

Families and Education Levy Oversight Committee

AGENDA

Tuesday, March 10, 2015

4:00 – 5:30 p.m.

7th Floor, City Hall

600 4th Avenue

Welcome and Introductions	Council President Tim Burgess
Review and Approve Feb 10 & 25 Minutes	Tim Burgess
Review Agenda	Holly Miller
Elementary RFI Process & Criteria for Course Correction Plans	Isabel Muñoz-Colón
Blending of SPP and Step Ahead	Sid Sidorowicz
Thank You and Adjourn	Holly Miller, All

Attachments

Draft Minutes from 2/10/15 and 2/25/15

Options for Elementary Innovation RFI Process

Levy Course Correction Plan

Blending Step-Ahead and SPP Program Memo

Next Meeting

April 14, 2015



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, February 10, 2015**

MINUTES

MEMBERS PRESENT: Tim Burgess, Sandi Everlove, Lucy Gaskill-Gaddis, Marty McLaren, Larry Nyland, Kevin Washington, Elise Chayet, Cristina Gonzalez.

OTHERS PRESENT: Charles Wright (SPS), Dora Taylor (Parents Across America, Seattle Ed), Brian Goodnight (Council Central Staff), Nate Van Duzer (CM Burgess staff), John Donaghy (Seattle Education Association), Megan Holmes (Health), Sarah Wilhelm (Health), Erin McGary-Hamilton (DEEL Consultant), Forrest Longman (CBO), Leilani Dela Cruz (DEEL), Adam Petkun (DEEL), Long Phan (DEEL), Isabel Munoz-Colon (DEEL), Regina Jones (Mayor's Office), Sid Sidorowicz (DEEL), Christy Leonard (DEEL), Hueiling Chan (CISC), Saadia Hamid (SHA), Holly Miller (DEEL), Erica Johnson (DEEL), Rachel Schulkin (DEEL), Jonathan Knapp (Seattle Education Association), Saadia Hamid (Seattle Housing Authority), Hueling Chan (Chinese Information and Service Center) .

Tim Burgess called the meeting to order. Introductions were made and the minutes from the January 13, 2015 LOC meeting were approved.

Holly Miller introduced Saadia Hamid and Hueiling Chan to the group. Saadia and Hueiling are being recommended to the City Council as new members of the Levy Oversight Committee, representing early learning interests. Holly mentioned that her team has had a long working relationship with both Saadia and Hueiling. Saadia started with Neighborhood House and is presently the Seattle Housing Authority parent educator and parent services coordinator. Hueiling is the early learning director at the Chinese Information and Service Center, which is one of the best preschool programs in the city, ranked at level 4 in the State's Quality Rating Information System. Jonathan Knapp from Seattle Education Association & State Representative Ruth Kagi are also being recommended to the City Council as new members.

H. Miller informed the group that the full Seattle Preschool Program (SPP) Implementation Plan is being finalized and that we would like to schedule an additional Levy Oversight Committee meeting before the end of February to discuss the plan. Today's presentation will primarily focus on the approach, structure and process of the Implementation Plan.

The full Implementation Plan consists of three aspects:

1. Ordinance (Going to city council)
2. Implementation Plan (Summary of full Implementation Plan)
3. Seattle Preschool Program Plan (Full document)

The full Implementation plan will cover quality standards, processes and requirements for program participation.

In March we are coming to you with two policy issues related to the Families and Education Levy:

1. What is our criteria for defunding projects in the levy?
2. Work we are doing with the district and how we can support elementary schools participation in the levy?

Holly said that in regards to elementary schools, we have been through three cycles of applications and have been concerned about application fatigue. We would like to develop a process that works with the district in identifying schools that have the capacity to apply for Levy investments. We would like to propose spring and summer workshops that provide training and assistance with writing plans, data, evidence-based approaches and lessons learned from other schools.

Erica Johnson and Rachel Schulkin presented a preview of the Seattle Preschool Program Plan. E. Johnson explained that R. Schulkin's presentation will be about structure, activities, community feedback and outreach. E. Johnson's presentation will go over the Implementation Plan and the Seattle Preschool Program Plan.

Sandi Everlove asked what is meant by "Policy Recommendations" on the Policy Validation Form Slide. R. Schulkin's response was that we asked people to generate recommended policies that answer various questions. A question around curriculum was how can the city support providers in adopting the approved curriculum? What would we ask the city to do versus providers? Dozens of policies were vetted. K. Washington stated that he participated in the vetting groups which involved a process consisting of 40+ people. The rubric assisted with cutting down the processing time and helped people to really focus on policy. Policy vs. practice vs. procedure. S. Everlove asked how we are defining teacher training? R. Schulkin replied teacher training encompasses professional development around the curriculum. It also speaks to professional development around health, safety, special needs, developing cultural competency, etc. S. Everlove stated that it is important to separate curriculum training vs. other training. H. Miller replied that teacher training around curriculum is very defined and prescribed.

Lucy Gaskill-Gaddis asked if there is going to be some discussion about which curriculum was decided upon. H. Miller replied that two different curriculum (constructivist) approaches were selected, HighScope and Creative Curriculum. We have already started training with HighScope. We will provide professional development training, coaching and support. Creative Curriculum is one of the curricula adopted by the State. We will be in alignment with the State's Early Learning program and their quality rating system. The State will provide training and coaching for Creative Curriculum.

L. Gaskill-Gaddis asked to explain what is meant by "Specialized Classroom Support". R. Schulkin responded by saying we have been talking about children with disabilities and mental health concerns, which are areas attached to funding streams and a provision in the Action Plan. Additional instructional support is available for classrooms having six or more

children in a special population. How we can best work with the district in providing special education services, mental health support in classrooms and suspension and expulsion policies?

Elise Chayet asked for clarification regarding the role of Levy Oversight Committee members. H. Miller replied that their role is to review and advise the Mayor and City Council. Part of what we wanted to do today was to make sure you understood what would be in the document before you receive it.

L. Gaskill-Gaddis asked if City Council is going to be reviewing it as a whole or is one of the committees going to be reviewing it. T. Burgess replied that it will be reviewed by the Governance and Education committee. Once the Council approves the Implementation Plan the city will announce the process for potential providers to apply for funding through a competitive process in late spring/early summer.

S. Everlove asked about the Policy regarding institutions of higher education; do you know that the institutions can already deliver on that. Is that why that was chosen as a policy? H. Miller replied that staff are have already been working with the colleges. This was recognized as a huge issue from the very beginning since we don't have the number of teachers we need who are qualified at both AA and BA level. We have been talking with community colleges and the University of Washington about building programs and they are actively engaged and recognize the need. M. McLaren asked if the private colleges in the city are aware and are gearing up to support teacher development. H. Miller replied that they have met with every college in the city including Seattle Pacific University, Seattle University and Pacific Lutheran. The colleges are all fully briefed and to varying degrees are interested in doing something.

L. Gaskill-Gaddis asked what the 10-15 page summary is going to summarize. E. Johnson replied by saying it is going to respond to the resolution adopted by Council and provide legal guidance to a level that the program plan doesn't. S. Sidorowicz added an example from the FEL Implementation plan in elementary schools, we says we will invest in schools that meet the criteria of segmentation level 1, 2, or 3, or Title 1. It says how we rank priority elements in the school plan like family support, social emotional support and health services and how we would compete for funds.

M. McLaren asked when the detailed Implementation Plan will be available. R. Schulkin replied early March. M. McLaren replied that does not leave the district with much time to review and asks where the room for give and take is with regards to the MOU and district negotiation. T. Burgess replied that the district has been involved in the process. M. McLaren added that the district needs to see the actual product and vet it, and there are concerns from the district regarding review time. T. Burgess stated that he has not seen the plan either. H. Miller said the plan will not have surprises. It was a public process and now we are working on technical areas that will build a system that feeds into the district. M. McLaren said that the concern is that the district needs to know the plan in order to endorse it. T. Burgess said that there will be no surprises. H. Miller said that the tough policy discussion happened early on and now we are working on a lot of process issues with the district. H. Miller said we have had working sessions with Cashel Toner and other district staff. There were two meetings with staff for the SPS/DEEL Partnership Agreement and an outline of a draft will be submitted

to Council. The District board will have a chance to see the Partnership Agreement before it is adopted. Jonathan Knapp said that our members have been engaged in the process and that there has been a lot of educator voice in development of the Plan. M. McLaren said that the Board has had no opportunity to give feedback. H. Miller replied that Director Stephan Blanford served on the Plan Advisory committee. S. Everlove suggested that the school board could look at the prepared documents.

The meeting was adjourned at 5:15pm.



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**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Wednesday, February 25, 2015**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Hueiling Chan (LOC Nominee), Lucy Gaskill-Gaddis, Cristina Gonzalez, Saadia Hamid (LOC Nominee), Regina Jones, Jonathan Knapp (LOC Nominee), Greg Wong

OTHERS PRESENT: Leilani Dela Cruz (DEEL), Brian Goodnight (Council staff), Sonja Griffin (DEEL), Erica Johnson (DEEL), Forrest Longman (CBO), Eden Mack (Seattle Council PTSA), Holly Miller (DEEL), Sue Rust (DEEL), Rachel Schulkin (DEEL), Sid Sidorowicz (DEEL), Cashel Toner (SPS), Sarah Wilhelm (Health)

The meeting was called to order at 4:35 PM by Tim Burgess. Holly Miller thanked the LOC members for attending two meetings in February.

The Seattle Preschool Program Implementation Plan will be submitted on Friday for Council review and transmitted on Tuesday in the ordinance legislation package. It was prepared using feedback from seven public meetings, the Advisory Committee, and the Interdepartmental Team consisting of City, state Department of Early Learning (DEL), Seattle Public Schools (SPS) and others.

Rachel Schulkin discussed the goals of the Plan and said racial equity is driving the process. Use of the City of Seattle's Racial Equity Toolkit influenced the recommendations. Sid Sidorowicz said City Council directed us to develop our specific toolkit and we presented it to City Council as the structure for the plan. H. Miller said throughout the community engagement process we asked about race and social justice impacts, and these are threaded throughout the document, adding depth and richness of effort.

S. Sidorowicz discussed the outcome funding framework. Erica Johnson said the RFP closed this afternoon for development of a Comprehensive Evaluation Strategy to identify evaluation experts. The evaluators will identify a set of tools and measures for kids in preschool.

Elise Chayet asked if any of the tools have a health assessment built into them. Sonja Griffin said the set of tools, such as ASQ, are for developmental screening. E. Johnson said Teaching Strategies Gold is an observational assessment. With the Peabody Picture Vocabulary Test (PPVT), people sit down and talk to the child, show pictures, and write down responses. She said through the evaluation strategy we will need all of the information about the child so we don't have unrealistic expectations.

E. Johnson discussed school readiness. There will be a competitive RFI process to identify provider agencies to deliver preschool services. Our goal is to make the RFI process as simple as possible to get the answers we need. There are three tiers of contracting priorities.

H. Miller said agencies have to show how they meeting eligibility standards. E. Johnson said there will be a separate process for direct negotiation between Seattle Public Schools and the City. Greg Wong asked if we have a sense of SPS interest yet, and H. Miller said we're beginning to get a sense of it. We are working with the school district and DEL on getting SPS in Early Achievers. At the last meeting we talked about the district taking a 4-year planning approach, and it will take a year to ramp up. Cashel Toner is thinking about what that ramp up will look like within the constraints mentioned. We also want community members involved.

E. Johnson discussed provider contracting priorities. Tier 1 is focusing on areas of high need. Tier 2 priorities target services toward meeting the needs of preschool children from low-income families. Tier 3 priorities address evidence of high quality practice as measured through Early Achievers and/or the availability of dual language programs. Lucy Gaskill-Gaddis asked if Early Achievers Level 5 is the top level and said that's a strong standard. E. Johnson said programs can still participate at Level 3 or 4. T. Burgess said everybody will have to meet Level 3 for eligibility, and E. Johnson said an agency is eligible if licensed (or exempt from licensing) and Early Achievers Level 3. E. Chayet asked if these priorities are not mutually exclusive so someone could be Priority Tier Levels 1, 2 and 3. E. Johnson said there will be a separate level of operationalizing this. It will be based on a point system. We will run scenarios to maintain integrity of these values. S. Sidorowicz said the first programs we implement are in Priority 1.

Leilani Dela Cruz discussed child participation. A Web-based application system will be available in Year 2. In Year 1 we will use paper applications that will be available in multiple languages. A variety of community locations will be leveraged as application hubs. We will have a Human Services coordinator on staff to provide assistance and training. L. Gaskill-Gaddis asked whether we are getting providers and then getting kids, and how would the two meet. E. Johnson said they meet through us. L. Gaskill-Gaddis said some providers already have kids that are not necessarily supported by this program. L. Dela Cruz said we wrote in a provision for grandfathering so we don't displace children.

L. Dela Cruz said children who are eligible are not automatically enrolled. There is an order for selection if demand exceeds supply. One is more weight is given to children living in the same SPS elementary school catchment area as the SPP classroom. H. Miller said the middle school catchment areas are larger and, within each, are many elementary schools. We will draw from the larger MS zone in order to assure we get mixed income. G. Wong asked if we have looked at what the demand will be and what happens if we have more applicants than slots. Are we looking at income requirements? E. Johnson said we are using data to make sure applicants reflect the demographics and mixed income of the local communities where preschools are sited. We might not get beyond the first level of priorities and there are still operational details to work out. L. Dela Cruz said we are still working to refine the algorithm for selection. In other programs, such as Boston, we have models to draw from. R. Schulkin said the catchment area for Aki draws from North Beacon Hill into the Rainier Valley and down to South Shore.

T. Burgess asked if you go through this selection process and end up with 100 kids and 28 slots, how will you decide which 28 get in and what the ratio for mixed income will be? Is it 50:50 or 10:90? E. Johnson said all of the community and interagency input has been for us to focus on ensuring the applicant pool is representative of local demographics and then randomly select from there. S. Sidorowicz added that if a provider is an ECEAP provider, and converts to SPP, and certain percentage of the classroom will have to continue to be ECEAP eligible. There is an inherent bias for anybody contracting thru those other programs to have low income children enrolled because of financial eligibility requirements. T. Burgess added that even if you do that, will end up doing some random selection.

Eden Mack said she supports being clear about mixed income classrooms and random selection. South Shore preschool is changing eligibility standards and Director Sherry Carr was specific that SPS preschools need to be targeted to low-income families. G. Wong said it is a matter of supply and demand.

For tuition and tuition collection, DEEL will develop a collection system incorporating a sliding scale structure. The purpose of the sliding scale for tuition is to make the program as inclusive as possible. The base rate will not increase by more than 2.4% annually. T. Burgess asked if that is to accommodate for inflation. H. Miller said you would have to adjust enrollment and look at the balance of impact of adjustments. T. Burgess said when we do the renewal, we'll make adjustments. S. Sidorowicz said the provider rate is growing year to year within 4 years.

S. Griffin discussed the importance of professional development and said our training will be aligned with other trainings. There will be pre-service training, curriculum training, specific content training, and additional training to align with the Washington State Core Competencies for Early Care and Education Professionals. Coaching will be intensive and play a critical role. All classrooms will have their own coach. The UW is developing a one-year program on coaching. E. Chayet asked if all of the coaching is focused on teachers or is there any focused on families. S. Griffin said there might be coaching for the program supervisor or director, and teachers. H. Miller said the coach will train parents so they can make decisions about reinforcing instruction at home. S. Griffin said that's a model the school district is using in their Parents as Partners training at South Shore. Families attend at night to learn what their kids are learning during the day. Saadia Hamid asked whether they are center-based or community-based or only educators receiving coaching. S. Griffin said they are specific to classroom teachers.

E. Johnson discussed advising and tuition assistance. Jonathan Knapp said the previous page talks about compensation on par with public school teachers and asked if there is a difference. E. Johnson said no, but we're not tied to SEA/SPS negotiations between staff and the board. The value is they will be paid well and have benefits. G. Wong asked if tuition assistance will go to existing teachers and is there progress developing alternative routes. E. Johnson said we are working closely with Seattle Colleges and they are interested in developing an applied BS degree. She said we're hearing from the community that they are more comfortable with community colleges.

S. Griffin said the teacher waiver requirements have been proposed. To apply, a teacher must have a minimum of 10 years of experience and education. T. Burgess asked about the mix;

could you have one year of experience and nine years of education. S. Griffin said typically we see 1-2 years of education and 10 years of experience. T. Burgess asked whether the program plan specifies the CLASS assessment scores for teachers, and E. Johnson said yes, it will.

Cristina Gonzalez said the 2015 budget seems small. S. Sidorowicz said what you see are calendar budgets translated to school year. C. Gonzalez suggested adding a footnote. E. Johnson said we'll do another version. C. Gonzalez suggested adding percentages on the side.

L. Gaskill-Gaddis said thank you for offering this opportunity to learn about SPP. It's complicated and you've thought a lot about how to administer it. H. Miller acknowledged the incredible work that E. Johnson, R. Schulkin, S. Griffin, L. Dela Cruz, and S. Sidorowicz have done.

S. Sidorowicz said the Partnership Agreement discussions with the school district have begun, and we've begun drafting an MOU with DEL

E. Mack noted that the SPS Board process is lengthy to approve an agreement. H. Miller acknowledged that we have learned that it takes 3 months. E. Johnson said that's why we're still in process and to have the Partnership Agreement approved by the end of February, we would have had to know all Implementation Plan details in November, before the public meetings even started. E. Mack asked if a draft of the Partnership Agreement is going to be presented to the School Board on Friday. S. Sidorowicz replied no, it's not even a draft yet.

C. Gonzalez asked for H. Miller's thoughts on what are the most exciting and upcoming challenges. H. Miller said the different challenges operationally, logistical issues around enrollment, and putting into operation priorities to reach the right kids. She thinks the most about maintaining the program quality, putting this in place and maintaining standards. We know what it takes to get kids prepared for school. Getting all of that going in an aligned fashion is a big lift and doesn't allow for a lot of distractions. We have received very sincere, understandable calls for compromising on quality. S. Griffin is our quality assurance manager. T. Burgess said that's really important because there will be pressure to expand faster than we can and pressure to lower standards. If you follow what's happened in other cities, we dare not do that. H. Miller said we may be called on to make some tough decisions going forward, and she would rather slow this down and make the right decisions. That will pay us better dividends. We have to renew the SPP Levy in four years.

Thank you, adjourned 6:03 PM

Background on Elementary Innovation School Request for Investment

The Elementary Innovation School RFI is a new investment in the 2011 Families and Education Levy. Elementary schools receiving Title I funds and/or designated a Level 1 or 2 on Seattle Public School’s segmentation report are eligible to apply for Levy funding. This investment phases-in four new elementary schools each year until a total of 23 are funded. This phase-in of the innovation investment allowed for a more thoughtful ramp up of this new investment.

Note that last year, DEEL implemented a new policy allowing applicants that met criteria set out by the RFI to be put into a queue if funded slots for the next school year were filled. Two schools (Emerson and Sand Point) were placed in the queue for funding in the SY 2015-16.

We are about to complete the fourth cycle of the Elementary Innovation application process. Below is a table summarizing the list of awarded schools for each cycle.

Table 1 Elementary Innovation – Current Awards for 2014-15 SY and New Awards for 2015-16SY					
#	Region	SPS School	2012-13 SY Funding Level	2013-2014 SY Funding Level	2014-2015 SY Funding Level
Currently Awarded					
1	Southeast	Beacon Hill	\$311,310	\$316,000	\$324,570
2	Central	Madrona	\$306,122	\$316,000	\$324,570
3	Northeast	Olympic Hills	\$306,122	\$316,000	\$324,570
4	Southwest	Roxhill	\$311,310	\$316,000	\$324,570
5	Southeast	Graham Hill		\$316,000	\$324,570
6	Southwest	Highland Park		\$316,000	\$324,570
7	Southeast	South Shore		\$316,000	\$324,570
8	Southeast	Wing Luke		\$316,000	\$324,570
9	Southwest	Concord		\$0	\$324,570
10	Central	Gatzert		\$0	\$324,570
11	Southwest	Sanislo		\$0	\$324,570
12	Southwest	West Seattle		\$0	\$324,570
New Awards for 2015-16 SY					
10	Southeast	Emerson		\$0	\$0
11	Northeast	Sand Point		\$0	\$0

Summary of Current RFI Application Process

The current process requires eligible elementary schools to:

- Analyze their student data to identify at-risk subpopulations (“Levy focus students”) and the specific academic and nonacademic barriers preventing their success in school.

- Develop a work plan that details the strategies applicants will employ to meet the needs of Levy focus students during the school year or summer.
- Detail the management and oversight plans and processes to progress monitor interventions and inform course corrections.

Schools applying for Levy funding are provided the following supports during the application development process:

- Customized student data reports that include demographic information, attendance figures, discipline data, and state and local assessment scores.
- Technical assistance from elementary and middle school consultants to review and refine applicants' proposals.
- Contact information and program overviews for organizations approved through the Request for Qualifications process.
- Annotated samples of previously successful RFI applications.

Applications submitted to DEEL were subjected to the following multi-step process (see Exhibit 1):

1. Technical compliance review completed by DEEL to ensure required criteria met (i.e. complete application submitted by deadline, sections do not exceed page limits, student identifiable information redacted).
2. Review panel comprised of 2-3 DEEL staff members and 3-4 community members (who are often from neighboring cities and/or school districts) reviewed and ranked each application. DEEL prioritized having a review panel that contains:
 - Current or former educators who have experience providing interventions to struggling students;
 - Experts in providing social, emotional, behavioral, health, and family supports; college and career readiness programming (middle school only); and/or summer learning (summer learning only) experiences;
 - Individuals experienced with managing school/community-based interventions; and
 - Race/ethnicity and gender diversity.
3. Applicant interviews were conducted, if necessary, to clarify information submitted in the RFI.
4. Review Panel reconvened to finalize funding recommendations to DEEL's Director.
5. Funding notifications issued.
6. DEEL staff provided detailed feedback in writing and through in-person debrief meetings to applicants not funded.

Option for Changing RFI Process

This latest RFI application cycle resulted in only four schools applying. There are two possible causes for why applications declined so significantly this year. First, schools who have not been successful in prior years may not want to continue to invest time in reapplying. Second, schools that are eligible, but have not applied in the past or schools with a new principal, may not be confident that they meet the requirements outlined by the RFI.

DEEL staff recommends a change in the RFI process that still maintains a competitive process required by the implementation plan but allows for more assistance and support to eligible schools apply for the grant.

Phase I: Notice to Apply

DEEL will release a notice to apply in late April. Eligible elementary schools will submit the following:

- List of staff and community based organizations (CBO) on their Levy application team
- A brief narrative of why they would be a strong candidate for Levy funding
 - Description of student population they likely will serve
 - Efforts to date that school has made to support student achievement, including intervention strategies and evidence of data analysis that assesses the progress of students and/or the effectiveness of the interventions.
- Signed partnership agreement letter(s) from CBOs, if there is a pre-established partnership.
- A signed endorsement from the school’s Education Director
- A signed commitment from all parties to participate in the RFI application process workshops
- A signed commitment from the principal that acknowledges the need for a collaborative approach with DEEL staff and Education Consultants on levy-related work.

Notices from schools will be due in early June. A team made up of DEEL and SPS staff (Departments: C&I, ELL, Title I/LAP, Community Partnerships, Early Learning) will review the notices submitted by eligible schools and identify the strongest candidates to move onto Phase II. Criteria that will be used to determine schools that will move on to Phase II include:

- School’s level of need as defined by student achievement and demographic data
- Principal’s past administrative experience
- Relevance of CBO partnership, if applicable.
- School’s historical performance

Before finalizing the list of candidates, the school teams will be interviewed to clarify any outstanding questions and confirm their ability to participate in the next phase of the process. The applicant pool will be limited to the number of elementary slots left in the 2011 Levy cycle.

Phase II: Workshops and Technical Assistance

DEEL, in partnership with SPS staff, will conduct a series of workshops beginning in mid-August targeted toward each component of the RFI application. School teams are required to attend all four workshops. Workshops will range from two to three hours depending on the topic area. The first part of the workshop will be a presentation from DEEL and/or SPS staff with the rest of

the time devoted to school teams to work on their RFI planning documents. Between workshops, school teams will have access to elementary technical consultants that will support teams as they finalize their draft plans.

1. Data Access and Analysis

This workshop will guide schools through analyzing state, district, and school level data; identify focus students; and diagnose academic and nonacademic needs that prevent students from being successful. School teams will receive custom data reports from DEEL staff and support from SPS staff on how to access reports in the Academic Data Warehouse and PowerSchool.

In addition, community based partners will receive information on applying for and gaining access to data of students that they serve. Staff from community based organizations will also be given training on using Excel for basic data analysis.

2. English Language Learner, PreK-3 Alignment, and Social, Emotional, Behavioral and Family Support Plans

School teams will conduct a brief self-assessment in the following areas and develop a plan to strengthen their work in the following areas. Schools can focus on one or all areas of these areas to work on during the workshop. Staff from DEEL, SPS, and King County Public Health will be available to support staff as they identify areas needing improvement and develop strategies to address those areas.

3. Developing Work Plan

This workshop will support schools in identifying appropriate interventions that address needs of focus students, roles and responsibilities of delivering proposed strategies, and how other funds can be leveraged to support implementation. School teams will be given a list of interventions identified by DEEL and SPS staff currently being used in schools successfully supporting similar focus populations.

4. Management and Oversight Plan

Schools will develop a plan on how their Levy team members will monitor progress toward identified goals and modify strategies and approaches based on regular and systematic feedback. Schools will be given examples of how other schools have implemented data monitoring process and systems. They will also identify how data will be shared with community partners.

Phase III: Final Review and Approval

School will submit their final plans in early December to DEEL. DEEL will convene a panel of outside experts to review plans submitted by school teams that have gone through Phase I and II of this process. Reviewers will use RFI criteria to review RFIs and provide final feedback on any portion of plans that need adjustments or changes.

Table 2: Spring & Fall 2015 RFI Timeline - Major Milestones

#	Phases Steps in Process	Elementary 2016-17 SY
Phase I		April - June
1	Notice To Apply	April 20
2	Information Session	Week of April 27
3	Notice to Apply Due	June 5
4	Notifications	June 30
Phase II		July - November
5	Develop & Schedule Workshops w/ SPS	June/July
6	Workshops and Technical Support (1 a month)	August - November
7	Final Work Plans Due	November 30
Phase III		December - February
8	Panelist Review Applications	Week of December 14
9	Notice to Applicant Due w/ feedback on Work Plan	January 15

Exhibit 1: Current RFI Process

Steps taken by: DEEL/Mayor's Office ■ | Schools ■ | Review Panels ■

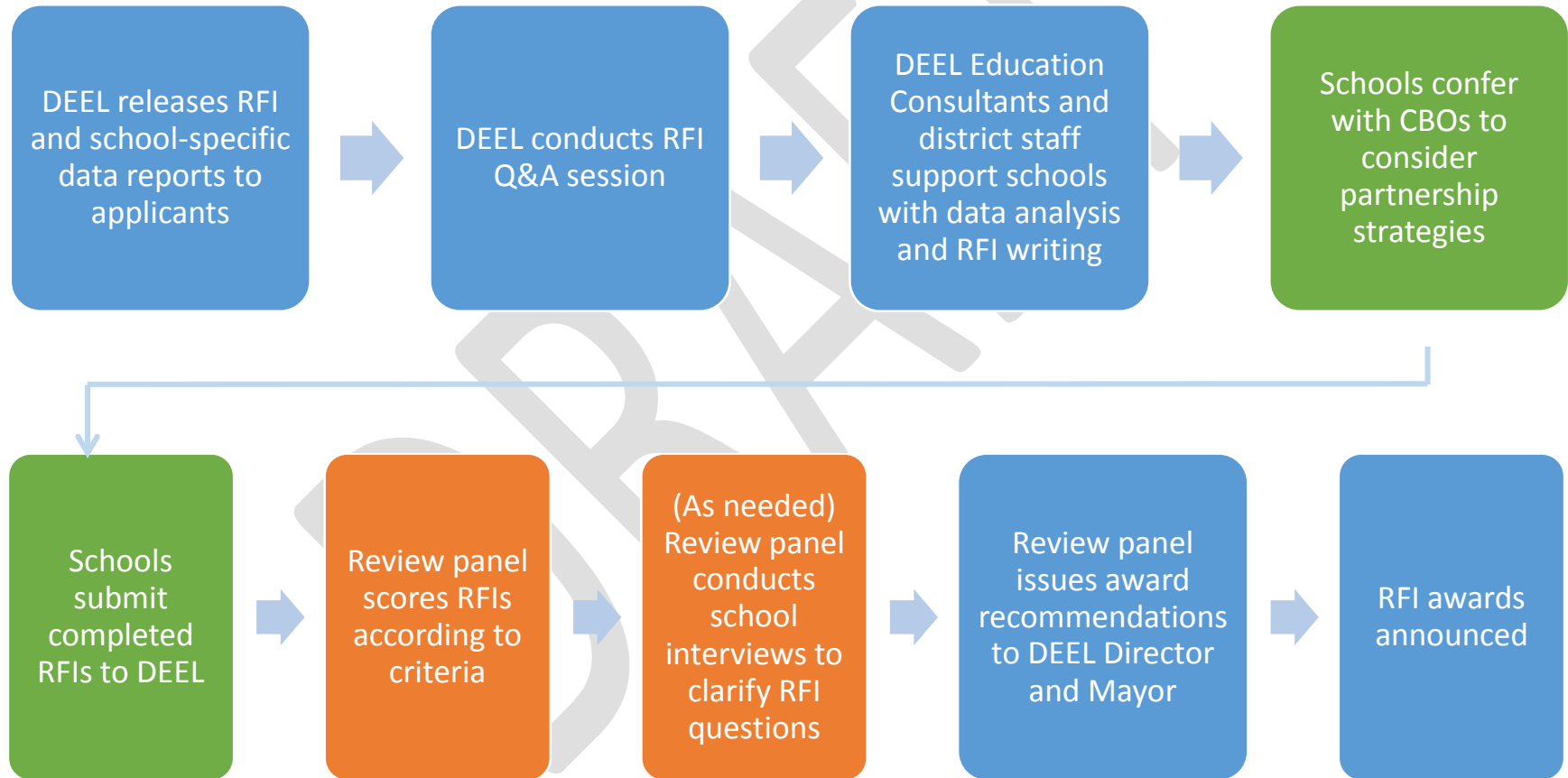
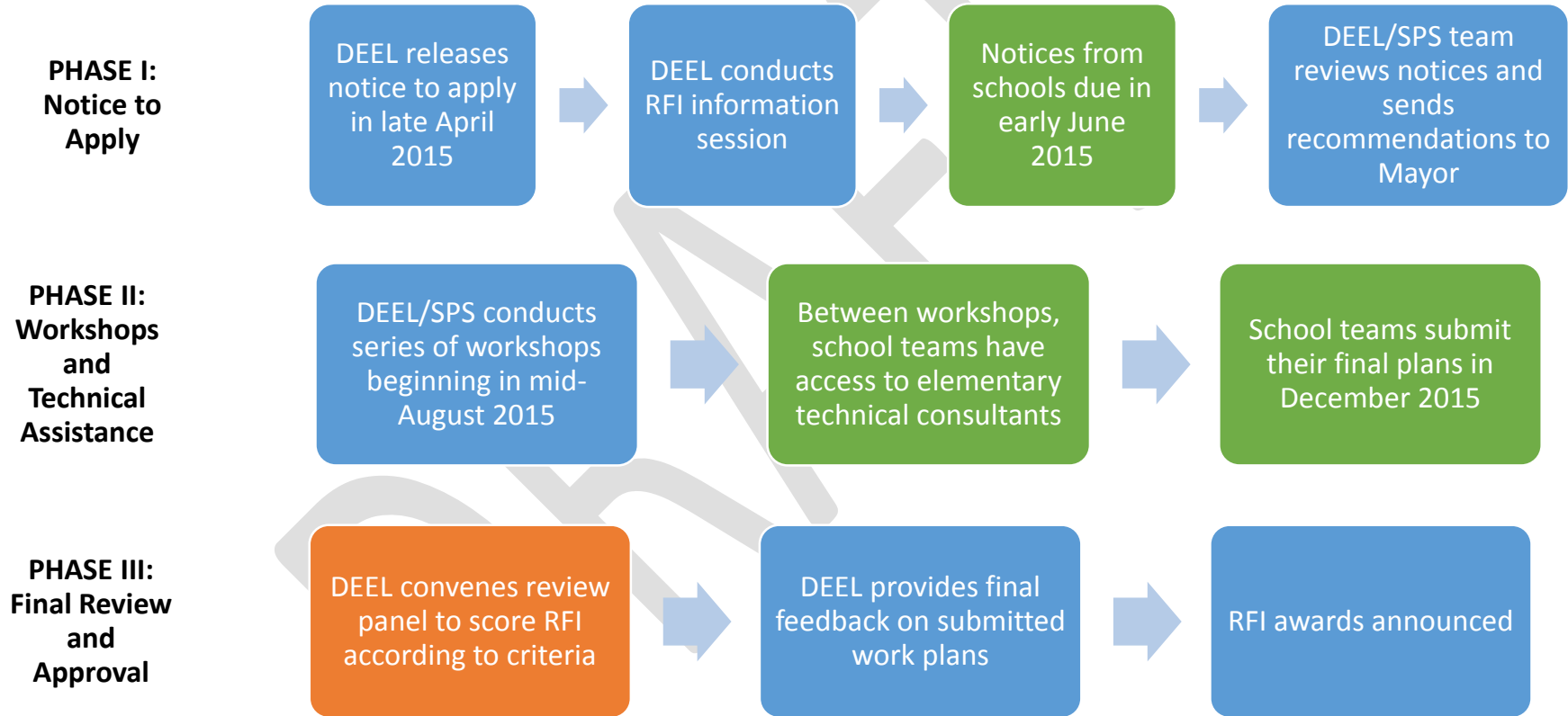


Exhibit 2: Recommended RFI Process

Steps taken by: DEEL/Mayor's Office ■ | Schools ■ | Review Panels ■



Levy-funded organizations receive funding through the life of the 2011 Levy unless they are not making progress toward their Levy targets or they are not meeting program requirements. The following document describes the criteria that may cause a program to lose full or partial funding and the steps that will be taken prior to making that determination.

Criteria Requiring A Course Correction Plan

Course corrections on Levy contracts may be taken for issues related to performance results and those linked to programmatic requirements. The table below identifies the criteria that will result in requiring a Levy-funded organization to develop a course correction plan.

#	Criteria	Example
1	<p>Organization’s results on 1 or more contract-level outcome performance measure(s) decline from baseline over course of 2 or more years of Levy implementation.</p> <p>Considerations:</p> <ol style="list-style-type: none"> 1. What was the percent of the decline and how is the performance relative to the Levy cohort and the district? 2. How many years has the school received funding? 3. Was there a significant shift in student populations? 4. Did the school dip or stagnate and for how many years? 5. Did they show across the board decline or only for one measure? 6. Did the district experience a similar decline in performance? 	<p>Program’s SY 2012 baseline reading MSP score was 58% and the next two years they declined steadily until only 40% of students are meeting standard.</p>
2	<p>Organization fails to fulfill programmatic requirements during the contract period. Minimum programmatic requirements will be identified for each contract.</p> <p>Includes mismanagement of CBO contracts. Examples include:</p> <ul style="list-style-type: none"> • Failing to verify work being conducted by CBOs • Failure to include CBO in Levy planning and data discussion about focus students • School fails to meet its roles and responsibilities as part of the personal service contract with the CBO. 	<p>After-school intervention program never gets implemented or is significantly under enrolled.</p> <p>School administration does not provide required data information and documents to DEEL, as established and communicated in calendars.</p> <p>School uses baseline funds for non-approved expenses and that are not identified in work plan.</p> <p>Strategies identified in work plan are not implemented with no communication to consultant or DEEL staff.</p>

3	Organization returns 20% of their base pay at the end of the contract period.	Elementary Innovation School returns \$63,200 of their grant.
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Note: School or organization may also lose funding if they no longer meet eligibility requirements under the grant. For example, a school may lose funding if they have a significant shift in the student population and they are no longer serving Levy focus students.

Meeting one or more of the above criteria will not automatically place a school or organization in corrective action. DEEL will also consider other mitigating factors such as:

- School's or program's historical performance;
- Success of a new principal or program administrator at other sites;
- Uncontrollable circumstances such as modification in district policy that impacts school level results; and
- Unforeseen circumstances such as a CBO terminating their contract with a school mid-year.

Improvement Planning Process

Two processes have been identified below based on whether the program is funded through an Innovation and/or Linkage School Request for Investment (RFI) or if they are funded through a different Levy RFI such as Summer Learning or Community-Based Family Support.

School Innovation and Linkage Grants

The Seattle School District is an important partner in supporting Levy-funded Innovation and Linkage schools. For that reason, DEEL will collaborate with SPS in the Improvement Planning Process. The steps below outline the process for placing a school in need of course corrections:

1. Deputy Superintendent, Assistant Superintendent of Curriculum and Instruction, and the Education Director will be notified and provided a briefing on the circumstances that have led a school to be recommended for course correction.
2. The Deputy Superintendent, Assistant Superintendent of Curriculum and Instruction, and Education Director will then determine if any other staff at SPS need to be briefed.
3. DEEL will set up a meeting with the school principal and, if possible, the Education Director. During the meeting the school will be notified of their status and be asked to complete a course correction action plan.
4. It is DEEL's expectation that the school will work with DEEL Education Consultant and SPS staffing (Education Director, Curriculum & Instruction, Title I/LAP, and ELL Department) to develop their course correction plan. Technical assistance would include convening one or multiple planning meetings to analyze student outcome and indicator data, identify focus students, determine what intervention will be provided and by who, and how will success be monitored.
5. The course correction plan will be submitted to DEEL for approval.
6. In addition, the school will be required to meet with the Education Consultant at least once a month for two hours outside of regular Levy meetings. The purpose of this meeting is to review

the work plan, corrective action plan, intervention strategies, data and make course corrections as needed.

7. Quarterly, DEEL and Levy Education Consultant will meet with school to review progress and observe intervention(s).
8. DEEL will maintain communication with Education Director regarding the progress of the levy identified work and requirements.
9. The school will have until the end of the school year to demonstrate improvement in areas identified by DEEL and SPS in the course correction plan.

If a school demonstrates improvement based on interim measures, it will be moved off of corrective action status.

If a school does not demonstrate improvement based on interim measures, DEEL will recommend to the Levy Oversight Committee, the Mayor, and City Council that the Levy funds be reduced or for the school to be defunded. Formal notice will also be given to the Superintendent and SPS School Board.

Other Levy Funded Grants

Schools or organizations receiving funding through the following Levy grants will go through the process outlined farther down this section:

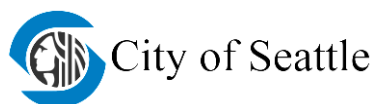
- Community Based Family Support
- School Based Family Support
- Elementary, Middle, and High School Summer Learning

Schools and organizations receiving funding from the above grant and require a course correction plan will go through the following process:

1. DEEL will set up a meeting with the Executive Director, principal, and/or program manager. During the meeting the organization will be notified of their status and be asked to submit a course correction plan.
2. Schools and organizations will receive technical assistance from DEEL staff on developing their course correction plan. School administration will be expected to involve DEEL staff in this process.
3. It is DEEL's expectation that the Levy funded organization will work with community based organization subcontracts or school partner organizations linked to their Levy grant.
4. Once the plan has been submitted, it will be reviewed by DEEL.
5. If plan is approved, DEEL will work with the organization to negotiate interim performance metrics that it will need to meet to get out of corrective action status.
6. The organization will have until the end of the school year or summer program to demonstrate improvement in areas identified by DEEL and SPS in the plan.

If the organization demonstrates improvement based on interim measures, it will be approved to continue funding for the next year of Levy funding.

If the organization does not demonstrate improvement based on interim measures, DEEL will recommend to the Levy Oversight Committee, the Mayor, and City Council that the program funds be either reduced or that the program be defunded completely.



March 10, 2015

To: Families and Education Levy Oversight Committee

From: Holly Miller, Interim Director
Sid Sidorowicz, Deputy Director

Subject: Blending FEL Funded Step-Ahead Program with the Seattle Preschool Program

As The Department of Education and Early Learning (DEEL) moves ahead with implementing the Seattle Preschool Program (SPP) community members have asked us about the role of the Families and Education Levy-funded Step Ahead program and how it fits in with the new SPP. The Families and Education Levy (FEL) currently funds 511 Step Ahead slots for low-income 3- and 4-year-olds in the 2014-15 school year. The program was designed to continue expanding as follows:

FEL Funding and Slot Ramp-up Schedule, 2014-2019

Description	2014-15	2015-16	2016-17	2017-18	2018-19
Planned FEL Preschool Slots	512	576	640	704	736
Incremental Slot Change		64	64	64	32
Funding for FEL Preschool Slots	\$3,675,097	\$4,264,968	\$4,883,272	\$5,526,199	\$5,843,828
Incremental Additional FEL Funds		\$589,871	\$618,304	\$642,927	\$317,629

In soliciting additional slots for the 2014-15 school year through a Request for Investment (RFI) process, the City’s Human Services Department (HSD) found it challenging to meet this year’s expansion goal. In fact, one of the contracted programs was unable to meet its contractual obligation to open on time this year.

To address this, DEEL is proposing to use the annual incremental FEL funds in two ways:

- 1. Make additional funding available to existing Step Ahead, Head Start, or Early Childhood Education Assistance Program (ECEAP) preschool providers to incrementally increase slots that would then be converted to SPP slots.** This would expand the number of SPP slots available for low-income families during the demonstration phase of SPP.

Head Start, ECEAP, and Step Ahead providers will continue to receive their current federal, state, and local funds, which will be supplemented by SPP, to meet the quality standards and mixed-income requirements. These “conversion” slots will offset SPP costs, therefore enabling more available SPP slots during the demonstration phase.

When estimating the potential slots available for SPP over the next four school years, DEEL, along with BERK consulting, made the following assumptions about the providers who would participate in the program:

Estimated SPP Slots by Program Type

Program Type	2015-16 SY	2016-17 SY	2017-18 SY	2018-19 SY
Head Start	20	40	60	80
ECEAP	40	80	120	160
Step Ahead	72	144	216	288
Other Center-based Care	148	516	1,004	1,472
Total	280	780	1,400	2,000

2. Fund new slots for programs that do not yet meet the quality standards of SPP, with the explicit goal of transitioning them into SPP within one to two years.

Some providers will be unable to participate in SPP for a variety of reasons, including: difficulty meeting licensing standards or not participating in the Early Achievers (EA) program. FEL funds could be made available for these providers with the requirement that they become licensed (unless exempt), participate in EA, and eventually become an SPP provider. In addition, SPP capacity building funds could be used to help these providers meet minimum quality standards.

We are bringing this proposal to the LOC for your feedback. DEEL staff have presented item 2 above to the Mayor’s Executive team in general terms, and have received direction to further develop the option. Since we are proposing to focus the funds on children from low-income families, no changes to the FEL Implementation Plan will be necessary.

The advantage of blending funding in this way will be to reduce the number of “siloes” programs managed by the City as SPP is developed. Currently, the City manages Step-Ahead, ECEAP, the Child Care Assistance Program, and, now, SPP. DEEL is proposing better alignment of programs going forward and this blending will further that policy.

One challenge will be meeting the original FEL plans for the number of new low-income preschool slots that are developed each year. While HSD was unable to successfully meet the expansion target for the 2014-1 SY, we believe it may be easier for programs to incrementally add some Step-Ahead funded slots each year that will be augmented with SPP funds. In addition, using Step-Ahead as a capacity building fund for SPP can allow DEEL more flexibility in choosing the programs funded each year.

DEEL will be taking this proposal to SEEC providers for their feedback, and will update the LOC as we proceed.