

Families and Education Levy Oversight Committee

AGENDA

Tuesday, December 10, 2013

4:00 – 5:30 p.m.

7th Floor, City Hall

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from October 8, 2013	Tim Burgess
Review Agenda	Holly Miller
English Language Learners	Isabel Muñoz-Colón, Sahar Fathi, Nayab Khan
Thank You and Adjourn	Tim Burgess, All

Attachments

Draft Minutes from 10/8/13

English Language Learners presentation

Early Learning Summaries

Next Meeting

January 14, 2014



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, October 8, 2013**

MINUTES

MEMBERS PRESENT: Tim Burgess, Jerry DeGriek, Sandi Everlove, Lucy Gaskill-Gaddis, Sheeba Jacob, Kevin Washington, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Daisy Catague (Parks), Leilani Dela Cruz (HSD), Sonja Griffin (OFE), Patricia Lee (Council staff), Holly Miller (OFE), Isabel Muñoz-Colón (OFE), Alex Pedersen (Council staff), Adam Petkun (OFE), Sue Rust (OFE), Sid Sidorowicz (OFE), Michael Tolley (SPS), Sarah Wilhelm (Health), Brian Callanan (Seattle Channel), John Giamberso, (Seattle Channel), John Robinson (Read and Rise)

The meeting was called to order at 4:02 p.m. Introductions were made. Tim Burgess welcomed the attendees. The minutes from the September 10 LOC meeting were discussed. Kevin Washington said he was late to the last meeting and asked about Holly Miller's comment on the parallel structure. H. Miller said there still will be separate organizations and the parallel structure on the Health side will allow the organizations to work together really well. One example, we moved the Family Support Program out of our office and it is part of our consolidated health now, as it is at the District. So it is all integrated. After this discussion, the minutes were approved.

H. Miller reviewed the agenda and added an item for "Read and Rise." T. Burgess moved Seattle Channel to the first item on the agenda.

SEATTLE CHANNEL PROPOSED VIDEO SERIES

John Giamberso gave a quick overview of Seattle Channel. It is part of the City's Department of Information Technology and is funded through a fee on cable customers. They have 35,000 weekly viewers. The proposed shows about the Levy will be on video archive. He then turned the presentation over to Brian Callanan.

B. Callanan said he has been working in TV since 1995 and with Seattle Channel since 2011. He said he was not sure a lot of people are aware of the Levy investments in Seattle public schools. In 2011 he put together a show that featured Matt Griffin and H. Miller. He is proposing five shows based on the five divisions. Each show would be 30 minutes and would focus on one topic. The show could be shot on location at a Seattle public school. One topic he proposed was Middle School Health. The costs for OFE would be \$5,000 per show.

Greg Wong asked him, as a reporter, whether he tries to get the objective critical look. B. Callanan said they try to get different viewpoints on topics as best they can and open a dialog. Some of those voices may offer some different criticism or advice. The focus is on

highlighting programs and he provides the critical view wherever he can. J. Giamberso said the critical view is important to developing credibility for the show. It's not an investigate look but a balanced look at what the Levy is doing. In the 2011 Levy show, they had some critics of the Levy on the show. They laid out issues for voters, looking for different ways to offer constructive criticism.

Lucy Gaskill-Gaddis asked whether the costs for OFE were for salaries. H. Miller said the costs were not for salaries, just a cash cost, and would come from the administration pot. K. Washington asked if OFE would serve as a collaborator on the segments, and B. Callanan said yes, they very much want the strongest topics. Having five pieces allows some room but not a ton. They are hoping to work with OFE to find the strongest voices out there. H. Miller said she'd like to involve some of the LOC members so the LOC's role is illustrated and citizens become aware that there is oversight. B. Callanan said that would work well in the discussion segment.

L. Gaskill-Gaddis asked where SPS fits into this structure. B. Callanan said SPS plays a big role, including location. H. Miller said she told Lesley Rogers we would not go anywhere not pre-approved by SSD. There are some constraints and we don't want to bust up the school day, which still leaves a lot of opportunities including after-school, summer learning, and early learning programs. A show on Health would be interesting to people and could cover the comprehensiveness of programs. K. Washington asked if there would be opportunities for video programs at schools to involve students in production work. B. Callanan said perhaps during the five takeaways piece at the end. It could be fun to highlight the work they're doing at a certain school. K. Washington said Reel Girls would be another in-school video program.

G. Wong asked whether this is an OK use of Levy funds; \$25,000 from administration. H. Miller said it is and offers substantive publicity. It's an opportunity to explore use of what we have available to get word out on progress of the Levy. Seattle Channel has agreed to do a short four-minute Levy overview we can use to explain the Levy to groups. Sandi Everlove said this is great; the more people understand the Levy, the better. Even those who voted for it don't understand. B. Callanan said he will be researching topics as well. He will ask challenging questions in a respectful way; that's the way we get to the credibility. K. Washington asked about the number of shows and B. Callanan said it could be more than the initial five. Once we get thru these, we can go from there. He is open to doing more. S. Everlove suggested one on state standards for math. T. Burgess said the standalone piece will be really valuable to OFE.

READ AND RISE

T. Burgess said we have a special guest here today. H. Miller said we have been working collaboratively with City Council staff on a two-year, general fund, pilot program called Read and Rise (R&R). This is a parent literacy program that has been successful in Houston. Mr. John Robinson is the leader in Houston and has taken it from a small initial effort to a huge citywide literacy training program. We've heard a lot about him from others. He is here in Seattle training the trainers both at the preschool and elementary levels. Sonja Griffin added that this is an opportunity we didn't want to miss; she was really inspired by him and was reminded why she does the work she is doing in early learning.

John Robinson thanked the LOC and said he is going to Atlanta, then New York, and then Cleveland to do training. Every child in Seattle deserves to read and rise and that will happen only if we engage parents at birth. Kids need a basic foundation before school starts and that

begins at home. Unfortunately the foundational skills that children need are not always developed early at home. Home has counted on the system to educate and raise children. Children are in our courts, in our jails. It is not the school's responsibility alone to get them reading. Families are the most important teachers and role models. We had a great training today and teams are learning a lot. They are ready to begin facilitating the R&R conversations with parents. The brain science is clear that if we wait until preK, the children's brain cells have started to be deleted, and they won't ever catch up. R&R brings together family, parents, care providers, community, and schools. H. Miller asked whether the National Urban League is adopting this program as a national effort. J. Robinson said there was a partnership between Scholastic and the Urban League but due to changes at both organizations, all of the funding is coming to Houston. He has taken on the executive role for training. The National Urban League is trying to pull together the Urban League movement to be involved in R&R. This will be a major topic at the Atlanta training. H. Miller said the Seattle Urban League will be at that conference and is very interested in learning more.

Isabel Muñoz-Colón said the University of Washington came to us last year with their recommendations for improving the Family Support Worker program. Driven by these recommendations, the FSWs decided focus on reading interventions. We looked at programs they could use to work with parents on improving literacy for their children, and found R&R to be very well scripted to teach building blocks of reading. We are launching this program at five elementary sites that have FSWs. For example, at Highland Park, Pam Rago and one of the bilingual school staff will lead a mixed Spanish/English parent group. At Beacon Hill, a Spanish-speaking Instructional Assistant will lead group. Early Learning sites have Mandarin, Vietnamese, and Somali-speaking trainers. We are doing R&R the Seattle way. There are also five preK sites. Early learning outreach is going to Family, Friends and Neighbor caregivers for children not enrolled in preK, and outreach to bring families to family literacy nights. H. Miller said we will develop assessments of parent behavior before and after training to use to decide the impact. J. Robinson said the R&R family conversations curriculum supports Common Core state standards.

T. Burgess asked J. Robinson to talk about his experience in Houston with R&R and success is measured. J. Robinson responded that Houston was having lots of trouble in the Houston Independent School District. Kids were dropping out and graduation rates were down. The R&R program was started in 2001. To date, of the 12 schools that were poor performing, all 12 today are exemplary. They track the 25,000 families they work with. Graduation rates have risen, test scores are up, and dropout rates are down. They identified the R&R kids and they're graduating with the highest scores.

G. Wong asked if, in the City of Seattle's pilot, we will track kids as they go into early learning. H. Miller said the outcomes we're reporting to Council are parent behavior. L. Gaskill-Gaddis asked if R&R is Levy funded and H. Miller said it's not Levy funded. T. Burgess said it's a program of the Office for Education.

SUMMER LEARNING RECAP

H. Miller said we would like to brief the LOC on summer learning interim results and noted that we don't have the MAP data yet. Adam Petkun went through the presentation and discussed the students served this summer, including Special Education and ELL students. He noted high school summer learning is at its peak for funding whereas elementary and middle

school summer learning will ramp up. Jerry DeGriek said we have great demographics on which students we served and asked if we captured academic data. A. Petkun said that is after the fact. The switchover to Powerful Schools slowed down. K. Washington asked whether the purpose of the program was to be enhancement or remediation and A. Petkun said that is left up to the providers. He said we set enrollment goals and some providers had problems meeting theirs. Next year we will tie financial incentive to hitting enrollment targets. If they fail to come within 90%, it will be all or nothing and they will lose 5 percent.

A. Petkun said the average attendance in summer learning programs was 95 percent. Looking at Denise Louie Education Center Indicators, going across is the Target. Setting targets was as much art as science. J. DeGriek asked why we have 100% targets and A. Petkun said those four Indicators are for Teaching Strategies Gold. We picked WAKIDS categories. At this age group in theory we hoped to see some development and so we set a high bar. We wanted to make sure students were progressing. TS Gold has subcategories. For student to get counted as meeting goal, they had to advance within each element of a given domain. L. Gaskill-Gaddis asked how many levels there are and A. Petkun said he would get that information to her. Sheeba Jacob asked why, at that age level, the attendance rate was 73%. A. Petkun said 73% was the average. K. Washington asked how it compared to other summer programs in Seattle for that age level. A. Petkun said this is the only one for early learning. He jumped to the extra slides in his presentation to show one on Combined Attendance Data which showed where students fell. The next slide showed where the students were. There was no obvious correlation between attendance and factors like program size or age level. H. Miller said, like early learning, a lot of folks may not feel the importance of attendance with summer learning. This is the first year we've used attendance. The parent education piece we will have to build over time working with district and providers. K. Aisenberg said it is also a timing issue. Some programs enrollment very last minute and families already had vacation trips planned. A. Petkun said DLEC achieved 91% of its Indicator which was worth 5%.

Looking at the Seattle Parks & Rec at Northgate Elementary slides, L. Gaskill-Gaddis asked what "rising" means. A. Petkun said it means "going into." J. DeGriek said he was confused about the MAP results: how will they be used and is MAP given in spring. A. Petkun said it's given in spring and fall, for the beginning and end of program, delayed by time got into school. L. Gaskill-Gaddis asked what RIT means. K. Washington asked how far into the school year does the MAP test fall. A. Petkun said it ends November 6. Michael Tolley said they had to move it. A. Petkun said it's not known whether next summer MAP will still be around and said we will work with our schools to see if there can be early testing in fall. We hope to make better use of the data. G. Wong asked what the 80% target is based on. A. Petkun explained that the first year targets were set through negotiations starting from what RFI awardees proposed, and that ideally he will be able to draw on historical data in the future. The literature on summer learning provides little guidance in this regard, so far. Sid Sidorowicz said Northgate had a modest pilot program the year before. A significant number of students completed who had no loss in their RIT score. So it's not a complete shot in the dark. S. Everlove asked whether we will compare kids and whether or not had any loss. A. Petkun said we will try to figure out who those comparable kids are. S. Sidorowicz said the other problem is we don't really know if a kid went to another summer program. A. Petkun said, since recruitment wasn't easy, there might be some correlation. K. Washington asked if all kids at Northgate were students at Northgate during the year. A. Petkun said yes and he will try to note that for you.

A. Petkun said for the middle school Parks & Rec, the enrollment was disappointing, particularly at the new Eckstein site. It seemed as though sites running the summer before had an advantage in recruiting students, perhaps due to word of mouth among families. Next year we will add a performance pay indicator tied to enrollment in programs. Early on, if we find out about problems, we will have conversations about trimming budgets back a bit. We did make changes to budget. K. Washington asked when agencies start recruitment. A. Petkun said in reality it turned out to be recruitment up until the last minute. He questioned how realistic it is for them to lock down recruitment earlier. K. Aisenberg said the academic data isn't available until later on. S. Everlove: what proportion of the parks students were entering 6th, 7th, and 8th? A. Petkun said 1/3 in rising 6th graders and 2/3rds in rising 7th and 8th. J. DeGriek asked if rising 6th graders had different programs with different measures. A. Petkun said yes, they will have different ones next year. K. Washington: 6th grade transition boot camp. S. Jacob asked for the reason why different weight was given to different schools. A. Petkun said that was where they fell on their targets. S. Sidorowicz explained how performance pay is allocated within bands aligned to proportional achievement of the targets. G. Wong said he was a bit concerned for giving performance pay on MAP results that aren't tied to anything. It seems fundamentally unfair. 70% could be really great or really poor. Has the School District looked at this? We need a stronger benchmark. H. Miller said we will have this year's experience. G. Wong suggested we work more with the District to have a body of data to use as a control group. J. DeGriek asked G. Wong if his argument is why 70%? G. Wong said it's decisions on targets. If not tied to a control group that says 70% is a good target or a poor target, he feels uneasy. L. Gaskill-Gaddis said we have looked at targets forever and it's hard to start from scratch. Isabel did an incredible presentation on how they came up with targets. Give them a little slack here. G. Wong said the data exist. Get the data from the District. Figure out spring and fall MAP. There is room for improvement. S. Sidorowicz said in the past we set targets and everybody falls short or exceeds and we adjust for that. Our arc wasn't quite good enough. Look at history as we go forward. A. Petkun said, at the middle school level, the target was 70% for all of them. In the RFI they proposed outcomes and we met in the middle. G. Wong said his comments are not a critique of what Levy staff are doing. K. Washington asked if next year we are back to square one. A. Petkun said yes, he talked with Eric Anderson about ideas. He is also asking folks around the country what they're using.

L. Gaskill-Gaddis said look at Denny v. Cleveland, same making gains on ready. Denny didn't do well and Cleveland did. A. Petkun said the principal at Denny let him know they were falling short. They already had a program and asked to merge programs. We said ok for this summer. Next year we will work more closely with the executive directors. J. DeGriek asked whether the demographics were on all 145 or just the 6th graders. A. Petkun said they covered all 145. S. Everlove asked, if disaggregated, how did they compare. Did they use the same pre-post test at Denny as at Mercer? A. Petkun said no, MAP was comparable across programs. They identified pre-post tests. At Denny, they will choose more appropriate ones next year. At his site visits, some providers expressed having trouble identifying pre-post tests. They graded on a 1-4 scale and he encouraged them to develop a wider scale for their scores.

For high school programs, A. Petkun said Cleveland had hoped to serve ELL students but didn't really. J. DeGriek said there were very high rates of making gains. A. Petkun said there

was variability in scores and they weren't cooking the books. He said the YMCA did well on enrollment.

ReWA did well on enrollment. Some students had to work over summer or leave town for vacations. Another issue was leadership turnover. There were four different program managers at ReWA during that time. One theory is no one told World School about the performance indicators. J. DeGrieck asked if World School staff did the instruction. He said their credit retrieval was pretty good. A. Petkun said it is reassuring to know 18% didn't pass the class. A. Petkun explained that the pre-post test was not administered to students in credit retrieval and that there was an attendance goal for all students, with a separate goal for earning credit. L. Gaskill-Gaddis said they are either not the right measures or are too difficult for kids. S. Everlove asked the difference between attendance rate for credit retrieval.

A. Petkun said Seattle Public Schools was up front about having trouble enrolling students. Perhaps the message didn't get out.

Next Steps: We will have honest conversations with agencies about whom they served and how they did, and whether their enrollment target was right.

T. Burgess asked for final comments or questions. H. Miller apologized that we didn't get to Sid's presentation. S. Everlove asked if we have an historical information MAP file. A. Petkun said the MAP RIT scores. S. Sidorowicz said it's part of the Berk student, Title 1 schools, P-3 planning.

THANK YOU AND ADJOURN

T. Burgess drew the meeting to a close. The meeting was adjourned at 5:30 pm.

**Seattle K-12
English Language Learners
2013-14SY**

Sahar Fathi

Nayab Khan

Isabel Muñoz-Colón

Presentation Overview

- Overview of Immigrant and Refugee populations
- K-12 Data on English Language Learners
- Best Practices and Gap Analysis
- Next Steps

OVERVIEW OF IMMIGRANT AND REFUGEE POPULATIONS

Foreign Born Population Statistics

King County compared to Seattle

King County

- 1.9 million people
- 50M / 50F
- 9% female lead households
- 51.6% foreign born F, of these 53% naturalized
- Foreign born community from:
 - 52% Asia,
 - 18% Latin America,
 - 9% Africa

Seattle

- 620,000 people
- 50M / 50F
- 7.8% female lead households
- 53% foreign born F, of these 55.6% naturalized
- Foreign born community from:
 - 58% Asia
 - 9.4% Latin America
 - 12.4% Africa

Differences between Immigrants and Refugees

Immigrants

- Definition
 - Persons who migrate (voluntarily) to another country, usually for permanent residency.
 - Can return to their own country at any time

Refugees

- Definition
 - “Persons who are outside their country and cannot return owing to a well-founded fear of persecution because of their race, religion, nationality, or political opinion or membership of a particular social group.”
 - *United Nations High Commissioner for Refugees (UNHCR)*

Differences between Immigrants and Refugees

Immigrants

- Some recent immigrants are from the developing world and have a hierarchical familial power structure with clear role definitions
- 45% of immigrants are naturalized citizens

Refugees

- Usually family records, professional documents, diplomas, other precious items are left behind
- Greatest source countries in WA are from Somalia, Bhutan, Burma, Iraq
- Come from refugee camps to resettling country (transitional location between source country and receiving country)
- Many recent refugees from the developing world have a hierarchical familial power structure with clear role definitions

Differences between Immigrants and Refugees

Immigrants

Health

- Varies
- Likely to have some form of depression due to isolation
- Immigrant adolescents are less symptomatic and demonstrate better social functioning than their adult counterparts.

Jobs

- Seeking work but might have a number of restrictions due to visa classification or lack of immigration status altogether
- Or they are here on a visa sponsored by a specific company (e.g., Amazon)

Refugees

Health

- Is medically “Screened” for public health reasons before admitted to the receiving country
- Examined again upon arrival to receiving country
- High levels of trauma and depression in both adults and children.

Jobs

- Automatic permit to work, expected to find a job in 6 months
- “Assurance” - written guarantee that various basic services will be provided to the refugee and any accompanying family members in the initial resettlement phase

Differences in Education between Immigrants and Refugees

Immigrants

- Varied, in Seattle the foreign born population is about:
 - 21% less than HS degree,
 - 16% HS degree,
 - 21% some College,
 - 22% BA,
 - 19% grad degree
- Varying language barriers
- No cultural orientation
- Some parents unable to help children with home work

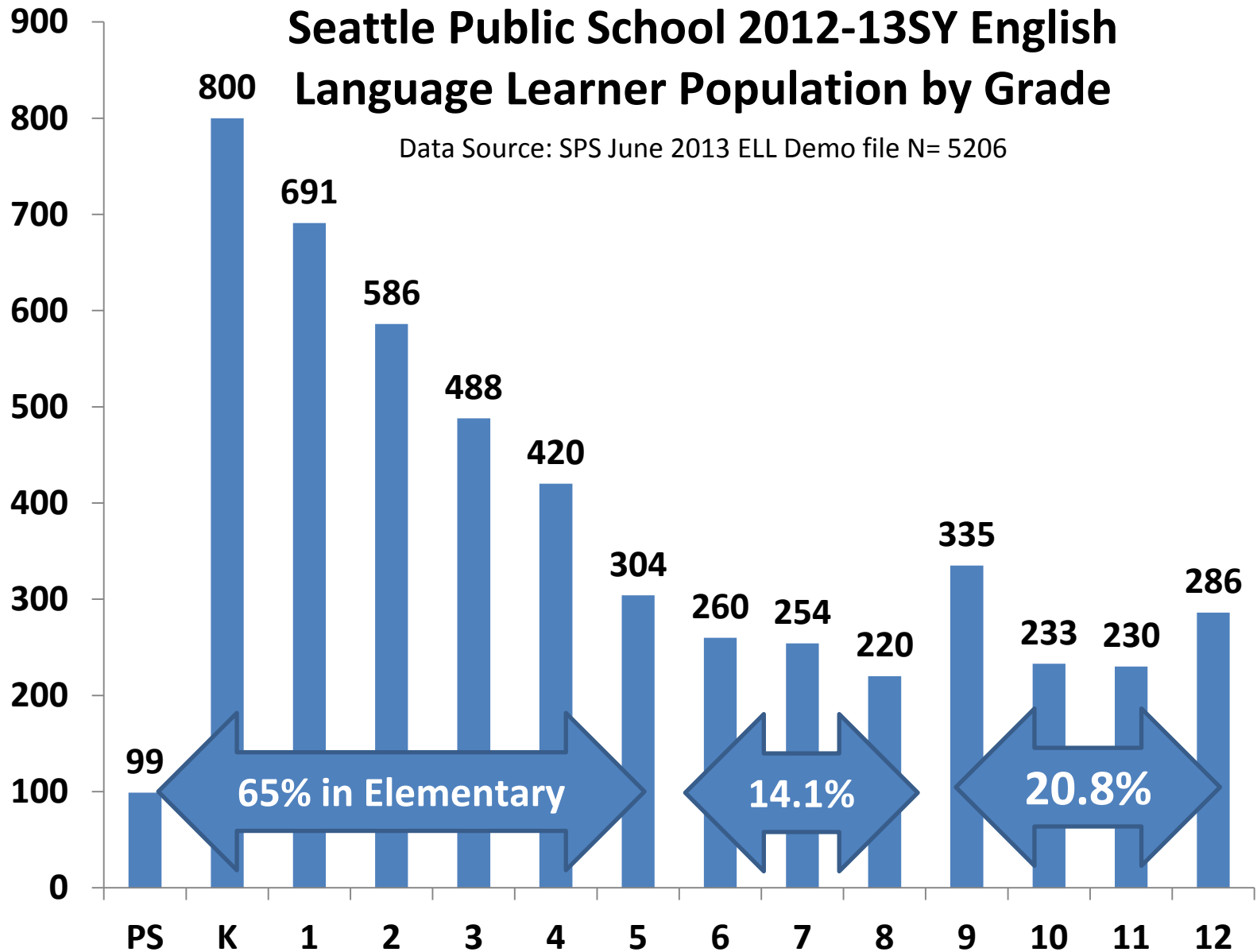
Refugees

- Usually very sporadic education due to a long life on a refugee camp
- Receives a “cultural orientation” about their receiving country
- No English
- Usually nontransferable skills – particularly in business, technology
- Parents unable to help children at home with school work

K-12 DATA ON ENGLISH LANGUAGE LEARNERS

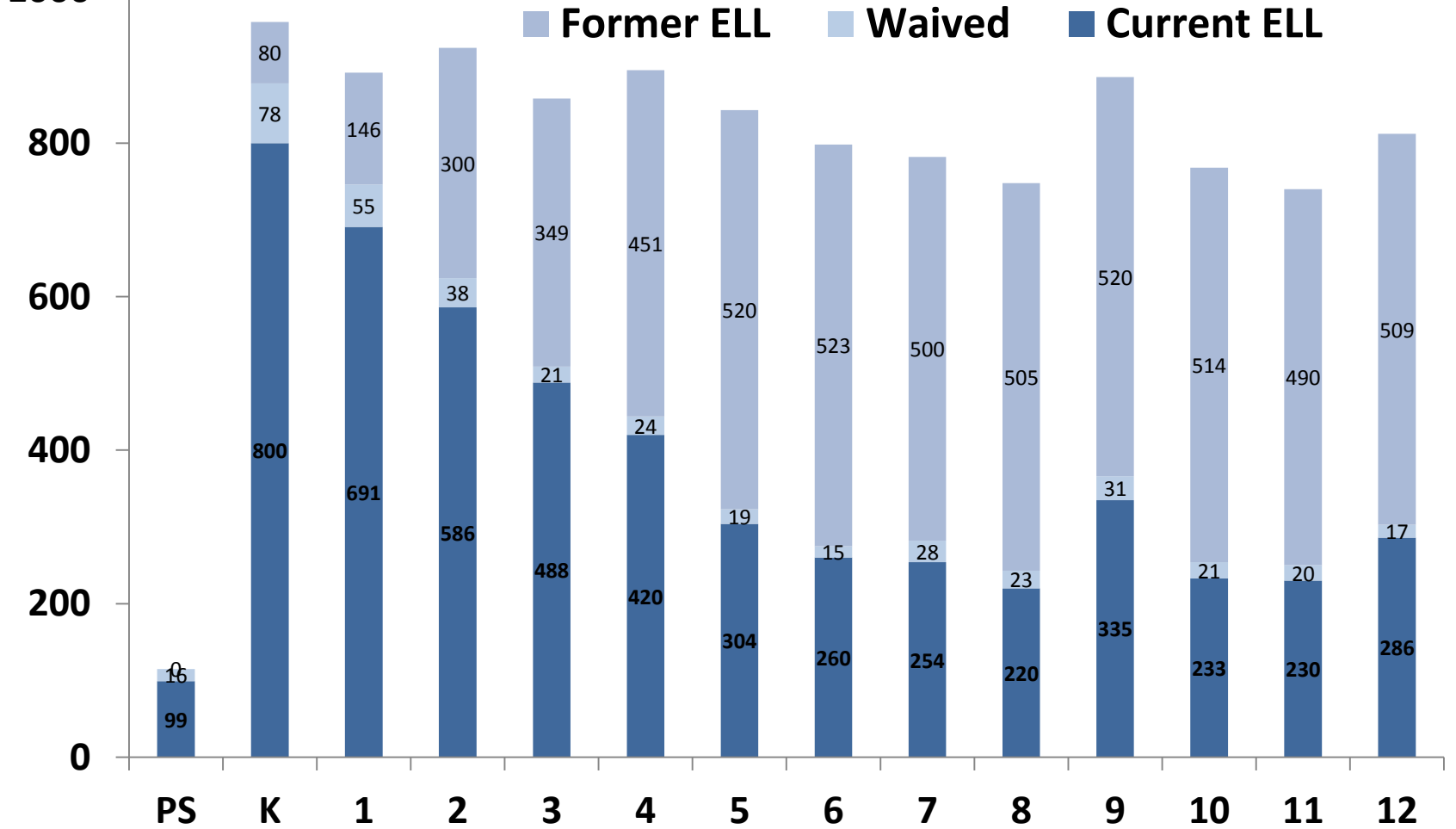
Seattle Public School 2012-13SY English Language Learner Population by Grade

Data Source: SPS June 2013 ELL Demo file N= 5206



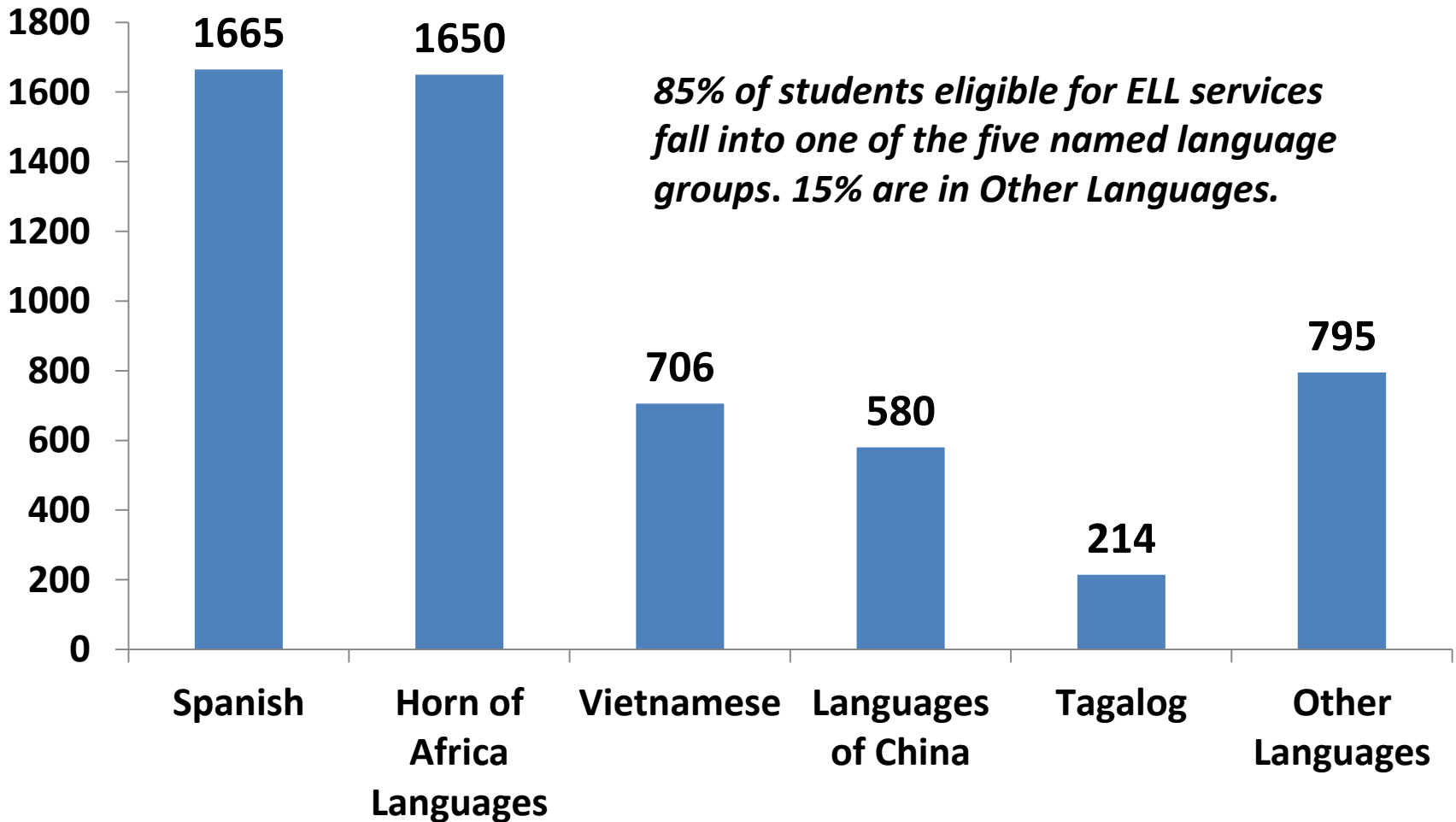
Approximately 1 in 5 students in SPS are or were eligible to receive ELL services

N=11,019

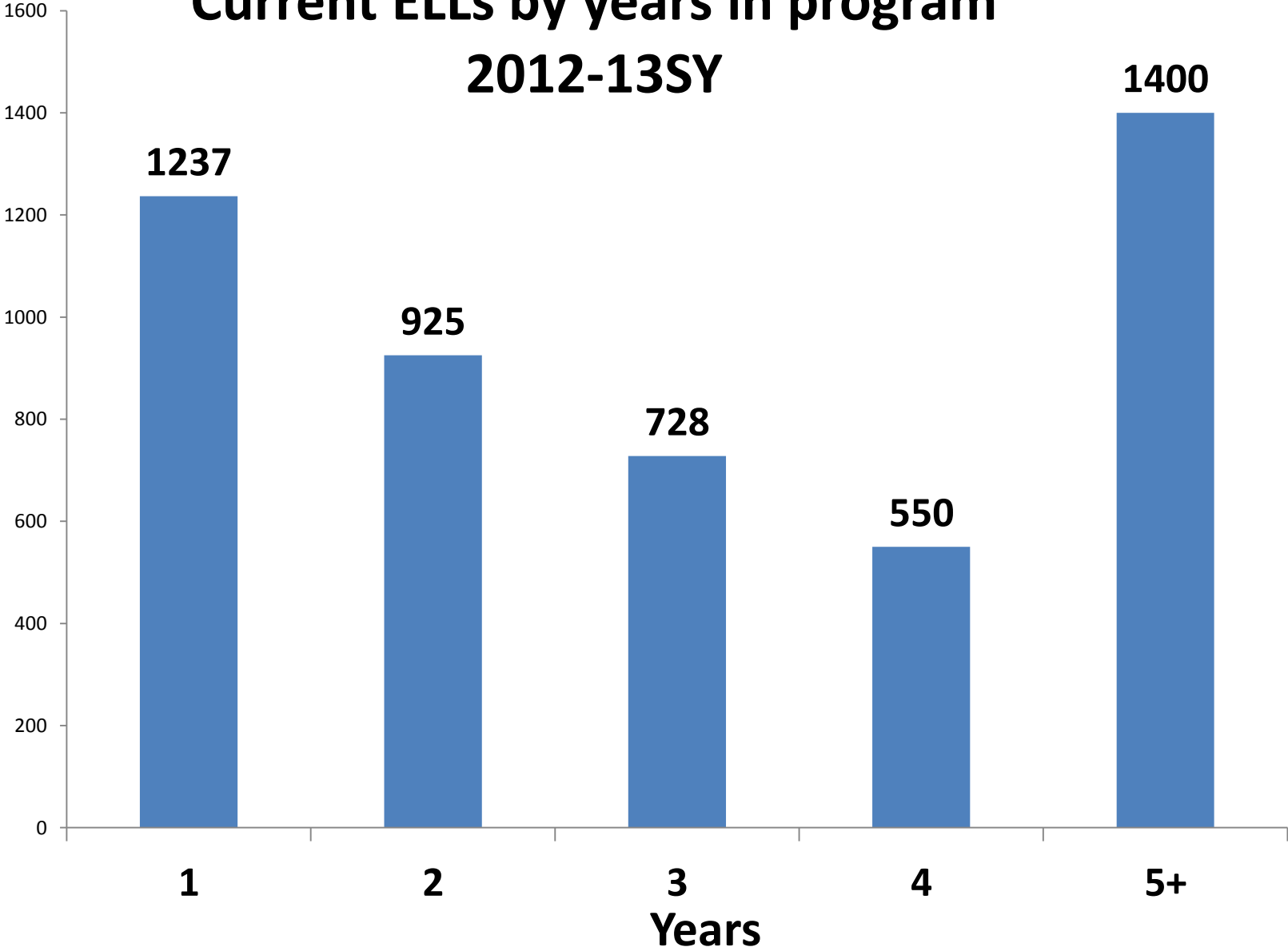


Number of Students Eligible for ELL Services by Language Groups

N = 5610 (Served & Waived)

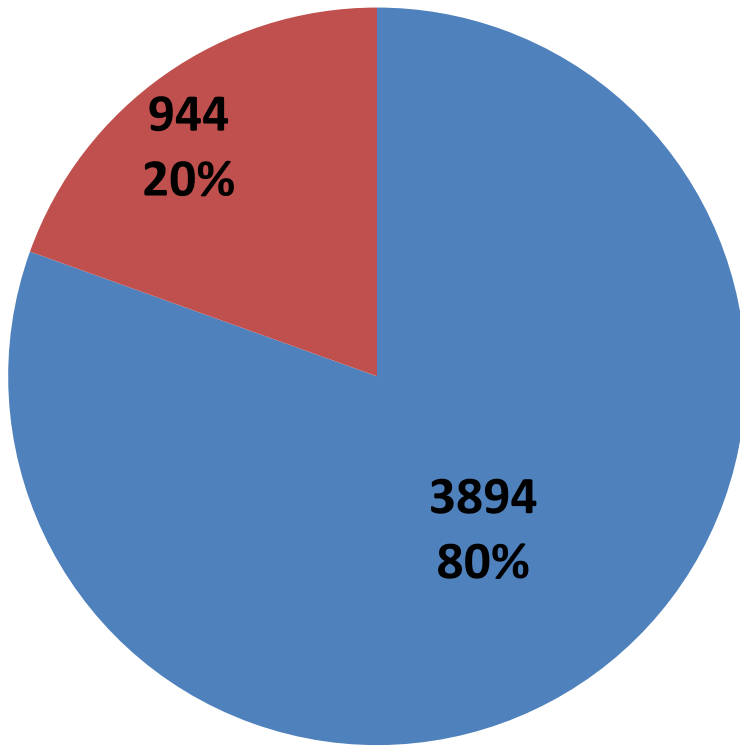


Current ELLs by years in program 2012-13SY

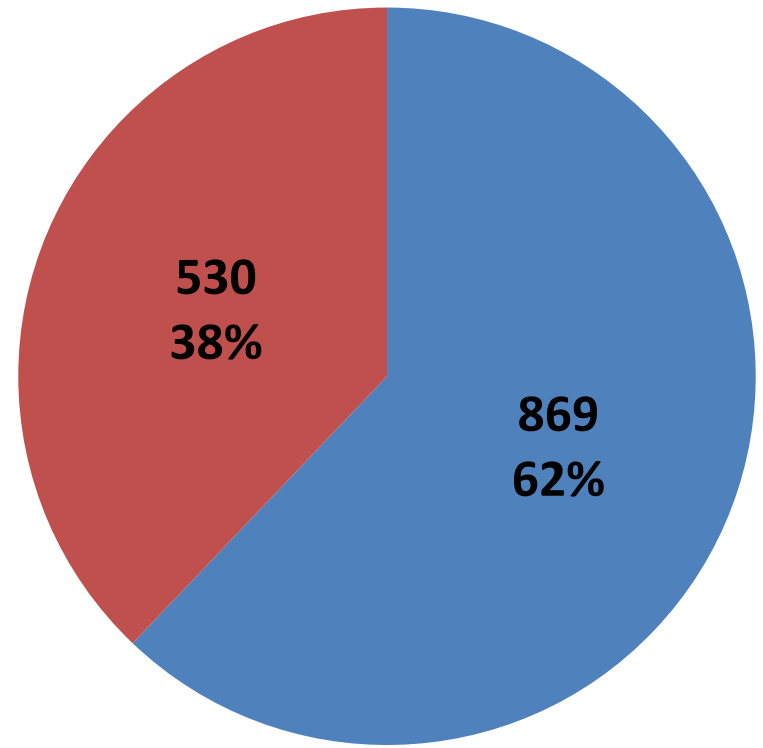


ELL Students Also Receiving Special Education Services

20% of ELLs are also in Special Education Program



38% of Long-term ELLs are also in Special Education



Levy Innovation Schools Have High Percentage of Long-term ELLs

Years	SPS #	SPS %	Levy #	Levy %
1	1237	26%	264	17%
2	925	19%	251	16%
3	728	15%	249	16%
4	550	11%	182	12%
5+	1400	29%	630	40%
Total	4840	100%	1576	100%

Identification and Progress Monitoring for English Language Learners

- **Placement Test**

- Given to students who indicate on the Home Language Survey that they speak a language other than English at home

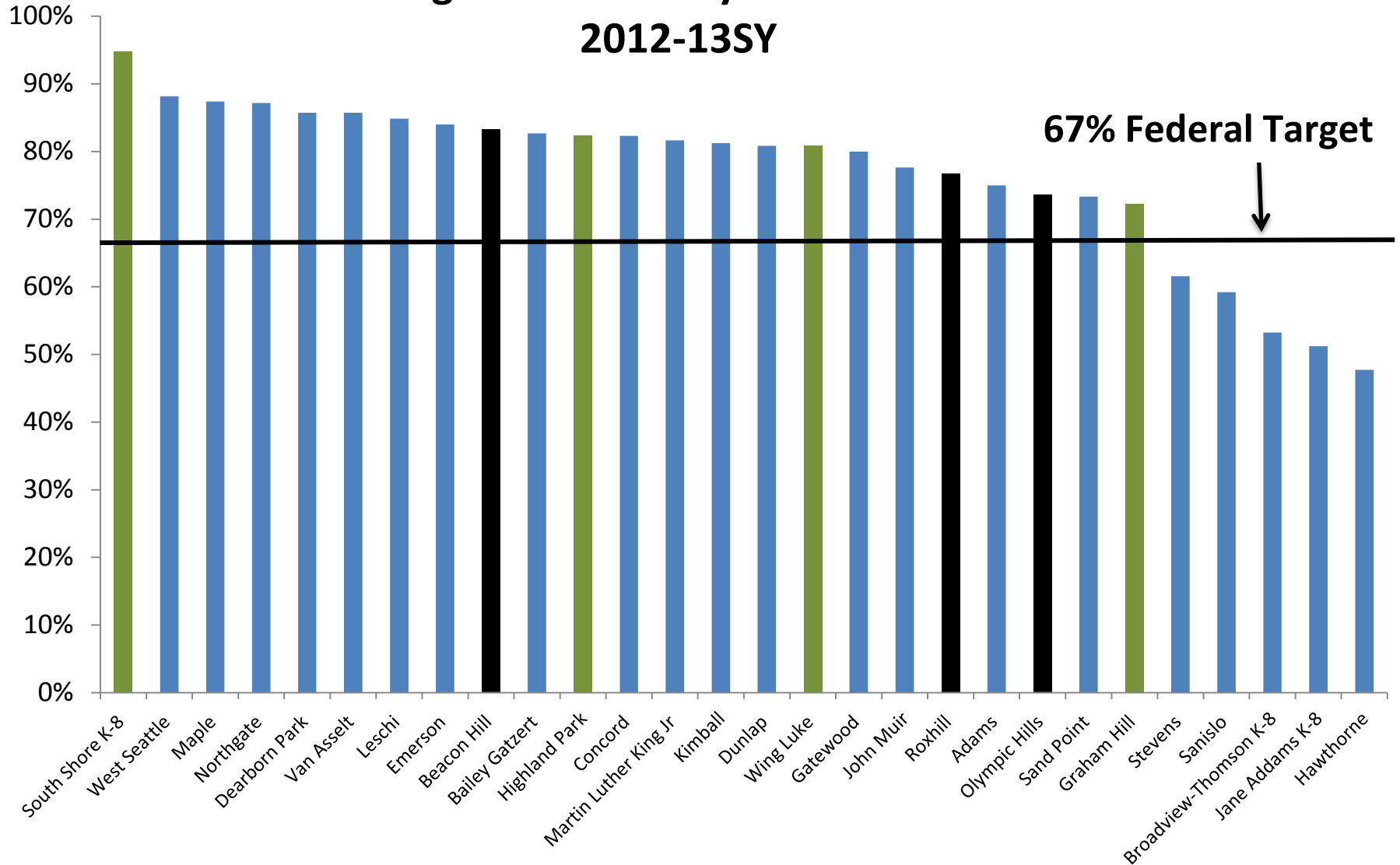
- **Annual Proficiency Exam**

- Determines amount of growth in English language proficiency and whether student is still eligible to receive services

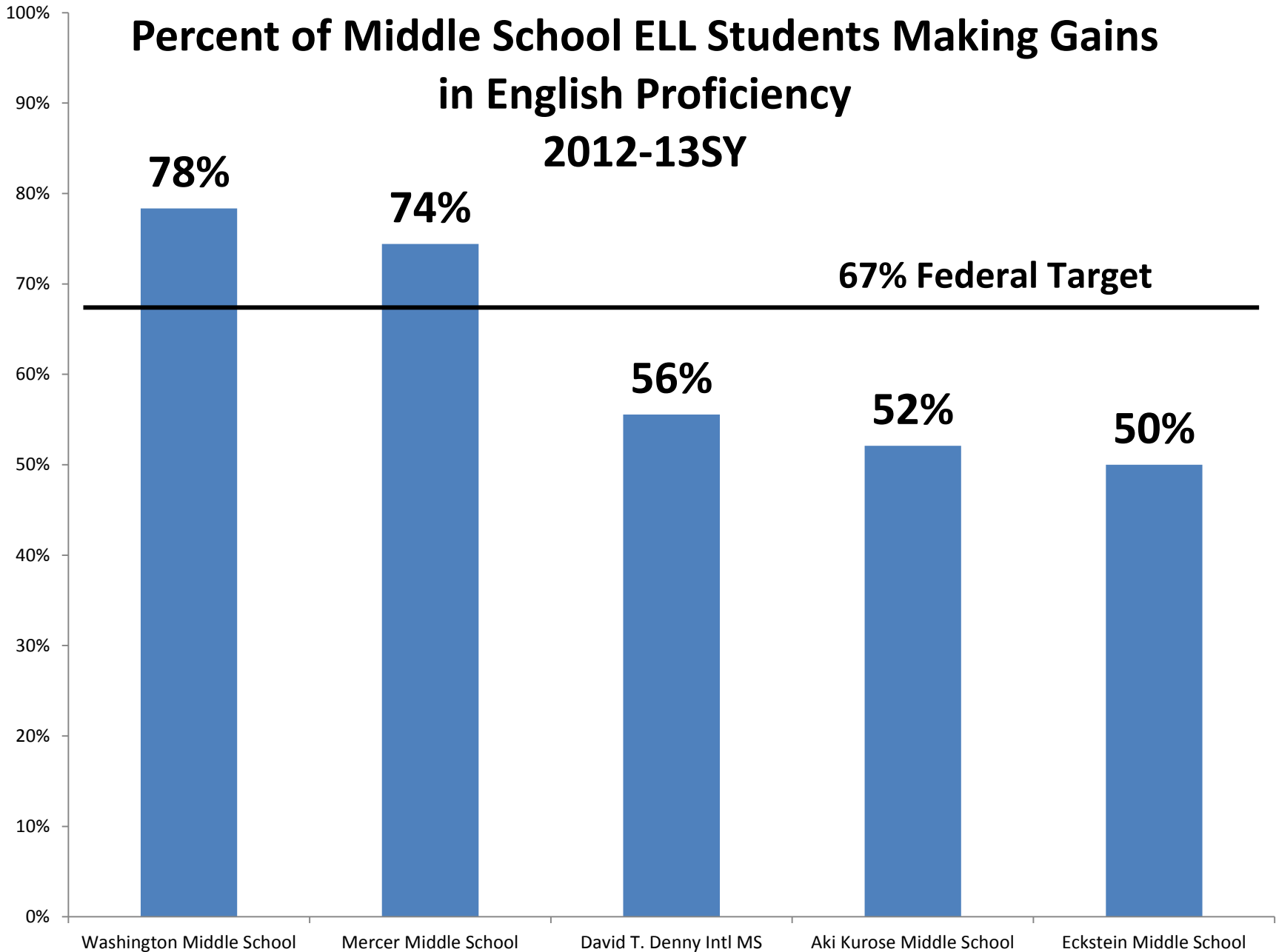
- **Both Tests**

- Measure students' abilities in reading, writing, listening, and speaking in English
- Identify a level of English proficiency
 - Level 1 – Beginning
 - Level 2 – Intermediate
 - Level 3 – Advanced
 - Level 4 – Transitional (English proficient)

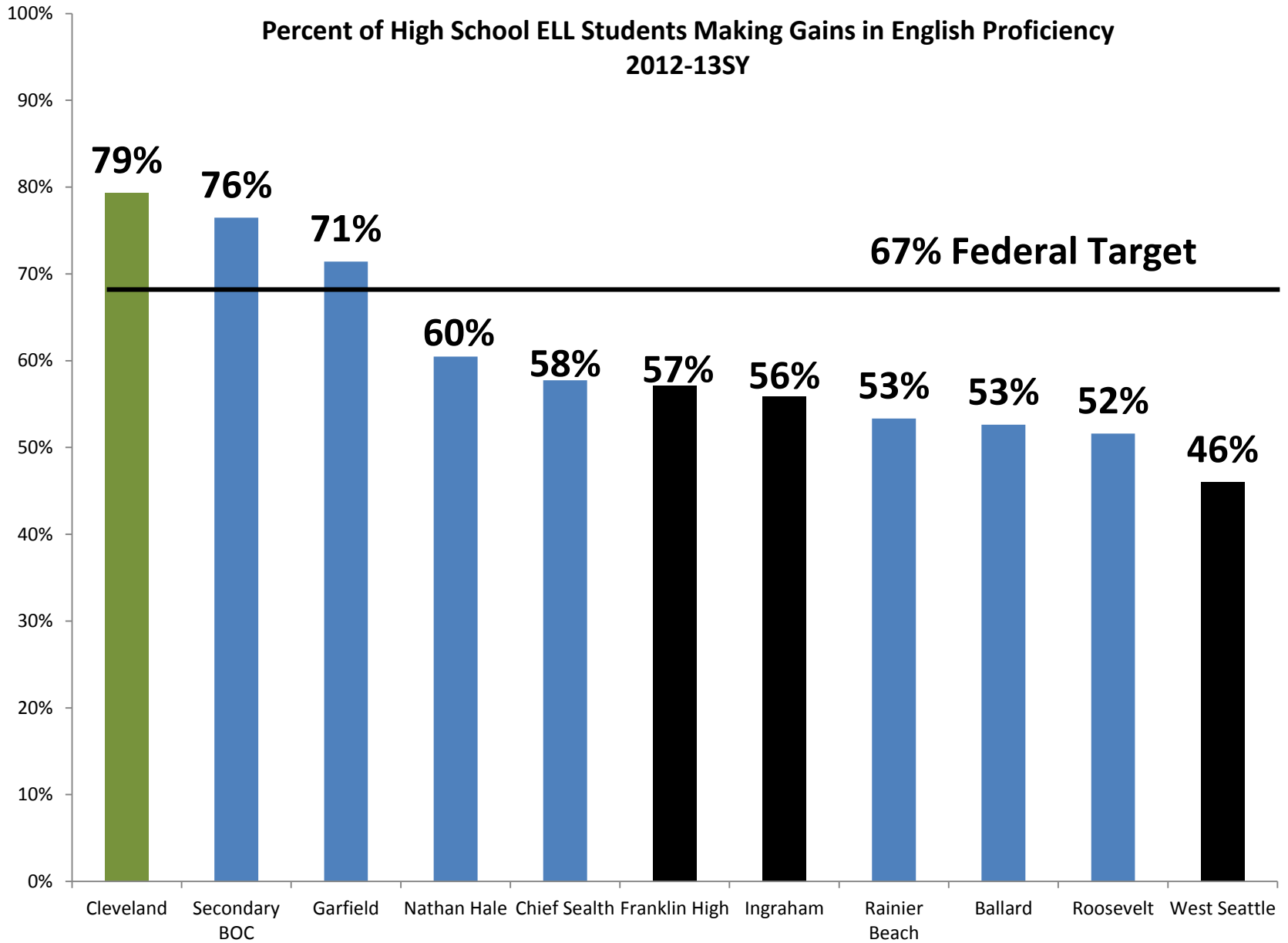
Percent of ELL Students Making Gains on English Proficiency Assessment 2012-13SY



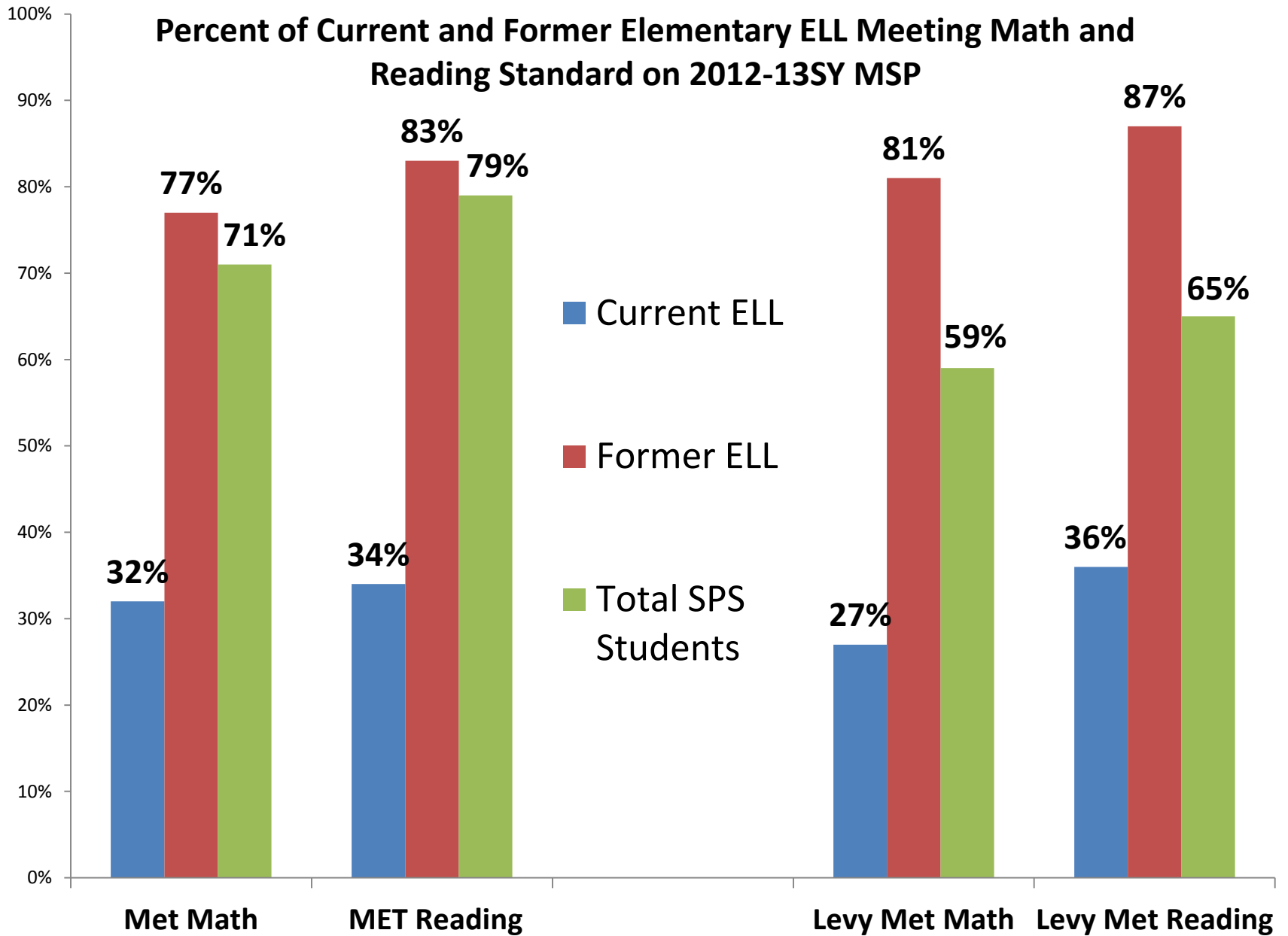
Percent of Middle School ELL Students Making Gains in English Proficiency 2012-13SY



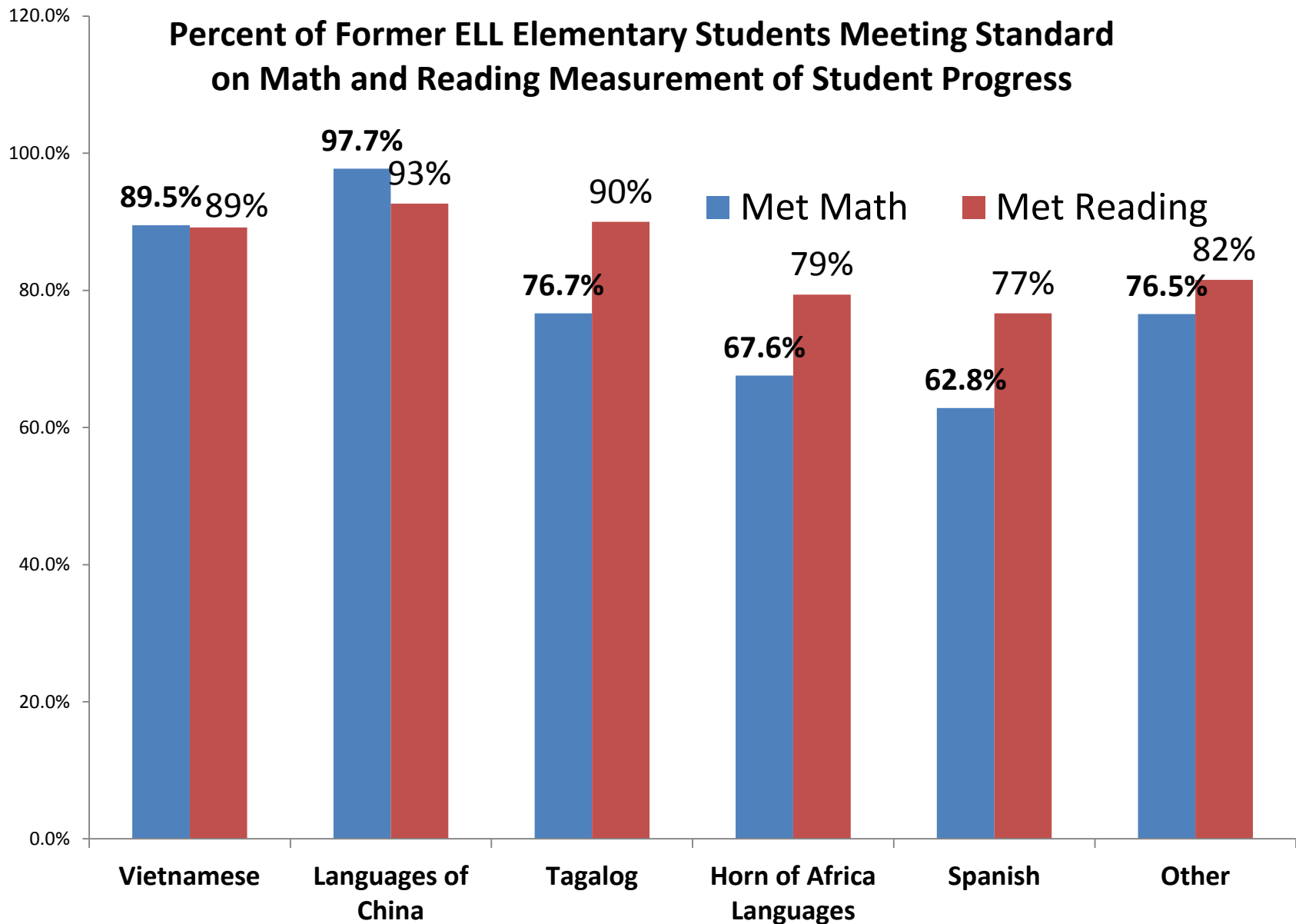
Percent of High School ELL Students Making Gains in English Proficiency 2012-13SY



Percent of Current and Former Elementary ELL Meeting Math and Reading Standard on 2012-13SY MSP



Percent of Former ELL Elementary Students Meeting Standard on Math and Reading Measurement of Student Progress



BEST PRACTICES & GAP ANALYSIS

Recommended Interventions for Elementary and Secondary School ELLs

Early Learning/PreK-3 Alignment

Expanded Learning Opportunities

Allows for more time to strengthen linguistic and academic skills.

Summer Learning

ELLs learn curriculum and possibly earn credits, helping them catch up.

College and Career Readiness

ELLs lag behind English proficient students when it comes to enrolling in college.

Parent Involvement

Helps support ELL academic development and bridges the gap between home and school.

Emotional Support

Students may be ill equipped to emotionally transition from: rural or farming communities, refugee camps or they have suffered from post-traumatic disorder.

Interventions Gap Analysis in Elementary Schools

Elementary School Innovation	Number & Percent of ELLs	Early Learning/ PreK-3	Emotional Support	Extended Learning	Parent Involvement	Summer Learning*
Beacon Hill	141 / 31%					
Graham Hill	76 / 19%					
Highland Park	70 / 17%					
Madrona	n/a					
Olympic Hills	41 / 16%					
Roxhill	84 / 23%					
South Shore	54/8.7%					
Wing Luke	69/21%					

* Site offers program through the summer learning grant

	Intervention targeted to ELLs
	Intervention is available but not targeted to ELLs
	Intervention is not mentioned in levy work plan

Intervention Gap Analysis in Middle Schools

Middle School Innovation	Number & Percent of ELLs	Extended Learning	Emotional Support	College & Career Readiness	Parent Involvement	Summer Learning*
Middle School Innovation						
Aki	132 / 20%					
Denny	121 / 14%					
Eckstein	64 / 5%					
Mercer	166 / 18%					
Washington	101 / 9%					
Middle School Linkage						
Broadview	108 / 22%					
Madison	50 / 6%					

* Site offers program through the summer learning grant

	Intervention targeted to ELLs
	Intervention is available but not targeted to ELLs
	Intervention is not mentioned in levy work plan

Intervention Gap Analysis Interventions in High Schools

High School Innovation	Number & Percent of ELLs	Extended Learning	Emotional Support	College & Career Readiness	Parent Involvement	Summer Learning*
Cleveland	98 / 12%					
Franklin	226 / 16%					
Ingraham	95 / 10%					
Interagency	n/a					
West Seattle	80 / 8%					

* Site offers program through the summer learning grant

	Intervention targeted to ELLs
	Intervention is available but not targeted to ELLs
	Intervention is not mentioned in levy work plan

NEXT STEPS

Next Steps

- Conduct deeper dive with specific schools on ELL data
- Put together briefing document on ELLs in Seattle and Levy Outcomes
- Partner with School District to provide professional development for general education teachers, coaches, and administrators
- Provide professional development to improve quality of family engagement

DISCUSSION & QUESTIONS

Summary of 2013-14 School Year Levy Plan

**Causey's Learning Center
at Dearborn Park Elementary**

Site Director: Ruth Brown
2820 South Orcas Street
Seattle, WA 98108
206-322-9929 | cslcenter@questoffice.net
www.causeys.org



2013-14 Levy Award	\$ 76,150		
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Quality Level of Excellence 3 • 12 children served • 10 full time (FT) Step Ahead Slots • 50% African-American, 17% Asian, 17% Hispanic, 17% White • 58% English Speaking, 25% Non-English Speaking, 17% Dual Language 		
Program Description	Causey's Step Ahead program provides developmentally and age-appropriate activities that develop essential school readiness skills through exploration, and investigation. Children are given pre and post assessments using DIAL-3 which provides a positive, non-threatening environment essential to effective early screening.		
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.		
Step Ahead Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family. 		
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS) 		
Elementary Feeder Pattern	Dearborn Park Elementary		
2012-13 Outcome/Indicator Measure		SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English will meet age-level expectations on the Teaching Strategies Gold Assessment (TSG)		85%	100% (n=6)
% of three- and four-year-old children whose primary language is other than English will meet age-level expectations on the TSG		85%	100% (n=3)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4		85%	80% (n=4)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4		60%	100% (n=4)
2013-14 Outcome & Indicator Measure		SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG		85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4		83%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4		85%	N/A
% of all children who attend 85% of the eligible preschool days		95%	N/A

Summary of 2013-14 School Year Levy Plan

**Causey's Learning Center
at Van Asselt Elementary**

Site Director: Ruth Brown
8311 Beacon Avenue South
Seattle, WA 98118
206-723-1860 | cslcenter@questoffice.net
www.causeys.org



2013-14 Levy Award	\$76,150
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 3 • 12 children served • 10 FT Step Ahead Slots • 75% African-American, 25% Multi-Racial • 58% English Speaking, 42% Dual Language
Program Description	Causey's Step Ahead program provides developmentally and age-appropriate activities that develop essential school readiness skills through exploration, and investigation. Children are given pre and post assessments using DIAL-3 which provides a positive, non-threatening environment essential to effective early screening.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	Van Asselt Elementary

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	86% (n=7)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	100% (n=4)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	100% (n=4)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	100% (n=2)
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	83%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	85%	N/A
% of all children who attend 85% of the eligible preschool days	95%	N/A

Summary of 2013-14 School Year Levy Plan

Community Day School Association (CDSA)

at Beacon Hill International School

Site Director: Nicole Derr

2025 14th Avenue South

Seattle, WA 98144

206-328-7475 | beacon@communitydayschool.org

www.communitydayschool.org



2013-14 Levy Award	\$76,150
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 3 • 20 children served • 7 FT Step Ahead Slots • 15% African-American, 55% Asian, 20% White, 5% Multi-Racial, 5% Unknown • 65% English Speaking, 35% Dual Language
Program Description	Community Day School Association is a Kindergarten Readiness preschool program. Our program utilizes an emergent curriculum based on the children’s interests. CDSA will fully adapt the HighScope curriculum commencing in 2014. Our philosophy incorporates high-quality programming for all children, ages 3-6 and is funded through Private Pay, Step Ahead, City and DSHS depending on specific criteria within family income. Our programs and children are evaluated using the Teaching Strategies Gold Assessment (TSG), Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scales (ECERS).
Primary Population Served	The goal of the Step Ahead Preschool Program is to prepare children to be ready for school. The Step Ahead preschool program is a whole child and family approach, designed to help low-income children and their families succeed in school and life.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments CLASS and ECERS
Elementary Feeder Pattern	Beacon Hill International School

2012-13 Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual
% of three- and four-year-old children whose primary language is English and have at least two TSG assessments will meet age-level expectations in all six areas by the end of the program year	85%	79% (n=19)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	0% (n=1)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	25% (n=12)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	0% (n=1)
2013-14 Outcome & Indicator Measure	SY 2013–14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on (TSG)	75%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on PPVT-4	82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	82%	N/A
% of all children who attend 85% of the eligible preschool days	93%	N/A

Summary of 2013-14 School Year Levy Plan

Community Day School Association (CDSA)

at Hawthorne Elementary

Site Director: Heidi Fray

5200 39th Avenue South

Seattle, WA

206-725-2252 | hawthorne@communitydayschool.org

www.communitydayschool.org



2013-14 Levy Award	\$76,150
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 3 • 20 children served • 9 FT Step Ahead Slots • 32% African-American, 5% Asian, 11% Hispanic, 42% White, 5% Multi-Racial, 5% Unknown • 79% English Speaking, 21% Dual Language
Program Description	Community Day School Association is a Kindergarten Readiness preschool program. Our program utilizes an emergent curriculum based on the children’s interests. CDSA will fully adapt the HighScope curriculum commencing in 2014. Our philosophy incorporates high-quality programming for all children, ages 3-6 and is funded through Private Pay, Step Ahead, City and DSHS depending on specific criteria within family income. Our programs and children are evaluated using the Teaching Strategies Gold Assessment (TSG), Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scales (ECERS).
Primary Population Served	The goal of the Step Ahead Preschool Program is to prepare children to be ready for school. The Step Ahead preschool program is a whole child and family approach, designed to help low-income children and their families succeed in school and life.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments CLASS and ECERS
Elementary Feeder Pattern	Hawthorne Elementary

2012-13 Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual
% of three- and four-year-old children whose primary language is English and have at least two TSG assessments will meet age-level expectations in all six areas by the end of the program year	85%	94% (n=16)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	100% (n=2)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	50% (n=6)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	100% (n=3)
2013-14 Outcome & Indicator Measure	SY 2013–14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	75%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	82%	N/A
% of all children who attend 85% of the eligible preschool days	93%	N/A

Summary of 2013-14 School Year Levy Plan

Community Day School Association (CDSA)

at Highland Park Elementary

Site Director: Amy Alexander

1012 SW Trenton

Seattle, WA

206-797-4906 | highlandpark@communitydayschool.org

www.communitydayschool.org



2013-14 Levy Award	\$76,150		
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Quality Level of Excellence 3 • 20 children served • 9 FT Step Ahead Slots • 24% African-American, 19% Asian, 5% Hispanic, 5% Pacific Islander, 43% White, 5% Unknown • 86% English Speaking, 5% Non-English Speaking, 10% Dual Language 		
Program Description	<p>Community Day School Association is a Kindergarten Readiness preschool program. Our program utilizes an emergent curriculum based on the children’s interests. CDSA will fully adapt the HighScope curriculum commencing in 2014. Our philosophy incorporates high-quality programming for all children, ages 3-6 and is funded through Private Pay, Step Ahead, City and DSHS depending on specific criteria within family income. Our programs and children are evaluated using the Teaching Strategies Gold Assessment (TSG), Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scales (ECERS).</p>		
Primary Population Served	<p>The goal of the Step Ahead Preschool Program is to prepare children to be ready for school. The Step Ahead preschool program is a whole child and family approach, designed to help low-income children and their families succeed in school and life.</p>		
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family. 		
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments CLASS and ECERS 		
Elementary Feeder Pattern	Highland Park Elementary		
2012-13 Outcome/Indicator Measure		SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two TSG assessments will meet age-level expectations in all six areas by the end of the program year		85%	82% (n=17)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas		85%	100% (n=1)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4		85%	80% (n=15)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring		60%	100% (n=1)
2013-14 Outcome & Indicator Measure		SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG		75%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4		82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4		82%	N/A
% of all children who attend 85% of the eligible preschool days		93%	N/A

Summary of 2013-14 School Year Levy Plan

Community Day School Association (CDSA)

at Leschi Elementary

Site Director: Michael Figueroa

135 32nd Avenue

Seattle, WA

206-323-9465 | leschi@communitydayschool.org

www.communitydayschool.org



2013-14 Levy Award	\$76,150
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 3 • 20 children served • 9 FT Step Ahead Slots • 21% African-American, 7% Asian, 36% White, 7% Multi-Racial, 29% Unknown • 71% English Speaking, 7% Non-English Speaking, 21% Dual Language
Program Description	Community Day School Association is a Kindergarten Readiness preschool program. Our program utilizes an emergent curriculum based on the children’s interests. CDSA will fully adapt the HighScope curriculum commencing in 2014. Our philosophy incorporates high-quality programming for all children, ages 3-6 and is funded through Private Pay, Step Ahead, City and DSHS depending on specific criteria within family income. Our programs and children are evaluated using the Teaching Strategies Gold Assessment (TSG), Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scales (ECERS).
Primary Population Served	The goal of the Step Ahead Preschool Program is to prepare children to be ready for school. The Step Ahead preschool program is a whole child and family approach, designed to help low-income children and their families succeed in school and life.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments CLASS and ECERS
Elementary Feeder Pattern	Leschi Elementary

2012-13 Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual
% of three- and four-year-old children whose primary language is English and have at least two TSG assessments will meet age-level expectations in all six areas by the end of the program year	85%	50% (n=12)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	100% (n=1)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	100% (n=9)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	N/A
2013-14 Outcome & Indicator Measure	SY 2013–14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	75%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	82%	N/A
% of all children who attend 85% of the eligible preschool days	93%	N/A

Summary of 2013-14 School Year Levy Plan

**Community Day School Association (CDSA)
at Madrona K-8**

Site Director: Christine Stark

1121 33rd Avenue

Seattle, WA 98122

206-709-8887 | madrona@communitydayschool.org

www.communitydayschool.org



2013-14 Levy Award	\$76,150
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating- Quality Level of Excellence 3 • 20 children served • 8 FT Step Ahead Slots • 75% African-American, 20% White; 5% multiracial • 85% English Speaking,
Program Description	Community Day School Association is a Kindergarten Readiness preschool program. Our program utilizes an emergent curriculum based on the children’s interests. CDSA will fully adapt the HighScope curriculum commencing in 2014. Our philosophy incorporates high-quality programming for all children, ages 3-6 and is funded through Private Pay, Step Ahead, City and DSHS depending on specific criteria within family income. Our programs and children are evaluated using the Teaching Strategies Gold Assessment (TSG), Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scales (ECERS).
Primary Population Served	The goal of the Step Ahead Preschool Program is to prepare children to be ready for school. The Step Ahead preschool program is a whole child and family approach, designed to help low-income children and their families succeed in school and life.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments CLASS and ECERS
Elementary Feeder Pattern	Madrona K-8

2012-13 Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual
% of three- and four-year-old children whose primary language is English and have at least two TSG assessments will meet age-level expectations in all six areas by the end of the program year	85%	89% (n=18)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	N/A
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	100% (n=14)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	N/A
2013-14 Outcome & Indicator Measure	SY 2013–14 Target	SY 2013–14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	75%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	82%	N/A
% of all children who attend 85% of the eligible preschool days	93%	N/A

Community Day School Association (CDSA)

at Maple Elementary

Site Director: Hiromi Yasukawa

4925 Corson Avenue South

Seattle, WA 98108

206-768-2480 | maple@communitydayschool.org

www.communitydayschool.org



2013-14 Levy Award	\$76,150
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 3 • 20 children served • 8 FT Step Ahead Slots • 65% Asian, 30% White, 5% Multi-Racial • 45% English Speaking, 10% Non-English Speaking, 35% Dual Language, 10% Unknown
Program Description	Community Day School Association is a Kindergarten Readiness preschool program. Our program utilizes an emergent curriculum based on the children’s interests. CDSA will fully adapt the HighScope curriculum commencing in 2014. Our philosophy incorporates high-quality programming for all children, ages 3-6 and is funded through Private Pay, Step Ahead, City and DSHS depending on specific criteria within family income. Our programs and children are evaluated using the Teaching Strategies Gold Assessment (TSG), Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scales (ECERS).
Primary Population Served	The goal of the Step Ahead Preschool Program is to prepare children to be ready for school. The Step Ahead preschool program is a whole child and family approach, designed to help low-income children and their families succeed in school and life.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments CLASS and ECERS
Elementary Feeder Pattern	Maple Elementary

2012-13 Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual
% of three- and four-year-old children whose primary language is English and have at least two TSG assessments will meet age-level expectations in all six areas by the end of the program year	85%	100% (n=9)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	100% (n=9)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	100% (n=12)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	100% (n=2)
2013-14 Outcome & Indicator Measure	SY 2013–14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	75%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	82%	N/A
% of all children who attend 85% of the eligible preschool days	93%	N/A

Chinese Information Service Center (CISC)

Site Director: Hueiling Chan

611 South Lane Street

Seattle, WA 98104

206-624-5633 – x 4139 | heulingc@cisc-seattle.org

www.cisc-seattle.org



2013-14 Levy Award	\$97,712
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 4 • 16 children served • 16 Part Time (PT) Step Ahead Slots • 93% Chinese, 7% Vietnamese • 68% Non-English Speaking, 32% Dual Language
Program Description	CISC Step Ahead Bilingual Preschool is a dual language, bicultural program that prepares immigrant children for successful transition into kindergarten. We formerly used Creative Curriculum and are transitioning to full adoption of the HighScope approach.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	Bailey Gatzert Elementary

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	N/A
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas.	85%	100% (n=14)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	100% (n=1)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring.	60%	80% (n=10)
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	80%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on PPVT-4	N/A	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	85%	N/A
% of all children who attend 85% of the eligible preschool days	95%	N/A

Summary of 2013-14 School Year Levy Plan

Denise Louie Educational Center (DLEC)

at the Beacon Hill Site

Site Director: Janice Deguchi

3327 Beacon Avenue South

Seattle, WA 98144

206-725-9740 | jdeguchi@deniselouie.org

www.deniselouie.org



2013-14 Levy Award	\$504,960		
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 4 • 60 children served • 10 FT Step Ahead Slots • Latino 26%, African/African American 19%, Asian 44%, Caucasian 7%, Multiracial 1%, Native American 1%, Pacific Islander 1%, Other 1% • 7% English Speaking, 80% Non-English Speaking, 13% Dual Language • Total # of 3 and 4 year olds in Seattle: 241 		
Program Description	Denise Louie Education Center provides play based instruction using Second Step and Creative Curriculum. Each classroom develops a classroom language plan that supports the development of English and home languages of the children.		
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.		
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family. 		
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS) 		
Elementary Feeder Pattern	Kimball Elementary		
2012-13 Outcome/Indicator Measure		SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year		85%	59% (n=17)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas.		85%	94% (n=108)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4		85%	60% (n=5)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring		60%	73% (n=49)
2013-14 Outcome & Indicator Measure		SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG		70%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4		80%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4		80%	N/A
% of all children who attend 85% of the eligible preschool days		90%	N/A

Summary of 2013-14 School Year Levy Plan

José Martí Child Development Center (El Centro de la Raza)

Site Director: Hilda Magana

2524 16th Avenue South

Seattle, WA 98144

206-957-4619 | Hmagana@elcentrodelaraza.org

www.elcentrodelaraza.com



2013-14 Levy Award	\$211,140
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Not yet rated • 35 children served • 27 FT Step Ahead Slots • 6% African-American, 9% Asian, 80% Hispanic, 6% White • 14% English Speaking, 34% Non-English Speaking, 51% Dual Language
Program Description	El Centro de la Raza provides bilingual, multicultural curriculum to children ages one through four to develop the child's self-awareness, cultural pride, self-esteem and build cognitive development skills.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	Beacon Hill International School

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	64% (n=11)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	95% (n=21)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	88% (n=8)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	71% (n=14)
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	80%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	80%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	80%	N/A
% of all children who attend 85% of the eligible preschool days	95%	N/A

Summary of 2013-14 School Year Levy Plan

Neighborhood House

High Point

Site Director: Carly Derrick

6400 Sylvan Way SW

Seattle, WA 98126

206-461-3857 x 247 | carlyd@nhwa.org

www.nhwa.org



2013-14 Levy Award	\$195,672
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Not yet rated • 172 Head Start Slots • 28 PT Step Ahead Slots • 90% African-American, 6% Asian, 2% Hispanic, 0% White, Multi-Racial 2% • 10% English Speaking, 37% Non-English Speaking, 54% Dual Language
Program Description	Neighborhood House provides early childhood education, transportation services and youth education. Approximately 80% of our clientele are refugees and immigrants from around the world. The remaining 20% are African American, Alaskan Native/Native American and Caucasian.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's). • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	West Seattle Elementary

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	57% (n=7)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	100% (n=44)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	67% (n=3)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	77% (n=22)
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	60%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	72%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	72%	N/A
% of all children who attend 85% of the eligible preschool days	77%	N/A

Summary of 2013-14 School Year Levy Plan

**Puget Sound Educational Service District
Educare Early Learning Center**

Site Director: Anne Quinn
625 SW 100th Street
Seattle, WA 98146
206-716-8800 | Aquinn@psesd.org
www.psesd.org



2013-14 Levy Award	\$205,605
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Quality Level of Excellence 5 • 90 children served • 17 FT Step Ahead Slots • <u>Ethnicity</u>: Hispanic: 27%, Non-Hispanic: 63 • <u>Race</u>: Asian: 10%, Black: 23%, Hawaiian/Pacific Islander: 2%, Native American: 12%, White: 20%, Multi-racial: 10%, Unspecified: 13%
Program Description	The Educare School of Greater Seattle uses research-based practices that foster positive learning environments that support young children growing up in low-income communities. In the context of inquiry based planning, our program uses Bilingual Instructional Assistants to address the needs of dual language learners in addition to using the Creative Curriculum and Preschool GLAD strategies for all children.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	Near Roxhill Elementary

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	83%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	85%	N/A
% of all children who attend 85% of the eligible preschool days	95%	N/A

Summary of 2013-14 School Year Levy Plan

Refugee Woman’s Alliance (ReWa) at Beacon Hill

Site Director: Karol Swenson
 6230 Beacon Avenue South
 Seattle, WA 98108
 206-723-3304 | karol@rewa.org
www.rewa.org



2013-14 Levy Award	\$132,940
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Not yet rated • 54 children served • 17 FT Step Ahead Slots • 11% African-American, 78% Asian, 11% White • 13% English Speaking, 65% Non-English Speaking, 20% Dual Language, 2% Unknown
Program Description	Our Early Childhood Education Program enables each child to explore, gain skills and build competencies.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)

2012-13 Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	88% (n=7)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	100% (n=40)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on PPVT-4	85%	80% (n=5)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	89% (n=28)
2013-14 Outcome & Indicator Measure	SY 2013–14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	82%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	82%	N/A
% of all children who attend 85% of the eligible preschool days	69%	N/A

Summary of 2013-14 School Year Levy Plan

Little Eagles Sound Childcare Solutions

Site Director: Gloria Hodge

1000 2nd Avenue; Suite 200

Seattle, WA 98104

206-382-9869 | gloria.hodge@soundchildcare.org

www.littleeagles.org



2013-14 Levy Award	\$60,920
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating – Quality Level of Excellence 3 • 11 children served • 8 FT Step Ahead Slots • 13% African-American, 22% Asian, 22% Latino, 27% White, Native American 1%, Asian Pacific Islander 1%, Multi-Racial 14% • 73% English Speaking, 18% Dual Language, 10% Unknown
Program Description	Little Eagle’s Child Development Center (city center), is a NAEYC accredited program, in partnership with the Federal government to provide high quality early learning. We serve infants through preschoolers, and reserve half our slots for families employed with all branches of the government, including Military. We use an emergent approach, with Teaching strategies Gold assessments, to ensure the children are learning through culturally relevant play based activities.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	<ul style="list-style-type: none"> • John Hay Elementary • Baily Gatzert

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	100% (n=6)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	N/A
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	67% (n=3)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	N/A
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	70%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the Peabody Picture Vocabulary Test Vol. 4 (PPVT-4).	75%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	75%	N/A
% of all children who attend 85% of the eligible preschool days	91%	N/A

Summary of 2013-14 School Year Levy Plan

Seed of Life Centers (SOL)

Site Director: Erica Watson

4728 Rainier Avenue South

Seattle, WA 98118

206-726-6001 | seedoflifellc@sbcglobal.net

www.seedoflifellc.com



2013-14 Levy Award	\$74,110		
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating: currently in the process of the validation visit. • 61 children served • 10 FT Step Ahead Slots • 26 children enrolled between the ages of 3-4 yrs • 27% Caucasian, 30% African American, 10% Latino, 3% Asian, and 30% multi-racial 		
Program Description	Seed of Life, LLC mission is to provide an academically enriched curriculum and environment through play that supports and creates a multi-cultural, multi-lingual community. We strive to provide a safe learning environment and atmosphere that is committed to diversity, social responsibility, and empowering competent lifelong learners. SOL uses TSG curriculum which provides a coherent focus for planning children's experiences, allowing adaptations, and modifications to ensure inclusive academic access. Educators are guided by intentional implementation of learning opportunities consistent in a cultural competent environment, which encourages educators and parents to cooperatively work together and supports individualized learning.		
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.		
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family. 		
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS) 		
Elementary Feeder Pattern	Hawthorne Elementary		
2012-13 Outcome/Indicator Measure		SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year		85%	N/A
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas		85%	N/A
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4		85%	N/A
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring		60%	N/A
2013-14 Outcome & Indicator Measure		SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG		85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4		85%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4		85%	N/A
% of all children who attend 85% of the eligible preschool days		85%	N/A

Summary of 2013-14 School Year Levy Plan

Seed of Life Centers at Martin Luther King Jr. Elementary

Site Director: Erica Watson

6725 45th Avenue South

Seattle, WA 98118

206-722-3509 | seedoflifellc@sbcglobal.net

www.seedoflifellc.com



2013-14 Levy Award	\$133,398
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating: currently in the process of the validation visit. • 50 children served • 18 FT Step Ahead Slots • 20 children enrolled between the ages of 3-4 yrs • 27% Caucasian, 30% African American, 10% Latino, 3% Asian, and 30% multi-racial
Program Description	Seed of Life, LLC mission is to provide an academically enriched curriculum and environment through play that supports and creates a multi-cultural, multi-lingual community. We strive to provide a safe learning environment and atmosphere that is committed to diversity, social responsibility, and empowering competent lifelong learners. SOL uses TSG curriculum which provides a coherent focus for planning children’s experiences, allowing adaptations, and modifications to ensure inclusive academic access. Educators are guided by intentional implementation of learning opportunities consistent in a cultural competent environment, which encourages educators and parents to cooperatively work together and supports individualized learning.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP’s) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child’s family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	Martin Luther King Jr. Elementary

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	N/A
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas	85%	N/A
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	N/A
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	N/A
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on Teaching Strategies Gold (TSG)	85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	85%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	85%	N/A
% of all children who attend 85% of the eligible preschool days	85%	N/A

Summary of 2013-14 School Year Levy Plan

Seattle School District at South Shore

Site Director: Geri Guerrero

4800 South Henderson Street

Seattle, WA 98118

206-252-7600 | gguerrero@seattleschools.org

<http://southshorek8.seattleschools.org/>



2013-14 Levy Award	\$205,605
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Quality Level of Excellence 3 • 54 children served • 17 FT of Step Ahead Slots • 33% African-American, 40% Asian, 4% Hispanic, 18% White, 5% Multi-Racial • 47% English Speaking, 53% Non-English Speaking
Program Description	South Shore offers comprehensive services promoting the social-emotional, cognitive, physical, cultural, and linguistic growth of children. Our primary goal is to ensure high quality preschool teaching practices that align curriculum, assessment, and pedagogy across the preschool to third grade continuum. Instruction will balance child-centered approaches to teacher-directed approaches. Curriculum used is HighScope, Handwriting without Tears, and Recognizing, Understanding, Labeling, Expressing & Regulating Emotions (RULER).
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year.	85%	100% (n=28)
% of four-year-old children whose primary language are other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas.	85%	100% (n=24)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	77% (n=30)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring.	60%	86% (n=21)
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on Teaching Strategies Gold (TSG)	85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	81%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT4	81%	N/A
% of all children who attend 85% of the eligible preschool days	94%	N/A

Summary of 2013-14 School Year Levy Plan

Southwest Early Learning (SWEL) Sound Child Care Solutions

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2013-14 Levy Award	\$445,811
Preschool Demographics and Characteristics	<ul style="list-style-type: none"> • Early Achievers Rating - Quality Level of Excellence 3 • 78 children served • 73 PT Step Ahead Slots • 29% African-American, 18% Asian, 36% Hispanic, 13% White, 3% Multi-Racial, 1% Unknown • 23% English Speaking, 23% Non-English Speaking, 54% Dual Language
Program Description	At Southwest Early Learning Bilingual Preschool (Delridge Area), we strive in providing a high quality, Dual Language, Multilingual, Bicultural, environment that fosters the holistic development of each child within the context of their home culture and language. We also embrace and implement parts of Creative Curriculum, Soy Bilingüe, and Reggio Emilia as part of our curriculum.
Primary Population Served	The target Step Ahead population is three- and four-year-old children and their families with incomes ranging from 110%-300% percent of the federal poverty level and living in the attendance area of Title I and/or low-performing elementary schools.
Key Strategies	<ul style="list-style-type: none"> • Instructional Approach: Focus is on social and emotional development as well as academic skills and assessments. Observations are used to design and modify individual and group instruction. • Professional Development: Programs are offered 120 hours of HighScope training that is aligned with common core and state competencies for early childhood professionals and receive on-site coaching. • Assessment and Data Analysis: Assessment data is used to develop quality Improvement Plans (QIP's) • Family Support and Referrals: An interdisciplinary team that includes the lead teacher, coach, and health and or mental health provider ensures that children identified with learning difficulties will have an intervention plan developed and implemented in collaboration with the child's family.
Levy Funded Community-Based Organization Partners	<ul style="list-style-type: none"> • Child Care Resources: Early Learning Academy Coaching and Training • Tabitha Beaupain, Consultant: Child Assessment Peabody Picture Vocabulary Test (PPVT-4) • Seattle-King County Public Health Department: Health, Mental Health, and Nutrition Services • University of Washington: Teacher and Classroom Assessments Early Childhood Environmental Rating Scales (ECERS) and Classroom Assessment Scoring System (CLASS)
Elementary Feeder Pattern	Lafayette Elementary

2012-13 Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual
% of three- and four-year-old children whose primary language is English and have at least two Teaching Strategies Gold (TSG) assessments will meet age-level expectations in all six areas by the end of the program year	85%	76% (n=37)
% of three- and four-year-old children whose primary language is other than English and have at least two TSG assessments will meet age-level expectations in all six areas or in both the language and literacy areas.	85%	100% (n=33)
% of children whose primary language is English will make gains in the Standard Score or Growth Scale Value (GSV) on the PPVT-4	85%	79% (n=24)
% of children whose primary language is other than English will make gains in the GSV on the PPVT-4 from fall to spring	60%	73% (n=22)
2013-14 Outcome & Indicator Measure	SY 2013-14 Target	SY 2013-14 Actual
% of three-and-four year old children who meet or exceed age level expectations on TSG	85%	N/A
% of four year olds whose primary language is English will meet the Standard Score of 85 or above on the PPVT-4	75%	N/A
% of all four year olds who show gains on the GSV score from fall to spring on the PPVT-4	75%	N/A
% of all children who attend 85% of the eligible preschool days	91%	N/A