



DRAFT



**DEEL LEVY OVERSIGHT COMMITTEE
Tuesday, December 8, 2015**

MINUTES

MEMBERS PRESENT:

Elise Chayet, Greg Wong, Tim Burgess, Saadia Hamid, Hueiling Chan, Kevin Washington, Larry Nyland, Sandi Everlove, Lucy Gaskill-Gaddis.

OTHERS PRESENT:

Holly Miller (DEEL), Dwane Chappelle (DEEL), Donnie Grabowski (DEEL), Sid Sidorowicz (DEEL), Monica Liang-Aguirre (DEEL), Brian Goodnight (Council Central Staff), Christy Leonard (DEEL), Nate Van Duzer (CM Burgess staff), John Pehrson (Former LOC member), Rachel Schulkin (DEEL), Erica Johnson (DEEL), Kathryn Aisenberg (DEEL), Monica Oujidani (DEEL), Donnie Grabowski (DEEL), Leilani Dela Cruz (DEEL), Adam Petkun (DEEL), Cameron Clark (DEEL), Sara Rigel (PHSKC), Waslala Miranda (CBO), Lisa Jacobs (SEA), Joelle Gruber (3SI), Catherine Cornwall (CBO).

Holly Miller called the meeting to order. H. Miller introduced Dwane Chappelle as the new Acting Director of the Department of Education and Early Learning who will be starting in January 2016. H. Miller will be transitioning to Seattle Parks and Recreation. After this announcement introductions were made and the minutes from the October 13, 2015 LOC meeting were approved.

H. Miller reviewed the agenda which included the Seattle Preschool Program Enrollment Update and review of Seattle Preschool Program Revenues.

1. Seattle Preschool Program Timeline, presented by Holly Miller

2. System Development Update, presented by Erica Johnson

- **Outreach Efforts for 2015-16**
- **Operationalizing of SPP**
- **Quality Practice and Professional Development**
- **Culturally Responsive Pedagogy**

Kevin Washington asked if staff at Tableau could be helpful with creating the data system. Kathryn Aisenberg replied that DEEL currently has an open RFP for a data system, and that DEEL is aware of viable vendors that are likely going to respond to the RFP.

Lucy Gaskill-Gaddis asked what the expectations are of teachers in terms of training. H. Miller replied that some of the teachers have already been trained and we are in the process of determining which teachers still need training.

G. Wong asked if we have received feedback from teachers or staff in regards to how coaching is going. He asked if the coaching is helpful and if practices are improving. M. Liang-Aguirre replied that she has received positive feedback from providers with the level of coaching that they are receiving and that the coaching is rooted in student data to help teachers plan for their day. E. Johnson replied that coaching feedback will be part of the 3SI evaluation questionnaire at close out.

Sandi Everlove asked if data and reports are built into the evaluation, whether you actually see the specificity of the coach feedback and how well the teachers actually implement and act on the feedback that is given. K. Aisenberg replied that each teacher has a Quality Improvement Plan that they develop and is re-assessed three times a year. Each teacher has a plan based on their specific educational and professional development needs with clear goals of training and ongoing courses that are tracked and individualized on an ongoing basis. H. Miller replied that if a teacher receives feedback notes from a coach, the next time the coach is in the classroom they do an observation and if improvement is not made it could result in additional training or some type of support. S. Everlove stated that what she really wants to hear is that what's being documented and evaluated is actual change in behavior and practice in the teacher, not the amount of feedback that the teacher is receiving. Are we documenting in a way that is actually demonstrable of changes in teacher practice. H. Miller replied that the High/Scope program quality assessment is exactly that, and she explained that a teacher gets observed for a full day by an outside observer and is rated on the interaction of child and teacher.

3. Enrollment Update, presented by Kathryn Aisenberg

- **Enrollment Projections vs. Actuals**
- **SPP & Pathway Sites 2015-16**
- **Allocation of SPP Seats-Year 1**
- **Overview of DEEL Enrollment Process –Year 1**
- **Distribution of SPP Seats by Site**
- **Demographics of Current SPP Students**
- **Federal Poverty Level Status of SPP Students**
- **Income Diversity Across SPP Sites**
- **Child/Race Ethnicity Within Each Site**

K. Washington asked about the difficulty we were having in getting sites at the northern end of the city and if that's continuing to be the case, are we able to put anything in place to incentivize the north end programs? M. Liang-Aguirre replied that DEEL did a lot of recruitment before the RFI process opened and it was communicated clearly in the recruitment and RFI that we are looking for certain geographic areas and are hoping that programs will see this as an opportunity to partner with us.

G. Wong asked if DEEL could explain the process of how the rounds work. K. Aisenberg replied that the action plan guides the process, steps, and where priority is given. A formula is then applied that determines seat distribution. There is preference based on age, and middle school and elementary school enrollment areas. Students are assigned to sites, parents are notified, and are given a length of time to accept/decline their seats. Parents who have opted to decline their seats will be placed back in the wait pool in hopes of being placed at their preferred site. G. Wong asked if having several rounds is indicative of the fact that we did not have a large enough pool of people who accepted their assigned site. K. Aisenberg replied that timing was a key factor; our first round was in August, which is very late for lining up child care and the matching of family to site was another key element. S. Everlove asked if we know if there were people who did not have a plan for childcare or preschool, but when SPP came along it stimulated some to apply. K. Aisenberg replied that this was a first exposure to the preschool option for some.

G. Wong asked if we will be seeing a lower number of grandfathered students as we bring in more programs and will we see a demographic shift once we have a lower number of grandfathered students? K. Aisenberg replied that contractually all agencies are allowed to continue with their grandfathered students in the first year, thus you will always see grandfathered students as part of the distribution. What the racial composition will look like will be based on where the site is located in the city, the type of population the center was serving, and timing.

4. Financial Projections and Actuals, presented by Donnie Grabowski

- **SPP Revenues and Resources Overview**
- **SPP Expenditure Overview**
- **SPP School Readiness Overview**
- **SPP 15-16 SY School Readiness Revenues and Expenditures**
- **SPP Financial Issues and Solutions**

K. Washington asked if the underspend is on staff education, and since we rely on the education of staff to drive quality, are we harmed in the quality? H. Miller replied that it is an issue and the evaluation will be looking closer at this. S. Everlove asked if DEEL expects the lower education level of teachers to continue as we continue to ramp up and have more people in the SPP Pathway, or to stay the same. H. Miller replied that it depends on who the providers are and that DEEL hopes the district brings in a lot of classrooms with fully certificated teachers who are trained.

G. Wong asked: if DEEL sees the tuition shortfall continuing because the budget is based on the Berk model projections? With our priority on lower income kids, is the tuition threshold ever going to move beyond the 300% FPL mark or is that something we will have to address every year? H. Miller replied that as we geographically diversify it will change. K. Aisenberg replied that getting applications out well in advance to families will help to broaden our range of families. Sid Sidorowicz replied that the SPP top priority is not low income kids in the actual selection. It has been skewed that way in the way sites are selected, but the first priority in the SPP Action Plan is 4-year-olds regardless of income. As we move north it's possible that we will have more parents with a higher income.

K. Washington asked if DEEL is receiving support from the Washington Department or Early Learning (DEL) or Thrive in regards to the provider's capacity building. E. Johnson replied that DEEL is receiving a lot of support from DEL in regards to policy, licensing, and structural issues (facilities). K. Washington asked if DEEL is receiving support from DEL or Thrive in regards to teacher training. M. Liang-Aguirre replied that we have a strong partnership with DEL and their early achievers coaches.

5. Lessons Learned and What's Next, presented by Monica Liang-Aguirre

- **Lessons Learned-Successes**
- **Lessons Learned-Challenges**
- **SPP Course Corrections for 2016-17**
- **SPP RFI Schedule for 2016-17**
- **Projections for 2016-17**

K. Washington asked if it was home or work that appeared to be most geographically convenient for parents. Rachel Schulkin replied that it was home.

T. Burgess thanked H. Miller for her leadership and announced that a new education chair will be starting in January 2016.

The meeting was adjourned at 5:35 p.m.