-year period.
- **Revenues and funding sources** will support approximately 40.6% of total costs over the 10-year period. Existing and potential public funding sources will support 22.8% of PFA costs, while sliding scale tuition will make up 17.8% of total costs.

Exhibit 12 shows how the cost components change by year, compared to the number of children served each year.



Source: BERK, 2014.

Exhibit 13 shows how the above costs translate into different lengths of a property tax levy being considered by the City. The first column shows the impacts of a four-year levy, which would coincide with the expiration of the current Families and Education Levy in 2018. The second column shows a seven-year levy, which is a more typical length for the City to consider. Levy amounts are shown in both year of expenditure and inflation-adjusted dollars.

Exhibit 13
Implications for a 4-Year or 7-Year Levy (2015-2021)

Example Levy Costs	4-Year Levy (2015-2018)	7-Year Levy (2015-2021)
Year of Expenditure Dollars		
Total Levy Amount	\$ 42.3 M	\$ 159.6 M
Annual Average	\$ 10.6 M	\$ 22.8 M
Inflation-Adjusted Dollars		
Total Levy Amount	\$ 39.5 M	\$ 141.1 M
Annual Average	\$ 9.9 M	\$ 20.2 M

Source: BERK, 2014.

- The total cost of a four-year levy in year of expenditure dollars is \$42.1 million, or an average of about \$10.5 million per year.
- The total cost of a seven-year levy in year of expenditure dollars is \$159.2 million, or an average of about \$22.7 million per year. The average cost per year is higher in the longer levy scenario because more children are being served each year.

Per-Child Costs

Cost per child can be defined and calculated in several different ways. The section below strives to provide full transparency of the two components that go into this amount: the number of children served, and the components included in the cost. Different programs (e.g., Head Start or Early Childhood Education and Assistance Program (ECEAP)) may group their costs in different ways when presenting per-child costs. Therefore, it is important to only compare analogous cost numbers between programs.

For PFA, the cost per child changes over time, mostly in response to (a) inflation and (b) pre-loading of administrative costs in the early stages of the program before many children are enrolled. This cost does **not** include capacity building as part of the average.

Exhibit 14 shows the estimated average per-child cost broken down by component for School Year (SY) 2024-25. The purpose of showing this year is to understand, near full scale, how the programmatic elements translate into per-student costs. The cost has been adjusted to 2014 dollars.

Exhibit 14
Average Per-Child Cost at Full Implementation (SY 2024-25, Adjusted to 2014 Dollars)

	SY 2024-25 Cost (\$2014)	Percent
Base Provider Cost/Child	\$11,250	85%
<i>Avg addt'l for child with IEP</i>	\$2,000	
<i>Avg addt'l for ELL child</i>	\$700	
<i>Avg addt'l for child < 130% FPL</i>	\$500	
Average Program Support Cost/Child	\$1,000	8%
Average Program Admin Cost/Child	\$1,000	8%
Total Average Cost/Child	\$13,250	

Source: BERK, 2014.

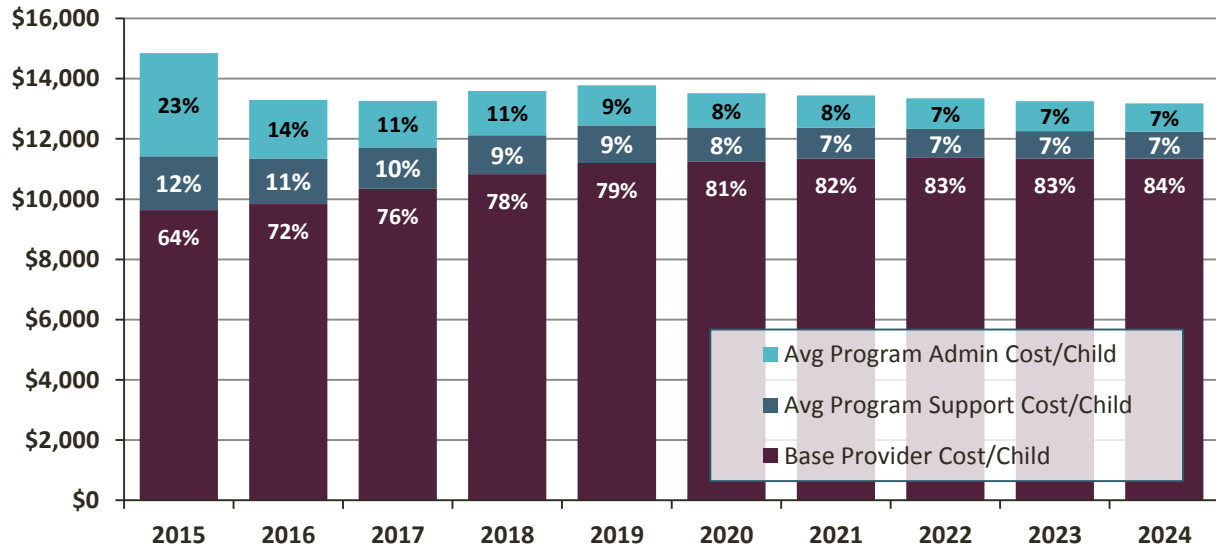
- The total average cost per child is estimated to be \$13,250 in ten years. This cost will vary by year over the implementation timeline as fixed costs are spread over a growing number of children. This amount represents the average in one selected year.
- The base provider per-child cost would be approximately \$11,250 per child, or 85% of the total per-child cost for PFA.

Providers would receive additional funding of between \$500 and \$2,000 per year for special populations, such as children on Individualized Education Plans (IEPs), children who are English Language Learners, and children from families below 130% of federal poverty level. This additional cost would result in an additional subsidy amount from the PFA program to the provider, and is not related to the sliding tuition scale shown in Exhibit 17. These additional costs are driven by the need for more in-classroom staff to support lower adult to student ratios.

- Program support costs, such as health support and professional development, comprise 8%, or \$1,000 per child.
- Program administration costs comprise 8%, or \$1,000 per child.

Exhibit 15 shows how the average per-child cost changes over the first 10 years of implementation, as well as changes in its components. All amounts have been adjusted to 2014 dollars. If the City opts for a slower phase-in scenario where fewer children are served in the near-term, the per-child cost would be marginally higher in the early years, but reach the same long-term average over time.

Exhibit 15
Components of Per-Child Cost Over Time (2015-2024, Adjusted to 2014 Dollars)



Source: BERK, 2014.

- In the long-term, upon full implementation, the per-child cost averages \$13,250 per year, in inflation-adjusted dollars. In the long-term, depending on the specific year being considered:
 - About 80-85% of this cost is at the provider level.
 - About 7-9% of this cost is for program support activities, including health support and professional development.
 - About 7-9% of the per-child cost goes toward program administration and evaluation costs.

Attachment D includes a table of year by year average per-child costs for additional detail.

7.3 Cost Estimate Assumptions

Provider-Level Costs

Provider-level costs include everything involved in staffing, housing, and operating the Preschool for All (PFA) program in a child care center or family child care environment. Primary drivers of provider-level costs are the number of students served, teacher-to-student ratios, class sizes, number of classrooms, salaries, and various facility-related expenses.

Actual implementation costs at the provider level will vary for each specific provider based on the size and type of the specific organization. As noted previously, the purpose of the financial model was to develop reasonable citywide and average provider costs. Therefore, the cost assumptions are focused on identifying likely average costs for many types and sizes of providers.

Labor Costs

Labor costs make up the greatest portion of provider budgets. Salaries for educators, administrators, and professional development staff are calculated separately by the model as each is driven by different combinations of program variables. Mandatory and optional benefits are calculated as a percentage of salary for each staff classification.

- **Instructional Staff** consists of the teachers, assistant teachers, and teacher aides involved directly in educational delivery. The total number of instructional staff needed citywide each year is determined by the number of each type required per classroom (educator-to-student ratios) and the total number of students served. Permanent “floaters” and substitute teachers are also required to provide coverage for regular classroom instructional staff.

The model assumes different educator salaries based on level of education:

- Educators with a Bachelors of Arts (BA) in Early Childhood Education (ECE) are assumed to be paid a salary comparable to the Puget Sound Educational Services District's (ESD) classified staff.
 - Educators with a BA and a P-3 (preschool through 3rd grade) teaching certificate are assumed to be paid a salary comparable to the Seattle Public School's (SPS) average base salary for certified teachers.
 - Many educators currently in the workforce do not have a BA or teacher certification. These teachers are assumed to be paid the City's current average salary for preschool teachers, as found in the Bureau of Labor Statistics' 2012 Salary Survey. As discussed in *Section 3.3 Staff Education Requirements*, all instructional staff are expected to have met minimum education levels by the 2020-21 school year.
- **Non-instructional staff** include program directors, site supervisors, reception staff, and other provider employees such as finance, human resources, and family support. Reasonable staff-to-classroom ratios were developed based on previous studies and interviews with early learning specialists who have implemented programs in other states. These average ratios are designed to capture the variability in provider size (number of classrooms) across the city.
 - **Educator professional development** consists of paying for the time necessary for educators to attend conferences and trainings, take part in in-service and pre-service days, and other continuing education opportunities related to instruction and curriculum. The costs for coaching and curriculum training are *not* included in this component. These costs are captured as part of Office for Education's (OFE) program support costs.
 - **Costs for special populations.** Providers that serve children with Individualized Education Plans (IEPs), children who are English Language Learners, and children from families earning less than 130% of federal poverty level (plus homeless children and children in foster/kinship care or other areas of the child welfare system) may require additional educational staff to deliver preschool services. Additional costs are driven by the presumed need for additional assistant teacher in some classrooms that serve a significant number of children from these populations. These costs are added to the cost per student according to the relative proportion of these student populations in Seattle.

Any additional costs to support children with IEPs are assumed to be covered by Seattle Public Schools, as they are legally required to pay for accommodations, travel to and from developmental preschool, and any necessary one-on-one aides.

Facility Operating Costs

Facility costs fall into two categories. One is the capital cost of constructing and equipping new facilities. The other is the cost associated with occupying or operating an existing facility. For this analysis, capital costs for new facilities are considered separately in *Section 4.2 Capacity Building*. Occupancy costs including rent, utilities, and maintenance are considered part of the delivery cost for providers. The components of these operating costs are described below.

- **Rent, mortgage, or lease** payments make up the majority of occupancy costs for providers. These costs are based on the amount of space necessary for a high-quality classroom and average rents per square foot in Seattle. Rents vary significantly by location; however, system-wide averages can be estimated from actual budget data from existing centers.

An extensive dataset was compiled for the Washington Preschool Program report issued in 2011¹⁸¹, and validated through updated interviews with directors of current Seattle-based early learning providers. Estimated annual cost per square foot is based on an average center including classrooms, kitchen, and office spaces, and is inclusive of property taxes.

- **Maintenance and utility costs** are also estimated on an annual cost per square foot basis, using similar methods and review of current provider budgets. Maintenance includes custodial and landscaping services as well as cost of everyday facility repairs. Utilities include electricity, gas, sewer, water, and phone and internet service.

Other Provider Costs

- **Transportation** costs include the daily operation and maintenance of a vehicle fleet used to transport children to and from a preschool provider. Cost per child was estimated based on the actual budget information of several Seattle-area providers. Capital costs of vehicle purchase are not specifically considered. The model allows the user to adjust the percent of children assumed to use transportation services. The estimates shown above assume approximately 10% of children would require transportation services. The need for transportation services will likely vary significantly by provider.
- **Supply** costs include educational materials and equipment; food service, food, and kitchen supplies; and office equipment and supplies. These line items were also estimated on a per child basis using data compiled from multiple centers for the 2011 Washington Preschool Program report.¹⁸² Costs were updated for inflation.
- **Curriculum** costs include both the actual cost of materials as well as educator training. Annual costs per child are based on the HighScope curriculum and training modules, and Teaching Strategies GOLD tracking and assessment tools.
- **Business services** include professional services (e.g., accountants) as well as the costs of building and liability insurance.

Profit and Reinvestment Margin

Allowable profit or reinvestment is calculated as a percentage of all other provider costs. This analysis uses a rate of 2.5% allowable profit, which is the same percentage currently allowed for the City's Step Ahead program.

OFE Program Support Costs

The costs at the City's Office for Education are contained in three separate areas. This section describes the activities categorized as program support, which include:

- **Health support.** The City of Seattle currently contracts with Public Health Seattle & King County (PHSKC) to provide health services to the Step Ahead program. Cost estimates used for the PFA model are based on the existing contract with Step Ahead, and scaled according to the number of students served in PFA. Overall cost is driven by staff-to-student ratios for nurses, mental health specialists, and nutritionists employed under the contract. The contract also accounts for direct charges and indirect costs at PHSKC.

- **Professional development support** from OFE consists of coaching staff hired to work directly with providers as well as annual hosted curriculum trainings for cohorts of educators. Coaches would work with teachers at centers, as well as with site supervisors to coach and mentor them to become great on-site coaches for instructional staff at their centers. This support is assumed to be higher in the short-term, as the existing workforce may require more intensive one-on-one coaching. In the long-term, the coaching staff is assumed to be 1 coach for every 25 classrooms. These staff ratios are included in the description of OFE organizational structure in *Section 5.2 Governance and Organizational Structure*.

OFE Program Administration and Evaluation Costs

Program administration and evaluation includes components for salaries and benefits for OFE staff, overhead and non-labor costs, program evaluation, student assessment, and data systems.

- **OFE staff** costs are directly tied to the number of Full Time Equivalent (FTE) employees needed and the appropriate salary and benefits schedules as provided by OFE. Please refer to *Section 5.2 Governance and Organizational Structure* for the summary of staff suggested to be employed at OFE to support PFA.
- **Overhead and non-personnel costs** cover facility, fleet, accounting, IT, and other office support (phones, miscellaneous supplies) which support OFE program administration staff. Average cost for each of these items was estimated per FTE based on the City's current operating budget.
- **Scientific Advisory Board**. The costs to support the Scientific Advisory Board include an assumption of annual travel and honorarium costs for the six members of this Board.
- **Program evaluation** costs include evaluation of provider facilities as well as independent program evaluation by an outside party. Provider evaluation costs are estimated at a per-classroom level using OFE's average costs for Classroom Assessment Scoring System (CLASS) and Early Childhood Environment Rating Scale-Revised (ECERS-R) evaluations for the 2013-14 school year. Outside evaluation costs are assumed to be contracted annually from 2018-2024, and biannually thereafter.
- **Family Child Care (FCC) Pilot Study** costs included in the financial implications assume that the FCC Pilot Study occurs concurrently with the full Outcomes Evaluation beginning in 2018 (See *Section 6.0 Outcomes and Evaluation* for more information on the options). If the FCC Pilot Study is conducted concurrently with and as part of the same contract as the full Outcomes Evaluation, the additional costs are marginal. Assessors must be trained in administering the CLASS and Family Day Care Environment Rating Scale (FDCERS) for FCC settings but the administration costs, which would be the same as for a classroom, are already included in the model. Since only a sample of children in every classroom would be included in the Outcomes Evaluation, there are also marginal costs of assessing all 10 children in every FCC. Total estimate of 40 additional children assessed pre and post and training for the quality assessment tools is \$30,000 over a two-year period (3- and 4- year-olds would all need to transition to kindergarten).

If the City opts to conduct this Pilot prior to inception of the full Outcomes Evaluation or to collect information from parents about satisfaction generally or benefits of having a child in FCC versus center-based care, the costs would increase substantially. We estimate the costs of a stand-alone study to be \$150,000–\$200,000. This cost is *not* included in the financial implications above. The reason that this estimate is closer to the estimate for the full Outcomes Study even though the sample size is much smaller is that the cost of the research director and coordinator time is fairly constant regardless of the sample size. This further assumes that the City can negotiate a reasonable overhead amount (25%) with the research institution and that the researchers are local and therefore do not require long-distance travel.

The costs of FCC providers operating PFA slots would be marginally different from center-based costs; therefore, the assumption is that they are already accounted for in the financial model. Coordination by OFE is also assumed to be absorbed in the cost within the model.

- **Student assessments** cover the Peabody Picture Vocabulary Test and Teaching Strategies GOLD systems as well as the cost of some supplemental health screening kits, each on a per child basis. Costs are estimated per student based on 2013-14 school year average costs from the Step Ahead program operating budget.
- **Data systems** costs are separate from the baseline IT expenses included in the “overhead and non-personnel cost” category noted above. Data systems costs include the purchase, contracted development, and maintenance of PFA-specific database applications and enrollment management systems. There are also expected to be per-classroom costs for licensed software used by providers to track and assess student performance over time.

Capacity Building Cost Assumptions

Capacity building cost assumptions comprise funds that would be available to support educators, organizations, and facility capacity development during the first five years of program implementation. This section describes the assumptions included in the model about these different capacity building areas. ***Exact amounts will be based on policy decisions*** about the effort the City would like to support.

Personnel Capacity Building

- **Provider organizational capacity building.** The model assumes an annual amount of \$100,000 per year over five years. These funds would support provider leadership, organizational, and fiscal skills development.
- **Educational attainment for educators.** The Professional Capacity Building Fund is for supporting teachers in obtaining additional education, such as bachelors’ degrees or teaching certificate in ECE, and other educator capacity building activities outlined in *Section 4.2 Capacity Building*. The cost is based on approximately 70% of teachers entering the system each year for the first five years receiving support to increase their level of education. Additionally, the financial implication summary assumes that about 10 educators from “on-ramp” providers (those that are not yet qualified for PFA but show strong potential) will also draw funds each year for the first five years. Approximately \$10,000 per teacher is assumed in the first year, growing with inflation over time. This support is assumed to end after five years.
- **Professional development of coaching staff.** This fund assumes that new coaches at OFE will require about \$4,000 per year in initial training and development, which is assumed to end after five years. Ongoing professional development for these positions is assumed at approximately \$1,000 per year per coach.

Facility Capacity Building

Facilities Capacity Building Fund. This analysis assumes \$500,000 in 2014, \$2.0 million from 2015-2019, and \$1.0 million from 2020-2024. These amounts are designed to support building and/or renovating facilities to support PFA-quality classrooms. The fund also includes an assumption of funds to support acquisition of equipment, furniture, and other major classroom supplies for classrooms that join PFA for the first five years. An average of \$7,500 per classroom is assumed, which reflects that some classrooms will need minor or no support, while others (especially newly built classrooms) will need up to \$20,000 in support.

7.4 Funding Sources

Current Funding Sources

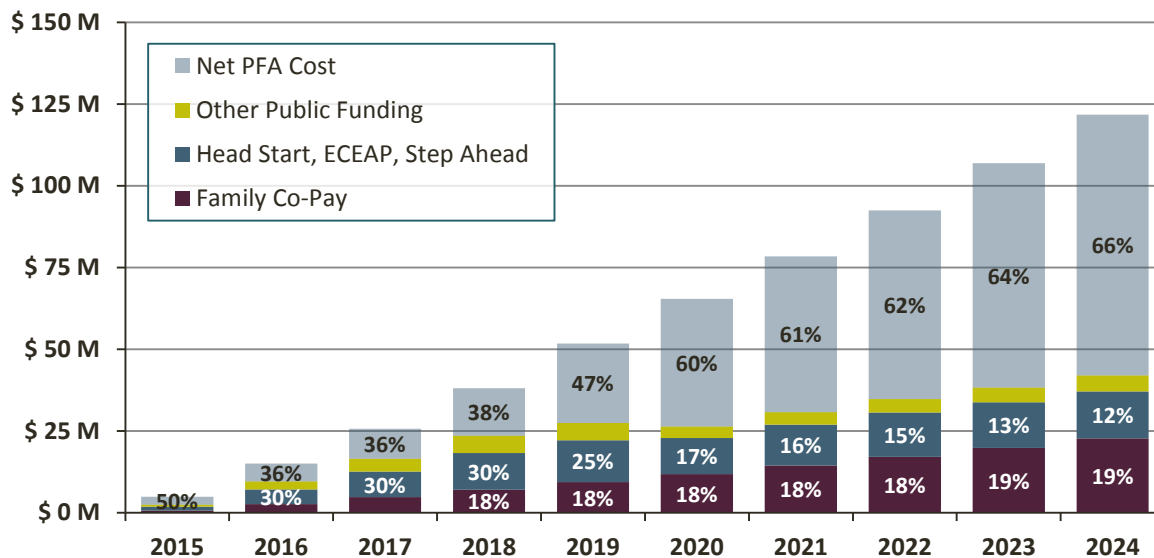
The financial model incorporates funding from existing federal, state, and city programs to offset the total cost of the Preschool for All (PFA) program. Current programs such as Head Start, Early Childhood Education and Assistance Program (ECEAP), Working Connections Child Care, Child Care Assistance Program (CCAP), and Step Ahead subsidize the per-child costs of providers for limited numbers of eligible children. Other state and local programs may contribute some funding toward provider or Office for Education (OFE) costs.

In order to leverage these funding sources, the financial model accounts for the requirements, restrictions, and total amount of available funds for each program then estimates those funds as program revenues that reduce the overall price that the City must pay to implement PFA.

Changes in these sources over the course of PFA implementation are assumed to grow based on known expansion plans of each program. If specific plans are unknown, program funds are estimated to increase by general inflation over time.

This funding analysis only focuses on major sources of funding available for child care and public preschool purposes. The sources included here make up the large majority of potential funding that could be leveraged to support PFA. Individual providers may sometimes receive other funding, but these sources are typically small and inconsistently provided. Exhibit 16 summarizes the assumed percent of the program that would be paid for by each type of revenue over the next 10 years.

Exhibit 16
Annual Funding by Revenue Type (2015-2024, Year of Expenditure Dollars)



Source: BERK, 2014.

In the earlier years of implementation, a larger percentage of the program is assumed to be funded by public sources (including Head Start, ECEAP, Step Ahead, Working Connections, and CCAP), as slots in existing programs are assumed to come under the PFA umbrella relatively quickly. In the long-term, given the assumptions for tuition and growth in PFA program enrollment, about 66% of the annual operating cost of the program will need to be funded by the City of Seattle, 16% of the program will be funded by existing programs, and 19% of the program will be funded by family co-pays.

The assumptions behind these revenue sources are described in more detail below.

Publicly Funded Early Education Programs

Publicly funded early education programs fund providers at a set rate per child. Eligibility varies by program and some programs allow co-enrollment (i.e., one child can be enrolled in more than one program). These variations are included in the model where they impact the total revenue that aligns with each child.

The estimated number of children participating in each program by year is the primary model variable that drives the total amount of funding available for PFA from these programs. Those funds are then factored into the model as revenues to estimate the net cost to the City of PFA.

Most of the current programs have different quality parameters than PFA. The primary differences in most cases are educational and coaching requirements for instructional staff, class sizes, and hours of preschool per day. These programs are described in more detail in *Section 2.2 Local Context: Landscape of Early Learning Providers*.

Future estimates for the total number of slots available and amount of funding per slot are driven by growth rates within the model. These can be adjusted for each program as conditions change over the course of implementation. Income eligibility criteria are determined according to the federal poverty level (FPL).

Student population projections by income level are guided by 2012 American Community Survey estimates of children in families by FPL by age. Since population projections by income level were not available, the proportions of children in each income bracket are assumed to remain static across the implementation timeframe.

- **Head Start** providers currently serve approximately 1,100 children in Seattle whose families earn less than 130% of FPL. The model assumes a gradual uptake of those students into the PFA program and the eventual inclusion of all Head Start-enrolled children in Seattle in PFA. To be conservative, the total number of Head Start slots available in Seattle are not projected to increase over the implementation period; however, those projections can be modified as new information becomes available.

Children that are co-enrolled in Head Start and PFA are assumed to support PFA with revenue equal to 65% of the per-slot contracted rate of Head Start for every child in PFA who is also enrolled in Head Start. The remaining portion of each child's contracted Head Start rate supports portions of the Head Start program that are not additive with PFA's requirements, as well as administrative costs necessary for the provider to report to each program.

- **ECEAP** provides funding to support students from families earning less than 110% of FPL and currently funds 330 slots in Seattle. The state is currently working on a significant expansion effort that will increase ECEAP slots quickly over the next few years. Long-term, the model assumes that the number of ECEAP slots will grow with the population of children, to ensure all eligible children can be served.

Children that are co-enrolled in ECEAP and PFA are assumed to support PFA with revenue equal to 80% of the per-slot reimbursement rate of the new full-day rates that will come into place due to ECEAP expansion. The remaining portion of each child's reimbursement rate for ECEAP supports portions of the ECEAP program that are not additive with PFA's costs, including contractor administration and provider reporting requirements.

- **Working Connections Child Care (WCCC)** is another state program that provides funding to serve children from households with parents earning less than 200% of FPL and are working or in job training. The model assumes that all PFA students who are enrolled in ECEAP will also be receiving funding through WCCC and that these children will bring their combined funding amount into the PFA program, up to a maximum of the PFA per-child cost at the provider level. This assumption is based on the City's plan to apply for only full-day ECEAP slots in Seattle. Any additional WCCC funding for co-enrolled children in ECEAP would go to wrap-around care and is not assumed as revenue to support PFA.

Additionally, there are children who are enrolled in WCCC but not in the ECEAP program. For these children who are co-enrolled in PFA, the model assumes that all part-day WCCC subsidies and 50% of full-day WCCC subsidies would be used as revenue to offset the cost of PFA. Children receiving full-day WCCC subsidies are assumed to want the remainder of that subsidy to pay for wrap-around care.

- **Child Care Assistance Program (CCAP)**. This program is administered by the City of Seattle Human Services Department and provides subsidies for students from households earning between 200% and 300% of FPL. CCAP serves children up to age of 12, so it is assumed that only a portion of the total program funding will be dedicated to 3- and 4-year-olds participating in PFA.

The model incorporates the current number of 3- and 4-year olds being served in CCAP and the average annual subsidy that each of those children is receiving. The model assumes that 50% of their subsidies will go to offset costs of PFA, as the families should be able to retain half of their subsidy to support the need for wrap-around services.

- **Step Ahead** is funded through the current Families and Education Levy within the City of Seattle. The Levy has been recently extended through the 2018-19 school year, and the projected funding and total number of slots per year has been determined by OFE. Although the City will likely pass another Families and Education Levy after the current Levy expires, it is assumed that any preschool costs will be included in the PFA Levy. As with other programs, the number of available Step Ahead slots to be shared with the PFA programs is assumed to ramp-up within the first few years of PFA implementation.

The model assumes that each child that is dual-enrolled in Step Ahead and PFA will be supported by the per-slot Step Ahead amount.

Other Public Funding Sources

- The **Families and Education Levy** funds the Step Ahead program as well as a range of other City programs. The Levy is funded through the 2018-19 school year. In addition to the Step Ahead program described above, the Levy includes the funding for other subsidies, program support, professional development, assessment, early learning health, and general program support.

Since the majority of this funding is related to the Step Ahead program, funds are assumed to support PFA at the same rate at which Step Ahead slots are incorporated into PFA.

- The **USDA Child and Adult Care Food Program (CACFP)** provides funding support for breakfast, lunch, and snacks for students in participating programs. The rate of funding varies by income level. The model assumes that children living in families from 0% to 185% of FPL will receive their respective food subsidies when they are part of PFA. Although a small subsidy per meal is available to children over 185% of FPL, interviews with providers reinforced that the administrative efforts of getting reimbursed for those funds is often not cost-effective for an average-sized provider.

Family Co-pays—Tuition Model

In addition to the funding sources described above, the City Council’s resolution for PFA stated that the program should include a “sliding scale tuition model that charges higher levels of tuition as household income increases.” The resolution also stated that the model should grant free tuition to families earning at, or under, 200% of FPL. The co-pay model should be regulated such that providers who now charge tuition will not do so for PFA program time, as that cost will be covered by the reimbursement rate and the parent co-pay.

Methodology

To our knowledge, there are no other universal preschool programs that charge a sliding fee. There are many possible scenarios for determining tuition based on income. The numbers included in this section are based on one possible scenario, which aligns with the Washington Preschool Program report published in November 2011.¹⁸³ The model allows the user to explore alternatives and their impact on the net cost of the program. Ultimately, the **co-pay amounts will be based on the City’s policy decisions**.

Although actual costs will vary by provider, the consultant team recommends that all families in the same income bracket pay the same amount for tuition, regardless of which school their child attends. This simplifies the process for parents and does not introduce incentives for families to choose cheaper PFA sites. This also implies that the City will be subsidizing children at slightly different rates depending on specific providers, if the City chooses to reimburse providers on a line-item budget.

Exhibit 17 shows the tuition scale currently assumed in the model. This table shows amounts for the first year of program implementation.

Exhibit 17
Proposed Tuition Model By Income Level (2014 Dollars)

Family Income Level	Average Provider Per-child Cost	Annual Family Co-Pay	Co-Pay as % of Provider Per-child Cost	Family of Four Max Income	Tuition as % of Max Income	Total Amount Paid by Family for Full-time Care ^{1,2}	Amount Paid by Family as % of Total Full-time Per-child Cost
Children < 110% FPL	\$11,750	\$0	0%	\$26,235	0%	*	*
Children 110-130% FPL	\$11,750	\$0	0%	\$31,005	0%	*	*
Children 130-185% FPL	\$11,250	\$0	0%	\$44,123	0%	*	*
Children 185-200% FPL	\$11,250	\$0	0%	\$47,700	0%	*	*
Children 200-250% FPL	\$11,250	\$200	2%	\$59,625	0%	*	*
Children 250-300% FPL	\$11,250	\$500	4%	\$71,550	1%	*	*
Children 300-400% FPL	\$11,250	\$1,000	9%	\$95,400	1%	\$7,250	41%
Children 400-500% FPL	\$11,250	\$2,000	18%	\$119,250	2%	\$8,250	47%
Children 500-750% FPL	\$11,250	\$4,000	36%	\$178,875	2%	\$10,250	59%
Children 750-1000% FPL	\$11,250	\$6,000	53%	\$238,500	3%	\$12,250	70%
Children 1000-2000% FPL	\$11,250	\$8,000	71%	\$477,000	2%	\$14,250	81%
Children > 2000% FPL	\$11,250	\$9,000	80%	>\$477,000	2% or less	\$15,250	87%

¹ Assumes annual per-child cost of \$17,500 for full-time, year-round care

² Total amount paid by families below 300% of FPL will vary based on the specific combination of subsidies and co-pays

Source: US Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, 2014 Poverty Guidelines, 2014; and BERK, 2014.

Note: The average per-child cost for children below 130% of FPL reflects the additional stipend paid to support the costs of serving this population, as noted in Exhibit 14.

The Exhibit above shows the impacts to a family of four with only one child enrolled in PFA. The City may want to consider during implementation whether there should be discounts for families with more than one child enrolled in PFA simultaneously to ensure an affordable overall cost of early education to the family.

Implications of fee-based universal preschool model

There are both benefits and challenges associated with charging fees for a universal preschool model. Dr. Tim Bartik outlines this in his book, *Investing in Kids*, as well as on his blog. While fees charged to upper-income families do reduce the overall cost to the taxpayers, this revenue gain comes with increased administrative costs, including verification of family income. In addition, fees could cause some upper class families to not use the universal program. After weighing pros and cons of a fee-based universal program, Dr. Bartik contends that “from an economic perspective, charging sliding-scale fees for the upper class is unlikely to have big enough net effects in reducing costs, once one accounts for administrative costs, for there to be big economic gains from charging fees.”¹⁸⁴

Illustration of Combined Funding Resulting from Proposed Funding Sources

Blending of multiple funding sources to create a unified universal preschool program can be challenging. Different subsets of children enrolled in PFA would bring different combinations of funding, since some children are enrolled in other publicly funded programs, not all children are eligible for child care subsidies, and families will pay different tuition rates, based on the sliding scale. In PFA, the primary combinations are likely to be:

- Family under 200% of FPL enrolled only in PFA (services paid 100% by PFA)
- Family enrolled in Head Start or ECEAP and PFA (services paid by both Head Start/ECEAP and PFA)
- Family enrolled in Head Start or ECEAP, PFA, and a child care subsidy program with a parent co-pay (services paid by Head Start/ECEAP, PFA, subsidy program, and family)
- Family earning \$200,000 enrolled in PFA (services paid by PFA and family tuition co-pay)
- Family enrolled in PFA, with or without tuition, and paying for extended care (services paid by PFA and family)

Many families will need full-time care that goes beyond the six hours per day, and/or beyond the 180-day school year recommended for PFA. This wrap-around care can be provided on top of the PFA program (to increase the day up to 10 hours) and through the summer.

Considering the additional wrap-around care costs, the total extended care cost to a family with an income over 300% of FPL (at which point they do not qualify for any state or city child care subsidies) is higher than simply their PFA co-pay. This cost to the family, however, is likely to be less than if their child was not enrolled in PFA.

The exhibits below illustrate two different hypothetical funding combinations for PFA and wrap-around care. Exhibit 18 demonstrates a scenario in which a child from a low income family is enrolled in Head Start and PFA, and is also receiving wrap-around care through either Working Connections Child Care (WCCC) or City of Seattle Comprehensive Child Care Assistance Program. Exhibit 19 illustrates a scenario where a child from a family with an income of approximately 500% of FPL (about \$120,000 for a family of four) is enrolled in PFA and also in wrap-around care paid for by the family.

Exhibit 18
Hypothetical Scenario of a Child Co-Enrolled in Head Start and PFA

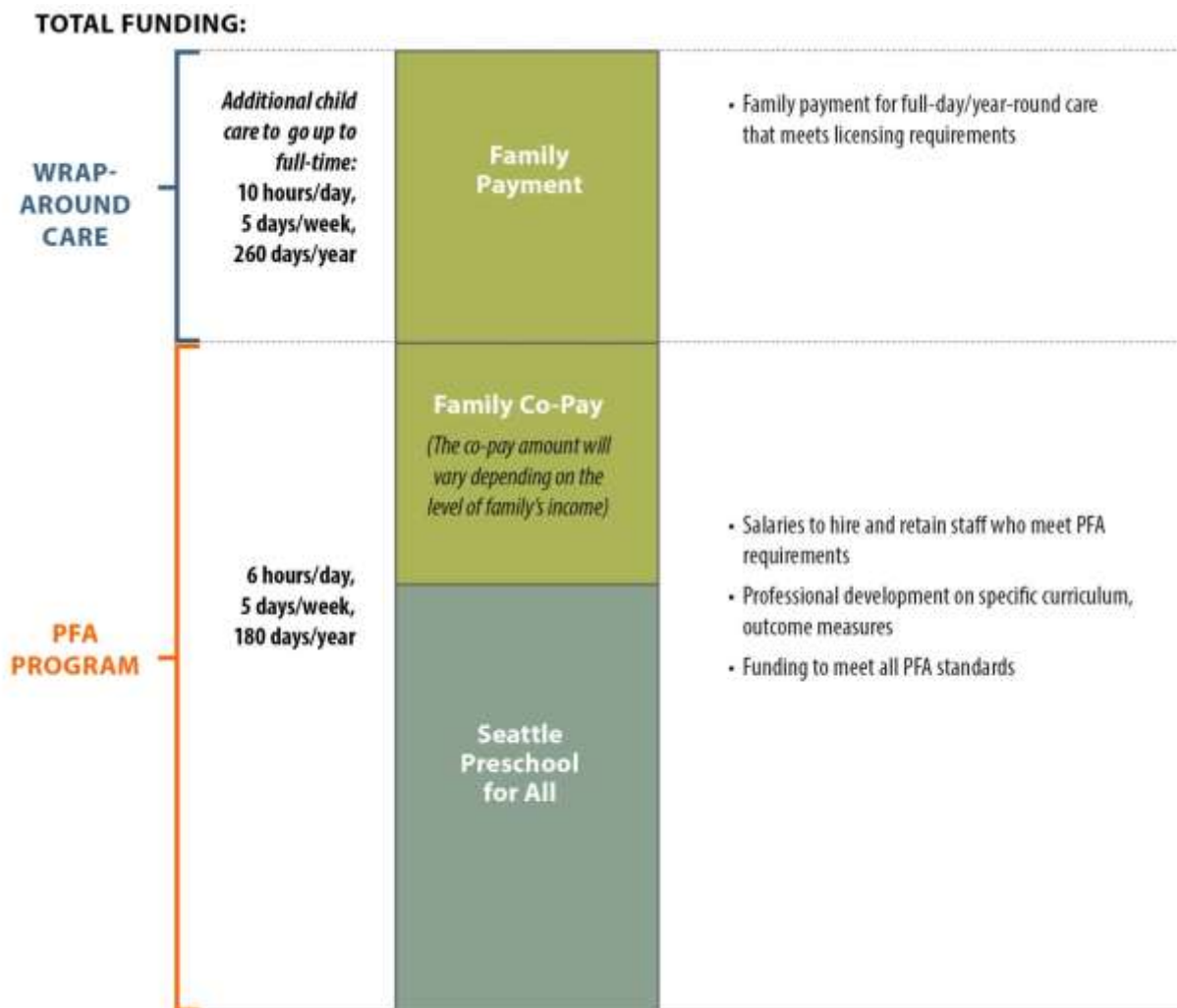
TOTAL FUNDING:

<p>WRAP-AROUND CARE</p>	<p><i>Additional child care to go up to full-time:</i> 10 hours/day, 5 days/week, 260 days/year</p>	<p>Child Care Subsidies</p>	<ul style="list-style-type: none"> • Full-day/year-round care that meets licensing requirements – paid for by state-funded Working Connections Child Care (WCCC) or City of Seattle Child Care Assistance Program (CCAP) subsidies
	<p><i>Additional dosage to go up to:</i> 6 hours/day, 5 days/week, 180 days/year</p>	<p>Seattle Preschool for All</p>	<ul style="list-style-type: none"> • Higher dosage, increasing class hours per week and adding three weeks per year • Salaries to hire and retain staff meeting higher PFA qualifications • Professional development on specific curriculum, outcome measures • Other quality "gap" needs: facilities, training, organizational capacity
	<p>3.5 hours/day, 4 days/week, 128 days/year</p>	<p>Head Start*</p>	<ul style="list-style-type: none"> • Provides Head Start-qualified teaching staff for classroom • Curriculum, screening, assessment & individualizing requirements <p><i>*A portion of Head Start per-child funding would pay for specific Head Start requirements that are not additive to PFA requirements, including family support, health services, etc.</i></p>

Source: BERK, 2014.

Exhibit 19

Hypothetical Scenario of a Child Enrolled in PFA, with Family's Income Over 500% FPL



Source: BERK, 2014.

Potential Funding Sources

The model allows for inclusion of new funding sources that may emerge over the course of PFA implementation. While the contribution from these potential programs is not knowable at this time, the following proposed programs may impact PFA funding in the future.

- The *Strong Start for America's Children Act* was proposed in Congress in 2013. The proposal would fund universal, high-quality, full-day preschool for 4-year-olds from families earning less than 200% of FPL. A range of capacity building, program development, and other services are included in the current bill text, although the details of the program and its potential adoption are unknown.
- Funding for early learning in Washington State has expanded in recent years and is likely to keep expanding for ECEAP as it grows to its legislatively mandated entitlement status by 2018. In addition, there is potential for a statewide universal preschool system in the future. The expansion of ECEAP is already underway and the impacts of that expansion, in terms of both the number of slots in the City over time and the annual reimbursement amounts, are currently accounted for in the model. Additional program expansion in the future is not accounted for at this time.

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ATTACHMENT A: OVERVIEW OF ECERS-R AND CLASS

Early Childhood Environment Rating System, Revised Edition (ECERS-R)

The Early Childhood Environment Rating System (Revised Edition) or ECERS-R is an observation instrument that assesses the quality of center-based preschool classrooms. The ECERS-R contains seven subscales including 1) Space and Furnishings, 2) Personal Care Routines, 3) Language-reasoning, 4) Activities, 5) Interaction, 6) Program Structure, and 7) Parents and Staff. The revisions to the original scale reflected changes that occurred in the early childhood field in the 18 years since the original ECERS was developed. The ECERS-R is the most widely used general assessment of preschool classroom quality. There are extensive data establishing that ECERS-R scores predict children's learning gains in preschool programs.¹

How is the ECERS-R scored and what do the scores mean?

ECERS-R is scored by trained observers using a specific protocol. Observers rate each item on a 5-point scale, from low to high. There is some debate about the value of the subscales and whether they measure five distinct aspects of quality, two general aspects (adult-child interactions and the general environment--activities, materials, and facilities) or a single global quality construct.

A score of 1 is defined as inadequate, 3 is defined as minimal quality, and 5 is defined as good (hence scores of 5 or above are good or better). One interpretation of these scores is that anything below a 3 is unacceptable and scores below 5 are not consistent with expectations for a high-quality program.

The Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System (CLASS™) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS™ includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers' interactions with children.

How is CLASS™ scored and what do the scores mean?

CLASS is scored by trained and certified observers using a protocol. Following their observations of teacher-child interactions, CLASS™ observers rate each dimension on a 7-point scale, from low to high.

Scores of 1-2 indicate the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.

Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are ineffective or absent. Scores of 6-7 indicate that effective teacher-child interactions are consistently observed throughout the observation period.

¹ Clifford, R. M., Reszka, S. S., & Rossbach, H. G. (2010). Reliability and validity of the early childhood environment rating scale. Unpublished manuscript. Chapel Hill: University of North Carolina.

ATTACHMENT B: MATRIX COMPARING COMPREHENSIVE CURRICULA

Curriculum Model(s)	Balanced Initiation of Activities	Comprehensive Domains Supporting Early Learning Goals	Scaffold for Teachers	Related Practical and Valid Child Assessment System and Curriculum Fidelity Measure	Evidence Base for Child Outcomes	Local Models, Expertise and a Professional Development (PD) System
HighScope, including Numbers Plus and Growing Readers	Yes	Yes	Yes	Child Observation Record and Preschool Quality Assessment	All studies on the Perry Preschool plus the Curriculum Comparison Study provide longitudinal research. ¹ In Preschool Curriculum Evaluation Research (PCER) studies, the HighScope model was the alternative in one randomized trial. The test curriculum outperformed the HighScope model but no researchers or PD consultants associated with HighScope were involved in the study. In The Head Start Family and Child Experiences Survey (FACES), HighScope outperformed other curricula in letter identification and social skills. Used in a number of successful state preK programs.	Well designed and tested training system with certification for classrooms and trainers. In addition, according to Washington State Department of Early Learning (DEL) PFA plan reviewers, this model is consistent with state initiatives.

¹ See also Frede, E., Austin, A, & Lindauer, S. (1993). The Relationship of Specific Developmentally Appropriate Teaching Practices in Preschool to Children’s Skills in First Grade. In S. Reifel (Ed.), *Advances in Early Education and Child Care*. Greenwich, CT: JAI Press.

**RECOMMENDATIONS FOR SEATTLE’S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT B: CURRICULUM COMPARISON MATRIX**

Curriculum Model(s)	Balanced Initiation of Activities	Comprehensive Domains Supporting Early Learning Goals	Scaffold for Teachers	Related Practical and Valid Child Assessment System and Curriculum Fidelity Measure	Evidence Base for Child Outcomes	Local Models, Expertise and a Professional Development (PD) System
Opening the World of Learning (OWL)	Yes	Most recent version includes all domains of learning developed by researchers who are national leaders in each domain.	Yes	There is a related child progress tool but information on its validity was not found. A curriculum implementation fidelity measure is available.	A study commissioned by the publishers found strong pre-post gains but not better than control curriculum. ² A randomized trial funded by the Institute of Education Sciences (IES) is underway. Used as a curriculum model combined with a math-focused curriculum (Building Blocks) in Boston’s effective preK program.	Local models and expertise. In research, teachers found the PD system very useful. In addition, according to DEL PFA plan reviewers, this model is consistent with state initiatives.
Creative Curriculum using all resources (e.g. teaching guides, intentional teaching cards, etc.)	Yes	The theoretical base is comprehensive.	Use of all resources increases support for teacher decision-making. Teachers must be well-prepared to implement all domains effectively.	Yes, studies of inter-rater reliability, construct validity and concurrent validity are available. There is a curriculum implementation fidelity measure.	Mixed evidence. No randomized trials have found significant positive effects but good pre-post gains in a number of studies and one quasi-experimental study can be found on the Teaching Strategies website. This is the most widely used curriculum model in Head Start.	Most widely used model in Seattle according to the workgroup. PD available but does not have rigorous certification of trainers and classrooms.
Curiosity Corner	Yes	Yes	Scripted curriculum	No	PCER found mixed outcomes. The IES What Works Clearinghouse concluded there were medium to large effects on oral language but small on all others.	Not listed by the workgroup.

² Abdullah-Welsh, N., Schmidt, J., Hanh, S., Tafoya, A., & Sifuentes, M. (2009). *Evaluation of the Opening the World of Learning (OWL) Early Literacy Program: Final Report.*

**RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT B: CURRICULUM COMPARISON MATRIX**

Curriculum Model(s)	Balanced Initiation of Activities	Comprehensive Domains Supporting Early Learning Goals	Scaffold for Teachers	Related Practical and Valid Child Assessment System and Curriculum Fidelity Measure	Evidence Base for Child Outcomes	Local Models, Expertise and a Professional Development (PD) System
DLM Express with Building Blocks for Math	Yes	Only if combined with DLM Express , Literacy Express and Open Court Reading	Scripted base curriculum supplemented with games (some computer based)	No	PCER found effects at preschool for math.	Not listed by workgroup
DLM Express with Literacy Express and Open Court Reading	Yes	Only if combined with DLM Express and Building Blocks	Scripted curriculum	No	PCER found effects at preschool and kindergarten for reading, phonological awareness and language.	Not listed by workgroup
Literacy Express	Yes	Yes	This is a fairly structured curriculum for both children and teachers. The lessons are very specific but many activities are still developed by teachers.	Unable to find information regarding related assessment tools.	Three studies reviewed by the What Works Clearinghouse show effects in oral language, print knowledge, and phonological awareness but no effects on cognition and math. Other studies not included show similar results.	Not listed by the work group. Used in California, Texas, New Mexico, and Florida.

**RECOMMENDATIONS FOR SEATTLE’S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT B: CURRICULUM COMPARISON MATRIX**

Curriculum Model(s)	Balanced Initiation of Activities	Comprehensive Domains Supporting Early Learning Goals	Scaffold for Teachers	Related Practical and Valid Child Assessment System and Curriculum Fidelity Measure	Evidence Base for Child Outcomes	Local Models, Expertise and a Professional Development (PD) System
Tools of the Mind	Yes	Yes and clearer focus on self-regulation than any other model.	Strongly scaffolded with specified method for differentiating supports as the teacher develops	No related child assessment tool but highly developed fidelity measure.	Both randomized control trial and quasi-experimental studies support the effectiveness for self-regulation over and above a high quality curriculum. One randomized control trial comparing Tools of the Mind to business as usual in Head Start found no differences in child outcome but as there were also no differences found in classroom practice and at the time no fidelity measure existed, it is questionable whether the curriculum was implemented with fidelity. One of the models used in New Jersey’s and Washington, DC’s successful preK programs.	No evidence of use in Seattle but Neighborhood House has expressed an interest.

**RECOMMENDATIONS FOR SEATTLE’S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT B: CURRICULUM COMPARISON MATRIX**

Curriculum Model(s)	Balanced Initiation of Activities	Comprehensive Domains Supporting Early Learning Goals	Scaffold for Teachers	Related Practical and Valid Child Assessment System and Curriculum Fidelity Measure	Evidence Base for Child Outcomes	Local Models, Expertise and a Professional Development (PD) System
Montessori	Somewhat depends on whether the International or American Model is followed. Child-paced but materials have “correct” ways to be used.	Reasoning and thinking skills focus more than content. Less focus on social skills than most curricula.	Well-established training.	Not for child progress but a tool for fidelity of the “Classic Montessori” approach was used in a recent research study.	Limited research base for preschool. Older curriculum comparison studies show inconsistent long-term results. A recent quasi-experimental comparison of “Classic Montessori”, “Supplemented Montessori” and “Conventional Preschool” showed positive results for the Classic model on pre-post gains in language, literacy, applied problems (math), and self-regulation. This last finding is especially interesting given that dramatic play is not typically a part of Classic Montessori and dramatic play is widely believed to be important in preschool development. ³	Yes, however, evidence of adherence to the Classic model is not available for local programs.
Reggio Emilia	Yes, more child-centered than most, however.	The activities emerge from the children’s interests so coverage of all domains is dependent on the skills of the teacher to integrate them.	No defined structure for the teacher – dependent on teacher preparation in the approach as well as discussions with other teachers.	No	No efficacy research.	Yes

³ Lillard, Angeline S. "Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs." *Journal of school psychology* 50, no. 3 (2012): 379-401.

**RECOMMENDATIONS FOR SEATTLE’S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT B: CURRICULUM COMPARISON MATRIX**

Curriculum Model(s)	Balanced Initiation of Activities	Comprehensive Domains Supporting Early Learning Goals	Scaffold for Teachers	Related Practical and Valid Child Assessment System and Curriculum Fidelity Measure	Evidence Base for Child Outcomes	Local Models, Expertise and a Professional Development (PD) System
Evidence-based Program for the Integration of Curriculum (EPIC)	Yes	All domains except science are integrated.	Well-designed and articulated activities. Protocols for establishing teacher professional learning communities and coaching. The professional development model for replication is not yet well-established and no other replication of the model has yet taken place outside of the Philadelphia schools.	There is a validated assessment system that is curriculum embedded. However, there is not yet a curriculum fidelity measure.	Strong evidence base in one randomized trial conducted by the developer when compared to DLM Early Childhood Express.	No

ATTACHMENT C:

DOMAIN-SPECIFIC CURRICULA AND METHODS

Most of the curricula and methods listed below were suggested to the authors of this report by two of the expert reviewers. All have some evidence of at least short term positive outcomes for children in specific domains. Many are not actually curricula but approaches to implementing a common preschool activity or a teacher training approach. For example, Dialogic Reading and Interactive Book Reading are methods of conducting read aloud activities that have been adopted in many of the comprehensive curriculum models included in *Attachment B: Curriculum Comparison Matrix*. The Chicago School Readiness Project would more appropriately be considered an approach to providing consultation to teachers on social-emotional development and mental health and Incredible Years is a teacher training program. The Neuman and Cunningham study reports on the effects of a coaching model. Literacy Express is included in *Attachment B*. It should further be noted that most of these have not been replicated or brought to scale (with the exception of Building Blocks) nor have they been compared to each other, but rather have typically been evaluated by comparing the addition of the method to business as usual.

We have added Big Math for Little Kids to the math-focused curricula and Second Step and Positive Behavior Support for social emotional. Special attention should be brought to Second Step which was developed in Seattle and is widely used in Head Start programs nationally.

Note: The developers of Building Blocks are currently working with experts in early science and language/literacy to develop and test a comprehensive model. This and other emergent possibilities should be closely watched. For example, if the developers of Evidence-based Program for the Integration of Curriculum (EPIC) design a coherent method for professional development, this would be a candidate for adoption.

- Language/literacy:
 - Dialogic reading
 - CIRCLE curriculum
 - Interactive Book Reading
- Math:
 - Building Blocks
 - Pre-K Mathematics
 - Big Math for Little Kids
- Socio-emotional/self-regulation:
 - Preschool PATHS
 - Incredible Years
 - Second Step
 - Social-Emotional Intervention for At-Risk 4-Year-Olds
 - Positive Behavior Supports
- Combinations:
 - Language/literacy and socio-emotional: Head Start REDI (REsearch-based, Developmentally Informed)

ATTACHMENT D: DETAILED FINANCIAL INFORMATION

EXHIBIT D-1: PFA Program Costs by Calendar Year for Proposed Implementation Timeline (2014-2024, in Year of Expenditure Dollars)

CALENDAR YEAR FINANCE DETAIL

Final Draft Proposed Phasing Timeline

Children Served	0	250	1,008	1,783	2,558	3,333	4,108	4,883	5,658	6,433	7,208
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Provider-Level Costs											
Labor Costs											
Educator Labor	\$ 0.0 M	\$ 1.2 M	\$ 5.1 M	\$ 10.0 M	\$ 16.0 M	\$ 23.0 M	\$ 30.2 M	\$ 37.2 M	\$ 44.4 M	\$ 51.7 M	\$ 59.3 M
Administrative Labor	\$ 0.0 M	\$ 0.4 M	\$ 1.7 M	\$ 3.0 M	\$ 4.3 M	\$ 5.6 M	\$ 6.9 M	\$ 8.3 M	\$ 9.9 M	\$ 11.6 M	\$ 13.2 M
Family Support	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Provider-based PD for Staff	\$ 0.0 M	\$ 0.0 M	\$ 0.1 M	\$ 0.1 M	\$ 0.2 M	\$ 0.2 M	\$ 0.3 M	\$ 0.4 M	\$ 0.4 M	\$ 0.5 M	\$ 0.6 M
Facility Costs											
Rent	\$ 0.0 M	\$ 0.2 M	\$ 0.9 M	\$ 1.6 M	\$ 2.3 M	\$ 3.0 M	\$ 3.8 M	\$ 4.7 M	\$ 5.5 M	\$ 6.4 M	\$ 7.4 M
Utilities & Maintenance	\$ 0.0 M	\$ 0.1 M	\$ 0.2 M	\$ 0.4 M	\$ 0.6 M	\$ 0.8 M	\$ 1.0 M	\$ 1.2 M	\$ 1.4 M	\$ 1.6 M	\$ 1.8 M
Non-Personnel Costs											
Transportation	\$ 0.0 M	\$ 0.0 M	\$ 0.2 M	\$ 0.3 M	\$ 0.4 M	\$ 0.6 M	\$ 0.7 M	\$ 0.8 M	\$ 1.0 M	\$ 1.2 M	\$ 1.3 M
Supplies	\$ 0.0 M	\$ 0.3 M	\$ 1.3 M	\$ 2.4 M	\$ 3.5 M	\$ 4.6 M	\$ 5.8 M	\$ 7.1 M	\$ 8.4 M	\$ 9.8 M	\$ 11.2 M
Curriculum	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.2 M	\$ 0.2 M	\$ 0.2 M
Business Services	\$ 0.0 M	\$ 0.1 M	\$ 0.2 M	\$ 0.4 M	\$ 0.6 M	\$ 0.8 M	\$ 1.0 M	\$ 1.2 M	\$ 1.5 M	\$ 1.7 M	\$ 2.0 M
Profit and/or Reinvestment											
At 2.5% of above costs	\$ 0.0 M	\$ 0.1 M	\$ 0.5 M	\$ 0.9 M	\$ 1.4 M	\$ 1.9 M	\$ 2.4 M	\$ 3.0 M	\$ 3.6 M	\$ 4.1 M	\$ 4.7 M
SubTotal Provider Costs	\$ 0.0 M	\$ 2.5 M	\$ 10.2 M	\$ 19.0 M	\$ 29.2 M	\$ 40.5 M	\$ 52.2 M	\$ 64.0 M	\$ 76.3 M	\$ 88.8 M	\$ 101.7 M
Provider Costs for Special Populations											
Add'l Assistant Teacher Salaries and Benefits	\$ 0.0 M	\$ 0.1 M	\$ 0.3 M	\$ 0.6 M	\$ 0.9 M	\$ 1.3 M	\$ 1.7 M	\$ 2.0 M	\$ 2.4 M	\$ 2.8 M	\$ 3.2 M
Total Provider Costs	\$ 0.0 M	\$ 2.5 M	\$ 10.5 M	\$ 19.6 M	\$ 30.1 M	\$ 41.8 M	\$ 53.9 M	\$ 66.0 M	\$ 78.7 M	\$ 91.6 M	\$ 105.0 M

**RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT D: DETAILED FINANCIAL INFORMATION**

EXHIBIT D-1 (continued): PFA Program Costs by Calendar Year for Proposed Implementation Timeline (2014-2024, in Year of Expenditure Dollars)

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
OFE Program Administration and Support											
Program Administration											
OFE Staff Labor Costs	\$ 0.3 M	\$ 1.3 M	\$ 2.2 M	\$ 2.5 M	\$ 3.0 M	\$ 3.8 M	\$ 4.2 M	\$ 4.5 M	\$ 4.9 M	\$ 5.5 M	\$ 6.2 M
Overhead and Non-Labor Costs	\$ 0.1 M	\$ 0.2 M	\$ 0.3 M	\$ 0.4 M	\$ 0.4 M	\$ 0.5 M	\$ 0.6 M	\$ 0.6 M	\$ 0.7 M	\$ 0.7 M	\$ 0.8 M
Program Evaluation	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.1 M	\$ 0.3 M	\$ 0.3 M	\$ 0.3 M	\$ 0.3 M	\$ 0.3 M	\$ 0.3 M	\$ 0.3 M
Provider Evaluation	\$ 0.0 M	\$ 0.0 M	\$ 0.1 M	\$ 0.1 M	\$ 0.2 M	\$ 0.2 M	\$ 0.3 M	\$ 0.3 M	\$ 0.4 M	\$ 0.5 M	\$ 0.5 M
Student Assessment	\$ 0.0 M	\$ 0.0 M	\$ 0.1 M	\$ 0.2 M	\$ 0.2 M	\$ 0.3 M	\$ 0.4 M	\$ 0.5 M	\$ 0.6 M	\$ 0.7 M	\$ 0.8 M
Data System	\$ 0.1 M	\$ 0.2 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.2 M	\$ 0.2 M
Program Support											
Professional Development for Educators	\$ 0.0 M	\$ 0.3 M	\$ 1.1 M	\$ 1.7 M	\$ 2.2 M	\$ 2.7 M	\$ 3.1 M	\$ 3.2 M	\$ 3.4 M	\$ 3.5 M	\$ 3.7 M
Health Support	\$ 0.0 M	\$ 0.2 M	\$ 0.6 M	\$ 1.0 M	\$ 1.5 M	\$ 2.0 M	\$ 2.5 M	\$ 2.9 M	\$ 3.4 M	\$ 3.9 M	\$ 4.4 M
Kindergarten Transition	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Total OFE Costs	\$ 0.5 M	\$ 2.3 M	\$ 4.5 M	\$ 6.1 M	\$ 7.9 M	\$ 9.9 M	\$ 11.5 M	\$ 12.5 M	\$ 13.8 M	\$ 15.3 M	\$ 16.8 M
Total Program Summary											
Program Costs											
Provider Costs	\$ 0.0 M	\$ 2.5 M	\$ 10.5 M	\$ 19.6 M	\$ 30.1 M	\$ 41.8 M	\$ 53.9 M	\$ 66.0 M	\$ 78.7 M	\$ 91.6 M	\$ 105.0 M
OFE Costs	\$ 0.5 M	\$ 2.3 M	\$ 4.5 M	\$ 6.1 M	\$ 7.9 M	\$ 9.9 M	\$ 11.5 M	\$ 12.5 M	\$ 13.8 M	\$ 15.3 M	\$ 16.8 M
Subtotal Program Costs	\$ 0.5 M	\$ 4.8 M	\$ 15.0 M	\$ 25.7 M	\$ 38.0 M	\$ 51.8 M	\$ 65.4 M	\$ 78.4 M	\$ 92.5 M	\$ 106.9 M	\$ 121.8 M
Program Revenues											
Tuition	\$ 0.0 M	\$ 0.6 M	\$ 2.7 M	\$ 4.8 M	\$ 7.0 M	\$ 9.4 M	\$ 11.8 M	\$ 14.4 M	\$ 17.1 M	\$ 19.8 M	\$ 22.8 M
Head Start	\$ 0.0 M	\$ 0.3 M	\$ 1.2 M	\$ 2.0 M	\$ 3.1 M	\$ 4.6 M	\$ 6.1 M	\$ 7.5 M	\$ 8.3 M	\$ 8.5 M	\$ 8.7 M
ECEAP	\$ 0.0 M	\$ 0.2 M	\$ 0.8 M	\$ 1.7 M	\$ 3.0 M	\$ 4.3 M	\$ 5.0 M	\$ 5.1 M	\$ 5.3 M	\$ 5.5 M	\$ 5.7 M
Step Ahead	\$ 0.0 M	\$ 0.6 M	\$ 2.5 M	\$ 4.1 M	\$ 5.1 M	\$ 3.9 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Families & Ed Levy Leveraged Funds	\$ 0.0 M	\$ 0.4 M	\$ 1.6 M	\$ 2.4 M	\$ 2.9 M	\$ 2.2 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
WCCC	\$ 0.0 M	\$ 0.1 M	\$ 0.4 M	\$ 0.8 M	\$ 1.3 M	\$ 1.8 M	\$ 2.0 M	\$ 2.1 M	\$ 2.1 M	\$ 2.2 M	\$ 2.3 M
CCAP	\$ 0.0 M	\$ 0.1 M	\$ 0.2 M	\$ 0.3 M	\$ 0.4 M	\$ 0.4 M	\$ 0.4 M	\$ 0.4 M	\$ 0.4 M	\$ 0.4 M	\$ 0.5 M
CACFP	\$ 0.0 M	\$ 0.1 M	\$ 0.2 M	\$ 0.4 M	\$ 0.6 M	\$ 0.9 M	\$ 1.1 M	\$ 1.3 M	\$ 1.6 M	\$ 1.8 M	\$ 2.1 M
Other	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Subtotal Net Program Cost	\$ 0.5 M	\$ 2.4 M	\$ 5.4 M	\$ 9.2 M	\$ 14.5 M	\$ 24.3 M	\$ 39.0 M	\$ 47.7 M	\$ 57.7 M	\$ 68.6 M	\$ 79.9 M

**RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT D: DETAILED FINANCIAL INFORMATION**

EXHIBIT D-1 (continued): PFA Program Costs by Calendar Year for Proposed Implementation Timeline (2014-2024, in Year of Expenditure Dollars)

Capacity Building Costs											
Educators	\$ 0.0 M	\$ 0.1 M	\$ 0.4 M	\$ 0.4 M	\$ 0.5 M	\$ 0.5 M	\$ 0.3 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Coaches	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Organizational Capacity Building	\$ 0.0 M	\$ 0.0 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.1 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Classroom Equipment & Supplies	\$ 0.0 M	\$ 0.1 M	\$ 0.4 M	\$ 0.4 M	\$ 0.4 M	\$ 0.4 M	\$ 0.2 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M	\$ 0.0 M
Facility Construction/Renovation	\$ 0.2 M	\$ 1.0 M	\$ 2.0 M	\$ 2.0 M	\$ 2.0 M	\$ 2.0 M	\$ 1.7 M	\$ 1.0 M	\$ 1.0 M	\$ 1.0 M	\$ 1.0 M
Subtotal Capacity Building Costs	\$ 0.2 M	\$ 1.3 M	\$ 2.9 M	\$ 2.9 M	\$ 3.0 M	\$ 3.0 M	\$ 2.3 M	\$ 1.0 M	\$ 1.0 M	\$ 1.0 M	\$ 1.0 M
Total Net Program Cost	\$ 0.6 M	\$ 3.7 M	\$ 8.3 M	\$ 12.1 M	\$ 17.5 M	\$ 27.3 M	\$ 41.4 M	\$ 48.7 M	\$ 58.7 M	\$ 69.6 M	\$ 80.9 M
<i>Cumulative Net Program Cost</i>	\$ 0.6 M	\$ 4.4 M	\$ 12.7 M	\$ 24.8 M	\$ 42.3 M	\$ 69.6 M	\$ 110.9 M	\$ 159.6 M	\$ 218.4 M	\$ 288.0 M	\$ 368.9 M
<i>Net Program Cost in 2014 Dollars</i>	\$ 0.6 M	\$ 3.6 M	\$ 8.0 M	\$ 11.3 M	\$ 15.9 M	\$ 24.3 M	\$ 36.0 M	\$ 41.4 M	\$ 48.7 M	\$ 56.5 M	\$ 64.1 M
<i>Cumulative Net Program Cost in 2014 Dollars</i>	\$ 0.6 M	\$ 4.3 M	\$ 12.3 M	\$ 23.5 M	\$ 39.5 M	\$ 63.7 M	\$ 99.7 M	\$ 141.1 M	\$ 189.8 M	\$ 246.3 M	\$ 310.4 M

**RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
ATTACHMENT D: DETAILED FINANCIAL INFORMATION**

EXHIBIT D-2: OFE Staffing Table for Proposed Implementation Timeline (2014-2024)

Staffing and Administration											
	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25
PFA Director	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Assistant Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
PFA Finance/Admin Director (F/A)	0.25	0.25	0.25	0.25	0.50	0.50	0.50	0.50	0.50	0.50	0.50
PFA Finance Manager (F/A)	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Senior Finance Analyst (F/A)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	1.00	1.00	1.00
PFA Contract Supervisor (F/A)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	1.00	1.00	1.00
PFA Contract Specialist (F/A)	0.50	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	3.00	3.00
PFA Data & Evaluation Manager (D/E)	0.25	0.25	0.25	0.25	0.50	0.50	0.50	0.50	1.00	1.00	1.00
PFA Database Administrator (D/E)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	1.00	1.00	1.00
PFA Data Analyst (D/E)	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Management Systems Analyst (D/E)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PFA Comm & Outreach Coordinator (C/O)	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Continuous QA Manager (QA)	0.25	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Sr Education Specialist (QA) - PFA Coach	0.50	4.50	7.50	11.00	14.00	17.50	18.00	18.50	19.00	19.50	20.50
PFA Strategic Advisor (QA)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50
PFA Operations Manager (Ops)	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Human Svcs Coord (Ops)	0.50	2.00	4.00	6.00	8.00	10.00	12.00	14.00	15.00	17.00	19.00
PFA Early Ed Specialist (Ops)	0.50	1.00	1.00	1.00	1.00	2.00	2.00	3.00	3.00	3.00	4.00
PFA Capacity Building Manager (CB)	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
PFA Strategic Advisor (CB)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50
PFA Planning & Dev Specialist (CB)	0.50	1.00	1.00	1.00	1.00	1.00	0.50	0.50	0.50	0.50	0.50
PFA Permit Specialist (CB)	0.00	1.00	1.00	1.00	1.00	1.00	0.50	0.50	0.50	0.50	0.50
PFA Policy & Planning Manager (PP)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50
PFA Planning & Dev Specialist (PP)	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Admin Staff Asst (Admin)	0.00	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PFA Admin Specialist (Admin)	0.25	1.00	1.25	1.50	2.00	2.25	2.50	2.50	2.75	3.00	3.25
PFA PIO (F/A)	0.00	0.00	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50
PFA Personnel (F/A)	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total PFA FTEs	7	21	26	32	42	49	51	55	58	63	67

EXHIBIT D-3: Average Per-Child Cost By Year (2015-2024, in 2014 Dollars)

Per-Child Cost Summary in 2014 Dollars										
	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25
Base Provider Cost/Child	9,631	9,839	10,340	10,831	11,196	11,254	11,348	11,369	11,347	11,352
Avg Program Support Cost/Child	1,796	1,515	1,376	1,284	1,254	1,113	1,030	962	915	884
Avg Program Admin Cost/Child	3,421	1,943	1,547	1,476	1,326	1,150	1,065	1,016	995	938

ATTACHMENT E: INTERACTIVE FINANCIAL MODEL ASSUMPTIONS AND DOCUMENTATION

INTRODUCTION

This document reviews the basic functioning of the Preschool for All Interactive Financial Model. The purpose is to define all programmable variables, describe the assumptions currently included in the model, the sources of all assumptions, and describe the general cost impacts associated with changing each variable.

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MODEL STRUCTURE OVERVIEW

BASIC MODEL CONVENTIONS

There are several formatting conventions used throughout the model.

- **Orange cells contain user-programmable variables.** These are cells that can be changed by the user. These cells are all pre-filled based on the recommendations contained in the Final Draft Action Plan document.
- **White cells should not be changed.** These cells contain either formulas or values that support model operation or calculate key metrics.

This document focuses on describing the user-programmable variables, including the assumptions that underlie their current values as well as the impacts on the programmatic definition and costs that will result from the user making changes. All white cells in the model are protected to avoid being unintentionally changed. If the user needs to make a change to these cells, the password to unprotect model sheets is "pfamodel".

The model escalates all costs based on inflation assumptions. **Unless otherwise noted, all costs in the model are shown in year of expenditure dollars.**

MODEL STRUCTURE

The model has three types of worksheets:

1. **Input Worksheets.** Input worksheets are labeled with *green tabs*. All orange input cells are located on these green worksheets. These sheets include:
 - **Program Dashboard.** The program dashboard contains the majority of the model's programmatic element inputs. Inputs are organized into sections related to implementation, instructional program features, non-instructional program features, Office for Education (OFE) administration, capacity building, and other miscellaneous costs.
 - **Base Inputs.** This worksheet contains inputs for basic financial assumptions, staff salary and benefit information, occupancy and supply costs, health support costs, and population demographic assumptions.
 - **Revenue Inputs.** The revenue inputs worksheet contains both the inputs and logic for blending and braiding existing funding sources and the recommended family co-pay model.
 - **Alternative Instructions.** This worksheet explains how to develop a new implementation alternative and make sure it is selected in the model.
 - **Alternative 1 through Alternative 5.** These worksheets contain the phasing and implementation scenarios that can be programmed by the user. Implementation assumptions include both the number of students served by year and OFE's administrative staffing levels by year.
 - **Master Lists.** This worksheet allows the user to enter additional types of delivery models and staff positions.
2. **Output Worksheets.** These worksheets are labeled with *red tabs*. They present the financial implications and other key metrics of the programmed programmatic elements. These worksheets include:
 - a. **SY_FinanceSummary.** This worksheet contains the detailed description of program costs and revenues by school year.

- b. **CY_FinanceSummary.** This worksheet contains the detailed description of program costs and revenues by calendar year.
 - c. **Exhibits.** This worksheet contains the charts and tables that are included in the Final Draft Recommendations document.
3. **Calculation Worksheets.** These worksheets are labeled with *grey tabs*. They contain all of the backend calculations for the program. These tabs should not be adjusted by the user.

IMPLEMENTATION TIMELINE

This section covers variables and assumptions in the model related to phasing and timeline.

1. BASE MODEL YEAR

Model Location: Program Dashboard, beginning in row 2

BASE MODEL YEAR
Enter Model Start Calendar Year
2014

- **Enter Model Start Calendar Year.** Enter the first year of program implementation. Changing this variable drives the phase-in calendar for all other parts of the model beginning with the selected school year. All costs are inflated accordingly from current day figures using the appropriate inflation rates included on the Base Inputs tab.

2. SELECTED IMPLEMENTATION ALTERNATIVE

Model Location: Program Dashboard, beginning in row 8

1a. Selected Implementation Alternative	
Select:	Final Draft Proposed Phasing Timeline
	Alternative 1 10-Year Implementation Scenario
	Alternative 2 15-Year Implementation Scenario
	Alternative 3 20-Year Implementation Scenario
	Alternative 4 Alternative 4
	Alternative 5 Final Draft Proposed Phasing Timeline

- **Selected Implementation Alternative.** Select an implementation alternative from the drop-down list. The names of each alternative are provided in a drop down list. (Note: Alternative 5 is the implementation timeline being proposed in the Final Draft Action Plan).

This selection will automatically populate the number of children served per year, the number of children served by delivery model, and OFE staffing levels per year. These variables are all defined on the tabs named Alternative 1 through Alternative 5.

These entries are generated by the scenario selection above (1a) and should not be changed here. Changes to alternative scenarios can be made in the appropriate Alternative worksheet (1 through 5).

3. STUDENT PHASE-IN

Model Locations: Alternative 1 through Alternative 5, beginning in row 6

Slots per School-Year				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
3-Year-Olds	0	350	725	1,100
4-Year-Olds	0	400	800	1,200
Total Children Served	0	750	1,525	2,300
<i>Percent of 3-year-olds served:</i>	0%	5%	11%	16%
<i>Percent of 4-year-olds served:</i>	0%	7%	13%	19%
<i>Percent of total 3- and 4-year-olds served:</i>	0%	6%	12%	18%
CLASSROOMS	0	44	89	135

- **3-Year-Olds.** Number of slots allocated to 3-year-olds during given school year.
- **4-Year-Olds.** Number of slots allocated to 4-year-olds during given school year.

To enter a new scenario, the user should enter the number of 3-year-olds and 4-year-olds to be served per year under the alternative the user is designing. The model will automatically calculate the total number of children served, the percent of each age group being served (as compared to total Seattle population), and the number of classrooms this number of children would require.

Note: The distinction between the number of slots for 3- and 4-year-olds influences total classroom and instructional staff costs based on recommendations for maximum class size. The maximum class size is lower for classrooms with majority 3-year-old children, therefore a higher proportion of slots allotted to 3-year olds will result in overall higher instructional costs.

Delivery Model Breakout					
Delivery-Model Slots	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Center-based Care	0	250	575	900	1,107
Family Childcare	0	0	0	0	0
Head Start	0	150	250	400	600
ECEAP	0	100	200	400	632
Step Ahead	0	250	500	600	736
Public School Operated	0	0	0	0	0
Remaining Slots to Assign	0	0	0	0	0
<i>Assumed percent of Head Start slots citywide</i>	0%	13%	22%	35%	53%
<i>Assumed percent of ECEAP slots citywide</i>	0%	26%	44%	74%	100%
<i>Assumed percent of Step Ahead slots citywide</i>	0%	43%	78%	85%	100%

Total number of slots for 3- and 4-year-olds listed in Section 1a can be specifically allocated according to delivery model type. Slots are automatically allocated to general center-based care, however this number is reduced by any manual allocation to other delivery models. Allocation to any of the listed delivery models is optional and no programmatic recommendations should be drawn from their inclusion in the list of allocation options.

The inclusion of Head Start, ECEAP, and Step Ahead programs in the list of delivery models does not imply they are mutually exclusive with center-based care. These programs are generally located in the centers, but it is important for the purpose of the model to define the number of slots that would be co-

enrolled with each of these programs for revenue estimation purposes. This is described in more detail in the section on Other Funding Sources.

- **Center-based Care.** Slots allocated to center-based providers for children that are not co-enrolled in one of the identified existing childcare programs (i.e., Head Start, ECEAP, or Step Ahead).
- **Family Child Care.** Slots allocated to family child care (FCC) providers.
- **Head Start.** Slots allocated to children who will be co-enrolled in Head Start.
- **ECEAP.** Slots allocated to children who will be co-enrolled in the state's Early Childhood Education Assistance Program (ECEAP).
- **Step Ahead.** Slots allocated to children who will be co-enrolled in Step Ahead.
- **Public School Operated.** Slots allocated to preschool programs operated by Seattle Public Schools (SPS).
- **Empty Options.** Additional delivery model options may be entered in the Master Lists worksheet under Delivery Models (Cells D9:D11). Any such slots can be allocated as for the other options above.

GENERAL MODEL ASSUMPTIONS

This section covers variables and assumptions in the model related to inflation, escalation, and population characteristics.

Base Financial Assumptions

4. INFLATION AND ESCALATION

Model Location: Base Inputs, beginning in row 3

1. Inflation and Escalation	
1a. General Inflation	
General Inflation Rate	2.4%
1b. Fixed Cost Allocation	
Fixed Costs Allocated to PFA	79.2%
1c. Specific Escalation Assumptions	
Salary Escalation	2.4%
Building Lease/Ownership Cost Escalation	2.4%

- **General Inflation Rate.** Annual inflation rate applied to all costs over time other than those specifically noted below. Source: The Puget Sound Economic Forecaster, economicforecaster.com, "History and Ten-Year Forecast", December 2013.
- **Fixed Costs Allocated to PFA.** This value is used to scale fixed annual provider costs to account for facility use during the summer months. Fixed costs include rent, utilities, maintenance, insurance, professional services, and director and other provider administration staff costs. Increasing the discount factor (percentage) increases the overall provider costs. The assumption included in the

Final Draft Model is that 9.5 out of 12 months per year worth of fixed costs are allocated to PFA. The remainder of fixed costs is assumed to be paid for by the providers using the space before/after PFA and during the summer. This number will automatically adjust to 100% if a 260-day (full-year program) is selected on the Program Dashboard.

- **Salary Escalation.** Annual escalation assumption for all salaries in the model. The assumption included in the Final Draft Model is based on the 2002-2012 Metropolitan Area Occupational Employment and Wage Estimates for the Seattle-Bellevue-Everett, WA Metropolitan Statistical Area (MSA). This number happens to be the same as the general inflation rate.
- **Building Lease/Ownership Cost Escalation.** Escalation assumption for building occupancy costs, such as rent, mortgage, or lease. The assumption included in the Final Draft Model for this value is the same as the general inflation rate.

Demographic Information

5. POPULATION ASSUMPTIONS

Model Location: Base Inputs, beginning in row 178

Average Annual Increase in Number of 3- and 4-Year Olds in Seattle	
Assumed Annual Increase	1.1%

- **Assumed Annual Increase.** Average annual growth rate (AAGR) of children under the age of five in Seattle. The default value is based on the change from 2005 and 2012 American Community Survey 1-year population estimates by age for 3 and 4 year olds.

Source: Using the 2005 ACS and the 2012 ACS 1-year estimate, Age and Sex Data (S0101/S0201) – AGE AND SEX: there were approximately 31,680 youth under 5 in 2005 (5.9% of the total population) and 34,265 in 2012 (5.4% of total population), resulting in a 1.127% growth rate per year.

5b. Special Populations	
Percent ELL	17.6%
Percent with IEP	7.9%

These values refer to the estimated percentage of children in Seattle in each population category and are used to calculate population projections across all years of program implementation. The total number of children in each population category drives costs for additional classroom support (in terms of assistant teachers or teaching aides) that result in an additional stipend amount for children in these categories.

- **Percent ELL.** Percentage of children who are English Language Learners (ELL). The number included in the Final Draft Model is based on the proportion of all kindergarten students in Seattle Public Schools during the 2011-12 school year.
- **Percent with IEP.** Percentage of children with an individualized educational program (IEP). The number included in the Final Draft Model is based on the proportion of all kindergarten students in Seattle Public Schools during the 2011-12 school year.

5c. Income Levels	Minimum FPL	Maximum FPL	Percent of Children
Children < 110% FPL	0%	110%	15.2%
Children 110-130% FPL	110%	130%	2.3%
Children 130-185% FPL	130%	185%	4.8%
Children 185-200% FPL	185%	200%	4.3%
Children 200-250% FPL	200%	250%	6.3%
Children 250-300% FPL	250%	300%	6.3%
Children 300-400% FPL	300%	400%	10.3%
Children 400-500% FPL	400%	500%	8.8%
Children 500-750% FPL	500%	750%	22.5%
Children 750-1000% FPL	750%	1000%	12.0%
Children 1000-2000% FPL	1000%	2000%	4.0%
Children > 2000% FPL	2000%		3.0%

These values refer to the percentage of children in each income bracket according to federal poverty levels (FPL). Source for numbers included in Final Draft Model: B17024: AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS - Universe: Population for whom poverty status is determined. 2012 ACS 1-Year Estimates.

DOSAGE AND CLASS SIZE

6. DOSAGE

Model Location: Program Dashboard, beginning in row 45

Dosage						
Desired Hours Per Day Upon Full Implementation	6.0	<i>Half-day=4, School-day=6, Full-day=10</i>				
Student Contact Days Per Year	180	<i>School year = 180 days; Full year = 260 days.</i>				
Service Days, PTO, and Holidays	37	<i>15 service days, 15 days PTO, 7 paid holidays</i>				
	Enrollment Type	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Percent of kids in half-day (3.5 hours)		0%	0%	0%	0%	0%
Percent of kids in school-day (6 hours)		100%	100%	100%	100%	100%
Number half-day		0	0	0	0	0
Number school-day		0	750	1,525	2,300	3,075

- **Desired Hours Per Day Upon Full Implementation.** This is the recommended hours per day for the PFA program. The number included in the Final Draft Model is 6.0, as identified in the Final Draft Action Plan Recommendations document.
- **Student Contact Days/Year.** This selection represents the option between school year and full year preschool. The total number of preschool days drives provider labor and operational costs. The number included in the Final Draft Model is 180 (school-year), as identified in the Final Draft Action Plan Recommendations document.
- **Service Days, PTO, and Holidays.** This variable drives labor costs, because it identifies additional days per year for which educators are paid. The Final Draft Model includes an assumption of 15

service days (10 preservice days in the summer, and 5 service days throughout the year), 15 days of paid time off (PTO) (10 vacation days that are paid and 5 sick days), and 7 paid holidays.

- **Enrollment Type.**

- **Percent of kids in half-day (4 hours).** The percent of children enrolled in only half-day preschool. Adjusting this percentage reduces the required number of classrooms and instructional staff, thus reducing provider costs.
- **Percent of kids in school-day (6 hours).** The percent of children enrolled in school-day preschool is calculated as the remainder of children not enrolled in half-day care. The default assumption is for 100% of children in school-day preschool.

7. CLASS SIZE

Model Location: Program Dashboard, beginning in row 56

Class Size						
	Center-based Care	Family Childcare	Head Start	ECEAP	Step Ahead	School Operated
Majority 3-Year-Olds Maximum Class Size	16	12	16	16	16	16
Majority 4-Year-Olds Maximum Class Size	18	12	18	18	18	18
<i>Average class size</i>	<i>17</i>	<i>12</i>	<i>17</i>	<i>17</i>	<i>17</i>	<i>17</i>

- **Majority 3-Year- Old Maximum Class Size.** Maximum number of children per class per provider type when the majority of children are 3 year-olds. The program recommendation is for a smaller maximum class size of 16 for majority 3-year-old classes. This value determines the number of classrooms and instructional staff required therefore driving provider instructional and operational costs. Maximum class size can vary by delivery system to accommodate program requirements.
- **Majority 4-Year-Old Maximum Class Size.** Maximum number of children per class per provider type when the majority of children in a classroom are 4-year-olds. The program recommendation is for a maximum class size of 18 for 4-year-olds. As above, this value determines the number of classrooms and instructional staff required, therefore driving provider instructional and operational costs. Maximum class size can vary by delivery system to accommodate program requirements.

PROVIDER STAFFING LEVELS

8. NUMBER OF INSTRUCTIONAL STAFF

Model Location: Program Dashboard, beginning in row 62

Number of Instructional Staff						
	Center-based Care	Family Childcare	Head Start	ECEAP	Step Ahead	School Operated
All numbers are per classroom						
Teacher	1	0	1	1	1	1
Family Child Care Provider		1				
Teacher Assistant	1	0	1	1	1	1
Teacher Aide	0	1	0	0	0	0
Floater	0.20	0.00	0.20	0.20	0.20	0.20
<i>Implied Teacher to Student Ratio</i>	<i>1/9</i>	<i>1/6</i>	<i>1/9</i>	<i>1/9</i>	<i>1/9</i>	<i>1/9</i>

The number of instructional staff in each of the following categories drives total educator costs. These values along with the total number of children served determine the total required number of instructional staff per year. Required instructional staff can vary by delivery system to accommodate program requirements.

- **Teacher.** The number of lead teachers required per classroom. The Final Draft Action Plan Recommendation is 1 per classroom.
- **Family Child Care Provider.** The number of family child care providers required per classroom. This value should only be applied to the Family Childcare delivery system. The Final Draft Recommendation is 1 per classroom at family childcare providers.
- **Teacher Assistant.** The number of teacher assistants required per classroom. The Final Draft Action Plan Recommendation is 1 per classroom, except at family childcare providers.
- **Teacher Aide.** The number of teacher aides required per classroom. The Final Draft Recommendation is 1 per classroom at family childcare providers.
- **Floater.** The number of floaters required per classroom. Floating instructional staff are center-based and generally support numerous classrooms. The default value assumes one floater for every eight classrooms. The assumption included in the Final Draft Model is 1 floater for every 5 teachers, or an average of 0.2 FTEs in floaters for each classroom in the PFA program.

Additional Assistant Teachers for Special Populations	
	Students Served
Add'l Assistant Teacher - IEP	18
Add'l Assistant Teacher - ELL	54
Add'l Assistant Teacher - ≤130% FPL (incl homeless/foster)	72

These variables represent the number of each type of student enrolled in the PFA program that would drive the need for one additional assistant teacher. These ratios are meant to represent averages systemwide. Many children will not drive the need for assistant teachers, as they may be the only child in their class with special support needs. However, in classrooms with multiple children from special populations, additional assistant teachers could support reduced teacher-student ratios.

Increasing the number of students served increases the total number of assistant teachers required, therefore increasing provider costs. The total number required is also driven by the projected number of children within each of these categories (see Base Inputs for more information on those estimates). Provider costs for special populations are listed as a separate line item in the Finance Summary.

- **Add'l Assistant Teacher – IEP.** The number of children with an individualized education program (IEP) that would drive the need for an additional assistant teacher.
- **Add'l Assistant Teacher – ELL.** The number of children who are English Language Learners (ELL) that would drive the need for an additional assistant teacher.
- **Add'l Assistant Teacher – ≤130% FPL (incl homeless/foster).** The number of children from households earning less than 130% of the FPL, including homeless and foster care children, that would drive the need for an additional assistant teacher.

The assumptions included in the Draft Financial Model for these ratios are based on the recommendations from the *Washington Preschool Program* November 2011 report.

9. EDUCATION LEVELS OF INSTRUCTIONAL STAFF

Model Location: Program Dashboard, beginning in row 77

Education Levels of Instructional Staff				
Percent Achieving Minimum by Year	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Teacher	30%	30%	45%	65%
Family Child Care Provider	30%	30%	45%	65%
Teacher Assistant	30%	30%	45%	65%
Teacher Aide	30%	30%	45%	65%
Percent of Teachers Above Minimum	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Percent with BA in ECE w/o Certification	90%	90%	80%	70%
Percent with BA in ECE w/Certification	10%	10%	20%	30%

- Percent Achieving Minimum by Year.** Enter the percentage of the educator pool expected to meet the educational requirement as defined below. Percentages can be set per educator position and by year of implementation. Lower percentages of educators meeting at or above minimum requirements reduces the total educator cost per year, as the model will assume lower salaries.

The Final Draft Model assumes that approximately 30% of staff will be meeting educational requirements when the program starts, but that all staff will reach minimum education levels by SY 2019-20, as identified in the Final Draft Recommendations.

- Teacher.** The minimum requirement is a Bachelor degree in Early Childhood Education (ECE) or a Bachelor degree in another field with certification/endorsement in ECE/P-3.
 - Family Child Care Provider.** The minimum requirement is a Bachelor degree in ECE or a Bachelor degree in another field with certification/endorsement in ECE/P-3.
 - Teacher Assistant.** The minimum requirement is an Associate degree in ECE or two years equivalent college-level course work in ECE meeting Core Competencies.
 - Teacher Aide.** The minimum requirement is an Associate degree in ECE or two years equivalent college-level course work in ECE meeting Core Competencies.
- Percent of Teachers Above Minimum.**
 - Percent with BA in ECE w/o P-3 Teaching Endorsement (not “certificated”).** This percentage represents the portion of teachers meeting the minimum education requirements who do not have certification teaching endorsement.
 - Percent Certificated.** This percentage represents the portion of teachers that are above the minimum education requirements because they have a P-3 teaching certificate. Higher number of teachers who are assumed to have this education level results in higher base salary and therefore higher educator labor costs. The Final Draft Model assumes that about 10% of teachers will meet this level of education when the program starts, but that over time the salary incentives will result in about 70% of teachers in the system meeting this level.

10. NUMBER OF NON-INSTRUCTIONAL STAFF

Model Location: Program Dashboard, beginning in row 97

Family Support	Students		
	Served	On/Off	
Family Support Staff - children ≤130 FPL (incl homeless/foster)	36	0	1 = on, 0 = off
Family Support Staff - children 130.1-185 FPL	54	0	1 = on, 0 = off
Family Support Staff - children 185.1-200 FPL	72	0	1 = on, 0 = off
Family Support Staff - children 200.1-250 FPL	90	0	1 = on, 0 = off
Family Support Staff - children 250.1-300 FPL	108	0	1 = on, 0 = off
Family Support Staff - children 300.1-400 FPL	126	0	1 = on, 0 = off
Family Support Staff - children 400.1-500 FPL	144	0	1 = on, 0 = off
Family Support Staff - add'l for ELL	72	0	1 = on, 0 = off

- **Students Served.** Enter maximum number of children served (caseload) per family support specialist position. Caseload can be entered per income level and for ELL children to allow for lower caseloads for children with higher needs. The ratios included in the Final Draft Model are based on the recommendations in the *Washington Preschool Program* November 2011 report.
- **On/Off.** Toggle (0/1) entry to determine whether family support specialists are provided for each category of child. Toggling a category On (1) increases the provider labor costs relative to the total number of children in that category. Note that the Final Draft Model has all family support costs turned off, as they are not included in the Final Draft Action Plan Recommendations.

Provider Administration Staffing	Center-based	Family	School			
	Care	Childcare	Head Start	ECEAP	Step Ahead	Operated
<u>All numbers are per classroom</u>						
Director	1/5	0	1/5	1/5	1/5	1/5
Site Supervisor	1/10		1/10	1/10	1/10	1/10
Reception	1/10	0	1/10	1/10	1/10	1/10
Provider Other Staff	1/10	0	1/10	1/10	1/10	1/10

Enter the number of each administrative staff positions required per classroom for each delivery model. Fewer than 1 FTE position is assumed per classroom as administrative staff are presumed to be shared across multiple classrooms within a single facility. Changing the number of administrative staff required per classroom influences the provider administrative labor cost line item. All assumptions included in the model are based on a combination of input from existing providers and the experience of New Jersey's Abbott program, when applicable.

- **Director.** Center manager responsible for all instructional and administrative operation. Final Draft Model assumption is that there will be approximately 1 FTE director for every 5 classrooms in the PFA program.
- **Site Supervisor.** Supervisory instructional staff responsible for instructor coaching. Final Draft Model assumption is that there will be approximately 1 FTE site supervisor for every 10 classrooms in the PFA program. This reflects that some centers will have this position, while at other centers the Director may play this role.
- **Reception.** Final Draft Model assumption is that there will be approximately 0.5 FTE of general office support staff for every 5 classrooms in the PFA program. This reflects that some centers will have this position, while at other centers there may not be this role.
- **Provider Other Staff.** This line item reflects the need for additional staff or contracts to support business services such as accounting, payroll, IT, human resources, or finance. Final Draft Model assumption is that there will be approximately 0.5 FTE for every 5 classrooms in the PFA program.

This reflects that some centers will have this position while at some centers, they may not have this role, or may contract for amounts analogous to small portions of FTEs.

11. EDUCATION LEVELS OF NON-INSTRUCTIONAL STAFF

Model Location: Program Dashboard, beginning in row 115

Minimum Education Levels						
Minimums for Long-term Implementation		Select Requirement				
	Director	At Minimum	At Minimum=BA, Above Minimum= MA			
	Site Supervisor	At Minimum	At Minimum=BA in ECE, Above Minimum= Certificated			
	Family Support Specialist	At Minimum	At Minimum=BA, Above Minimum= MA			
Percent Achieving Minimum by Year		SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
	Director	40%	50%	60%	70%	80%
	Site Supervisor	40%	50%	60%	70%	80%
	Family Support Specialist	40%	50%	60%	70%	80%

- **Minimums for Long-term Implementation.** Select Below, At, or Above Minimum as a reference for educational requirements for each position. This definition is used to define the percentage requirements through implementation in the following section. Average salary by position increases with educational requirement, therefore Above Minimum results in higher overall administrative labor costs than At or Below Minimum categories.
 - **Director.** The minimum reflects a Bachelor degree.
 - **Site Supervisor.** The minimum reflects a Bachelor degree in Early Childhood Education.
 - **Family Support Specialist.** The minimum reflects a Bachelor degree. NOTE: these positions are not turned on in the model. This only represents that requirement that would be in effect if the user turns on family support.
- **Percent Achieving Minimum by Year.** Enter the percentage of non-instructional staff estimated to meet the educational requirement as defined above. Percentages can be set per position and by year of implementation. Lower percentages of staff meeting the minimum requirements reduces the administrative labor cost per year.

OFFICE FOR EDUCATION STAFFING LEVELS

12. OFE STAFFING

Model Locations: Alternative 1 through Alternative 5, beginning in row 35

Staffing and Administration					
	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
PFA Director	0.50	1.00	1.00	1.00	1.00
PFA Assistant Director	0.00	0.00	0.00	0.00	0.00
PFA Finance/Admin Director (F/A)	0.25	0.25	0.25	0.25	0.50
PFA Finance Manager (F/A)	0.50	1.00	1.00	1.00	1.00
PFA Senior Finance Analyst (F/A)	0.00	0.00	0.00	0.00	0.50
PFA Contract Supervisor (F/A)	0.00	0.00	0.00	0.00	0.50
PFA Contract Specialist (F/A)	0.50	1.00	1.00	1.00	1.00
PFA Data & Evaluation Manager (D/E)	0.25	0.25	0.25	0.25	0.50
PFA Database Administrator (D/E)	0.00	0.00	0.00	0.00	0.50
PFA Data Analyst (D/E)	0.00	1.00	1.00	1.00	1.00
PFA Management Systems Analyst (D/E)	0.00	0.00	0.00	0.00	0.00
PFA Comm & Outreach Coordinator (C/O)	0.50	1.00	1.00	1.00	1.00
PFA Continuous QA Manager (QA)	0.25	1.00	1.00	1.00	1.00
PFA Sr Education Specialist (QA) - PFA Coach	0.50	4.50	7.50	11.00	14.00
PFA Strategic Advisor (QA)	0.00	0.00	0.00	0.00	0.50
PFA Operations Manager (Ops)	0.50	1.00	1.00	1.00	1.00
PFA Human Svcs Coord (Ops)	0.50	2.00	4.00	6.00	8.00
PFA Early Ed Specialist (Ops)	0.50	1.00	1.00	1.00	1.00
PFA Capacity Building Manager (CB)	0.50	0.50	0.50	0.50	0.50
PFA Strategic Advisor (CB)	0.00	0.00	0.00	0.00	0.50
PFA Planning & Dev Specialist (CB)	0.50	1.00	1.00	1.00	1.00
PFA Permit Specialist (CB)	0.00	1.00	1.00	1.00	1.00
PFA Policy & Planning Manager (PP)	0.00	0.00	0.00	0.00	0.50
PFA Planning & Dev Specialist (PP)	0.50	1.00	1.00	1.00	1.00
PFA Admin Staff Asst (Admin)	0.00	0.50	1.00	1.00	1.00
PFA Admin Specialist (Admin)	0.25	1.00	1.25	1.50	2.00
PFA PIO (F/A)	0.00	0.00	0.00	0.00	0.50
PFA Personnel (F/A)	0.50	0.50	0.50	0.50	0.50
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
Total PFA FTEs	7	21	26	32	42

Number of OFE administrative staff required per position per implementation year. These figures are generated by the user. The Final Draft Action Plan Recommendation for staffing levels is located on the Alternative 5 worksheet. All of the staffing positions with orange cells are entered by the user. Final Draft numbers were developed based on conversations between the consultant team and OFE, as well as general experience in New Jersey, to determine reasonable assumptions for the staff needed to support program implementation.

Staffing positions with white cells are calculated based on preset relationships between these positions and the size of the PFA program in any given year. These relationships are described as follows:

- **PFA Assistant Director.** Assistant director comes on as 1 FTE once more than half of children in the City are being served by PFA. This reflects the need for additional support for the Director once the program is that large.
- **PFA Contract Specialist.** Ratio is set at one per 30 contracts, based on OFE's experience with positions of this type in existing programs.
- **PFA Senior Education Specialist (PFA Coach).** The starting relationship is set at one coach for every 10 classrooms in the early years of the program. This reflects a heightened need for coaching as capacity is being built up in the City. This relationship decreases to one coach for every 15 classrooms by SY 2020-21 and one coach for every 20 classrooms by SY 2028-29. This decrease in the ratio represents the lower need for coaching hours as Site Supervisors are able to provide more direct coaching to the teachers at their centers.
- **PFA Human Services Coordinator.** Ratio is set to one for every 400 children in the system.
- **PFA Early Education Specialist.** Ratio is set to one for every 25 contracts.
- **PFA Admin Specialist.** Ratio is set to one for every 20 other OFE staff members.

Ratio to Estimate Contracts	
Assumed Average Classrooms Per Contract	5.0

- **Assumed Average Classrooms Per Contract.** Average number of classrooms contracted for under each contract that PFA lets. This value drives staffing assumptions for contract specialists at OFE. Fewer classrooms per contract increases the number of contract staff required.

PROVIDER COSTS

This section describes the variables and assumptions that drive costs at the provider level.

Labor Costs

13. SALARY SCALE TOGGLE

Model Location: Base Inputs, row 19

Salary Levels for Educators and Fully Loaded Costs for PFA Staff	
Select Salary Scale:	1 = Recommended Scale, 2 = Alternative Scale

- The model includes two separate salary scales for educator staff (teachers, teacher assistants, teacher aides, family support specialists, floaters, and family childcare providers). The recommended salary scale (enter 1 to select this scale) reflects the consultant's recommendations. The alternative salary scale is filled in with a scenario requested by the City that reflects lower wages. See the following sections for more detail on these scales and the sources of different pay levels.
- Recommended and alternative salary scales for educators and other provider staff are based on educational attainment (Below Minimum, At Minimum, and Above Minimum). These values are used to calculate provider educator and administrative labor costs according to the level of educational attainment required and the percentage of the labor pool expected to have met that requirement, per implementation year.

14. RECOMMENDED SALARY SCALE FOR INSTRUCTIONAL STAFF, DIRECTORS, AND SITE SUPERVISORS

Model Location: Base Inputs, beginning in row 21 and column L

	Recommended Salary Scale (2013-14 values)		
	12-Month Salary by Education Requirements		
	Below	At	Above
	Minimum	Minimum	Minimum
Teacher	\$30,000	\$48,800	\$60,000
Teacher Assistant	\$26,000	\$34,000	\$34,000
Teacher Aide	\$26,000	\$34,000	\$34,000
Director	\$52,900	\$58,650	\$64,515
Family Support Specialist	\$30,000	\$48,800	\$60,000
Floater	\$30,000	\$48,800	\$60,000
Site Supervisor	\$46,000	\$51,000	\$62,258
Family Child Care Provider	\$30,000	\$48,800	\$60,000

The table above outlines the assumptions for pay for teachers, teacher assistant/aides, directors, and site supervisors at different levels of qualifications based on the consultant's recommendation. These listed values are for a 12-month salary. The model automatically adjusts these salaries to the appropriate levels for a school-year based on the selected scenario on the Program Dashboard.

It's important to remember that the purpose of the model is to reflect the **average** amount that will be paid to PFA teachers in any given year. These values are not supposed to be prescriptive of how much any specific staff members should be getting paid. Individual pay will vary based on experience and qualifications.

- **Teachers**
 - Below Minimum Education Requirement
 - 12-month Salary: \$30,000 (about \$14.42/hour)
 - Source: US Bureau of Labor Statistics (BLS) May 2012 Salary Survey for Seattle-Bellevue-Everett MSA. Job code 252011 for "preschool teachers except special education." Median hourly wage of \$13.69, escalated to 2014 dollars. Annual salary rounded to the nearest \$1,000 to reflect an average.
 - At Minimum Education Requirement (Teacher with BA in ECE, but not certificated)
 - 12-month salary: \$48,800 (about \$23.46/hour)
 - Source: PSESD 13-14 salary schedule for non-certificated staff. Band C, step 05 (based on guidance from PSESD staff indicating this was their average employee). Rounded to reflect an average.
 - Above Minimum Education Requirement (Certificated Teacher)
 - 12-month salary: \$60,000 (about \$28.85/hour)

- Source: SPS certificated staff salary schedule for teacher with BA+45 credits and 4 years of experience, which is also approximately the average base pay for an SPS teacher based on multiple external reports (such as KIRO news). Annual salary rounded to the nearest \$1,000 to reflect an average.
- **Teacher Assistants and Teacher Aides**
 - Below Minimum Education Requirement
 - 12-month salary: \$26,000 (about \$12.50/hour)
 - Source: Reflects May 2012 BLS average of multiple job codes that these types of staff are categorized as, escalated to 2014 costs.
 - At or Above Minimum Education Requirement (AA or higher)
 - 12-month salary: \$34,000 (about \$16.35/hour)
 - Source: PSESD 13-14 salary schedule for assistant teachers. Band I(a), step 05 (based on guidance from PSESD staff indicating this was their average employee).
 - Same salary assumptions for both levels because there is no need to pay for higher education levels in this position.
- **Director**
 - Below Minimum Education Requirement
 - 12-month Salary: \$52,900 (about \$25.43/hour)
 - Source: Set 10% below those meeting minimum education requirement.
 - At Minimum Education Requirement (BA and ECE certification equivalent, and expertise/coursework in business/educational leadership)
 - 12-month salary: \$58,650 (about \$28.20/hour)
 - Source: BLS May 2012 Salary Survey for Seattle-Bellevue-Everett MSA. Job code 119031 for "Education Administrators, Preschool and Childcare Center/Program." Median hourly wage of \$23.48, escalated to 2014 dollars and increased by 15% to reflect high-level duties of the Director position. Base amount is used for Site Supervisor.
 - Above Minimum Education Requirement
 - 12-month salary: \$64,515 (about \$31.02/hour)
 - Source: Set 10% above those meeting minimum education requirement.
- **Family Support Specialist**
 - Same salary assumptions as teacher.
 - Note: This position is not in effect on the Final Draft Model. If the user chooses to turn on family support, then this salary will be applied.
- **Floater**
 - Same salary assumptions as teacher.
- **Site Supervisor**
 - Below Minimum Education Requirement

- 12-month Salary: \$46,000 (about \$22.12/hour)
- Source: Set 10% below salary for site supervisors meeting minimum requirement.
- At Minimum Education Requirement (BA in ECE)
 - 12-month salary: \$51,000 (about \$24.52/hour)
 - Source: BLS May 2012 Salary Survey for Seattle-Bellevue-Everett MSA. Job code 119031 for "Education Administrators, Preschool and Childcare Center/Program." Median hourly wage of \$23.48, escalated to 2014 dollars. Annual salary rounded to nearest \$1,000.
- Above Minimum Education Requirement
 - 12-month salary: \$62,258 (about \$29.93/hour)
 - Source: Set halfway between the salaries for teachers and directors who are above the minimum education requirements.
- **Family Childcare Provider**
 - Same salary assumptions as teacher.

15. ALTERNATIVE SALARY SCALE FOR INSTRUCTIONAL STAFF

Model Location: Base Inputs, beginning in row 21 and column 5

The City requested an alternative salary scale based on OSPI's Base Salaries for Certificated Instructional Staff for School Year 2013-14.. This scale is filled in assuming:

- The same salaries for directors and site supervisors as the consultant's recommended salary scale.
- Teacher, floater, and family childcare provider salaries are based on the OSPI adopted scale.
- Teacher Assistant and Teacher Aide salaries are set in proportion to the relationship between teacher salaries of the recommended and alternative scales.

Note: The OSPI salary scale is an adopted allocation method that determines (1) the amount that OSPI allocates to schools per teacher and (2) a floor below which teachers of each educational level may not get paid. Actual pay at districts usually includes additional compensation for Time, Responsibility, and Incentives (TRI) that are locally bargained.

16. SUBSTITUTE DAYS PER TEACHER PER SCHOOL YEAR

Model Location: Base Inputs, beginning in row 120

Substitutes	
Substitute days per teacher per school year	10

- 10 days per school year based on needing to support 5 days of teacher sick time and 5 days of teacher service days during the school year. The total number of teachers in the system multiplied by the estimated number of substitute days per teacher drives the cost for substitute wages in the model. Each substituted day is assumed to be paid for 8 hours.

17. COST PER SUBSTITUTE HOUR

Model Location: Base Inputs, row 33

Substitute Hourly Cost	\$20.08
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- The hourly cost for a substitute teacher is based on the Bureau of Labor Statistics' May 2012 Salary Survey for Seattle-Bellevue-Everett MSA. Code 253098 for "Substitute Teachers." Selected Median Hourly Wage of \$19.15 in 2012. Escalated to 2014 value using assumed annual escalation of 2.4%.

18. FAMILY ENGAGEMENT STIPEND

Model Location: Program Dashboard, beginning in row 245

Family Engagement (costs of providing a teacher stipend plus some money for materials)			
	SY 14-15	SY 15-16	SY 16-17
Cost Per Classroom	750		
Annual Cost	0	35,360	73,193

- Annual cost of supporting providers' family engagement activities, including a stipend for teacher time spent outside of normal work hours and funds for activity materials. Assumed at \$750 per classroom, growing with inflation over time. This amount is the City's policy decision and should be refined during implementation planning.

19. ADMINISTRATIVE STAFF SALARIES

Model Location: Base Inputs, beginning in row 28

Reception	\$26,000
Provider Other Staff	\$45,000

- Salaries for reception staff are set equal to the minimum salary for teacher assistants/aides. This reflects May 2012 BLS salary survey average of multiple job codes for childcare workers.
- Salaries for other provider staff are set at \$45,000 for a 12-month salary, which is an average of May 2012 BLS Salary Survey levels for multiple job codes for childcare administrative workers. As a reminder, this salary level represents an average for staff in accounting, IT, HR, finance, and payroll.
- Salaries for Directors and Site Supervisors are described above on page 16.

20. INSTRUCTIONAL AND ADMINISTRATIVE STAFF BENEFITS

Model Location: Base Inputs, beginning in row 72

Role	Percent Receiving		Non-Mandatory Benefits
	Mandatory Benefits	Non-Mandatory Benefits	
Teacher	10%	100%	23%
Teacher Assistant	10%	100%	23%
Teacher Aide	10%	100%	23%
Director	10%	100%	23%
Reception	10%	50%	23%
Provider Other Staff	10%	25%	23%
Family Support Specialist	10%	100%	23%
Floater	10%	100%	23%
Site Supervisor	10%	100%	23%
Substitute Hourly Cost	0%	0%	0%
Family Child Care Provider	10%	0%	0%

- **Mandatory Benefits.** Average percent on top of salary necessary to support mandatory benefits, as shown below.

FICA	6.20%
Medicare	1.45%
Unemployment	2.00%
Workers Compensation/Industrial	0.30%
Subtotal Mandatory Benefits	9.95%

- **Percent Receiving Non-Mandatory Benefits.** Percent of staff receiving benefits beyond mandatory costs, per position type. Educator positions are set to 100% to reflect that the Final Draft Action Plan Recommendations include providing competitive benefits to educators. Reception staff are shown at 50% to reflect that these positions may include part-time workers that do not receive benefits. Other provider staff are shown at 25% to reflect that these positions may include part-time workers and also contracts for some services, and therefore these solutions won't be required to pay benefits.
- **Non-Mandatory Benefits.** The total benefit percentage on top of staff salaries is assumed to be 33% in order to be competitive with other employment opportunities. Data was gathered on PSESD and SPS salary and benefit information and rounded to reflect a reasonable average assumption.

21. PROVIDER-BASED PROFESSIONAL DEVELOPMENT

Model Location: Base Inputs, beginning in row 124

Professional Development	
Annual Non-Coaching T&TA Per Student	65

- This line item represents additional training and technical assistance (T&TA) for educators and other staff in addition to the coaching and curriculum-specific courses provided by OFE. This may include activities such as attending conferences and trainings. The Final Draft Model assumption of \$65 per student is based on the average of data received from early learning provider interviews, but

discounted to reflect the higher level of professional development that will be provided by PFA compared to current professional development support these providers receive from the City.

Facility Costs

22. RENT, UTILITIES, AND MAINTENANCE

Model Location: Base Inputs, beginning in row 163

Facility Operating Costs				
Delivery Models	Lease or Ownership		Maint.	Utilities
	SF/Child	Annual Cost/SF	Annual Cost/SF	Annual Cost/SF
Center-based Care	65	16.00	2.00	2.00
Family Childcare	65	16.00	2.00	2.00
Head Start	65	16.00	2.00	2.00
ECEAP	65	16.00	2.00	2.00
Step Ahead	65	16.00	2.00	2.00
Public School Operated	65	16.00	2.00	2.00
	65	16.00	2.00	2.00
	65	16.00	2.00	2.00
	65	16.00	2.00	2.00

Facility operating costs refer to the occupancy and maintenance of a provider's physical space. Assumptions are designed to be a reasonable estimate of the citywide average, and do not represent any specific childcare center.

- Lease or Ownership.** These values refer to the monthly rent or mortgage cost for facility occupancy, including property taxes.
 - SF/Child.** Average ratio of total building square feet (SF) per student at an average provider. The Final Draft Model assumption of 65 SF/child is based on interviews with multiple early learning providers. Effective ratios varied significantly between providers. This number should account for all classroom, storage, bathroom, shared, and administrative space necessary to support one student.
 - Annual Cost/SF.** Rent or mortgage cost per square foot. The Final Draft Model assumption of \$16 per SF was based on Anne Mitchell's analysis in support of the 2013 *Modeling the Cost of Quality in Early Achievers CENTERS and FAMILY CHILD CARE* report. This analysis was based on interviews with and data collection from multiple early learning providers. This number was ground-truthed through interviews with several Seattle providers during PFA Action Plan development, who had costs ranging from \$15-\$20 per SF depending on location.
- Maint. Annual Cost/SF.** Annual cost per square foot for facility maintenance (including basic repairs, landscaping, janitorial services, and annualized costs of capital improvements). The Final Draft Model assumption of \$2 per SF was based on Anne Mitchell's analysis in support of the 2013 *Modeling the Cost of Quality in Early Achievers CENTERS and FAMILY CHILD CARE* report. This analysis was based on interviews with and data collection from multiple early learning providers. This number was ground-truthed with interviews with several Seattle providers during the PFA process, who provided budget information.

- **Utilities Annual Cost/SF.** Combined annual cost per square foot for all utilities, including water, sewer, garbage, electric, telephone, and internet. The Final Draft Model assumption of \$2 per SF was based on Anne Mitchell's analysis in support of the 2013 *Modeling the Cost of Quality in Early Achievers CENTERS and FAMILY CHILD CARE* report. This analysis was based on interviews with and data collection from multiple early learning providers. This number was ground-truthed with interviews with several Seattle providers, who provided budget information.

Non-Personnel Costs

23. TRANSPORTATION

Model Location: Program Dashboard, beginning in row 129

Transportation	
Cost per student	1,500
Percent of Children Needing Transportation	10%

- **Cost per student.** The average per child cost for providing transportation to and from provider location. The default figure was determined as an average current cost for transportation services according to several Seattle and Puget Sound preschool providers. This value is added to the Provider Non-Personnel Costs line item according to the total number of children served and the Percent of Children Needing Transportation.
- **Percent of Children Needing Transportation.** Enter the assumed percentage of children requiring transportation service to and from providers. The Final Draft Model assumes a percentage of 10%, which was estimated based on conversations with providers as well as expert consultants.
 - This number is not a recommendation, but rather represents the likely percent of children who may need transportation services in order to attend preschool. The City can make a policy decision about whether or not they want to support transportation services.
 - This number does not represent costs for children with special needs. Those accommodations are assumed to be paid for by Seattle Public Schools, as required by law.

24. PROVIDER SUPPLIES, MATERIALS, AND SERVICES

Model Location: Base Inputs, beginning in row 139

Delivery Models	Annual Cost Per Child					
	Food Service	Kitchen Supplies	Education Supplies & Equipment	Misc. Expenses	Insurance	Prof. Services
Childcare Centers	1,000	50	200	100	125	50
Family Childcare	1,000	50	200	100	125	50
Head Start	1,000	50	200	100	125	50
ECEAP	1,000	50	200	100	125	50
Step Ahead	1,000	50	200	100	125	50
Public School Operated	1,000	50	200	100	125	50
	1,000	50	200	100	125	50
	1,000	50	200	100	125	50
	1,000	50	200	100	125	50

These entries refer to non-personnel line item costs for an average preschool center including classrooms, offices, and kitchen. All default estimated expenses are based on Anne Mitchell's analysis in support of the 2013 *Modeling the Cost of Quality in Early Achievers CENTERS and FAMILY CHILD CARE* report. Those costs were estimated using actual budget data from providers in 10 states and later

adapted to Washington state (and specifically the Seattle region) following interviews with local providers. Each value refers to the annual cost per child, thus changes in these base costs will scale with the number of slots (children) enrolled per year.

- **Food Service.** Costs for all meals and food service staff.
- **Kitchen Supplies.** Cost for common kitchen supplies, including all supplies necessary to provide meals except food.
- **Education Supplies & Equipment.** Cost for classroom supplies and equipment, Assumes \$150 of consumables per year and replacement cost of \$1,000 per classroom per year for long-term materials based on 5-year replacement cycle.
- **Misc. Expenses.** Includes provider costs such as supplies, office materials, advertising, employee travel, and employee morale.
- **Insurance.** Cost for liability and building insurance. \$1 per SF of building for building insurance, plus \$75 per child for liability insurance.
- **Prof. Services.** Costs for professional services, such as consulting, tax, or legal services.

25. CURRICULUM

Model Location: Base Inputs, beginning in row 127

Curriculum Costs	
Tracking tool Training Cost/Child Per Year	15
Supplies/Materials Cost Per Student	10

This section reflects the curriculum costs to the provider.

- **Tracking Tool Training Cost Per Child Per Year.** Average cost per child based on Teaching Strategies GOLD (TSG) costs. This does not imply that the provider must use this system, but represents a reasonable average cost per child that will vary by provider and selected product.
- **Supplies/Materials Cost Per Child Per Year.** Average cost per child based TSG costs. This does not imply that the provider must use this system, but represents a reasonable average cost per child that will vary by provider and selected product.

Profit and/or Reinvestment

26. PROFIT AND/OR REINVESTMENT ALLOWANCE

Model Location: Program Dashboard, beginning in row 126

Profit and/or Reinvestment Allowance	
Percent Allowable Above Costs:	2.5%

- **Percent Allowable Above Costs.** Additional percent of total provider costs to be included in provider subsidy for profit and/or reinvestment. The Final Draft Model number of 2.5% is based on the allowance for the current Step Ahead program.

Costs for Special Populations

Costs for special populations are based on the salaries for assistant teachers as denoted in the instructional staff salary section on page 16.

OFE PROGRAM ADMINISTRATION

OFE Staff Labor

27. OFE ADMINISTRATIVE STAFF COMPENSATION SCALE

Model Location: Base Inputs, beginning in row 36

PFA Director	\$199,006
PFA Assistant Director	\$170,600
PFA Finance/Admin Director (F/A)	\$170,600
PFA Finance Manager (F/A)	\$156,309
PFA Senior Finance Analyst (F/A)	\$115,930
PFA Contract Supervisor (F/A)	\$113,994
PFA Contract Specialist (F/A)	\$98,428
PFA Data & Evaluation Manager (D/E)	\$169,658
PFA Database Administrator (D/E)	\$112,160
PFA Data Analyst (D/E)	\$156,309
PFA Management Systems Analyst (D/E)	\$106,606
PFA Comm & Outreach Coordinator (C/O)	\$156,309
PFA Continuous QA Manager (QA)	\$156,309
PFA Strategic Advisor (QA)	\$144,513
PFA Operations Manager (Ops)	\$156,309
PFA Human Svcs Coord (Ops)	\$90,531
PFA Early Ed Specialist (Ops)	\$98,428
PFA Capacity Building Manager (CB)	\$156,309
PFA Strategic Advisor (CB)	\$144,513
PFA Planning & Dev Specialist (CB)	\$110,172
PFA Permit Specialist (CB)	\$96,645
PFA Policy & Planning Manager (PP)	\$156,309
PFA Planning & Dev Specialist (PP)	\$110,172
PFA Admin Staff Asst (Admin)	\$95,040
PFA Admin Specialist (Admin)	\$76,163
PFA PIO (F/A)	\$144,513
PFA Personnel (F/A)	\$156,309

All compensation levels in the above table were provided directly by OFE and reflect the position title, band, and step that they believe is reasonable for each staff member. These amounts reflect total compensation, including benefits and payroll taxes. No additional benefits are applied to these listed compensation amounts.

Overhead and Non-labor Costs

28. OFE OVERHEAD AND NON-LABOR COSTS FOR OFE PROGRAM STAFF

Model Location: Program Dashboard, beginning in row 172

Overhead and Non-Labor	
Accounting	100,000
IT	3,443
Rent	5,000
Phones	900
Fleet	775
Misc Supplies	2,500

All of the estimates below were provided by OFE and grow with inflation:

- **Accounting.** Cost per year for program accounting contracted for through the Department of Neighborhoods.
- **IT.** Cost for in-house IT support per program FTE.
- **Rent.** Office occupancy cost per program FTE.
- **Phones.** Cost of telephone systems per program FTE.
- **Fleet.** Cost of transportation fleet operations and maintenance per program FTE.
- **Misc. Supplies.** Cost of miscellaneous office supplies per program FTE.

Program Evaluation

29. EXTERNAL EVALUATION CONTRACT

Model Location: Program Dashboard, beginning in row 191

Evaluation and Assessment			
Program Evaluation			
Annual outside evaluation contract cost	250,000		
	SY 14-15	SY 15-16	SY 16-17
Contract In Effect = 1	0.0	0.0	0.0

- **Annual external evaluation contract cost.** Annual cost for external evaluation of PFA program. Under the proposed implementation timeline this cost does not come into effect until 2018. After 2025, outside evaluation reduces in frequency to every two years. The Final Draft Model estimate of \$250,000 per evaluation is based on consultant's best estimate of a reasonable cost for this type of study, based on previous experience.

30. FCC PILOT STUDY

Model Location: Program Dashboard, beginning in row 229

Annual Cost of Operating the FCC Pilot Program Study (note: costs of serving the children are captured in regular slot costs)			
	SY 14-15	SY 15-16	SY 16-17
Study Begins Concurrently w/Overall Evaluation	0	0	0
Study Begins in Year 1	0	87,500	87,500
SELECT SCENARIO TO BE IN EFFECT	SY 14-15	SY 15-16	SY 16-17
Study Begins Concurrently w/Overall Evaluation	0	0	0

- **Annual cost of operating the Family Child Care (FCC) Pilot Study.** This cost refers only to the cost of the study, not to the per child cost of preschool provision through Family Child Care providers. Preschool costs per child are assumed to be part of the existing slot-based costs calculated throughout the model.

The model provides two options for FCC pilot study implementation:

- **Study Begins Concurrently with Overall Evaluation.** If the FCC Pilot study is conducted concurrently with and as part of the same contract as the full Outcomes Evaluation, we estimate the cost at \$30,000 over a two year period. This is the consultant recommended path. The cost is shown as \$30,000 spread evenly over the 2018-19 and 2019-20 school years.
- **Study Begins in Year 1.** If the City opts to conduct this pilot prior to inception of the full Outcomes Evaluation or to collect information from parents about satisfaction generally or benefits of having a child in FCC vs center-based care, we estimate the costs of a stand-alone study to be \$150,000 – \$200,000. The model shows this as a cost of \$175,000 spread evenly over the 2015-16 and 2016-17 school years.

31. SCIENTIFIC ADVISORY BOARD

Model Location: Program Dashboard, beginning in row 250

Scientific Advisory Board			
	SY 14-15	SY 15-16	SY 16-17
Annual Cost	0	10,748	11,001

- Assumes six local and national experts on the Scientific Advisory Board who will each receive \$1,000 per year honorarium and about \$750 per year in travel costs. Both amounts grow with inflation over time.

Provider Evaluation

32. PROVIDER EVALUATION

Model Location: Program Dashboard, beginning in row 197

Provider Evaluation	
Cost per classroom per year	1,000

- **Cost per classroom per year.** Average annual cost per classroom for Early Childhood Environment Rating Scale (ECERS) and Classroom Assessment Scoring System (CLASS) evaluation. Default value of \$1,000 is based on OFE average cost for the 2013-14 school year.

Student Assessment

33. STUDENT ASSESSMENT

Model Location: Program Dashboard, beginning in row 197

Student Assessments	
PPVT Cost Per Child	60
TSG Cost Per Child	25
ASQ/ASQ-SE Cost Per Child	0

- **PPVT Cost Per Child.** Annual cost per child to license and administer Peabody Picture Vocabulary Test (PPVT). \$60 per child is based on current cost of PPVT tests for 1,500 children in Seattle Early Education Collaborative (SEEC) sites.
- **TSG Cost Per Child.** Annual cost per child to license and administer TSG preschool assessment tool. \$25 per child cost is based on 2013-14 costs of TSG, including licenses and provider trainings.
- **ASQ/ASQ-SE Cost per Child.** Annual cost per child to license/buy/administer the Ages and Stages Questionnaire (ASQ) and the Ages and Stages-Social/Emotional Questionnaire (ASQ-SE). The City requested that this line item be included for future use. Currently, there are no costs associated with this amount in the model.

Data System

34. DATA, ENROLLMENT, AND ASSIGNMENT MANAGEMENT

Model Location: Program Dashboard, beginning in row 180

Data System	SY 14-15	SY 15-16	SY 16-17
Baseline Data System Development and Maintenance	200,000	61,415	62,863
Enrollment Management System	50,000	20,472	20,954
Assignment Management System	50,000	20,472	20,954
Data System User License Costs	0	3,583	6,967

- **Baseline Data System Development and Maintenance.** Cost per year to develop and maintain an early learning data management system to store child, provider, and program assessment information. The first year assumes \$200,000 in potential development costs, based on preliminary conversations with the Department of Early Learning (DEL) that owns and administers Early Learning Management System (ELMS) that could be adopted for PFA use. This amount is assumed to pay for two contract FTEs working on customizing ELMS. Subsequent years assume \$60,000 in ongoing system maintenance costs, growing with inflation over time.
- **Enrollment Management System.** Cost per year to develop and maintain a data system to manage child enrollment information. The first year assumes \$50,000 in needed development or modification costs. Subsequent years assume \$20,000 in ongoing system maintenance costs, growing with inflation over time.
- **Assignment Management System.** Cost per year to develop and maintain a data system to manage the process that assigns children to providers. The first year assumes \$50,000 in needed development or modification costs. Subsequent years assume \$20,000 in ongoing system maintenance costs, growing with inflation over time.

- **Data System User License Costs.** This represents the costs of purchasing user licenses for the providers in the PFA program to access the data system and enter information. The model assumes \$350 per provider per year, growing with inflation over time. This is based on current OFE licensing costs for similar software.

OFE PROGRAM SUPPORT

Professional Development for Educators

35. COACHING STAFF COMPENSATION

Model Location: Base Inputs, row 49

PFA Sr Education Specialist (QA) - PFA Coach	\$108,364
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The compensation level for coaches was provided directly by OFE and reflects the position title, band, and step that they believe is reasonable for this position. This amount reflects total compensation for 1 FTE. No additional benefits are applied to this compensation amount.

36. COACHING STAFF OVERHEAD

Model Location: Program Dashboard, beginning in row 172

Administration costs for coaching staff are the same as for all other OFE staff. Please see page 25.

37. COURSES FOR EDUCATORS AND SITE SUPERVISORS

Model Location: Base Inputs, beginning in row 131

Curriculum Training Course, Cost per Teacher	5,500
Max Participants per year in Curriculum Course	80
Train the Trainer Cost per Participant	6,250
Max Participants per year in Train the Trainer Course	20

These costs reflect costs for OFE to host courses to train teachers and site supervisors on curriculums and on effective training techniques.

- **Curriculum Training Course, Cost Per Teacher.** Cost per teacher is based on cost of course and release time for the current program for HighScope trainings operated by the City. This estimate does not include the stipends that the current program provides for each educator.
- **Max Participants Per Year in Curriculum Course.** The model assumes a maximum of 80 teachers will take the PCC course each year. In early years when there are fewer than 80 teachers in the PFA program, the actual number of teachers is used. If the FCC pilot is implemented, some of these slots will likely be filled by FCC providers.
- **Train the Trainer, Cost Per Participant.** This course is for site supervisors to learn to become effective trainers so they can support the educators at their centers. Cost per participant is based on the current trainings operated by the City.
- **Max Participants Per Year in Train the Trainer Course.** The model assumes a maximum of 20 people will take the Train the Trainer course each year. In early years when there are fewer than 20 supervisors in the PFA program, the actual number of supervisors is used.

Health Support

38. HEALTH SUPPORT CONTRACT SIZE

Model Location: Program Dashboard, beginning in row 91

Health Support		
	Children/ 1 FTE	Coaches/ 1 FTE
Public Health Nurse	650	
Mental Health Specialist	650	
Nutrition Specialist		4

The ratios below are generally based on the current OFE contract with Public Health Seattle & King County (PHSKC) for the Step Ahead program; however the ratios are increased due to the narrower recommended scope of services.

- **Public Health Nurse.** This ratio represents the number of children that drive an increase in 1 FTE public health nurses on the contract. The Final Draft Model assumption is that the contract will include 1 FTE public health nurse for every 650 children enrolled in PFA.
- **Mental Health Specialist.** This ratio represents the number of children that drive an increase in 1 FTE mental health specialist on the contract. The Final Draft Model assumption is that the contract will include 1 FTE mental health specialist for every 650 children enrolled in PFA.
- **Nutrition Specialist.** This ratio represents the number of PFA coaches that drive an increase in 1 FTE nutrition specialist on the contract. The Final Draft Model assumption is that the contract will include 1 FTE nutrition specialist for every 4 coaches employed at OFE.

39. HEALTH SUPPORT CONTRACT COMPONENTS

Model Location: Base Inputs, beginning in row 152

Health Support Contract Components	
Public Health Nurse Salary	85,000
Mental Health Specialist Salary	65,000
Nutrition Specialist Salary	80,000
Benefits	24%
Direct Charges	20%
Services and Other Charges	1%
Supplies	1%
Indirect (Administrative Overhead)	15%

Health support costs are estimated based on the existing 2013-14 PHSKC contract for the Step Ahead program, adjusted based on conversations with PHSKC and OFE staff regarding how that contract may translate into health support for PFA. Listed salary costs are for a single FTE. The total number of FTEs is driven by the ratios described in the previous section.

- **Public Health Nurse Salary.** Annual salary for one public health nurse. Amount is based on the salary in the 2013-14 Step Ahead contract, rounded to the nearest \$5,000.
- **Mental Health Specialist Salary.** Annual salary for one mental health specialist. Amount is based on the salary in the 2013-14 Step Ahead contract, rounded to the nearest \$5,000.

- **Nutrition Specialist Salary.** Annual salary for one nutrition specialist. Amount is based on the salary in the 2013-14 Step Ahead contract, rounded to the nearest \$5,000.
- **Benefits.** Cost of personnel benefits based on percent of total annual salary. Ratio of 24% is based on the 2013-14 Step Ahead contract.
- **Direct Charges.** Direct charges to other departments at PHSKC to support the employees paid for under this contract. Ratio of 20% based on the 2013-14 Step Ahead contract. Percentage is applied to total personnel costs (salaries plus benefits).
- **Services and Other Charges.** Cost for other non-labor costs, such as membership fees, used by health support staff. Ratio of 1% based on the 2013-14 Step Ahead contract. Percentage is applied to total personnel costs (salaries plus benefits).
- **Supplies.** Cost for office and miscellaneous supplies used by health support staff. Ratio of 1% based on the 2013-14 Step Ahead contract. Percentage is applied to total personnel costs (salaries plus benefits).
- **Indirect (Administrative Overhead).** Indirect cost to support administrative overhead. Ratio of 15% is based on estimate by PHSKC for a contract with PFA. Percentage is applied to total personnel costs (salaries plus benefits).

Kindergarten Transition

40. ANNUAL COST OF SUPPORTING KINDERGARTEN TRANSITION

Model Location: Program Dashboard, beginning in row 241

Kindergarten Transition				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Annual Cost	0	0	0	0

The City requested that a line item be added to enter kindergarten transition costs. The Final Draft Model does not assume that the PFA program will support any costs related to kindergarten transition.

CAPACITY BUILDING COSTS

This section describes the variables and assumptions included in the model related to capacity building support.

Personnel and Organizations

41. PERSONNEL AND ORGANIZATIONAL CAPACITY BUILDING

Model Location: Program Dashboard, beginning in row 209

Personnel and Organizations			
Supporting Educational Attainment for Educators	SY 14-15	SY 15-16	SY 16-17
Annual Funding Amount	0	424,786	442,137
Supporting PD of Coaching Staff	SY 14-15	SY 15-16	SY 16-17
Annual Funding Amount	2,559	20,983	20,431
Organizational Capacity Building	SY 14-15	SY 15-16	SY 16-17
Annual Funding Amount	0	100,000	102,358

The magnitude of capacity building activities is a policy decision for the City. The model assumes the following:

- **Supporting Educational Attainment for Educators.** Assumes \$10,000 in funding per teacher requiring support. Number of teachers requiring support is estimated at 70% of PFA teachers entering system each year plus 10 educators from providers “on track” to become PFA providers. These costs are assumed to continue for the first five years of program implementation. Amounts grow with inflation.
- **Supporting PD of Coaching Staff.** Annual funding provided to support professional development of PFA coaching staff, including continuing education, conferences, etc. Assumes \$4,000 per new coach per year for the first five years, plus \$1,000 per coach per year ongoing, growing with inflation.
- **Organizational Capacity Building.** Annual funding provided to support organizational development activities of preschool providers. Assumes \$100,000 per year for the first five years of program implementation, growing with inflation.

42. COST TO SUPPORT DEPARTMENT OF EARLY LEARNING IN EARLY ACHIEVERS RATINGS

Model Location: Program Dashboard, beginning in row 239

Annual cost to support DEL in Early Achievers Ratings			
	SY 14-15	SY 15-16	SY 16-17
Annual Cost	0	0	0

The City requested that this line item be added in case the City wants to see the impact of paying for additional Early Achievers Rating capacity at the state level. The Final Draft Model does not assume costs for this line item.

Facilities

43. FACILITY CAPACITY BUILDING

Model Location: Program Dashboard, beginning in row 219

Facilities			
Equipment and Supplies for New Classrooms	SY 14-15	SY 15-16	SY 16-17
Annual Funding Amount	0	345,459	361,463
Facility Construction/Renovation	SY 14-15	SY 15-16	SY 16-17
Annual Funding Amount	500,000	2,000,000	2,000,000

The magnitude of capacity building activities is a policy decision for the City. The model assumes the following:

- **Equipment and Supplies for New Classrooms.** Annual funding provided to equip classrooms that are new to PFA with necessary supplies and fixtures to meet quality requirements. The model assumes an average of \$7,500 per classroom. The average assumes that some newly built classrooms will require up to \$20,000 in startup costs, while others will require more minor refurbishment or supply purchases to bring them up to PFA level.
- **Facility Construction/Renovation.** Annual funding provided to construct or renovate facilities to meet preschool classroom requirements. Amounts entered in the Final Draft Model are based on consultant expertise. Actual amounts should be a policy decision by the City.

PROGRAM REVENUES

This section describes the variables and assumptions for revenues that will support the PFA program.

Tuition

44. SLIDING SCALE TUITION MODEL

Model Location: Revenue Inputs, beginning in row 163

Family Copays			
	Minimum	Maximum	Annual Copay
	FPL	FPL	Amount (2014)
Children < 110% FPL	0%	110%	0
Children 110-130% FPL	110%	130%	0
Children 130-185% FPL	130%	185%	0
Children 185-200% FPL	185%	200%	0
Children 200-250% FPL	200%	250%	200
Children 250-300% FPL	250%	300%	500
Children 300-400% FPL	300%	400%	1,000
Children 400-500% FPL	400%	500%	2,000
Children 500-750% FPL	500%	750%	4,000
Children 750-1000% FPL	750%	1000%	6,000
Children 1000-2000% FPL	1000%	2000%	8,000
Children > 2000% FPL	2000%		9,000

- **Minimum FPL (federal poverty level).** Minimum bounds of the income category for which the annual co-pay applies.
- **Maximum FPL.** Maximum bounds of the income category for which the annual co-pay applies.
- **Annual Co-pay Amount (2014).** Annual family co-pay per child for the corresponding income category. The total revenue generated from family co-pays is determined by the co-pay amount and the number of children within that income category. Co-pays for families below 200% are set at \$0, as required in the resolution. Co-pays above that level are generally based on the recommendations from the *Washington Preschool Program* November 2011 report, and adjusted based on the input from the consultant team.
- Actual copay amounts implemented will depend on policy decisions by the City. The Final Draft Recommendations document describes the challenges and policy questions of a sliding scale tuition model that should be taken into consideration.

Other Funding Sources

45. HEAD START

Model Location: Revenue Inputs, beginning in row 5

Head Start (US DHHS)				
	Current	Growth		
Slots in Seattle	1,128	0.0%		
Dollars per Slot	9,500	2.4%		
Portion Not Supporting PFA	35%			
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Slots Citywide	1,128	1,128	1,128	1,128
Slots for PFA	0	150	250	400
FD Slot Cost	6,175	6,321	6,470	6,622
Total PFA Funding from Head Start	0	948,092	1,617,415	2,648,888

- **Slots in Seattle.** This is the total number of available Head Start slots in the city.
 - **Current.** Current number of Head Start slots in Seattle.
 - **Growth.** Projected growth per year in the number of slots in Seattle. To be conservative, the Final Draft Model assumes no growth in Head Start slots.
- **Dollars Per Slot.** Provider subsidy per slot.
 - **Current.** This is the current average per-slot cost provided to Head Start grantees in Seattle.
 - **Growth.** Projected annual growth in provider subsidy. Default estimate is general inflation rate.
- **Portion Not Supporting PFA.** Percentage of provider subsidy not included as a revenue source for PFA. This portion represents costs associated with the Head Start program that do not overlap and are therefore not additive with PFA program costs, such as family support and some health services. The remaining portion of the provider subsidy is accounted for as revenue within the PFA program, based on the number of slots for PFA children. The Final Draft Model estimates this portion at 35%, based on experiences at New Jersey's Abbott Program ranging from 20-45%. The actual amount will vary depending on provider.

46. EARLY CHILDHOOD EDUCATION ASSISTANCE PROGRAM (ECEAP)

Model Location: Revenue Inputs, beginning in row 17

ECEAP (WA DEL)				
	Current	Growth through 2019	Growth After 2019	
Slots in Seattle	330	17.6%	1.1%	
Dollars per Slot	7,331	2.4%	2.4%	
Portion Not Supporting PFA	20%			
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Citywide Slots	330	388	457	537
Slots for PFA	0	100	200	400
Subsidy	5,865	6,003	6,145	6,290
Total PFA Funding from ECEAP	0	600,310	1,228,932	2,515,822

- **Slots in Seattle.** This is the total number of available ECEAP slots in the city.
 - **Current.** Current number of ECEAP slots in Seattle.
 - **Growth through 2019.** Projected growth per year in the number of slots in Seattle through 2019, based on DEL's proposed expansion plan.
 - **Growth after 2019.** After 2019, the number of ECEAP slots is estimated to grow at the same rate as the number of preschool-aged children in Seattle.
- **Dollars Per Slot.** Provider subsidy per full-day ECEAP slot.
 - **Current.** This is DEL's proposed slot cost for full-day ECEAP starting in 2015. This only reflects the portion of the day supported by ECEAP. Working Connections Child Care (WCCC) revenues are addressed in the next section.
 - **Growth.** Projected annual growth in provider subsidy. Default estimate is general inflation rate.
- **Portion Not Supporting PFA.** Percentage of provider subsidy not included as a revenue source for PFA. This portion represents costs associated with the ECEAP program that do not overlap and are therefore not additive with PFA program costs. The remaining portion of the provider subsidy is accounted for as revenue within the PFA program, based on the number of slots for PFA children. The Final Draft Model estimates this portion at 20% to reflect current administrative ECEAP costs kept by the contracting agency (City of Seattle). The actual amount will vary depending on provider.

47. WORKING CONNECTIONS CHILD CARE (WCCC)

Model Location: Revenue Inputs, beginning in row 29

Working Connections Child Care (WA DSHS and WA DEL)				
	Current	Growth		
Current Slots	770	1.1%		
Percent Full Day	67.5%			
Percent Half Day	32.5%			
Average dollars per slot	2,912	2.4%		
Portion Not Supporting PFA	20%			
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
ECEAP Co-Enrollment	0	100	200	400
Subsidy	0	2,385	2,442	2,500
ECEAP WCCC Co-Enrollment Funding	0	238,492	488,313	999,819
Other Part-Day PreK WCCC Slots	520	458	397	268
Other Part-Day PreK WCCC Slots in PFA	0	118	174	199
Subsidy	1,165	1,192	1,221	1,250
Funding for these slots	0	140,733	212,045	249,018
Other Full-Day PreK WCC Slots	250	221	191	129
Other Full-Day PreK WCC Slots in PFA	0	57	84	96
Subsidy	1,165	1,192	1,221	1,250
Funding for these slots	0	67,760	102,096	119,898
TOTAL WCCC	0	306,253	590,408	1,119,716

- **Current Slots.** This is the total number of available WCCC slots in the city.
 - **Current Slots.** Current number of WCCC slots for preschool-age children in Seattle, according to the Department of Social and Health Services (DSHS).
 - **Growth.** Projected growth per year in the number of slots in Seattle. Default assumption is the same growth rate as for preschool-age children in Seattle.
- **Percent Full-Day.** This is the current number of WCCC slots in Seattle that are for full-day.
- **Percent Half-Day.** This is the current number of WCCC slots in Seattle that are for part-day.
- **Average Dollars Per Slot.** Provider subsidy per half-day WCCC slot.
 - **Current.** This is DEL's proposed slot cost for half-day WCCC subsidy amount starting next year. This only reflects the portion of the day supported by WCCC.
 - **Growth.** Projected annual growth in provider subsidy. Default estimate is general inflation rate.
- **Portion Not Supporting PFA.** Percentage of provider subsidy not included as a revenue source for PFA. This portion represents costs associated with the WCCC program that do not overlap and are therefore not additive with PFA program costs. The remaining portion of the provider subsidy is accounted for as revenue within the PFA program, based on the number of slots for PFA children. The Final Draft Model estimates this portion at 20% to reflect current administrative WCCC costs kept by HSD. The actual amount will vary depending on provider.

WCCC revenues are estimated three different ways:

- **ECEAP Co-enrollment.** The model assumes that each child receiving the full-day ECEAP subsidy will also receive the part-day WCCC subsidy, which would support a 6-hour day under DEL's expansion plan. The model assumes revenue from these children equal to the combined ECEAP

plus part-day WCCC reimbursement amounts, minus the 20% non-additive portions of those rates.

- **Other Part-Day PreK WCCC Slots.** The model assumes that any remaining WCCC part-day preK slots will also be enrolled in PFA over the next five years. The model assumes the part-day rate as revenue to support PFA, minus the 20% non-additive portion of those rates.
- **Other Full-Day PreK WCCC Slots.** The model assumes that any remaining WCCC full-day preK slots will also be enrolled in PFA over the next five years. The model assumes the only 50% of the full-day rate as revenue to support PFA, minus the 20% non-additive portion of those rates. The remaining 50% of the full-day cost is assumed to be used by families to pay for wraparound care.

48. CHILD CARE ASSISTANCE PROGRAM

Model Location: Revenue Inputs, beginning in row 51

Child Care Assistance Program (Seattle HSD)				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Three- and Four-Year-Olds Getting CCAP	110	111	112	114
Rate of PFA co-enrollment	0	48	88	97
Average Annual CCAP Stipend	7,116	7,284	7,456	7,631
Portion of stipend not supporting PFA	50%	50%	50%	50%
Total Funding for PFA	0	175,835	327,618	369,952

- **Three- and Four-Year-Olds Getting CCAP.** Number of three- and four-year-old children receiving CCAP subsidy per year. There are 110 3- and 4-year-olds served in Seattle. The number of slots is assumed to grow at the same rate as the growth in preschool age children in Seattle.
- **Rate of PFA co-enrollment.** Percentage of children receiving CCAP stipend who are also enrolled in PFA. Increasing this rate increases the overall revenues generated from this funding program. The Final Draft Model assumptions are based on consultant estimates of uptake rates.
- **Average Annual CCAP Stipend.** Average annual CCAP stipend per child, as provided by City of Seattle HSD in 2014.
- **Portion of stipend not supporting PFA.** Percentage of CCAP stipend not included as a revenue source for PFA. This portion represents costs associated with child care that are not shared/do not overlap with PFA program costs and/or should be available to pay for wraparound care. The Final Draft Model assumes 50% overlap. The remaining portion of the stipend is accounted for as revenue within the PFA program, based on the number of children co-enrolled in PFA.

49. STEP AHEAD

Model Location: Revenue Inputs, beginning in row 74

Step Ahead (Seattle OFE)				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Slots Citywide	512	576	640	704
Slots for PFA	0	250	500	600
Total Funding	3,675,097	4,264,968	4,883,272	5,526,199
Dollars for PFA	0	1,851,115	3,815,056	4,709,829

The portion of Step Ahead funding assumed to be supporting PFA is equal to the ratio between all Step Ahead slots in the City and the Step Ahead slots assumed to be co-enrolled in PFA in the selected implementation alternative.

- **Total Funding.** Total amount of funding for Step Ahead according to OFE budgeting for the next five school years. Step Ahead funding ends in School Year 2019-20 due to the expiration of the Families and Education Levy.

50. FAMILIES AND EDUCATION LEVY LEVERAGED FUNDS

Model Location: Revenue Inputs, beginning in row 81

The following revenue sources are available through the 2018-19 school year as funded by the 2013 Families and Education Levy. Each revenue stream within the Levy was estimated individually, based on conversations between the consultant team and City staff. Each set of assumptions is described below. In all cases, the "Total Available Dollars" line item is from the City's Levy budget sheet.

Subsidies				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	730,478	848,845	972,920	1,101,945
Percent for PFA	0%	0%	0%	0%
Dollars for PFA	0	0	0	0

- **Subsidies.** These Levy funds are not assumed to support PFA.

Professional Development				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	723,024	821,907	925,527	1,033,135
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	356,730	723,068	880,513

- **Professional Development.** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA.

Assessment				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	284,081	304,865	326,606	349,014
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	132,320	255,161	297,455

- **Assessment.** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA.

Early Learning Health				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	497,682	509,960	522,709	535,426
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	221,337	408,366	456,329

- **Early Learning Health.** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA.

PCHP				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	542,408	555,790	569,685	583,544
Percent for PFA	0%	0%	0%	0%
Dollars for PFA	0	0	0	0

- **PCHP (Parent Child Home Program).** These Levy funds are not assumed to support PFA.

Program Support - Step Ahead				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	225,210	230,766	236,535	242,290
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	100,159	184,793	206,497

- **Program Support-Step Ahead.** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA. This bucket of funds includes support for marketing, recruitment, TSG, QRIS, and classroom start up materials.

Program Support - Program Staff (at OFE)				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	66,194	67,827	69,523	71,214
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	29,439	54,315	60,694

- **Program Support-Program Staff (at OFE).** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA.

Program Support - Program Staff (at HSD)				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	375,101	384,355	393,964	403,548
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	133,456	246,227	275,146

- **Program Support-Program Staff (at HSD).** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA. Supporting revenues are discounted by 20% to reflect the need for these funds to support HSD staff not related to Step Ahead.

Program Support - Admin (staff, supplies) at HSD				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	390,415	453,986	520,301	581,792
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	157,634	325,188	396,676

- Program Support-Admin (staff supplies) at HSD.** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA. This line item pays for staff at HSD as well as the building, etc. that they're in. This staff works on administration on Step Ahead contracts, subsidies, kindergarten transition, and parent child home program. Supporting revenues are discounted by 20% to reflect the need for these funds to support HSD staff not related to Step Ahead.

Program Support - Admin (staff, supplies) at OFE				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Total Available Dollars	106,628	118,788	131,544	143,333
Percent for PFA	0%	43%	78%	85%
Dollars for PFA	0	51,557	102,769	122,159

- Program Support-Admin (staff supplies) at OFE.** These Levy funds are assumed to support PFA in proportion to the percentage of Step Ahead slots co-enrolled with PFA.

51. CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

Model Location: Revenue Inputs, beginning in row 61

Child and Adult Care Food Program (USDA)				
	2013			
Rate for Children above 185% FPL	0.70	<i>Includes breakfast, lunch, snack</i>		
Rate for Children 130-185% FPL	4.61	<i>Includes breakfast, lunch, snack</i>		
Rate for Children Under 130% FPL	6.11	<i>Includes breakfast, lunch, snack</i>		
Subsidies	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Rate for Children above 185% FPL	0	0	0	0
Rate for Children 130-185% FPL	0	30,834	64,174	99,070
Rate for Children Under 130% FPL	0	147,705	307,415	474,575

These rates determine the total subsidy for providers from the USDA Child and Adult Care Food Program (CACFP). Per child rates are based on household income. Total subsidies are calculated based on population projections by household income (Base Inputs).

The source for current rates is the USDA, for rates effective July 1, 2013 – June 30, 2014.

The Final Draft Model assumes that providers will leverage this support for children up to 185% of FPL. Based on provider interviews, the administrative cost of securing these funds for children above 185% outweighs the actual subsidy amount received, and therefore providers do not generally try to recover this amount. The Final Draft Model therefore assumes no CACFP support for children above 185% FPL.

52. NEW FUNDING SOURCES

Model Location: Revenue Inputs, beginning in row 141

New Fund 1				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
INSERT FUNDS BY YEAR	0	0	0	0
New Fund 2				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
INSERT FUNDS BY YEAR	0	0	0	0
New Fund 3				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
INSERT FUNDS BY YEAR	0	0	0	0

Spaces available for the inclusion of currently undefined revenues toward the PFA program, as required by the consultant agreement for this project. Entering revenues in these line items will reduce the net cost to the City of the PFA program.

53. FACILITIES

Model Location: Revenue Inputs, beginning in row 155

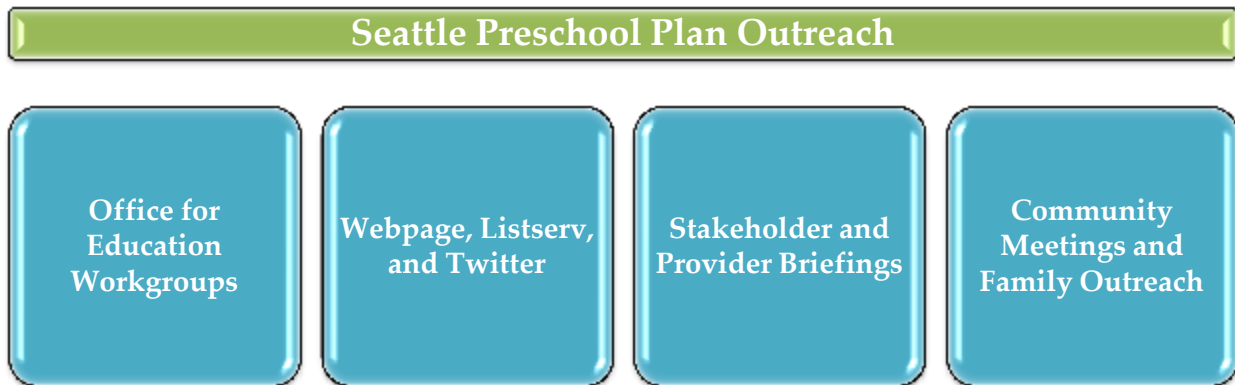
Grant and Loan Programs				
	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Local/State Capacity Building Funds	0	0	0	0

Spaces available for capacity building funds directed toward the construction or renovation of new preschool facilities. The Final Draft Model assumes no support in this area. Entering revenues on this line will reduce the net cost to the City of the PFA program.



Seattle Preschool Program Community Outreach Summary

The Outreach effort is designed to communicate the purpose of the Seattle Preschool Plan initiative, explain the City's process for designing an evidence-based Action Plan to implement high-quality, affordable, and voluntary preschool for 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.



Office for Education Workgroups:

- 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.
- **Over 100 individuals** from Seattle's early learning community, government offices, and non-profit organizations participated.

Community Meetings and Family Outreach:

- **Four large SPP** community outreach meetings (Neighborhood House High Point, South Shore PreK-8th, Northgate Community Center, Garfield Community Center).

Stakeholder and Provider Briefings:

- Community Outreach Manager met with **over 80 organizations** to hear of community needs and concerns.
- These organizations included preschool providers, advocates, unions, cultural groups, education coalitions, and others with an interest in the Seattle Preschool Program.

Webpage, Listserv, and Twitter:

- Dedicated webpage to Seattle Preschool Program.
- Twitter to provide updates and information.
- UPK listserv (upk@seattle.gov) has **over 100 subscribers**, and provides updates via e-mail.

The Comprehensive Universal Preschool Parent/Guardian Survey:

- **1300 parent and guardian perspectives** on their current preschool options and choices, what they consider to be "high quality."

Community Outreach Contacts

Aakewo-African American Kenyan Women Interconnect	Kindering	Seattle Faces
African American Childcare Task Force	Kids Co.	Seattle Neighborhood Summit
Afrique Service Center	Kidspace	Seattle Office of Economic Development
Adventure Day Care	King County Department of Community & Human Services	Seattle Public Library
Atlantic Street Center	King County Developmental Disabilities Division	Seattle Public Schools
Beginnings School	King County Executive Office	Seattle Public Schools School Board
Bezos Family Foundation	King Street Coop	Seattle Women's Commission
Big Brother, Big Sisters	League of Education Voters	Seed of Life
Black Child Development Institute	Listen and Talk	Service Employees International Union (SEIU)
Boys and Girls Club of King County	National Center for Quality Teaching and Learning (UW)	SESEC (SE Seattle Education Coalition)
Causey's Learning Center	Navos	Small Faces Child Development Center
Childcare Director's Association of Greater Seattle (CDAGS)	NeighborCare Health	SOAR
Childcare Resources	Neighborhood Chambers [Seattle Neighborhood Chamber Alliance]	Sound Childcare Solutions
Children's Home Society	Neighborhood House	Southwest Early Learning Bilingual Preschool
Chinese Information and Service Center	New Futures	Southwest Youth and Family Services
City's Human Services Department	North Seattle Community College	SPS Kindergarten Enrollment Night
Coalition for Safety Health Early Learning	Northwest Center	SPS Head Start
College Success Foundation	Office of Superintendent of Public Instruction	Teachers United
Community School of West Seattle	Okund Consulting	The JMA Group
Community Day School Association (CDSA)	One America	Tiny Tots
Community Center for Education Results	Our Beginning	Tukwila School Board
Denise Louie Education Center	Pacific NW Montessori Association	United Way of King County
Epiphany Early Learning	Parent-Child Home Program (PCHP)	UW Early Learning [Childcare Quality & Early Learning Center for Research and Professional Development--CQEL]
Early Learning Coalition	Phinney Neighborhood Association	UW Experimental Education Unit
Early Childhood Education and Assistance Program (ECEAP)	Pike Market Child Care	Vietnamese Friendship Society
Economic Opportunity Development	Police Precinct Advisory	Washington Dental Service Foundation
El Centro de la Raza	Primm ABC	Washington Federation of Independent Schools
Encompass	Prospect Enrichment Preschool	Washington State Department of Early Learning
Environmental Works	Public Health Seattle & King County	We are the World
Family child care providers	Puget Sound Education Service District	Wellspring
Federal Way Public Schools	Reach Out and Read Washington State	Whatcom Community College
Haggard Nelson Child Care Resources	Refugee and Immigrant Family Center	YMCA
Highline Community College	Refugee Women's Alliance (REWA)	YWCA
Hilltop Children's Center	SeaMar	
Interlake Child Care & Learning Center	Seattle Associated Recreation Council	
Kent School District	Seattle Council PTSA	
Kid's 1 st -Seattle	Seattle Early Education Collaborative	
Kiddus Montessori		

Office for Education Workgroups: The Office for Education (OFE) 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 met 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 100 individuals from Seattle’s early learning community, government offices, and non-profit organizations have been invited to participate.

Community Meetings and Family Outreach: OFE hosted four large SPP community outreach meetings throughout March 2014 and April 2014. These meetings allowed the public to learn about the Seattle Preschool Program’s development process, while also gathering feedback from families of young children and the community at large.

Stakeholder and Provider Briefings: Between January and April 2014, the PFA Community Outreach Manager met with over 80 organizations to hear of community needs and concerns. These organizations included preschool providers, advocates, unions, cultural groups, education coalitions, and others with an interest in the Seattle Preschool Program.

Webpage, Listserv, and Twitter: OFE created a dedicated webpage to Seattle Preschool Program and Twitter to provide updates and information. The UPK listserv (upk@seattle.gov) has over 100 subscribers, and provides updates via e-mail.

The Comprehensive Universal Preschool Parent/Guardian Survey: This survey gathered 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 Seattle Preschool Program, in addition to demographic data needed to ensure the representativeness of the survey sample and to produce reliable disaggregated results.

MAY 12, 2014

**RECOMMENDATIONS FOR SEATTLE'S
PRESCHOOL FOR ALL ACTION PLAN**

Outreach Summary Report: Phase 2



In Partnership with **Columbia City Consulting,**
Dr. Ellen Frede, and **Dr. W. Steven Barnett**



FR: EMC Research
DT: May 21st, 2014
RE: Citywide Poll of Parents/Guardians of SPS K-3rd Children

METHODOLOGY

This memo is based on a live telephone survey of 1,301 interviews of parents/guardians with children in Kindergarten through 3rd grade enrolled in Seattle Public Schools conducted March 4-23, 2014. The margin of error for the overall results is +/-2.7 percentage points at a 95% confidence interval. Interviews were conducted in English, Spanish, Vietnamese, Somali and Cantonese and a third (32%) of the respondents were born outside of the United States. The interviews were distributed across the city based on the entire universe of K-3rd SPS families, as follows:

Table with 3 columns and 3 rows showing survey distribution percentages by Seattle neighborhood: SE Seattle (23%), SW Seattle (20%), South Seattle (43%), NW Seattle (23%), NE Seattle (19%), North Seattle (42%), and Central Seattle (16%).

KEY FINDINGS

Parents think every child should have the opportunity to go to high quality preschool.

- There is near universal agreement that "every child should have the opportunity for high quality preschool regardless of family income." (96% Agree)
- Most (90%) also agree that "government should help families pay for high quality preschool."
- Respondents with the lowest incidences of out of home preschool or daycare and the lowest household incomes are the most vocal that every child should have an opportunity to go to preschool.

About one third of SPS K-3rd Grade parents reported putting their kids in preschool full time (at least 6 hours a day 5 days a week), but respondents identifying as Latino/Hispanic, Black/African-American and parents living in lower income communities were less likely to report sending their children to preschool.

- Just over two thirds of parents who did not use outside home care for their child indicated that they would have been interested high quality preschool for their child if it had been available and affordable.

Parents believe that high quality preschool provides rich social and learning opportunities.

- Almost all parents agree (95%) that “children learn to interact with others at a high quality preschool, which is important in preparing them for Kindergarten.”
- Most (89%) also agree that “children who go to a high quality preschool are more likely to do better in elementary school.”

Parents believe high standards and specialized training at preschool is important.

- Nearly all agree (93%) that “preschools should be required to have teachers trained in early childhood education.”
- Most (88%) also agree that “we should set standards so every parent knows whether a preschool is high quality.”

Parents overwhelmingly support a citywide high quality preschool program.

- Nearly all (90%) support a city funded preschool program that would “give every family access to high quality preschool by setting standards and requiring preschools to provide teaching that helps kids learn and grow.”
- Support for a citywide preschool program is strongest among:
 - Lower income households (94%) and parents in areas with lower income schools (92%)
 - Respondents who identify as Hispanic or African-American (93%)
 - Parents in Southeast and Northwest Seattle (92%)

The most important factors to parents when choosing a high quality preschool are safety, impressions when visiting the facility, licensing, and convenience, although all 14 factors tested are important to a majority of parents.

- Among parents whose children did not go to preschool/daycare, safety is also the top factor, however, these parents place higher importance on affordability and availability of subsidies than do parents using preschool/daycare.
- Parents who did not use any out-of-home care are also more likely than parents using preschool/daycare to agree that we should set standards and that we need a ratings system.



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EMCresearch.com

**Telephone Survey of Parents/Guardians
March 4 – March 23, 2014
n=1301; Margin of Error of \pm 2.7 percentage points
EMC Research #14-5164**

***All numbers in this document represent percentage (%) values, unless otherwise noted.
Please note that due to rounding, percentages may not add up to exactly 100.***

Hello, my name is _____ from EMC Research, and I'm conducting a survey on behalf of the City of Seattle to get parents' input on ways to improve city policies that affect early education and child care. Your answers are strictly confidential and will be used for research purposes only.

For this call I need to speak to a parent or guardian of any children in the household who is best able to speak about their children's educational experience. Would that be you?

1.	Language of Interview	
	English	88
	Spanish	5
	Somali	1
	Vietnamese	5
	Cantonese	2
3.	Gender (RECORD FROM OBSERVATION)	
	Male	26
	Female	74
4.	How many children are you the parent or guardian of? (RECORD NUMBER; CONTINUE TO Q5)	
	1 child	22
	2 children	52
	3 children	16
	4 or more children	10
	(Zero/Refuse) → TERMINATE	-
5.	If Q4=1 Is your child in Kindergarten through Third Grade at a Seattle public school? If Q4>1 How many of those children are in Kindergarten through Third Grade at a Seattle public school?	
	1 child	75
	2 children	22
	3 children	3
	4 or more children	1
	(Zero/Refuse) → TERMINATE	-

[Child Care Profile]

[IF Q5>1] For the next few questions, please answer based on your youngest child who is currently in elementary school. I'd like you to think back to your family's childcare situation the year before your child started Kindergarten. You might have used daycare, childcare, preschool, head start, eceap (E cap), step ahead, a nanny, or friends and family to care for your child.

[IF Q5=1] I'd like you to think back to your family's childcare situation the year before your child started Kindergarten. You might have used daycare, childcare, preschool, head start, E cap, step ahead, a nanny, or friends and family to care for your child.

6. Did your child attend preschool, head start, E cap, or a step ahead program? (If needed: Is that yes, preschool or yes, head start, or a step ahead program?)

Yes, preschool, head start, E cap, step ahead program	84
No	15
(Don't know/Not sure)	1
(Refused) → TERMINATE	-

(IF Q6=Yes, ASK Q11)

(IF Q6=No/Don't know, GO TO Q7)

(IF Q6=Yes, DISPLAY CHILDCARE INSERT = 1, "Preschool")

7. Was your child cared for by a daycare or other childcare outside the home on a regular basis?

Yes	45
No	53
(Don't know/Not sure)	1
(Refused)	0

(IF Q7=Yes, GO TO Q11)

(IF Q7= No/Don't know/Refused, GO TO Q8)

(IF Q7=Yes, DISPLAY "daycare or childcare" FOR CHILDCARE INSERT)

8. Was your child cared for by a parent, a family member, friends, a neighbor, an au pair, or a nanny on a regular basis?

Yes	83
No	16
(Don't know/Not sure)	1
(Refused)	-

9. What was the primary reason your child did not attend preschool, daycare, or childcare?
 (PROMPT AFTER FIRST RESPONSE: Is there another reason that your child did not attend preschool, daycare, or childcare? TAKE UP TO 2 RESPONSES)

Wanted to stay at home	35
Too Expensive	30
Didn't need to	8
We lived in another country	5
There was no option	5
None in the area	3
No transportation	1
My child went to Headstart	1
Other	14
Don't know	11
No Answer	1

10. If high quality preschool had been available and affordable, would you have been interested in it for your child?

Yes	69
No	28
(Don't know/Not sure)	3
(Refused)	-

(IF Q10=Yes, GO TO Q20. IF Q10= No/Don't know/Refused, GO TO Q38)

If your child went to more than one location in the year before Kindergarten, please answer based on the most recent experience.

11. How many days in an average week did your child attend (CHILDCARE INSERT)?

1	1
2	3
3	15
4	23
5	57
6	0
7	0
(Can't recall at all)	1
(Refused)	0

(IF Q11=1 – 4 OR 8 VARIABLE "DAYS"=1)

(IF Q11=5 – 7 OR 9 VARIABLE "DAYS"=2)

12. How many hours per day did your child go to (CHILDCARE INSERT)?	
1	1
2	3
3	17
4	21
5	6
6	12
7	5
8	20
9	9
10	4
11	0
12	1
(Can't recall at all)	2
(Refused)	0

(IF Q12=1-7 OR 98 VARIABLE "HOURS"=1)

(IF Q12 IS 8 – 24 THEN VARIABLE "HOURS"=2)

(IF DAYS=1 AND HOURS =1, ASK Q13)

(IF DAYS=1 AND HOURS=2, ASK Q13)

(IF DAYS=2 AND HOURS=1, ASK Q13)

(IF DAYS=2 AND HOURS=2, SKIP TO INTRO TO Q14)

13. For the other hours in a typical week, was your child cared for at home, at some other outside of the home care, or a combination of the two?	
At home	75
Outside of the home care	9
A combination of the two	15
(At the same facility but it wasn't preschool)	1
(Don't know/Don't remember)	1
(Refused)	0

(RESUME ALL)

14. Was the (CHILDCARE INSERT) located in a private home, at a center, at a school or church, or was it somewhere else?	
Private Home	13
Center	33
School	32
Church	16
Somewhere else	6
(Can't Remember)	0
(Refused)	0

- | | | |
|-----|--|----|
| 15. | At (CHILDCARE INSERT), was your child grouped with children roughly the same age, or were all children of all ages grouped together? | |
| | Grouped with children roughly the same age | 83 |
| | All children of all ages played together | 17 |
| | (Don't Remember) | 0 |
| | (Refused) | 0 |
| 16. | Did the (CHILDCARE INSERT) have a structured daily program with a variety of specialized learning activities? | |
| | Yes | 94 |
| | No | 4 |
| | (Don't know) | 1 |
| | (Refused) | - |
| 17. | Did the (CHILDCARE INSERT) use a dual language immersion approach or speak the same language you speak at home? (IF YES, clarify "was it that they spoke the same language as you speak at home, that it was dual language immersion, or both?") | |
| | Yes, Spoke same language | 73 |
| | Yes, dual language immersion | 12 |
| | (Both) | 2 |
| | No | 12 |
| | (Don't know/Not sure) | 1 |
| | (Refused) | - |
| 18. | How much did you pay for (CHILDCARE INSERT) per month? Was it... | |
| | Less than \$500 per month | 42 |
| | More than \$500 but less than \$1,000 | 30 |
| | More than \$1,000 but less than \$1,500 | 16 |
| | More than \$1,500 but less than \$2,000 | 3 |
| | More than \$2,000 but less than \$2,500 | 0 |
| | More than \$2,500 | 0 |
| | (Don't Remember) | 6 |
| | (Refused) | 3 |

19. What were the primary reasons you chose that (CHILDCARE INSERT)? (PROMPT AFTER FIRST RESPONSE: Is there another reason that you chose that (CHILDCARE INSERT)? TAKE UP TO 3 RESPONSES)

Being close or convenient to home or work	38
Being recommended by people I trust/Reputation	21
Having a structured daily program/Specialized learning activities	11
Quality of the education	9
Affordability	7
I liked the teachers	6
More language exposure/Bilingual	5
Open the hours that I needed	5
Having availability/Openings	5
Academic preparation/Getting them ready for the next level of education	4
It's good/Liked it (gen.)	4
Being coop/community-based	4
Being Montessori education/Liked the learning philosophy	4
Developing social skills	3
Observing the preschool room and having a good feeling about it	3
Having a small class or group size	3
Having individualized care/Catering to special needs	3
It is connected to the daycare/preschool	3
Being caring/Giving child attention	2
Having preschool teachers with college degrees or specialized training	2
Having more cultural exposure/More diversity	2
Religious based	2
Outdoor based activities	1
Having subsidies or other financial help available	0
Teaching your child about your family/cultural background	0
Other	8
Don't know	3
No Answer	1

[Facility/Provider Choice Factors]

Now, regardless of what kind of childcare situation you had in the year before Kindergarten, I'd like to ask you about factors that might be important in choosing a high quality preschool. For each, use a scale of one to ten where one means that factor is not at all important in choosing a high quality preschool and ten means that factor is extremely important in choosing a high quality preschool. You can use any number on the scale. (REPEAT AFTER ACH UNTIL UNDERSTOOD: Again, one means that factor is not at all important in choosing a high quality preschool and ten means that factor is extremely important.)

	Not at all an important factor					An extremely important factor					(Don't Know)	Mean
SCALE:	1	2	3	4	5	6	7	8	9	10		
(RANDOMIZE)												
20.	Having both before and after preschool care available											
	15	5	4	3	10	5	6	12	8	30	2	6.47
21.	Affordability											
	1	1	2	2	10	6	12	21	10	35	1	7.93
22.	Being recommended by people I trust											
	1	0	1	2	7	5	13	23	13	35	1	8.17
23.	Observing the preschool room and having a good feeling about it											
	0	0	-	0	4	2	6	16	13	58	1	9.04
24.	Being close or convenient to home or work											
	1	0	1	1	5	5	13	24	14	35	1	8.27
25.	Having a small class or group size											
	1	1	1	2	7	8	17	25	15	24	1	7.88
26.	Having preschool teachers with college degrees or specialized training											
	1	1	2	2	7	7	15	20	11	33	2	8.01
27.	Open the hours that I need											
	1	1	2	1	7	3	8	15	11	51	1	8.50
28.	Having a structured daily program with a variety of specialized learning activities											
	0	0	1	1	4	5	10	19	16	44	1	8.63
29.	Having subsidies or other financial help available											
	16	7	5	4	12	4	8	10	5	25	2	5.97
30.	Having a diverse staff											
	3	2	4	3	14	8	15	19	8	22	2	7.13
31.	Teaching your child about your family's cultural background											
	10	7	8	6	18	9	9	10	5	18	1	5.84
32.	Being licensed by the State of Washington											
	1	1	1	1	7	4	8	11	8	56	1	8.59
33.	Providing a safe environment											
	1	-	0	0	1	1	2	5	7	83	1	9.59

(END RANDOMIZE)

34. What factors do you think are most important in a high quality preschool program? (PROMPT AFTER FIRST RESPONSE: Are there any other factors that you think are most important in a high quality preschool program? TAKE UP TO 3 RESPONSES)	
Having a structured daily program/Specialized learning activities	27
Being safe	24
Having preschool teachers with college degrees or specialized training	22
Quality education (General)	12
I liked the teachers	11
Being caring/Giving child attention	10
Encouraging environment	9
Having a small class or group size	8
Affordability	7
Having better academic preparation	6
Developing social skills	6
Being close or convenient to home or work	6
Having a play based approach	5
Having more cultural exposure/More diversity	5
Teachers having good interaction with kids	4
Having more outdoor activities	3
Having good communication with parents	3
Having individualized care	2
Open the hours that I needed	2
Being clean	2
Encouraging creativity/artistic skills	2
Good (Unspecified)	2
Having good facility	2
Good literacy teaching/More reading	1
Being recommended by people I trust	1
Proper nutrition/Better food	1
Availability/Openings	1
Bilingual	1
Teachers getting satisfactory pay	1
Observing the preschool room and having a good feeling about it	1
Attention to math	1
Having a diverse staff	0
Having subsidies or other financial help available	0
Teaching your child about your family/cultural background	0
Other	5
Don't know	3
No Answer	2

(ASK Q35 IF Q6=1 OR 2, OR Q7=1; ELSE GO TO Q38)
(IF Q6=1 OR 2, DISPLAY CHILDCARE INSERT = 1, "Preschool")
(IF Q7=1, DISPLAY "daycare or childcare" FOR CHILDCARE INSERT)

[Facility/Provider Ratings/Performance]

35. Moving on, for the [CHILDCARE INSERT] your child went to, would you say you are satisfied or dissatisfied with the job the [CHILDCARE INSERT] did overall? **(IF Q4 is more than 1)** Like before, please answer based on your youngest child currently in elementary school. (IF SATISFIED: Would you say very or somewhat satisfied? IF DISSATISFIED: Would that be very or somewhat dissatisfied?)

Very satisfied	78
Somewhat satisfied	16
Somewhat dissatisfied	4
Very dissatisfied	1
(Don't Know)	1
(Did Not Apply)	0
(Refused)	0

36. And for the [CHILDCARE INSERT] your child went to, would you say you are satisfied or dissatisfied with the job they did preparing your child for Kindergarten? (IF SATISFIED: Would you say very or somewhat satisfied? IF DISSATISFIED: Would that be very or somewhat dissatisfied?)

Very satisfied	74
Somewhat satisfied	19
Somewhat dissatisfied	4
Very dissatisfied	2
(Don't Know)	1
(Did Not Apply)	0
(Refused)	0

37. What would you change about or add to your child's (CHILDCARE INSERT) experience? (PROMPT AFTER FIRST RESPONSE: What else would you change about or add to your child's (CHILDCARE INSERT) experience? TAKE UP TO 2 RESPONSES)

Don't change anything/It's good	13
More intense academics/More demanding learning	7
Longer hours	6
More structured activities	5
Better literacy program	5
More affordable	4
More language exposure/Bilingual	4
More diversity	3
More outdoor activities	3
Better teachers	2
Smaller class sizes	2
More math related teaching	2
Bigger facility	2
Better location/proximity to home	2
More school days	2
More field trips	1
More staff per student	1
More music exposure	1
Develop social skills	1
More play based education	1
More one-on-one learning	1
Having good communication with parents	1
Less staff turnover	1
Better food	1
Put my child in school at an earlier age	1
Teachers getting satisfactory pay	1
Handling of children that act out/Bully's	0
My child did not have that experience/Didn't attend at that time	0
More creative environment	0
Other	5
Nothing/Don't Know	23
No Answer	13

[Attitudes about Preschool]**(RESUME ASKING EVERYONE)**

Now I'm going to read you some statements people have made about preschool programs. For each one I read, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement. If you're not sure, please just say so.

(AFTER EACH UNTIL UNDERSTOOD: Do you strongly agree, somewhat agree somewhat disagree, or strongly disagree with that statement?)

SCALE:	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	(Don't Know/Refused)
(RANDOMIZE)					
38.	Every child should have the opportunity for high quality preschool regardless of family income				
	85	11	1	1	1
39.	Children learn to interact with others at a high quality preschool, which is important in preparing them for Kindergarten				
	73	21	3	1	1
40.	Preschools should be required to have teachers trained in early childhood education				
	63	30	5	1	1
41.	We should set standards so every parent knows whether a preschool is high quality				
	49	39	6	2	3
42.	Government should help families pay for high quality preschool				
	59	32	5	3	2
43.	Children who go to a high quality preschool are more likely to do better in elementary school				
	62	27	5	2	4
44.	We need to have a rating system for preschools so parents can tell the difference between a good preschool and a poor one				
	38	39	14	5	3

(END RANDOMIZE)**[Informed Support]**

45. The City of Seattle is considering a new program to fund voluntary, high quality preschool. The program will give every family access to high quality preschool by setting standards and requiring preschools to provide teaching that helps kids learn and grow. It would be free for the poorest families with a sliding payment scale for higher income families. Given what you've heard, do you think this voluntary high quality preschool program would be a good idea or a bad idea for the City of Seattle? (IF GOOD IDEA: Do you think it is a very good or just a good idea? IF BAD IDEA: Do you think it is a very bad or just a bad idea?)

Very good	70
Good	20
Bad	3
Very bad	2
(Don't Know)	5
(Refused)	0

Now I'd like to ask you a few questions for statistical purposes only. Again, this survey is completely anonymous; this project is about education in your community and your answers to these questions are very important.

46. For statistical purposes, what year were you born? [RECORD YEAR: Valid Range 1910-1996]
IF "Refused" ==> "Are you..." [READ RESPONSES FOR Q47]

(IF Refused = Ask Q47; ELSE SKIP TO Q48)

47. Are you...
- | | |
|-------------------|----|
| 18-24 (1990-1996) | 1 |
| 25-34 (1980-1989) | 17 |
| 35-44 (1970-1979) | 54 |
| 45-54 (1960-1969) | 24 |
| 55-64 (1950-1959) | 2 |
| 65+ (1910-1949) | 1 |
| (Refused) | 1 |

(RESUME ASKING EVERYONE)

48. **[IF Q5>1]** Do your children qualify for free or reduced lunch?
[IF Q5=1] Does your child qualify for free or reduced lunch?
- | | |
|--------------|----|
| Yes | 30 |
| No | 68 |
| (Don't know) | 2 |
| (Refused) | 0 |
49. Are you registered to vote?
- | | |
|----------------------|----|
| Yes | 82 |
| No | 17 |
| (Don't know/Refused) | 1 |
50. How many total people, including adults and children, live in your household? **(RECORD NUMBER)**
- | | |
|-----------|----|
| 1 | 0 |
| 2 | 6 |
| 3 | 20 |
| 4 | 47 |
| 5 | 16 |
| 6 or more | 11 |
| (Refused) | 1 |

51. What is the last grade you completed in school? (Read only if necessary)
- | | |
|--|----|
| Some grade school | 3 |
| Some high school | 5 |
| Graduated High School | 11 |
| Some College/Trade/Technical School | 17 |
| Graduated College/Bachelors/BA/MA/Trade/Technical school | 45 |
| Graduate/Professional/PhD/JD | 18 |
| (Don't Know/Refused) | 1 |
52. We are trying to gather opinions of people from a variety of backgrounds. Which of the following best describes your ethnicity? If I do not read your ethnicity please say so: (READ RESPONSES)
- | | |
|---------------------------|----|
| Caucasian or White | 60 |
| Hispanic or Latino | 9 |
| Asian or Asian American | 14 |
| Pacific Islander | 1 |
| Black or African American | 11 |
| Native American | 1 |
| (Middle Eastern) | 1 |
| (Multiracial) | 2 |
| (Other) | 0 |
| (Refused) | 1 |
53. What country were you born in? (**Precoded List**)
54. And finally, for statistical purposes only, is your annual household income before taxes above or below thirty five thousand dollars?
- | | |
|----------------|----|
| Above \$35,000 | 71 |
| Below \$35,000 | 23 |
| (Don't know) | 3 |
| (Refused) | 3 |

55. **(IF Q54=1)** Would that be at least 35,000 but less than 50,000, at least 50,000 but less than 75,000 at least 75,000 but less than 100,000, or more than 100,000?

(IF Q54 = 2) Would that be less than \$10,000, at least \$10,000 but less than \$15,000, at least \$15,000 but less than \$25,000, or at least 25,000 but less than 35,000?

(IF Q54=3 OR 4) Would that be less than \$10,000, at least \$10,000 but less than \$15,000, at least \$15,000 but less than \$25,000, or at least 25,000 but less than 35,000, at least 35,000 but less than 50,000, at least 50,000 but less than 75,000 at least 75,000 but less than 100,000, or more than 100,000?

Less than \$10,000	5
\$10,000-\$14,999	4
\$15,000-\$24,999	7
\$25,000-\$34,999	8
\$35,000-\$49,999	7
\$50,000-\$74,999	12
\$74,000-\$99,999	11
\$100,000+	38
(Don't know/Refused)	9

We may do some follow up research on this issue in the future. Would it be okay to contact you for that research?

Yes	89
No	11

THANK YOU!

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RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN

Outreach Summary Report: Phase 2 May 12, 2014

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RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN

Outreach Summary Report: Phase 2

OVERVIEW

This document summarizes the stakeholder and community engagement activities **conducted from February 10, 2014 through April 15, 2014** in support of the Preschool for All (PFA) Action Plan.

1.0 APPROACH TO COMMUNITY ENGAGEMENT

Community engagement was done in close partnership with the City of Seattle Office for Education (OFE) and had three primary approaches: Workgroups, Community Outreach, and Expert Consultations.

Workgroups. The City convened six workgroups to serve in an advisory capacity to the consulting team developing recommendations for the PFA Action Plan. While workgroup members were purposefully recruited through relevant organizations, their role in the workgroup was not necessarily as official representatives of their affiliated organizations. We also note that participation in the workgroups does not imply endorsement of the *Recommendations for Seattle's Preschool for All Action Plan* ("Recommended Action Plan") and we are grateful for the frank discussions and issues raised in these meetings. The six workgroup focus areas were:

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

All workgroups except for Data Management met three times over the development of the Action Plan. (the Data Management workgroup communicated virtually). The initial meeting was an open information gathering session and the second meeting was structured around responding to specific questions raised by the Consultant team. The third meeting was an opportunity to provide substantive feedback on sections of the draft Recommended Action Plan, which constitutes the majority of the workgroup feedback summarized in this report. See Attachment A for more information on workgroup meetings.

Community Outreach. For community outreach, Rachel Schulkin of OFE met with over 80 organizations to gain an on-the-ground perspective of community needs and concerns. Organizations included preschool providers, advocates, unions, cultural groups, education coalitions, and others with an interest in Preschool for All. OFE put considerable effort into ensuring that the perspectives of stakeholders who represent the diversity of the Seattle community were included. See Attachment B for more information on community outreach meetings.

In addition, in March and April, OFE convened four public meetings to provide information about PFA and hear participants' thoughts on topics ranging from cost for families to teacher training to language and culture. The City provided childcare and dinner for participants. Meetings were held in Southwest Seattle (High Point Community Center), Southeast Seattle (South Shore preK-8 School), North Seattle (Northgate Community Center), and Central Seattle (Garfield Community Center).

The City also hosted PFA webpages under both the Seattle City Council and OFE. All meetings, including workgroups, were posted there along with local media coverage links and key documents.

Expert Consultations. The Consulting team scheduled individual consultations with stakeholders and experts in Washington State and nationally to solicit input on specific topics. These conversations ranged from lessons learned from the implementation of universal preschool programs in Boston and New Jersey, to learning more about what the research says on dual language learners and culture, to understanding the state's Quality Rating Improvement System (Early Achievers), including the political and policy context. These were highly targeted consultations and not intended to solicit general input from a diverse set of stakeholders and audiences. See Attachment C for more information on stakeholder and expert consultations.

2.0 PROCESS FOR INCORPORATING FEEDBACK

Consulting team members attended workgroup meetings and conducted the expert consultations directly. Workgroup leads prepared the notes summarizing the meetings, and the Consulting team was responsible for developing interview protocols and summarizing notes from expert consultations. Following each community outreach meeting, OFE sent the Consulting team notes organized by the question or prompt that was used to solicit feedback.

The Consulting team shared the notes from all three methods of community engagement amongst themselves using e-mail and Dropbox. Notes were also inserted directly into the Working Draft of the Recommended Action Plan for reference as the Plan was developed.

Through regular meetings with OFE, the Consulting team was able to get a more nuanced sense of what was communicated at these meetings. For example, perspectives or details that may not come across in the notes.

PART 1: COMMUNITY ENGAGEMENT

3.0 OVERARCHING THEMES

Throughout the stakeholder engagement process, the Consulting team identified several overarching themes from the conversations and meetings. These themes signaled the stakeholder community's general priorities and served as input into the design and development of the Recommended Action Plan, without being particular to any section. These themes are summarized below:

PFA should include all children

A key design challenge is to create a universal program for a population with widely varying needs and experiences. That said, the name of the program, Preschool for All, underscores how central the commitment to inclusiveness was from the start. Stakeholder engagement helped raise the needs of specific groups who should be thoughtfully considered in the design. Specifically, PFA should include, among others:

- Children with disabilities or developmental delays
- Children who are medically fragile
- Children in foster/kinship care or other areas of child welfare system
- Dual language learners
- Undocumented immigrants and refugees

PFA should allow providers autonomy over how they design their preschool

Common among child care providers was an interest in maintaining autonomy under PFA. Providers sought choices, flexibility, and decision-making authority over certain aspects of preschool services. In turn, parents reiterated this priority when discussing their choice of providers. In other words, stakeholders felt: "there is not just ONE way to teach a child." They also emphasized the need to build off of existing practices. Specific aspects important to autonomy were:

- Control over waitlists and enrollment
- Flexible curriculum requirements that allow layering
- Flexible class hours
- Parental choice of preschool types
- Room for innovation

PFA should consider diverse measures of quality preschool

Assessing the quality of teachers, student outcomes, providers, and curricula was a sensitive issue among stakeholders. Some supported evidence-based practices, while others felt that currently available research fails to capture the quality of models that are studied less often. A need for diverse measures, as well as holistic approaches to quality assessment, came through as design priorities for the Action Plan. Some thoughts raised on this topic were:

- Seek out parents' assessments of quality and make use of this information for program planning purposes.
 - Understand that parents identify quality preschool as a place that gives teachers the ability to develop professionally and teach creatively, has low teacher turnover, has values that match their family, provides coaching beyond curriculum, and has teachers who "love kids."

- Consider parent participation and satisfaction with PFA services as one measure of a quality preschool.
- Understand how existing quality assessments might not be standard for all teachers and providers.
 - Use the research pyramid to determine quality practices (e.g. curriculum).
 - Recognize that some providers feel that Early Achievers favors providers with more infrastructure, classrooms, and funding.
 - Recognize that competency is defined differently by the state, the City, and universities.
 - Consider the burden for programs to have to continue proving their quality (e.g. National Association for the Education of Young Children (NAEYC) vs. Early Achievers).
 - Allow flexibility for programs to offer a rationale for not completing a required element on Early Achievers.
- Support teachers and providers on a pathway to quality. PFA can avoid pushing out great preschools by creating an on-ramp for as-yet underqualified teachers and providers to continue.
 - Value cultural diversity, community engagement, training, language ability, and teaching experience, not just education.
 - View preschool teaching as a career pathway.
 - Consider financial assistance to meet degree requirements.

PFA should recognize that preschool is just one part of a child's development

Stakeholders raised the need to situate PFA in the larger context of a child's development. They suggested that an interface with birth-to-three services and public schools should be developed, as well as the interface between the classroom and the home.

4.0 STAKEHOLDER FEEDBACK ON THE ACTION PLAN

This section summarizes feedback and suggestions from workgroups and community outreach that was directly pertinent to the draft Recommended Action Plan. It also provides space for the Consulting team to explain how the feedback was ultimately addressed in the final Recommended Action Plan.

The following sections are organized according to the Recommended Action Plan's structure as signified by the (§). Within each section, the reader will find a short summary of the recommendations in the Action Plan, stakeholder feedback on the recommendations, specific suggestions for that section of the plan, and in *italics*, comments on whether and how the Consulting team incorporated the feedback.

Delivery System (§ Action Plan Section 2.0)

Action Plan Recommendation

After a comparative review of universal pre-K models and an analysis of the local child care landscape, the Recommended Action Plan outlines a model for delivering Preschool for All (PFA). The recommended model consists of a mixed delivery system in which child care providers apply to be able to provide PFA services, and suggested guidelines for the selection process, eligibility criteria, and contract/funding mechanisms. The Plan also suggests conducting a pilot study of Family Child Care (FCC) providers to determine the impact of FCCs on kindergarten readiness and school success. This study would then inform whether PFA should expand to include FCCs.

Stakeholder Feedback

Workgroup feedback on the delivery mechanisms centered on selection and eligibility, with emphasis on making the criteria more holistic and ensuring that the number of eligible providers can meet projected demand. They also raised the idea that alternate models, such as in-home care and bilingual programs, are better options for certain cultural groups. Specific questions were:

- How will “hub” providers be selected? *(Consulting team response: hub providers would be selected through the same process as individual providers. The hub organization would be responsible for its providers meeting all PFA standards.)*
- Where do Family, Friends and Neighbors (FFN) providers fit in this framework? *(Consulting team response: The term “Family, Friends and Neighbors (FFN)” often refers to informal care given to a child by anyone in those categories, or to “exempt caregivers” who are not licensed by the state. Since neither of these provider types are licensed, they would not be eligible to provide PFA services. If the question refers to licensed family child care (FCC) providers, we understand that this type of care is preferred by some families and is an important part of the child care community in Seattle. However, we do not know of research indicating strong outcomes for a preschool program using the FCC model. For this reason we have recommended conducting a pilot project that could tell us more about the model’s effectiveness, and if successful, expand the pool of potential PFA providers.)*
- Where would an unlicensed, half-day, high Early Achievers scored provider fit in this framework? *(Consulting team response: To be licensed by the Department of Early Learning, providers must pass a criminal background check, attend initial and ongoing training, and work with a licensor to ensure that the center or home environment meets and maintains the state’s health and safety standards. In addition, consulting team understands that a provider must be licensed in order to participate in Early Achievers. These are the reasons we suggest including only licensed providers in PFA. The Rationale section for Teacher-Student Ratio, Class Size, and Classroom Hours within the Recommended Action Plan speaks to why we are suggesting a full day/ six hour model.)*

The workgroups felt the FCC Pilot Study was a good idea, but were concerned about the large amount of funding and oversight it might require.

Community Outreach participants’ concerns with the delivery system typically had to do with their position in the proposed system. With such a diverse range of models currently in existence, such as family, friend and neighbor care, co-operatives, and half-day care, it is not surprising that the providers’ primary concern was where they might fit within the PFA. Beyond inclusion, many providers were concerned that PFA would not cover the full cost of care under their current model.

Early Achievers seemed to be generally unpopular among the Community Outreach participants. They viewed it as inadequate for culturally-sensitive assessment, administratively burdensome, and limiting on providers’ autonomy to “do what’s right” for their children. *(Consulting team response: the Early Achievers system has been rolled out fairly recently and as is often the case with all new things, opinions about it vary, and there is bound to be a period of adjustment to the new system. It is also our understanding that many providers are eager to participate in Early Achievers, and have already begun that process. Our team feels strongly that leveraging Early Achievers will be of high benefit – for more information see the Delivery System Rationale section within the Recommended Action Plan.)*

Community Outreach participants were also concerned with public agency oversight of the program and the means through which a “community voice” would be ensured in the oversight and governance structure. *(Consulting team response: our recommendations include establishing a PFA Oversight body that should include providers, community-based organizations, parents, and other relevant representatives. In addition, since the program will be publically funded and operated, members of the community will be able to access their elected representatives with any concerns about the program.)*

Programmatic Features (§ Action Plan Section 3.0)

Action Plan Recommendation

The Recommended Action Plan provides recommended guidelines across several programmatic features. Each section details background research, an assessment of the relevant local context, and options which feed into a recommendation backed by rationale.

Stakeholder Feedback

An overarching theme of feedback from the Workgroups was that it was difficult to evaluate specific parts of the plan without a broader sense of how the pieces “fit together.” There are natural overlaps between some sections (for example, staff education requirements and professional development), which are sometimes alluded to, but not consistently made clear in the Plan.

Community Outreach feedback was largely comprised of inclusion and equity concerns, though there were often conflicting opinions about how to achieve those aims with the PFA program.

Student Eligibility (§ Action Plan Section 3.1)

Action Plan Recommendation

The Action Plan takes a phased approach to student eligibility. During the roll-out, priority would be given to children already enrolled at PFA qualified centers and those at Head Start and other programs serving low-income children meeting PFA standards. If demand exceeds available slots, a random selection process will determine which children can enroll. The Plan also recommends additional outreach efforts to inform low-income and immigrant families of the opportunity to apply for PFA.

Stakeholder Feedback

The workgroup feedback on eligibility centered on prioritization of eligible children, with a remaining question about the exact combination of selection criteria and lottery in the case that demand exceeds available slots. Based on the rationale that during early roll-out 4-year-olds are more likely to miss out on the opportunity for any preK at all, some felt the Plan should prioritize older children. *(Consulting team response: see Student Eligibility Rationale section within the Recommended Action Plan for why our team recommends focusing on 3- and 4-year-olds.)*

Community outreach meetings generated conflicting opinions about the appropriate prioritization of children, though they were generally aligned on the need to better include typically underserved populations. For example, does prioritizing low-income children alienate higher-income families and hamper the creation of an inclusive classroom? Related to this topic, providers sought to retain control over enrollment choices under the rationale that they are best positioned to determine what priority needs in their community are. *(Consulting team response: see Student Eligibility Rationale section within the Recommended Action Plan for why our team recommends serving mixed incomes.)*

Community Outreach participants were also concerned with how the PFA intake process would interface with available programs for the birth-to-three age range, to ensure a continuum of care. Some felt that PFA should go a step further and fully include younger children in the program. This concern appears

especially relevant for low-income and special needs populations. *(Consulting team response: While this is an important point which underscores the need for high quality care and programs across the spectrum of child's development, the PFA City Council resolution, and therefore our contract, required focusing on 3-and-4-year-old children. Presumably, PFA outreach staff will ensure that providers across the spectrum and the City are aware of PFA, and the program would link to birth-to-three programs and assure that children served in those programs would have a smooth transition into PFA.)*

Specific Suggestions

Specific suggestions regarding eligibility were:

- Peer-to-peer methods for outreach; public campaign for outreach, including bus advertisements and billboards. *(Consulting team response: excellent ideas to consider for implementation.)*
- Reserving specific slots within classrooms to ensure mixed-income. *(Consulting team response: We suggest including existing Head Start, ECEAP, and Step Ahead providers who already serve a large percentage of Seattle's low-income children into PFA. It will be important to develop strategies for enrolling children from families with higher income in the same classrooms as children enrolled in these income-determined programs, while assuring that children not in these programs have equal access to other PFA providers.)*
- Explore a mixed prioritization system such as that used in Issaquah Schools. *(Consulting team response: this is something to consider for implementation.)*
- Use a pure lottery system regardless of income. *(Consulting team response: we recommend a random selection process that does not prioritize based on income. In addition, we recommend that the city determine the specific attributes of the selection process once they know the configuration of the PFA program – during implementation.)*
- Engage with King County Early Intervention program. *(Consulting team response: this is something to consider for implementation.)*

Teacher-Student Ratio, Class Size, and Classroom Hours (§ Action Plan Section 3.2)

Action Plan Recommendation

The Action Plan recommends specific teacher-student ratios according to the age composition of the classrooms. It recommends a six-hour school day, five days a week, with options for wraparound care.

Stakeholder Feedback

Workgroups did not have much feedback on this section. The few questions that were raised were concerned with how existing quality programs that operate on half-day schedules or four-day-a-week schedules, for example, could fit into the PFA program.

Community outreach meetings raised many questions about the full day requirement in the PFA program. Many providers were interested in making the six-hour day more flexible, to perhaps include four-hour programs and wraparound care. The underlying concern for providers is autonomy—they have tailored their programs to meet the needs of their community and would like to preserve these customized models. *(Consulting team response: the Rationale for Teacher-Student Ratio, Class Size, and Classroom Hours within the Recommended Action Plan speaks to why we are suggesting a full day /six hour model.)*

Specific Suggestions

Stakeholder engagement did not yield specific suggestions for this element of the Plan.

Staff Education Requirements (§ Action Plan Section 3.3)

Action Plan Recommendation

The Action Plan recommends specific minimum education levels for provider staff in the Director, Teacher, Instructional Assistant, and Coach roles. Existing staff would have up to six years to meet the requirement while all new hires would have to meet the requirements immediately. The Plan ties staff salaries and benefits to the existing Seattle Public School (SPS) scale. The Plan also advocates for an alternate route for individuals with BA degrees in non-Early Childhood Education fields to work in PFA centers. Further, PFA should make additional pay available for dual-language staff.

Stakeholder Feedback

According to workgroup feedback, the staff education requirement's strengths lie in its consideration of multiple variables and its standardization of the industry, creating a "professionalizing" effect and opening a career path into K-12 work.

Feedback centered on striking the appropriate balance between high quality standards and inclusiveness. Concerns with inclusiveness emphasized the need to further develop alternative routes to meeting the requirements through work experience or a combination of education and experience. Other inclusive supports could be financial aid and multiple qualifying modes of education, such as online coursework. The workgroups were also concerned that inclusiveness could be affected by the pace of the roll-out of these requirements. For example, part-time students might not be able to achieve the required BA in four years. The underlying concern is that staff requirements could push out teachers who might be best at serving diverse populations, or constrain the supply of teachers overall.

(Consulting team response: after considering the feedback, we added an option for extending the timeline for additional two years for staff members who worked diligently and made clear progress toward the qualifications over the four years, but who for clearly justifiable reasons (e.g., family medical leave, courses were not offered at the college in a reasonable sequence) have not been able to complete the standard. In addition, we recommend a variety of measures to build and enhance educator capacity – see 4.2 Capacity Building section within the Recommended Action Plan.)

Feedback also points to the need to differentiate requirements by type of staff. For example, site managers and directors would benefit from business and management training and coaches would benefit from training on teaching adults. ECE knowledge is a lesser area of need for these types of staff.

(Consulting team response: we agree and recommend different requirements by type of staff – see Recommendations section.)

Community outreach meetings yielded similar concerns about the staff education requirements and the time and funding necessary to achieve them. They were also interested in the incentives for staff to meet these requirements, including, but not limited to benefits and pay scale for qualified teachers. Families support teachers, citing teacher pay and retention as markers for preschool quality in their minds. They were also interested in qualifications beyond degrees, such as language ability, warmth, safety, cultural match, and ease with children. *(Consulting team response: we believe that increasing teacher pay on par with the K-12 system is critical to professionalizing the ECE field. We have based our financial model assumptions on paying teachers with BAs in ECE salaries comparable with other publicly employed early learning teachers, and paying even higher salaries for teachers with a teaching credential. In addition, we recommend that PFA provide capacity building funding and professional development activities for educators.)*

Specific Suggestions

Specific recommendations were to:

- Conduct deeper analysis of the current workforce in terms of demographics, education, and experience. *(Consulting team response: considering the tight timeframe for developing our recommendations, we were not able to do this. However, it is something that should be considered by the City for implementation planning.)*
- Call out Highline and Green River Community Colleges' I-BEST programs as models (in addition to the University of Washington program). *(Consulting team response: we understand that these are highly regarded programs and recommend that the community colleges and four year colleges partner with the City to develop a Seattle PFA certificate, and work on other solutions to the challenges around teacher training. It is assumed that before PFA uses city funds to pay for teachers to earn higher qualification, they will access to resources such as I-BEST, because it is such an important and valuable program.)*
- Support via prep-time, and a graduated scale of salary and benefits for staff undergoing additional training. *(Consulting team response: this is included in our recommendations.)*
- Develop a means through which credits earned at community colleges can roll-over into higher education degree programs. *(Consulting team response: we agree that this is an important area to continue to work on – the City should advocate with higher education institutions to enable stacking of credits and credentials. Our team consulted with a number of higher education representatives and understands there is considerable activity in the area. However, it will be up to the state agencies to increase the articulation between AA and BA degrees.)*
- Explore PFA funding for loan forgiveness, scholarships, and other financial aid mechanisms to help staff meet these requirements. *(Consulting team response: educator capacity building by providing scholarship funds is included in our recommendations.)*

Curricula (§ Action Plan Section 3.4)

Action Plan Recommendation

The Recommended Action Plan recommends three evidence-based curricula for the PFA program. It also provides for the evolution of the field by suggesting the establishment of a Curriculum Selection Committee. Providers with the capacity and interest to do so could apply to have their curricula approved by the same committee using the established criteria.

Stakeholder Feedback

Workgroup feedback on the curricula recommendations generally fell into two categories. First, concerns or need for clarity regarding implementation. Specifically:

- How will PFA meet the training and capacity-building needs that are associated with moving teachers onto the recommended curricula? *(Consulting team response: we recommend a cadre of coaches based at OFE that are trained in specific curricula and can provide guidance and professional development to educators.)*
- When is the appropriate time for PFA providers to begin to be held accountable for implementing these curricula given the time necessary to garner buy-in from their customers and to train-up their workforce? *(Consulting team response: based on our experience, it takes approximately three years to become well versed in a new curriculum model. However, the primary purpose of assessing fidelity of implementation is for improvement, thus, measurement of curriculum implementation should begin as soon as teachers have received training.)*

- Are the selected curricula available in multiple languages of instruction? (*Consulting team response: Opening the World of Learning has a Spanish language version. Many resources for the HighScope Curriculum and for the Creative Curriculum are available in languages other than English, such as Korean and Spanish.*)

Second, the workgroups raised the issue of inclusion of other models of early education. They stressed that many parents make child care choices based not necessarily on research outcomes, but on values and beliefs. They felt that many child-centered and self-directed models would be excluded from PFA under this recommendation. Related to this, some Workgroup members had the sense that child care professionals *should* have a role in curriculum development, and not be simply implementers of a given curriculum. (*Consulting team response: our charge was to develop recommendations that could be supported by research. Parents clearly have a choice of whether to participate if the curriculum enacted does not fit their values. That being said, in the recommended models there are opportunities for teachers to adapt and implement activities in ways that are both consistent with the curriculum principles and responsive to children's interests and individual needs. Two of the recommended models are specifically designed to let topics of studies emerge from children's interests if desired. However, curricular scaffolds for teachers are provided to ensure that children participate in content-rich and intellectually challenging activities.*)

Community Outreach with providers showed that they were primarily interested in maintaining choice (for parents and providers) with regard to curriculum. This echoes their feedback related to hours and teacher-student ratios. Providers feel they have tailored their programming according to the needs of the community they serve, and want to maintain the autonomy to continue customizing their offerings. They see this as the best way to match the need and values in their community. (*Consulting team response: while we understand the desire for flexibility on the part of the providers, the charge for our team was to develop research-based recommendations, and these do not always align with current practices in the community. Participation in PFA will be voluntary for both providers and families – and it is expected that some will opt out of PFA based on the concerns mentioned above.*)

Specific Suggestions

Specific suggestions related to curricula were:

- Research and evaluate child-driven models based on agreed-upon quality indicators to be able to compare with the selected curricula. (*Consulting team response: this is something to consider for implementation.*)
- Establish guidelines for how to fund teacher training and paid time off to meet the curriculum requirements. (*Consulting team response: this is something to consider for implementation.*)

Staff Professional Development Requirements (§ Action Plan Section 3.5)

Action Plan Recommendation

The Action Plan recommends that the OFE serve as the hub for professional development related to the PFA program. It would directly provide professional development and establish a team of trainers specializing in the recommended curricula. These specialists would be responsible for developing professional development coursework and establishing on-site reflective coaching practices at PFA centers. The team of specialists would also be built to provide content expertise in inclusion, bilingual education, cultural competence, and addressing challenging behaviors.

Stakeholder Feedback

The workgroups recognized that the professional development program features are ambitious and applauded the inclusion of reflective coaching. Implementation concerns centered on funding the time required for teachers and staff to devote to these activities and structuring the courses more explicitly to be able to “stack” credits with larger certificate or degree programs. This desire for flexibility is driven by a concern that a professional development path that is too prescribed might push out certain populations or teaching perspectives. *(Consulting team response: our recommendations with regard to professional development are not overly prescriptive – we provide some overarching suggestions, but much of the professional development and training should be designed by PFA coaches during implementation.)*

Other concerns were generally in two categories: cultural competence and content. In the domain of cultural competence, the workgroup members raised the need to have diverse trainers and culturally-sensitive family engagement to first learn how children in various communities learn in the home environments and work from there. Related to content, workgroup members were interested in deeper inclusion of “soft” skills such as emotional intelligence and leadership skills. The potential role of senior teachers within centers who can act as a professional development resource or coach should also be recognized. *(Consulting team response: our recommendations recognize the need for training in cultural competency as well as emotional intelligence. This is also something to consider for implementation.)*

Community outreach meetings showed that providers were interested in more, better qualified coaching. Families prioritize teacher support. In fact, they ranked higher pay for teachers and teacher training as priorities over affordability. *(Consulting team response: our recommendations are reflective of these points.)*

Specific suggestions

Specific suggestions were:

- Require that trainers be connected to a way to create credit-bearing courses, such as partnership with the I-BEST programs at Highline and Green River Community Colleges. *(Consulting team response: we recommend that “arrangements should be made with local or online institutions of higher education for PD to be credit-bearing and counted toward a degree”; however, the City would need to work with community and technical colleges and higher education institutions to ensure that this takes place.)*
- Recommend coaches have prior classroom experience or that they spend two weeks annually in a classroom for professional development. *(Consulting team response: we recommend that the coaches have ECE expertise – this would include classroom experience. Spending time in the classrooms annually is an implementation consideration.)*

Appropriate Language Support (§ Action Plan Section 3.6)

Action Plan Recommendation

The Action Plan identifies several models for dual language classrooms, and advocates additional funding for qualified teachers. The Plan also identifies areas for continual assessment and adjustment including child progress within languages of instruction, quality of supports for bilingual acquisition and staff cultural competence.

Stakeholder Feedback

The workgroups mentioned encouraging whichever languages are present in the community, without restriction to those that align with Seattle Public Schools (SPS) immersion programs. *(Consulting team response: after considering this feedback, we changed our recommendations from aligning dual language programs with SPS immersion programs to ensuring that supported languages should be representative of the Seattle population.)*

Community outreach meetings showed a high level of interest in dual-language supports. The interest goes beyond the languages offered. Rather, language support is seen as a marker for a provider's support of overall cultural identity development.

Specific Suggestions

Specific recommendations were to:

- Not limit this program to the universal language options at SPS.
- Review the English Language Learners Action Plan for ideas.
- Cultural and language support should be considered an indicator of teacher quality akin to teacher education levels.

Meeting the Needs of All Children through Differentiated Support (§ Action Plan Section 3.7)

Action Plan Recommendation

The Action Plan's recommendations for children with special needs in PFA are based on supporting inclusion. It recommends additional resources for classrooms with children with special needs to benefit from reduced class sizes and additional self-contained direct services either from the OFE education specialists or appropriate external contracts. The Plan recommends a "zero expulsion" policy for all PFA providers and establishment of Memoranda of Understanding with the relevant local entities to ensure consistent services for all children.

Stakeholder Feedback

According to the workgroup members, consultation and coaching for all staff in identifying and supporting children with special needs is paramount. For example, cultural competence can help teachers disentangle special needs behavior from culturally-specific behavior. On the implementation side, the workgroups cautioned a need to be realistic about the costs associated with high-quality inclusion and the need to coordinate multiple local entities, including Public Health Seattle & King County, to ensure a continuum of care such that no child falls through the cracks. There is a consistent emphasis on not underestimating the cost of care associated with full inclusion. Without appropriate resources, special needs populations are often the first to be pushed out. Participants also suggested that Seattle Public Schools' Child Find program is backlogged and presents challenges in addressing needs of children with disabilities or developmental delays. *(Consulting team response: we suggest providing additional funding to reduce the class size and/or provide extra support for children who may need additional supports.)*

Workgroup members also commented that the overview text in this section could benefit from rewriting and an emphasis that "all children benefit from inclusive settings" instead of "some children..." *(Consulting team response: based on this feedback, we changed the language in this section.)*

Community outreach meetings showed a high degree of concern with special needs populations. They highlighted the fact that many conditions, trauma especially, begin much earlier than 3 years old, limiting PFA providers' efficacy.

Specific Suggestions

Specific suggestions were:

- Consider Positive Behavioral Intervention and Supports (PBIS) as a structural framework for tiered intervention strategies. All classrooms need Tier 1 supports and targeted skills instruction. Coach/consultants provide Tier 3. *(Consulting team response: this is included in our recommendations.)*
- Include children with special health/medical needs as a special needs group (diabetes, asthma, several allergies). *(Consulting team response: based on this feedback, we addressed this in our recommendations.)*
- Braid funding with Title 1, Early Childhood Education and Assistance Program (ECEAP), Head Start, City, and public health dollars. *(Consulting team response: in the financial interactive model, we included suggestions on braiding funding.)*
- Consult the Northwest Center as a model for delivery and for cost information. *(Consulting team response: this is something to consider for implementation. We hesitated to identify any particular program to be a model for PFA.)*

Family Engagement (§ Action Plan Section 3.8)

Action Plan Recommendation

The Action Plan recommends a universal family engagement approach that uses a “backpack” method to deliver home-learning activities supported by monthly parent meetings. It also recommends that provider staff intentionally identify and encourage model parent behavior to set an expectation of family engagement within the classroom. This engagement approach could build off of the Early Achiever's Strengthening Families framework. A referral plan across participating organizations would provide a route for families in crisis. Finally, a family engagement grant fund should be created that could be used by providers to design, develop, and provide family engagement activities.

Stakeholder Feedback

The workgroups had some more detailed information needs in this section, specifically on the Backpack Program, the Parent Leadership Training Institute (PLTI), social capital program strategies, staffing needs, and evidence for the approaches recommended herein. The workgroup expressed support for the parent-to-parent aspects of this approach, but some people reacted that there was not enough emphasis on collaboration with, and learning from, the families. They also raised the need for more holistic assessments of school readiness, including social-emotional readiness along with academic readiness.

There was a strong reaction against using ACES as a screening tool, based on lack of evidence, intent of the questionnaire design, and the potential for further trauma when administering it. *(Consulting team response: after considering this feedback, we removed ACES from our recommendations.)*

Workgroup members also pointed out the need for family support specialists. Many of the workgroup members were also strongly supportive of Head Start model of family engagement – using Family Support Coordinators to support children and families. *(Consulting team response: As reviewed in the research and rationale sections, there is little or no research showing effectiveness of the comprehensive*

family support system required in Head Start. However, what research does support is family engagement that is integrally related to the educational practices in the classroom. We use this research to form the bases of our recommendations.)

Participants in community outreach were also supportive of deeper and more structured parent engagement. There is the sense that the provision of family support services is an integral part of a commitment to serve *all* children. Again, ensuring that PFA be able to cover the full cost of care was raised as a concern with high quality family support. *(Consulting team response: see our response above. In addition, given this feedback, we changed our recommendations to include creation of a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.)*

Specific Suggestions

A specific suggestion was made to:

- Have one family support staff for two classrooms and provide that staff with high quality, comprehensive support so that they can provide support in a focused manner to the child. This will benefit that child's entire life rather than only their GPA. *(Consulting team response: see our response above. In addition, there are cost considerations: the addition of such a staff member would significantly increase the cost of PFA program.)*
- Consider home visit models as a way to engage families. Use home visiting as an opportunity to assess the child/family's home environment and to provide relevant family education on health issues. *(Consulting team response: research is now emerging that shows some benefits of certain well-designed home visiting programs for specific populations of parents and children (e.g. children with identified special needs, infants and toddlers), while other research comparing center-based approaches to home visiting shows consistently greater outcomes for center-based programs. Thus we cannot justify the cost of adding home visiting for some children while the majority of children are not being served.)*

Health Support (§ Action Plan Section 3.9)

Action Plan Recommendation

The Action Plan recommends that the City, Public Health Seattle & King County (PHSKC) Child Care Health Program, and Seattle Public Schools (SPS) work together to delineate health, developmental, and social-emotional screening and referral procedures. The recommendations also state that certain services should be provided and the three entities should delineate the particular roles and responsibilities in supporting teachers and families in providing these services.

Stakeholder Feedback

The workgroups expressed enthusiastic support for the general approach of expanding existing services provided by PHSKC contract, but sought more implementation details. Additional details should explain who has oversight, what would happen after screening in the classroom in terms of tracking and follow-up on identified children, and the exact roles and authority of different entities involved. The workgroups also wanted to see a broader discussion of health that includes dental health, nutrition, environmental health, and safety, and one that explicitly establishes a home-classroom link for maintaining health. There was a sense that this section was heavy on behavioral and mental health.

Families in community outreach cited health as a foundational element of the preschool experience. To them, health includes nutrition at school, as well as social-emotional development. This focus on the *whole* child's development was very important to the stakeholders.

(Consulting team response: based on this feedback, we revised the recommendations in this section. However, while we fully understand and recognize that health services are important, our recommendations first and foremost focused on educational aspects of PFA. We recommend that the City work with PHSKC and SPS on implementation details for health support.)

Specific Suggestions

Some specific suggestions were:

- Find out if the City has resources for Seattle Nutrition Action Consortium (SNAC) for all programs - Recommend allowing for alternate nutrition programs. *(Consulting team response: this is something to consider for implementation.)*
- Explore Access to Baby and Child Dentistry (ABCD) – Coordinate/link families without dental providers to ABCD. *(Consulting team response: we added this to our recommendations.)*
- Have a public health nurse with child care experience provide an environmental safety check at least once per year and then require the center to provide a resolution to the identified issues. *(Consulting team response: in our opinion, this can be completed as part of the structured classroom observations that should be conducted as part of PFA.)*
- Disagree with recommendation to implement tiered system of support in which PHSKC support only extreme behavior and mental health issues and all other social-emotional support provided by OFE education specialists. OFE Education Specialists' role is very different from the mental health consultant of Public Health. Their role is primarily to oversee implementation of the contract, funding, etc. Public Health mental health consultants and nurses are currently providing social-emotional support at all levels, including overall classroom and program support in this area. *(Consulting team response: we are recommending a change to the status quo, not merely extending what currently exists. OFE Education Specialists (aka PFA coaches) should be trained in curriculum models and specific positions should be filled with qualified professionals to provide expertise as inclusion specialists, bilingual education specialists, and experts in cultural competence and challenging behaviors. The role of the PFA coaches would be to provide support to providers in social-emotional domain and challenging behaviors, while PHSKC could assist with extreme behavior and mental health issues. More specific roles of PHSKC, city staff, and SPS should be developed during implementation planning.)*

Kindergarten Transition (§ Action Plan Section 3.10)

Action Plan Recommendation

The Action Plan builds on the existing partnership between the Seattle Public Schools (SPS) and the City for kindergarten transition success. It recommends establishment of a formal agreement between SPS and the City addressing data sharing, academic expectations, curriculum alignment, professional development, and space sharing. The Plan also advocates awareness around existing kindergarten transition programs.

Stakeholder Feedback

Community outreach participants were concerned with kindergarten transition plans, emphasizing the need to have a clear agreement with Seattle Public Schools. One participant raised the particular case example of a 5-year old who is not school-ready, and how PFA might continue to accommodate his or her needs. *(Consulting team response: this is something to consider for implementation.)*

Specific Suggestions

Stakeholder engagement did not yield specific suggestions for this element of the Plan.

Timeline, Phase-in, and Capacity Building (§ Action Plan Section 4.0)

This section of the Action Plan describes the pathway to “full implementation” of the program, covering the timeline, phase-in of requirements, and initiatives to build required capacity.

Phasing and Plan Alternatives (§ Action Plan Section 4.1)

Action Plan Recommendation

The Action Plan recommendations are for the City to set a goal of having preschool available as an option for all families. To make this a quantifiable goal based on an estimate of how many children that will entail, we suggest a goal of serving 80% of all 4-year-olds and 70% of all 3-year-olds. Any provider should have the opportunity to meet standards and join the Preschool for All (PFA) program so long as there is unmet demand for preschool.

Stakeholder Feedback

One workgroup comment highlighted the likelihood that during the transition some unlicensed part-time providers will cease operation before replacement capacity can be built up. This might disproportionately impact culturally-relevant capacity. *(Consulting team response: this could be a potential unintended consequence and something for the City to monitor during implementation. However, participating in PFA would be voluntary for both providers and families, and we expect that some providers will continue to operate without changing their models.)*

Community outreach participants were also very concerned that provider eligibility requirements might restrict available capacity. They raised many questions about potential displacement of, or redundancies with, existing child care programs such as comprehensive child care, Early Childhood Education and Assistance Program (ECEAP), and Head Start. *(Consulting team response: we recommend that the City works to create a unified preschool program for PFA instead of several disparate ones, such as Head Start, ECEAP, and Step Ahead. Our Recommended Action Plan is based on the premise that it will build on top of existing publicly funded programs, providing them with additional resources to enhance and expand services. PFA would not displace publicly funded programs, and will, in fact, greatly benefit if these programs are expanded.)*

Specific Suggestions

Stakeholder Engagement did not yield specific suggestions for this element of the Plan.

Capacity Building (§ Action Plan Section 4.2)

Action Plan Recommendation

The Action Plan recommends a three-pronged approach to building up the capacity necessary for a successful PFA program. First, build capacity within providers who are qualified for PFA at the outset. Second, create a maximum three-year “on-ramp” for potential PFA providers to build capacity, get licensed, and join the program. Third, prioritize “on ramping” for existing Step Ahead and ECEAP providers to ensure continuity for at-risk children. The plan provides more specific detail for capacity building within personnel and facilities, including making financial support available.

Stakeholder Feedback

With regard to the personnel capacity building strategy, the workgroups described the plan as appropriately flexible and well outlined. They have concerns about the Department of Early Learning's (DEL) existing capacity to serve as a resource for PFA, though it was recognized as a good idea. The workgroups also sought more detail about implementation such as who will conduct the pre- and post-assessments and who trains the coaches. *(Consulting team response: this is something to consider for implementation.)*

With regard to the facilities capacity building strategy, the workgroup sought more clarity on facility standards and details about funding for ongoing support and maintenance costs. There was some concern about Seattle Public Schools' (SPS) existing space issues and how partnership with PFA might further stress those resources. The workgroups also felt the Plan should better address pre-development needs such as architectural planning consultation and renovation assistance, preferably from architects specializing in early learning spaces. *(Consulting team response: based on this feedback, we added a recommendation to establish a Facilities Capacity Building Fund, as well as to assign PFA staff to assist with facility planning consultations. We also recommend that the City and SPS establish a workgroup to look at the options and implications for SPS providing space for PFA classrooms.)*

The community outreach participants also raised the issue of transportation, emphasizing that parents make child care decisions based on proximity, cost, and cultural matching rather than quality rating. The PFA program then faces the challenge of ensuring equitable access on the basis of geography and transportation access. *(Consulting team response: our financial model does assume that PFA will provide some funding to transport children to programs, in addition to any funding the school district provides through its Special Education Preschool Program. Many of the city's Head Start, ECEAP, and Step Ahead programs do not provide transportation to most enrolled families, and families do not have access to all the centers these programs run. The City will need to determine how much choice parents will have in selecting their PFA program once it knows where these programs are located and what the demand is.)*

Specific Suggestions

Specific suggestions for personnel capacity building were:

- Do a practice-based assessment to qualify a teacher instead of a degree. *(Consulting team response: many states have struggled with this approach but no rigorous and efficient method for implementing this has been put into policy. This is difficult because there are some excellent teachers who are not in a position to pursue a degree. However, the question of who conducts and pays for the assessments of children and classrooms is difficult to answer: Would the City train and hire objective observers over and above the ones already needed for ramp-up? How would selection bias in the children served in any given classroom be controlled for in the research design? How would targets be set? Who would conduct the child assessments and analysis to ensure there is no bias? How would that be paid for? We can find no feasible answer to these questions when the City must be accountable to the taxpayers.)*
- Include a test-only option for certification. *(Consulting team response: certification requirements are determined by the state, and do not have a test-only option for teacher certification.)*

Specific suggestions for facilities capacity building were:

- Do a debt-capacity analysis for providers' facilities improvement costs. *(Consulting team response: part of our recommendations for facilities capacity building is to provide technical assistance to providers wishing to develop facilities to provide PFA services. As we recommend in the Plan, the city should be able to assist providers with debt-capacity analysis.)*

- Conduct an inventory of existing facilities across providers and organizations with the intent of identifying spaces for conversion and larger existing buildings that can house a PFA program. *(Consulting team response: this is something to consider for implementation. In addition, the city will gain a great deal of information about the availability of inventory when it puts out its first request for qualifications to provide PFA.)*
- Explore integration of child care facility needs with urban planning – Vancouver, BC is a model in this area. *(Consulting team response: we suggest in the Capacity Building Section that City's Department of Planning and Development review its zoning and planning policies so that they encourage the development of PFA spaces. This is something to consider for implementation.)*
- Explore using a suburban model of collecting impact fees from developers to fund PFA facilities. *(Consulting team response: the City of Seattle had an incentive program that allowed additional floor area to be constructed beyond base height to floor area ratio (FAR) limits for office, hotel, and certain other developments. This incentive enabled developers to achieve additional FAR in exchange for providing a public good. Dedicating space for child care was one way to do this.)*
- Include requirements for outdoor play spaces as a standard for facilities. *(Consulting team response: this is in place already and is one of the challenges cited for siting providers in downtown locations. All PFA facilities will have to meet licensing requirements for outdoor play space.)*
- Explore the option of SPS opening a PFA building that filters into multiple elementary schools and possible leasing arrangements. *(Consulting team response: this is something to consider for implementation and discussion with SPS.)*

Outcomes and Evaluation (§ Action Plan Section 6.0)

Action Plan Recommendation

The Outcomes and Evaluation section of the Recommended Action Plan establishes a framework for building “continuous improvement” into the PFA program. This entails both ongoing monitoring within the system and externally contracted program evaluations, requiring baseline data collection at the onset.

Stakeholder Feedback

The workgroups appreciated the thoughtful layers of assessment built into this program. They sought more details on the schedule of the assessments and the decision-making behind the choice of assessment tools. The underlying concern with these questions is striking a balance between the utility of assessment and the burden it can represent to teachers and organizations. Further recognition of the training needed to administer these assessments was also pointed out. *(Consulting team response: this is something to consider for implementation.)*

The workgroups were concerned with data integration, making the collected information accessible and useful to other data and evaluation initiatives. *(Consulting team response: this is something to consider for implementation.)*

Community outreach did not provide feedback on outcomes and evaluation.

Specific suggestions offered in regard to outcomes and evaluations are:

- Use a unique student identifier for each student that reflects existing data systems (MERIT for example). *(Consulting team response: this is something to consider for implementation – would require coordination among several government entities.)*
- Include data sharing clauses in Memoranda of Understanding with partner organizations, especially Seattle Public Schools and state agencies. *(Consulting team response: this is included in our recommendations in Kindergarten Transition section.)*
- Connect with WaKIDS (all three parts). *(Consulting team response: we suggest connecting with WaKIDS in the Kindergarten transition section.)*

5.0 IMPLICATIONS OF STAKEHOLDER COMMENTS FOR IMPLEMENTATION

As the ultimate decision maker, the City will need to make choices about PFA during the work on implementation details. While working on these details, it will be important to keep the following broad points in mind as they were especially important to the community stakeholders that were consulted during this process:

- **Inclusiveness came up frequently and in different contexts.** Inclusiveness was raised related to income, language, immigrant status, children in foster/kinship care or other areas of child welfare system, children with disabilities or developmental delays, and children who are medically fragile. It will be important to keep this in mind as program design continues and the City should continue to provide venues to share information and solicit input.
- **Support for Early Achievers varies,** as many providers expressed dissatisfaction with the system and recommended that it not be used as a requirement for PFA. Our rationale for recommendations on Delivery Model (Section 2.6) outlines the reasons we recommend aligning with Early Achievers. However, it will be important for the City to recognize that Early Achievers is a new system that is experiencing growing pains and there may be some resistance at the beginning.
- **Keep program design flexible enough** so that the program can evolve as needs and circumstances change. Providers communicated a desire for some autonomy with respect to curriculum and other program elements. There should be a way for programs to test innovations or new practices and evaluate their efficacy in practice.

PART 2: STAKEHOLDER AND EXPERT CONSULTATIONS

Stakeholder and expert consultations allowed the Consulting team to engage individuals on very specific topics as needed. For example, Anne Mitchell, a national expert on early learning cost modeling, provided feedback on the scope of work for the financial model, and provided her thoughts on how to model certain elements. The specificity of these conversations makes it impractical to summarize the notes here. Instead, the Team has provided a detailed list of consultations and the topics covered in the Attachment C.

ATTACHMENT A. WORKGROUPS

Workgroup	Finance	Workforce Development	Infrastructure
Meeting details (number of attendees; date; location)	12; 1/28/14; Seattle Municipal Tower	12; 1/29/14; Sound Child Care Solutions	4; 1/30/14; Green Lake Library
	20; 3/6/14; Seattle Municipal Tower	11; 2/20/14; Rainier Beach Library	9; 2/25/14; High Point Community Center
	14; 4/3/14; Seattle Municipal Tower	11; 3/25/14; Montlake Community Center	7; 3/25/14; Department of Early Learning
Represented Organizations	<ul style="list-style-type: none"> • Adventure Day Care • Denise Louie Education Center • Human Services Department • Kids 1st - Seattle • Neighborhood House • Phinney Neighborhood Association • Public Health Seattle & King County • Seattle City Budget Office • Seattle City Employees' Retirement System • Seattle Human Services Department • Seattle Department of Finance & Administrative Services (FAS) • Seattle Office for Education (OFE) • Seattle Public Schools • SEIU 925 • Sound Child Care • University of Washington 	<ul style="list-style-type: none"> • Child Care Resources • City of Seattle • Community Day School Association • Economic Opportunity Institute • Highline Community College • Kids 1st - Seattle • Kidus Montessori • North Seattle Community College • Puget Sound Educational Service District • Seattle Office of Economic Development • Seattle Human Services Department • Sound Child Care Solutions • Seattle Office for Education (OFE) • Seattle Public Schools • SEIU 925 • Small Faces • University of Washington • Whatcom Community College 	<ul style="list-style-type: none"> • Black Child Development Institute - Seattle • Child Care Resources • Community Day School Association • Environmental Works • Seattle Associated Recreation Council • Seattle Human Services Department • Seattle Public Schools • Washington State Department of Early Learning

Workgroup	Health	Program Quality and Capacity		Data Management
Meeting details (attendance; date; location)	15; 1/30/14; Educare Early Learning Center	10; 1/28/14; West Seattle Library / 16; 1/30/14; Green Lake Library		Met virtually
	10; 2/20/14; Montlake Community Center	17; 2/25/14; High Point Community Center		
	18; 3/27/14; Montlake Community Center	25; 3/25/14; Department of Early Learning		
Members	<ul style="list-style-type: none"> • Causey's Learning Center • Coalition for Safety Health Early Learning • Community Day School Association • Haggard Nelson Child Care Resources (HNCR) • King County Department of Community & Human Services (DCHS) • King County Developmental Disabilities Division • NeighborCare Health • Neighborhood House • City of Seattle Office for Education • Public Health Seattle & King County • Puget Sound Educational Services District • Reach Out and Read Washington State • City of Seattle Human Services Department • Seattle Public Schools • Washington Dental Service Foundation 	<ul style="list-style-type: none"> • Black Star Line • Child Care Resources • Children's Home Association • CDSA • City of Seattle • Community Center for Education Results • Community School of West Seattle • College Success Foundation • Denise Louie Education Center • Epiphany Early Learning • Haggard Nelson Child Care Resources • Hilltop Children's Center • King County Executive Office • Neighborhood House • North Seattle Community College • Our Beginning • PRIMM ABC 	<ul style="list-style-type: none"> • Seattle Associated Recreation Council • Seattle City Council • Seattle Human Services Department • Seattle Office for Education (OFE) • Seattle Public Schools • Seattle Public Library • Shoreline School • Small Faces • Sound Child Care Solutions • Southeast Seattle Education Coalition • Teachers United • The Little School • Washington Department of Early Learning • Washington Dental Service Foundation • Wellspring • University of Washington • YMCA 	

ATTACHMENT B. COMMUNITY OUTREACH CONTACTS

Community group	Seattle Early Education Collaborative	City of Seattle Human Services Department	Sound Child Care Solutions	Seattle Early Learning Collaborative PreK-3 Workgroup	The Denise Louie Education Center	PreK – 3 Collaborative	PCHP United Way Atlantic Street Center
Attendance; date	18; 1/9/14	16 ; 1/14/14	9 ; 1/14/14	15; 1/17/14	3; 1/22/14	N/A; 1/23/14	25; 1/23/14
Selected attending organizations	<ul style="list-style-type: none"> • Southwest Early Learning Bilingual Preschool/Sound Child Care Solutions • City of Seattle Office for Education • Seattle Public Schools • Neighborhood House • Community Day School Association • Causey’s Learning Center • Public Health • Puget Sound Educational Service District • Child Care Resources • El Centro de la Raza 	<ul style="list-style-type: none"> • City of Seattle Human Services Department 	<ul style="list-style-type: none"> • Sound Child Care Solutions • Little Eagles Child Development Center 	<ul style="list-style-type: none"> • City of Seattle Human Services Department • Community Day School Association • Seattle Public Schools • City of Seattle Office for Education • Seattle Public Schools EL • Causey’s Learning Center 	<ul style="list-style-type: none"> • Denise Louie Education Center 	<ul style="list-style-type: none"> • Sign In list not available. 	<ul style="list-style-type: none"> • Atlantic Street Center • Encompass • Neighborhood House • Southwest Youth and Family Services • City of Seattle • Kindering • Chinese Information and Service Center • Parent-Child Home National Office • El Centro de la Raza • New Futures • Navos • YWCA • Children’s Home Society of Washington • United Way of King County

RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
OUTREACH SUMMARY REPORT: PHASE 2

Community group	Early Learning Coalition	Seattle Public Schools Kindergarten Enrollment Night	Chinese Information and Service Center Staff	Chinese Information and Service Center Play & Learn Meeting	League of Education Voters	YMCA	Southeast Consortium Directors Group	Child Care Resources
Attendance; date	18 ; 1/23/14	N/A; 1/23/14	10 ; 1/24/14	N/A; 1/24/14	N/A; 1/25/14	16 ; 1/29/14	12; 1/29/14	23; 2/4/14
Selected attending organizations	<ul style="list-style-type: none"> • Chinese Information and Service Center • Seattle Public Schools • SOAR & FACES • Child Care Resources • Kindering • Interlake Child Care & Learning Center • Public Health Seattle & King County • King County Developmental Disabilities Division • Northwest Center Kids • SEIU 925 • Okund Consulting • Encompass • CDAGS/North Seattle Community College • Wellspring Family Services 	<ul style="list-style-type: none"> • Sign In list not available. 	<ul style="list-style-type: none"> • Chinese Information and Service Center staff 	<ul style="list-style-type: none"> • Sign In list not available. 	<ul style="list-style-type: none"> • League of Education Voters 	<ul style="list-style-type: none"> • Parents and individuals 	<ul style="list-style-type: none"> • PRIMM • Kidus Montessori ECDC • Causey's Learning Center • Seattle's Women's Commission • Wellspring Family Services • We Are The World • City of Seattle Office for Education • The JMA Group • City of Seattle • Seattle Public Schools 	<ul style="list-style-type: none"> • Child Care Resources

RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
OUTREACH SUMMARY REPORT: PHASE 2

Community group	Chinese Information and Service Center Play & Learn Meeting	League of Education Voters	YMCA	Southeast Consortium Directors Group	Child Care Resources	Seattle Faces	Community School of West Seattle
Attendance; date	N/A; 1/24/14	N/A; 1/25/14	16; 1/29/14	12; 1/29/214	23; 2/4/14	1 ; 2/6/14	11; 2/7/14
Selected attending organizations	<ul style="list-style-type: none"> • Sign In list not available. 	<ul style="list-style-type: none"> • League of Education Voters 	<ul style="list-style-type: none"> • Parents and individuals 	<ul style="list-style-type: none"> • PRIMM • Kidus Montessori ECDC • Causey's Learning Center • Seattle's Women's Commission • Wellspring Family Services • We Are The World • Seattle Office for Education • The JMA Group • City of Seattle • Seattle Public Schools 	<ul style="list-style-type: none"> • Child Care Resources 	<ul style="list-style-type: none"> • Seattle Faces 	<ul style="list-style-type: none"> • Community School of West Seattle

Community group	Afrique Service Center	Kidspace	Child Care Directors Association of Greater Seattle (CDAGS)	One America	Montessori Organizations	Child Care Resources – Family Services	African America Child Care Task Force
Attendance; date	1; 2/6/14	1; 2/10/14	8; 2/11/14	1; 2/10/14	9; 2/12/14	13; 2/12/14	4; 2/13/14
Selected attending organizations	<ul style="list-style-type: none"> • Afrique Service Center 	<ul style="list-style-type: none"> • Kidspace 	<ul style="list-style-type: none"> • Kids Co./CDAGS • North Seattle Community College • Beginnings Schools - Capitol Hill & Queen Anne • Wellspring Family Services • Small Faces Child Dev. Center • Community Day School 	<ul style="list-style-type: none"> • One America 	<ul style="list-style-type: none"> • Pacific NW Montessori Association • Washington Federation of Independent Schools 	<ul style="list-style-type: none"> • Child Care Resources 	<ul style="list-style-type: none"> • AACCTF • North Seattle Community College

RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN
OUTREACH SUMMARY REPORT: PHASE 2

Community group	Small Faces - Interlake	Community Day School Association	Puget Sound Educational Service District	ECEAP Policy Group	Southeast Seattle Education Coalition (SESEC)	SEEC - Early Learning Academy	Listen & Talk
Attendance; date	30; 2/14/14	11; 2/20/14	20; 2/18/14	18; 2/26/14	1; 3/20/14	1; 3/21/14	5; 4/1/14
Selected attending organizations	<ul style="list-style-type: none"> • Interlake Child Care & Learning Center • Small Faces Child Development Center 	<ul style="list-style-type: none"> • CDSA 	<ul style="list-style-type: none"> • PSESD • CCER • FWPS - Federal Way Public Schools • OSPI • Bezos Family Foundation • Highline Public Schools • Reach Out and Read • SOAR • Big Brothers Big Sisters • League of Education Voters • Tukwila School Board • Kent School District 	<ul style="list-style-type: none"> • City of Seattle • El Centro de la Raza • PRIMM • Prospect • Refugee Women's Alliance • Tiny Tots • Refugee and Immigrant Family Center • UW Experimental Educational Unit • SeaMar 	<ul style="list-style-type: none"> • SESEC 	<ul style="list-style-type: none"> • SEEC-ELA 	<ul style="list-style-type: none"> • Listen & Talk

Community group	Boys & Girls Club	Hilltop Children's Center	Neighborhood Summit	Pike Market Child Care	High Point Community Center	South Shore	Northgate Community Center	Garfield Community Center
Attendance; date	6; 4/1/14	30; 4/4/14	N/A; 4/5/14	N/A; 4/8/14	N/A; 3/13/14	N/A; 3/20/14	N/A; 3/27/14	N/A; 4/3/14
Selected attending organizations	<ul style="list-style-type: none"> • Boys and Girls Club 	<ul style="list-style-type: none"> • Hilltop Children's Center 	<ul style="list-style-type: none"> • Mayor's Office • Sign In list not available 	<ul style="list-style-type: none"> • Pike Market Child Care 	<ul style="list-style-type: none"> • No sign-in • Open meeting 	<ul style="list-style-type: none"> • No sign-in • Open meeting 	<ul style="list-style-type: none"> • No sign-in • Open meeting 	<ul style="list-style-type: none"> • No sign-in • Open meeting

ATTACHMENT C. STAKEHOLDER AND EXPERT CONSULTATIONS

Name and Affiliation	Date	Interviewer(s)	Consultation Objective
Sonja Griffin City of Seattle Office for Education	2/6/14	John Bancroft	Overview of Step Ahead and other City programs
Anne Mitchell Alliance for Early Childhood Finance	2/10/14	Emmy McConnell and Lisa Sturdivant	Financial model input Review of draft Action Plan
Joellen Monson Childhaven	2/12/14	Natasha Fedo	EL provider - experts in care of abused or neglected children
Heather Moss and Juliet Morrison Washington Department of Early Learning	2/13/14	John Bancroft and Tracey Yee	PFA stakeholder Review of draft Action Plan
Cashel Toner Seattle Public Schools	2/13/14	Natasha Fedo, Allegra Calder, John Bancroft	Overview of SPS preschool programs Review of draft Action Plan
Deeann Puffert and Marty Jacobs Child Care Resources	2/14/14	John Bancroft	PFA stakeholder
Danielle Ewen DC Public Schools	2/19/14	John Bancroft	Delivery models
Dr. Jason Sachs Early Learning Department, Boston Public Schools	2/19/14	John Bancroft	Delivery models
Carla Bryant San Francisco Public Schools	2/21/14	John Bancroft	Delivery models Review of draft Action Plan
Dr. Miriam Calderon BUILD Initiative, formerly DC Public Schools	2/23/14	John Bancroft	Expert on school readiness, dual language learners, and assessment; Review of draft Action Plan
Erica Watson and Linda Garcia Seed of Life	3/5/14	Emmy McConnell	EL providers - financial model input
Juliana Procter Family Home Provider	3/7/14	Emmy McConnell	EL providers - financial model input
Dr. Susan Sandall and Dr. Ilene Schwartz University of Washington School of Education; Hering Center – formerly known as the Experimental Education Unit	3/7/14	John Bancroft	EL providers
Janice Deguchi Denise Louie Education Center	3/10/14	Emmy McConnell	EL provider - financial model input

Name and Affiliation	Date	Interviewer(s)	Consultation Objective
Steve Hurd Neighborhood House	3/10/14	Emmy McConnell	EL provider - financial model input
Liddy Wendell Hilltop Children’s Center	3/11/14	Emmy McConnell	EL provider - financial model input
Jennifer Squires Whittier Kids Preschool	3/11/14	Emmy McConnell	EL provider - financial model input
Lori Chisholm Seattle Parks Preschool and Summer Camp	3/12/14	Emmy McConnell	EL providers - financial model input
Gene Gousie Head Start Operations Director, Puget Sound Educational Service District (PESD)	3/13/14	Lisa Sturdivant	Financial model input - transportation
Diana Bender Consultant (previously Sound Child Care Solutions)	3/14/14	Emmy McConnell	Expert on Seattle early childhood services landscape
Dr. Gail Joseph University of Washington College of Education	3/18/14	Natasha Fedo, Tracey Yee, John Bancroft	Expert on curricula, professional development, and coaching Review of draft Action Plan
Dr. Gene Garcia Arizona State University, Mary Lou Fulton Teachers College		No interview – plan reviewer	Expert on cultural issues and dual language learners Review of draft Action Plan
Dr. Christina Weiland University of Michigan School of Education		No interview – plan reviewer	Expert on evaluation and Boston UPK Review of draft Action Plan
Dr. Hiro Yoshikawa New York University, Steinhardt School of Culture, Education, and Human Development		No interview – plan reviewer	Expert on early childhood development policy Review of draft Action Plan
Dr. Johnnie McKinley		No interview – plan reviewer	Expert on cultural issues Review of draft Action Plan
Dr. Debra Sullivan		No interview – plan reviewer	Expert on cultural issues and dual language learners Review of draft Action Plan



Seattle Preschool Program

voluntary, high-quality, affordable



Telephone Survey of
Parents/Guardians
March 2014

Methodology

- ▶ Telephone survey of parents/guardians of children in Seattle Public Schools in Kindergarten through 3rd grade
- ▶ Conducted March 4-23, 2014
- ▶ 1,301 interviews (margin of error ± 2.7 points)
- ▶ Balanced geographic distribution in the City

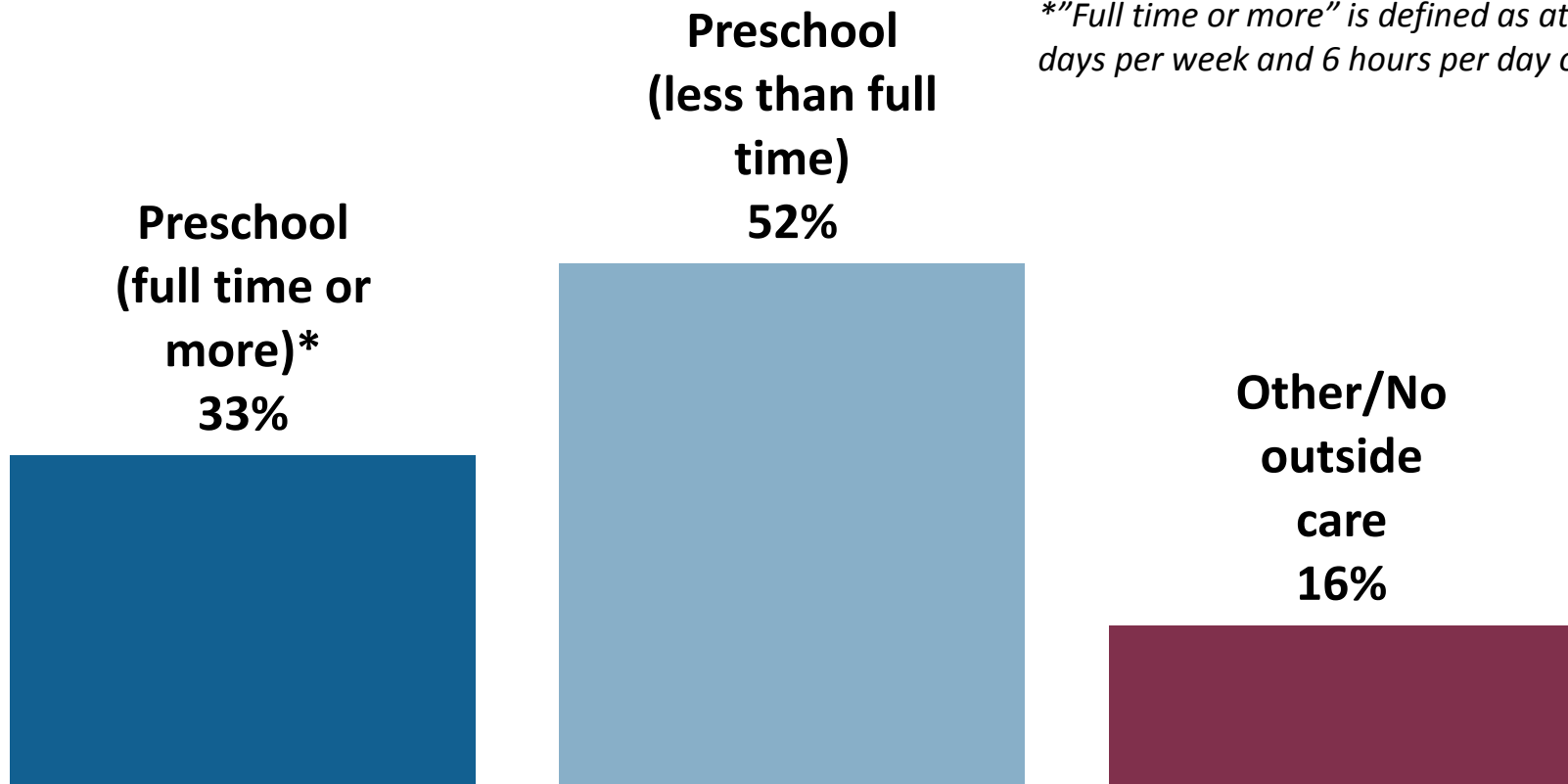
23% in SE Seattle	23% in NW Seattle	16% in Central Seattle
20% in SW Seattle	19% in NE Seattle	
43% in South Seattle	42% in North Seattle	

- ▶ Very diverse respondent backgrounds: interviews conducted in English, Spanish, Vietnamese, Somali and Cantonese
 - 32% of respondents were born outside the U.S., compared with 19% of the overall population in the District

Please note that due to rounding, some percentages may not add up to exactly 100%

Preschool Attendance Profile

A third (33%) of Seattle parents report having kids in full time preschool, and half (52%) report having kids in part time preschool. The remainder did not use preschool or had no care outside the home.



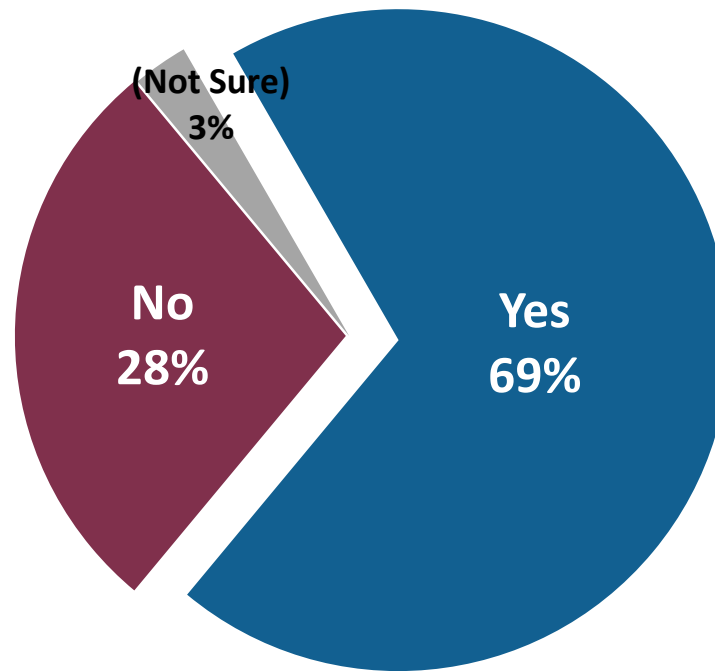
**"Full time or more" is defined as at least 5 days per week and 6 hours per day on average.*

- Q6. Did your child attend preschool, head start, ECEAP, or a step ahead program?
- Q7. Was your child cared for by a daycare or other childcare outside the home on a regular basis?
- Q11. How many days in an average week did your child attend (preschool/daycare or childcare)?
- Q12. How many hours per day did your child go to (preschool/daycare or childcare)?

No Outside Care

A larger proportion (69%) of parents who did not use outside home care would have been interested in high quality preschool for their child if it had been available and affordable.

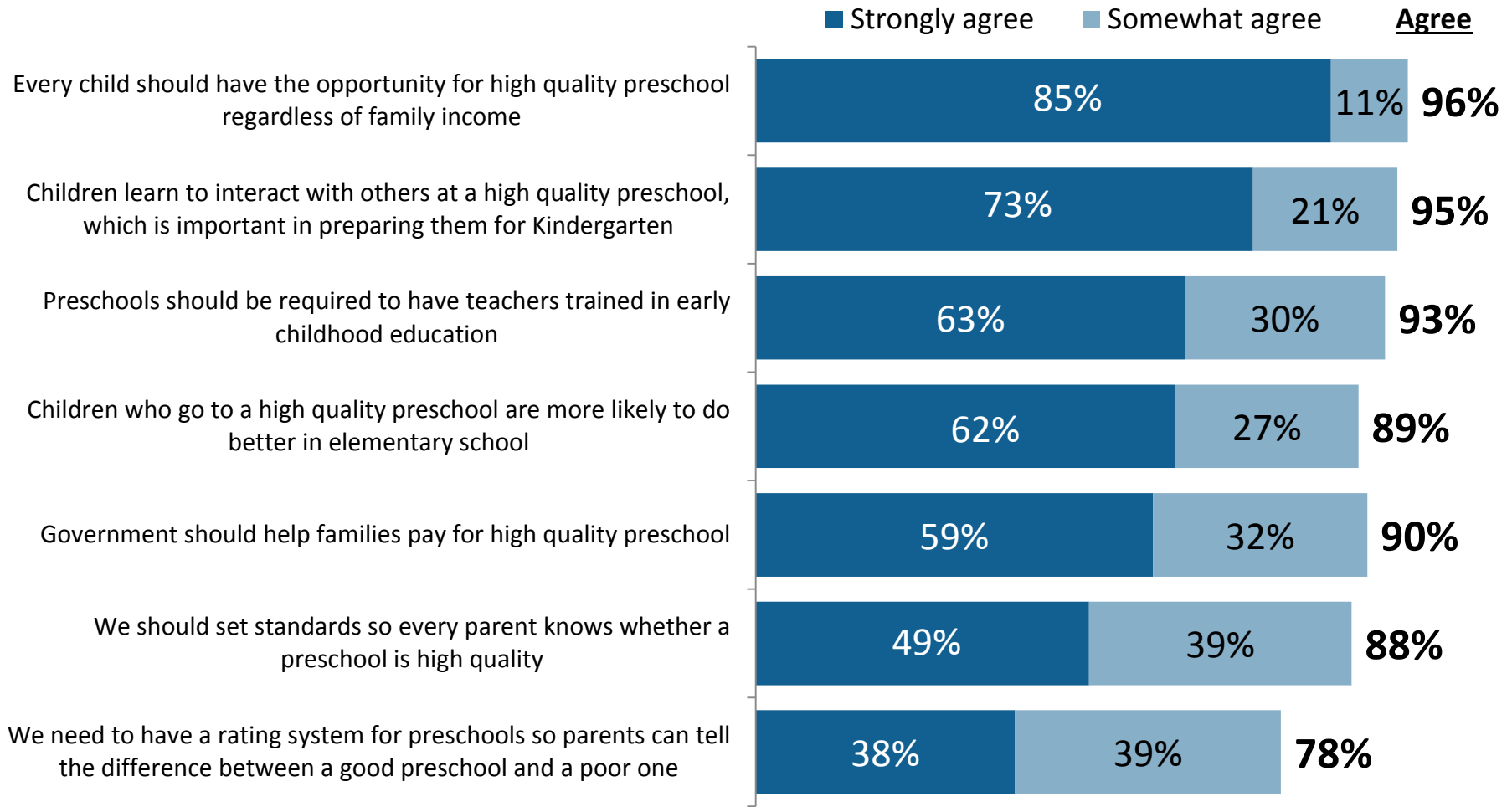
Interested in Preschool



Q10. If high quality preschool had been available and affordable, would you have been interested in it for your child?

Statements about Preschool

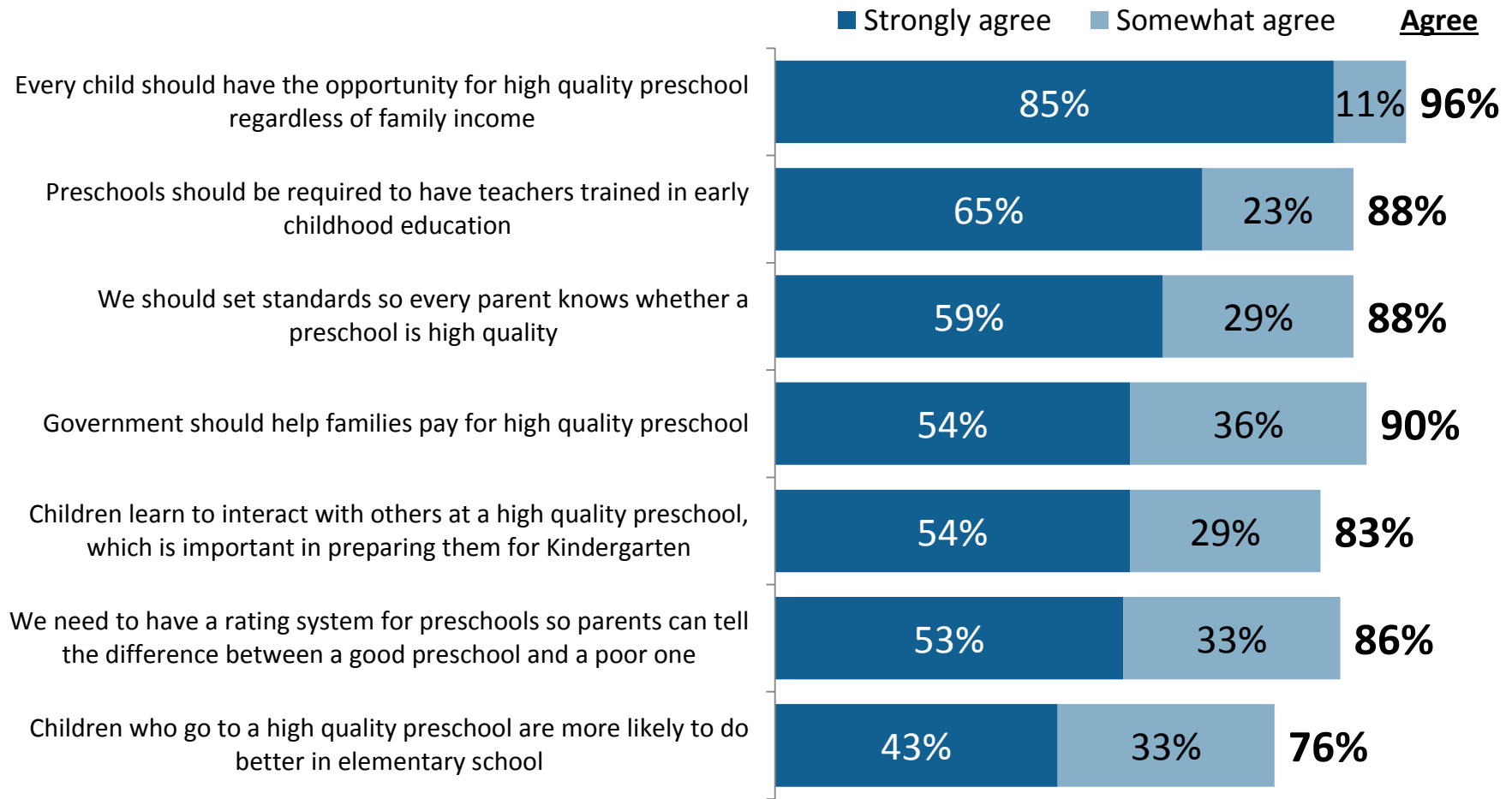
Almost all parents agree that universal access is critical – 85% strongly agree. Nine out of ten (90%) parents agree that government should help families pay for high quality preschool.



Q38-Q44. Now I'm going to read you some statements people have made about preschool programs. For each one I read, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

Statements - No out of home care

As with parents overall, parents with no out of home care place a very high importance on universal access and they are more likely to agree that we should set standards and have a ratings system.

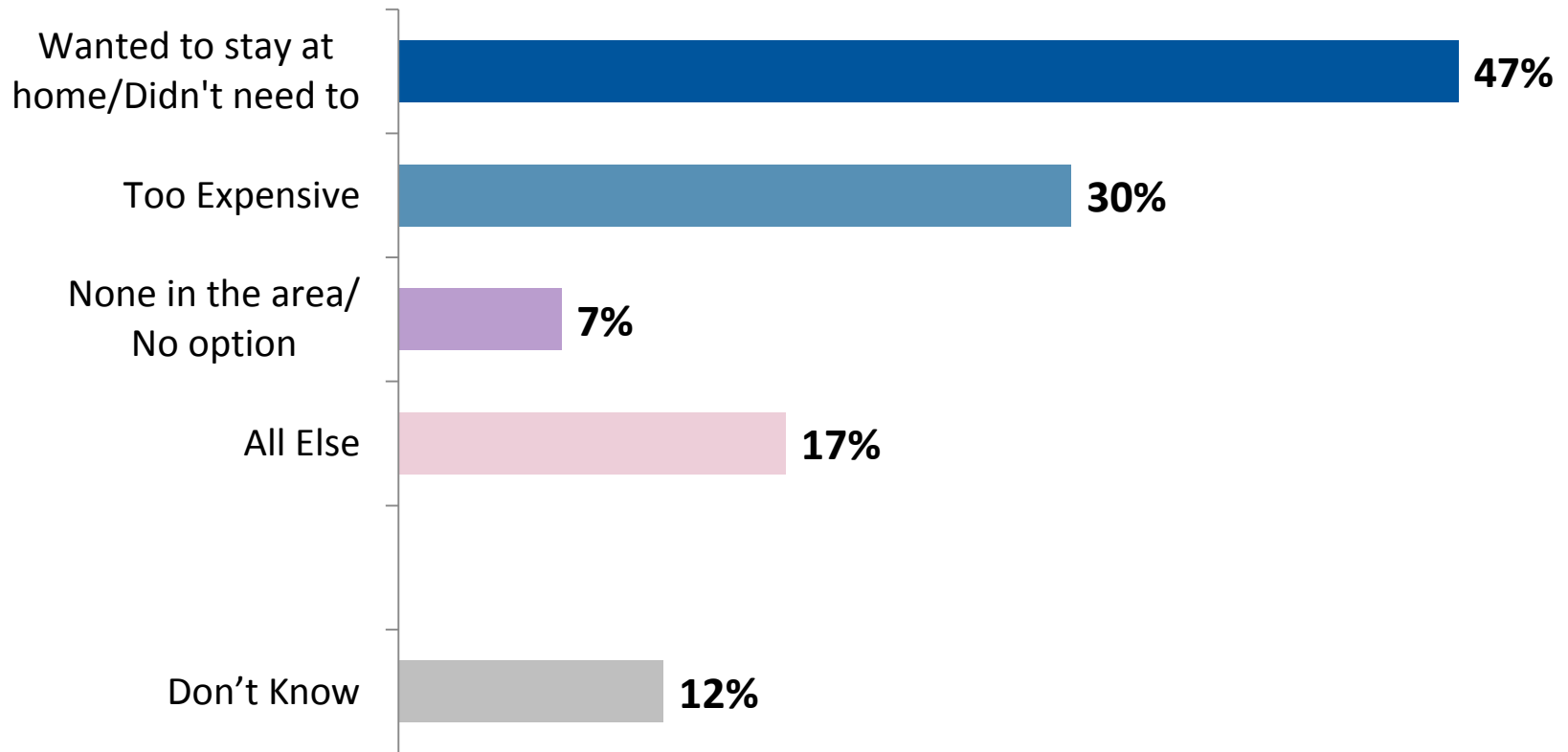


Q38-Q44. Now I'm going to read you some statements people have made about preschool programs. For each one I read, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

Reasons for No Out of Home Care

Wanting to stay home and the expense are the top two reasons respondents gave for not using out of home care.

Among No Out of Home Care Respondents (N=111)

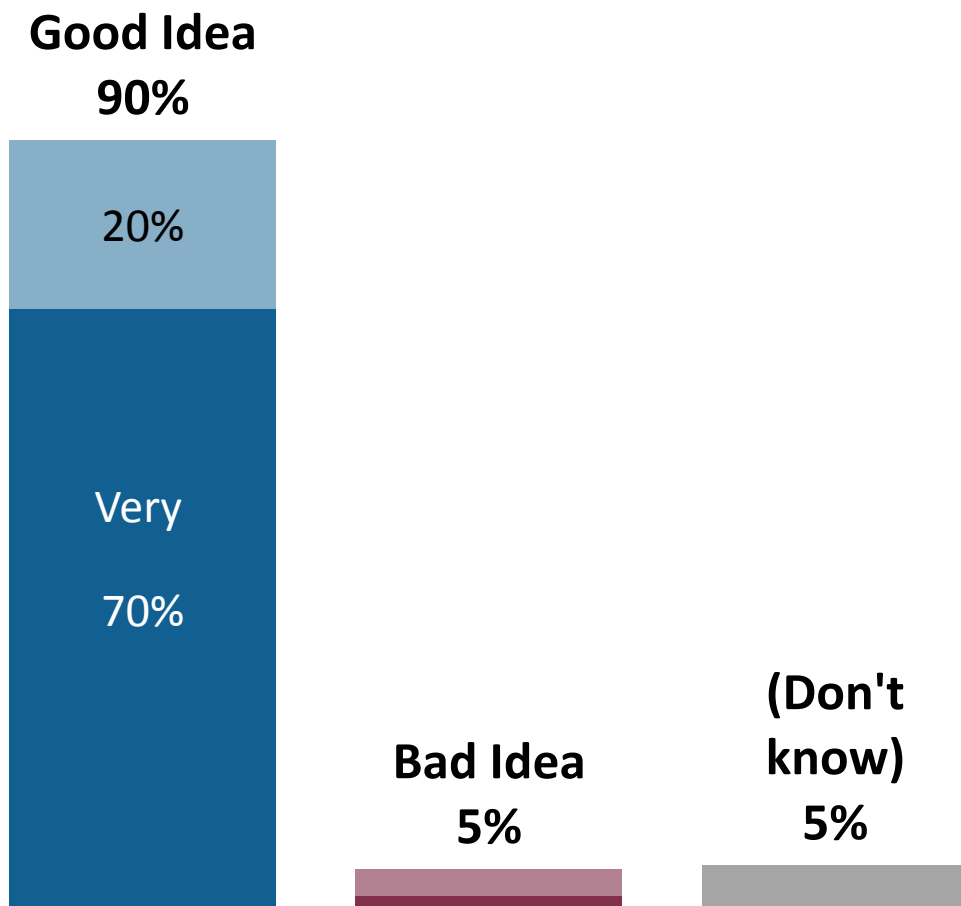


Q9. What was the primary reason your child did not attend preschool, daycare, or childcare?

Voluntary High Quality Preschool Program

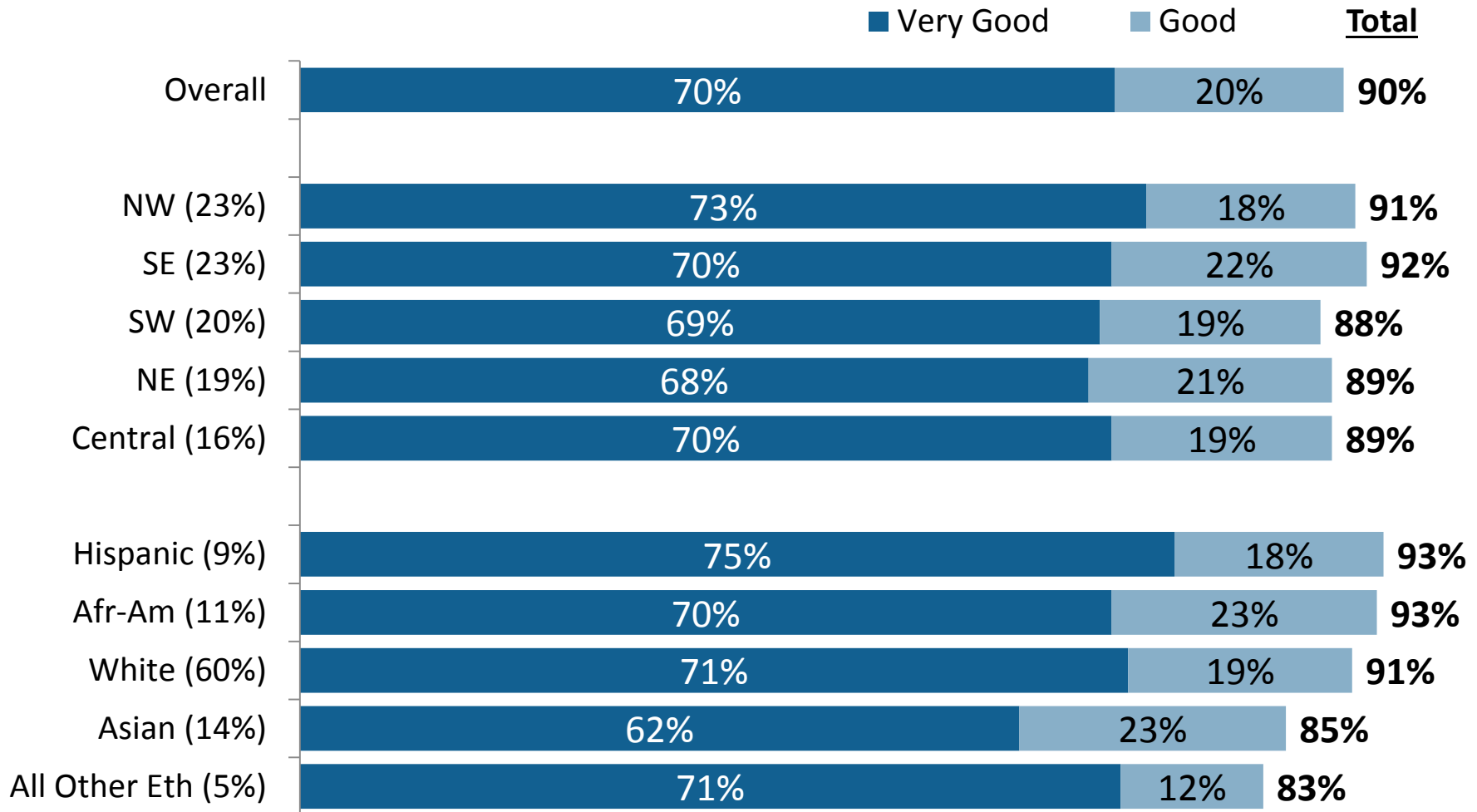
Almost all parents, including those who had no out of home care, think a voluntary high quality preschool program is a good idea.

Q45. “The City of Seattle is considering a new program to fund voluntary, high quality preschool. The program will give every family access to high quality preschool by setting standards and requiring preschools to provide teaching that helps kids learn and grow. It would be free for the poorest families with a sliding payment scale for higher income families. Given what you’ve heard, do you think this voluntary high quality preschool program would be a good idea or a bad idea for the City of Seattle?”



Support for Program by Demographics

Support for the program is very high among other major subgroups including all geographies and ethnicities.



Q45. Given what you've heard, do you think this voluntary high quality preschool program would be a good idea or a bad idea for the City of Seattle?

Key Findings

- ▶ Parents overwhelmingly agree with statements about the value and importance of high quality preschool, and expect preschools will have set quality standards and trained teachers.
 - There is near universal agreement that “every child should have the opportunity for high quality preschool regardless of family income” and that “government should help families pay for high quality preschool.” The lowest income respondents are the most likely to agree.
 - Almost all parents agree that “children learn to interact with others at a high quality preschool, which is important in preparing them for Kindergarten” and that “children who go to a high quality preschool are more likely to do better in elementary school.”
 - Parents expect high standards at their preschools. Nearly all agree that “preschools should be required to have teachers trained in early childhood education” and that “we should set standards so every parent knows whether a preschool is high quality.”
- ▶ Parents overwhelmingly support a city funded preschool program that would “give every family access to high quality preschool by setting standards and requiring preschools to provide teaching that helps kids learn and grow, free for the poorest families with a sliding scale for higher income families” Support is very strong among all major subgroups including:
 - Respondents with kids in lower income schools
 - Respondents who identify as Hispanic or African-American
 - Parents in Southeast and Northwest Seattle
 - Respondents who speak something other than English at home

Key Findings

- ▶ Safety, impressions when visiting the facility, licensing, and convenience are the most important factors in choosing a high quality preschool, although all 14 factors tested are important to a majority of parents.
 - Among parents whose children did not go to preschool/daycare, safety is also the top factor, however, these parents place higher importance on affordability and availability of subsidies than do parents using preschool/daycare.
 - Parents who did not have any out-of-home care are also more likely than parents using preschool/daycare to agree that we should set standards and that we need a ratings system.
- ▶ A third of K-3rd Grade SPS parents had kids in full time preschool. Non-white and lower income respondents were less likely to have their children in preschool.
- ▶ Two thirds of parents who did not use outside home care for their child indicated that they would have been interested high quality preschool for their child if it had been available and affordable.

Contacts



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