

Families and Education Levy Oversight Committee

AGENDA

Tuesday, February 10, 2015

4:00 – 5:30 p.m.

7th Floor, City Hall

600 4th Avenue

Welcome and Introductions	Council President Tim Burgess
Review and Approve 1/13/15 Minutes	Tim Burgess
Review Agenda	Holly Miller
SPP Implementation Plan Preview	Erica Johnson
Request for Additional LOC Meeting to Review the SPP Implementation Plan	Holly Miller
Thank You and Adjourn	Holly Miller, All

Attachments

Draft Minutes from 1/13/15

SPP Implementation Planning Status Report

SPP Program Standards Table of Contents

Next Meeting

March 10, 2015



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, January 13, 2015**

MINUTES

MEMBERS PRESENT: Tim Burgess, Kevin Washington, Greg Wong, Cristina Gonzalez, Lucy Gaskill-Gaddis, Marty McLaren, Larry Nyland.

OTHERS PRESENT: Holly Miller (DEEL), Leilani Dela Cruz (DEEL), Erin McGary-Hamilton (DEEL Consultant), Long Phan (DEEL), John Donaghy (Seattle Education Association), Isabel Munoz-Colon (DEEL), Sarah Wilhelm (Health), Kathryn Aisenberg (DEEL), Sid Sidorowicz (DEEL), Charles Wright (SPS), Jessica Knaster Wasse (Health), Sonja Griffin (DEEL), Sue Rust (DEEL), Forrest Longman (CBO), Brian Goodnight (Council Central Staff), Nate Van Duzer (CM Burgess staff), Carmela Dellino (DEEL Consultant), Kristi Skanderup (DEEL Consultant), Kaetlin Miller (Health), Pegi McEvoy (SPS), Pat Sander (SPS), Jerry DeGriek (Health), Regina Jones (Mayor's Office).

Tim Burgess called the meeting to order. Introductions were made and the minutes from the November 12, 2014 LOC meeting were approved.

Staff from the Office for Education and the Early Learning programs from the Human Services Department were congratulated on their recent elevation to the Department of Education and Early Learning. Holly Miller thanked the staff at OFE and HSD for the hard work they have done to form the department, with special thanks to Leilani Dela Cruz, Sid Sidorowicz and Kathryn Aisenberg.

Kevin Washington has been appointed co-chair for the Seattle Preschool Program (SPP) Advisory committee along with Erin Okuno. The SPP advisory committee meeting schedule has been consolidated into a two-day retreat on January 23 and 24, 2015 at Cedarbrook Lodge.

Staff from the Department of Education and Early Learning - Kathryn Aisenberg, Adam Petkun and Isabel Muñoz-Colón - were introduced to present the 2013-14 Families and Education Levy Annual Report.

T. Burgess asked if this shows the number of students in Levy-funded schools or number of students the Levy is touching. I. Munoz-Colon responded that schools apply for funding through a proposal in which the schools choose measurements and what they are going to focus on. I. Muñoz-Colón said there are 5-6 performance measures that a school chooses to measure and some of them may apply to all the students at a grade level.

Lucy Gaskill-Gaddis asked how it is taken into account that there were different students in the previous year. I. Muñoz-Colón said we look at the student growth percentile and who's meeting standards to be able to account for movement. One example is Graham Hill focused on earlier grade MAP.

T. Burgess asked K. Aisenberg to give a quick description on the difference between Innovation and Linkage school funding. K. Washington asked if these schools will continue to be part of the Levy-supported programs every year. K. Aisenberg said yes, with Eckstein as the exception; they moved from Innovation to Linkage status. Eckstein changed their composition with the creation of Jane Addams which resulted in a decrease in their level of funding. K. Washington asked if there is a plan for goals to be stretched for next year. K. Aisenberg stated that they would change on an annual basis.

L. Gaskill-Gaddis asked if we are adding any middle schools, and K. Aisenberg replied that there was a recent special Request for Investment (RFI) opportunity for middle school funding for Jane Addams but otherwise the middle school funding is complete.

Cristina Gonzalez asked if there were any lessons learned, outside of the financial investments. K. Aisenberg replied that Denny, Aki and Mercer are outperforming other schools. I. Munoz-Colon replied that many of the core strategies these schools implemented have trickled down and that there is a huge jump in success. H. Miller replied that Middle School investments have been long standing, with a 2- to 3-year course correction in the last levy. Schools were asked to create a plan for success. We planned for a synergistic effect of our investments over time. We have observed that schools learn from each other with professional development opportunities and have found that continuity and consistency make a big difference in success. T. Burgess requested having a "story time" at the next LOC meeting. H Miller replied by suggesting we could bring in principals from Levy-funded schools.

K. Washington asked, since we are unable to control staff turnover, over the last years are you able to tell if risk factors to success are when the top level of leadership changes or a few levels of staffing down? I. Munoz-Colon replied that research shows principals play a key role in a school's success. Principals have a system in place and when there is an erosion of key staff who have led success, the school erodes quickly or over time. K. Aisenberg added that it helps to mitigate the loss if we are notified as soon as possible. We can meet with the staff in advance and provide support for the transition.

C. Gonzalez asked what we are doing to incentivize improvement. Greg Wong asked if the disaggregated data slide was useful. G. Wong asked, in terms of levy investments, should we be looking at course corrections every 1-2 years as opposed to a snapshot? T. Burgess said with long-term investments we will see better results.

K. Washington stated that aggregated data slides do not show enough that would bring out disproportionality.

G. Wong asked if we can say Levy investments are making a difference, specifically with Opportunity Gap students.

H. Miller added that even in these categories of students we tend to work with lowest performing cohorts. We can do more work with looking at how that contributes to outcomes.

T. Burgess stated that with the opportunity gap ethnicity data, it looks like we have not moved the needle. Is that correct and if so, why? H. Miller responded that in prior years we had more data from the district on low-income status. L. Gaskill-Gaddis added that, like in No Child Left Behind, meeting standard does not tell you enough; you need to look at the growth of the group. T. Burgess asked what the change was that occurred at the school district to change the data we received. S. Sidorowicz replied that the data from the Free & Reduced-Price Lunch program changed when our data sharing went from proxy ID's to actual student ID's.

C. Gonzalez asked how we can communicate more formally to learn from best practices. H. Miller replied that we are presenting to the school board in March and are working with the Mayor's Office to make data more precise to distribute across the community.

G. Wong stated that some of this looks like data for the sake of data and that the presentation is off in comparison to previous years. H. Miller replied that the presentation needs to be revised to better tell the Levy story.

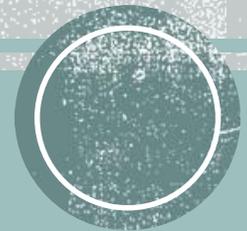
The meeting was adjourned.

Seattle Preschool Program

Implementation Planning Status Report

Levy Oversight Committee

February 10, 2015





Implementation Planning Process

Community Meetings and Advisory Committee



Community Meeting and Advisory Committee Topics



Family
Engagement



Dual Language



Curriculum



Teacher
Training

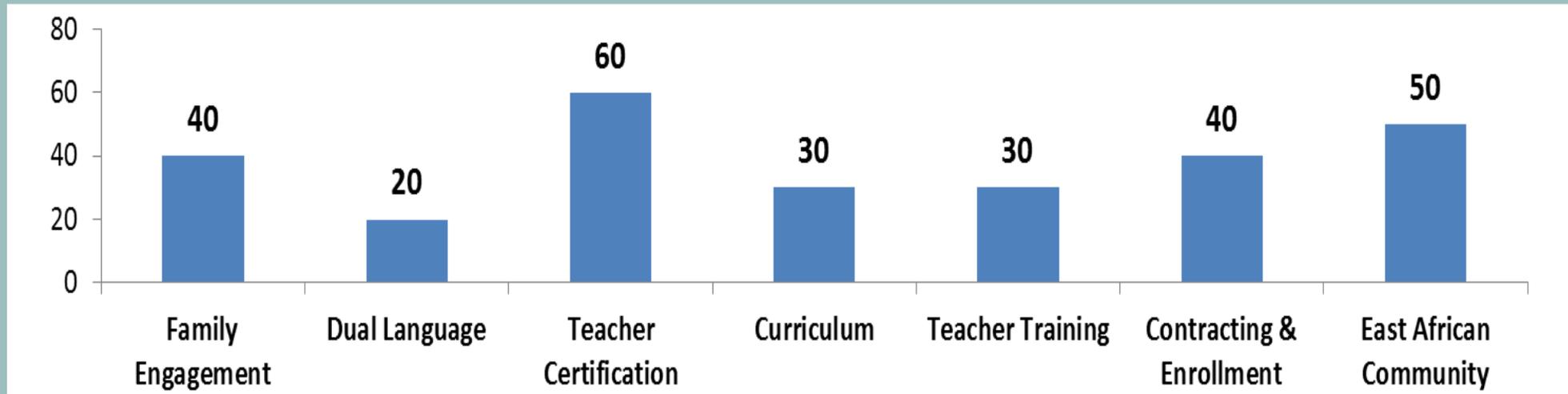


Pathways to
Certification



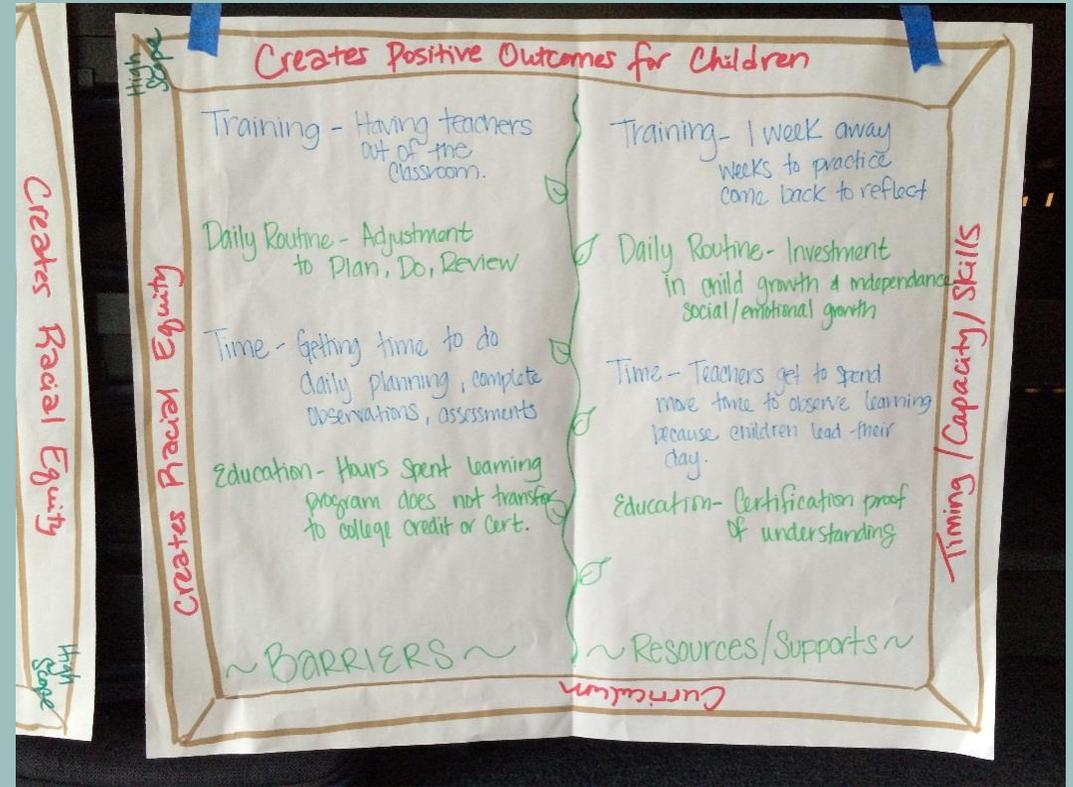
Contracting
and Enrollment

Community Meeting Attendance

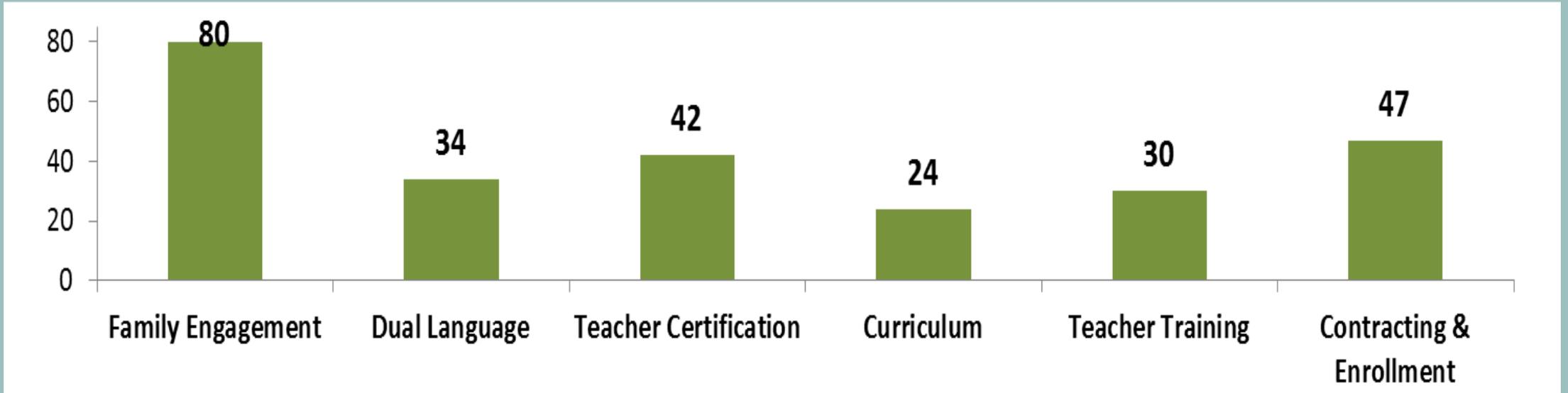


- Key outreach methods included: news, ethnic and social media, and stakeholder mailing lists.
- 270 people were in attendance at community meetings.

Community Meetings



Community Survey Participation – 257 responses



Staying Connected through...

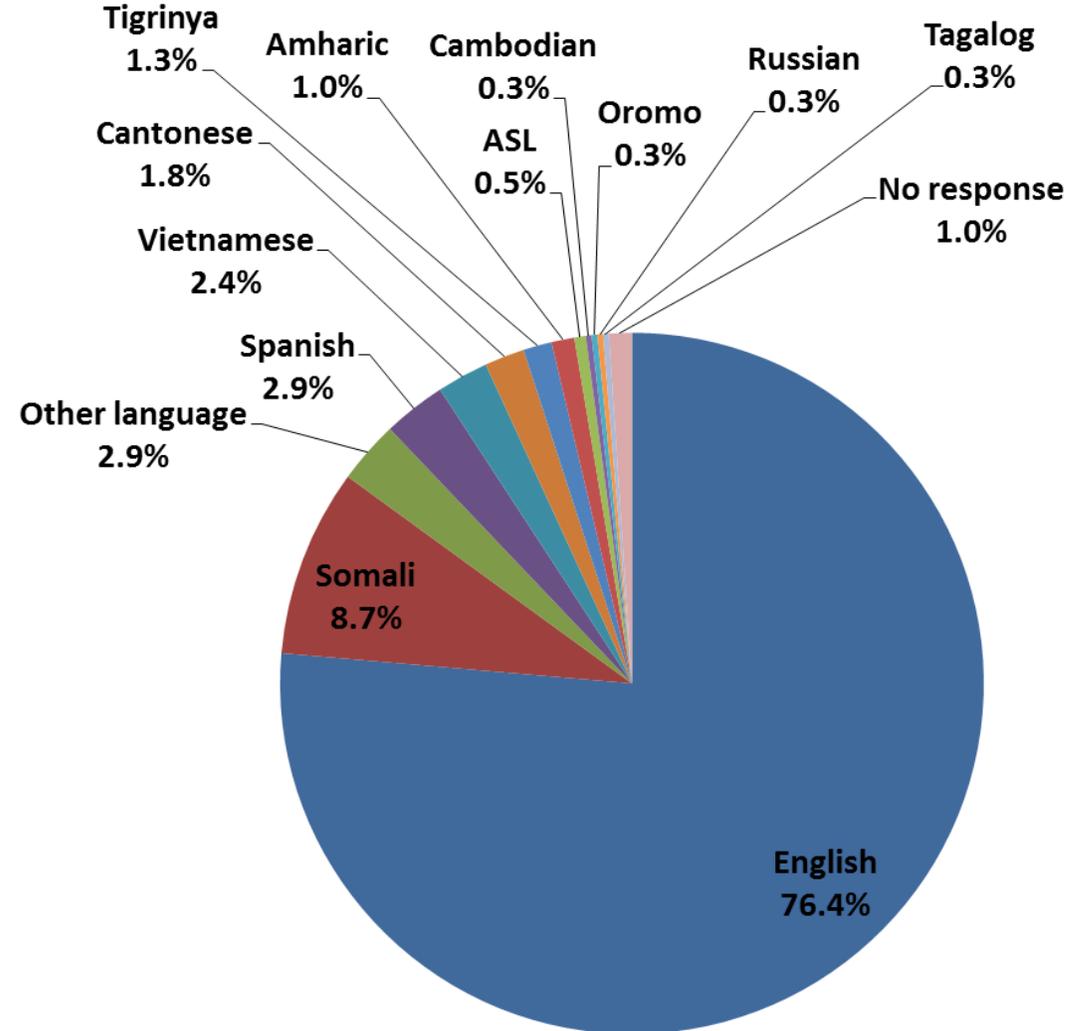
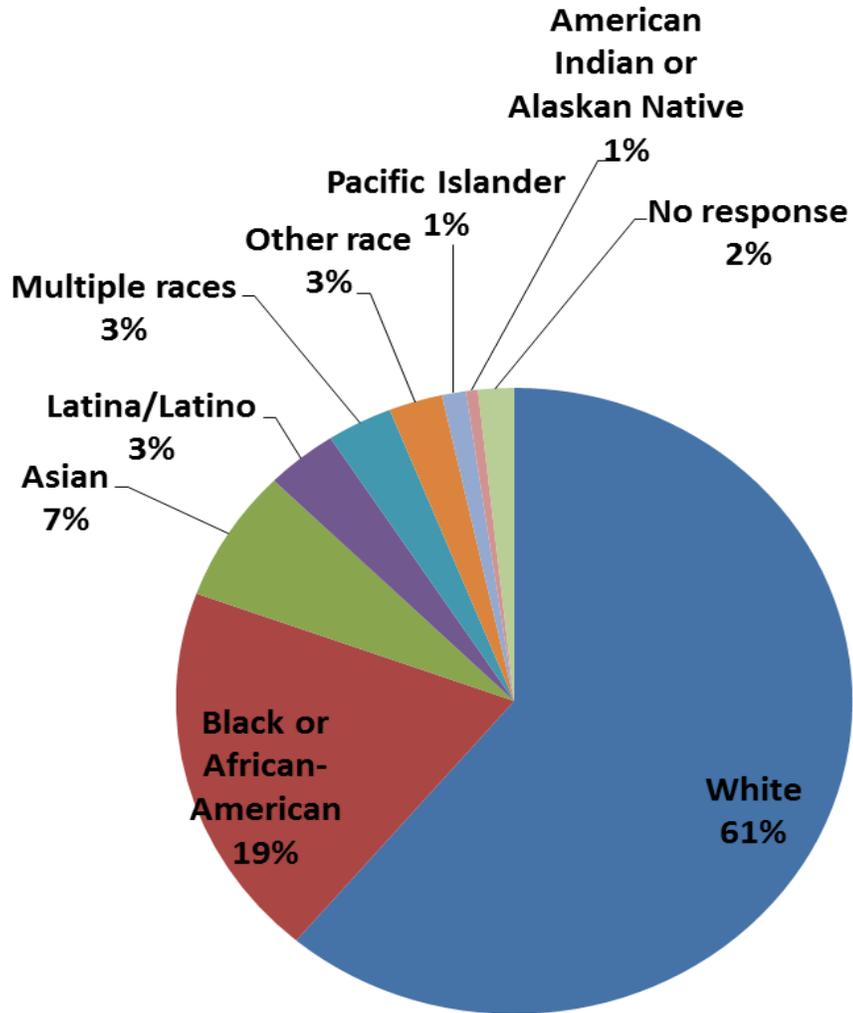
Facebook
90 fans

Twitter
144 followers

Mailing List

Community Meetings and Online Participation Demographics*

Race and Primary Language Spoken at Home



*Based on 430 responses collected through Inclusion Sign-In Cards, part of the City of Seattle's Race and Social Justice Initiative (RSJI)

Advisory Committee

The Advisory Committee was asked to review community recommendations and respond in four key areas:

1. Do these recommendations work toward our goal of creating educational equity for Seattle's children?
2. Do these recommendations create positive academic and social emotional outcomes for Seattle's children?
3. Are these recommendations evidence-based?
4. Are these recommendations feasible with regards to timing, capacity, and skills?

Policy Validation Form

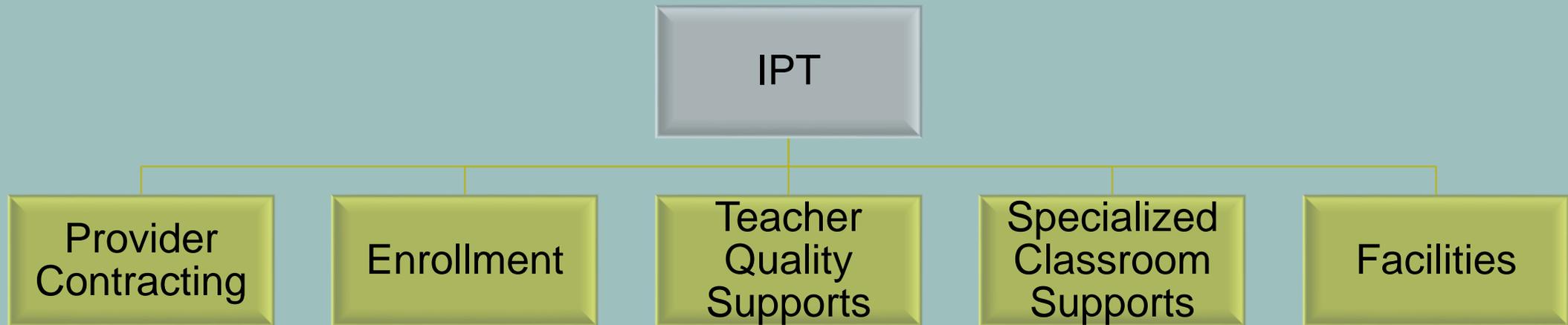
Topic Area		
Policy recommendation		
Meets the legislative guidance	YES, explain	NO, explain
Creates Racial Equity	<ol style="list-style-type: none"> 1. How will this policy address the impacts on racial equity for children? 2. What benefits may result? 3. What are potential unintended consequences? 4. If impacts are not aligned with desired community outcomes, what checkpoints or steps can be taken to realign the policy? 5. What components of accountability can be incorporated? 	
Maintains the integrity of the community input on this topic	YES, explain	NO, explain
High Quality/Positive Outcomes for Children	YES, explain	NO, explain
Reflects Evidence-based strategies	YES, explain	NO, explain

Advisory Committee

Recommendations: Curriculum

- SPP will use peer support process (in all) aspects of professional development for teachers, directors and parents including:
 1. Teachers in curriculum and post-curriculum training
 2. Teachers working towards academic credentials
 3. Agency directors
 4. Parents
- Providers will formally adopt one of the recommended curricula through a process that includes family, admin, and teacher input.
- SPP will develop a plan to support teacher participation to train all providers in the adopted curriculum.

Interdepartmental and Interagency Preschool Team (IPT)





SPP Implementation Plan

Updates and Preview

Timeline

Mayor

- Issues 2/10
- Update 2/18



Levy Oversight

- Preview 2/10
- Update TBA



City Council (tentative)

- Preview 3/4
- Issues 3/18
- Committee Vote 4/1
- Full Vote 4/6

Structure

- **The Ordinance** will adopt the implementation plan.
- **The Implementation Plan** will be a relatively short document (10-15 pages) outlining policy direction.
- **SPP Performance Standards** will be submitted as a separate clerk file.

Implementation Plan

Introduction

- Background
- Principles: Policies and practices reflecting this principle

DRAFT EXAMPLE

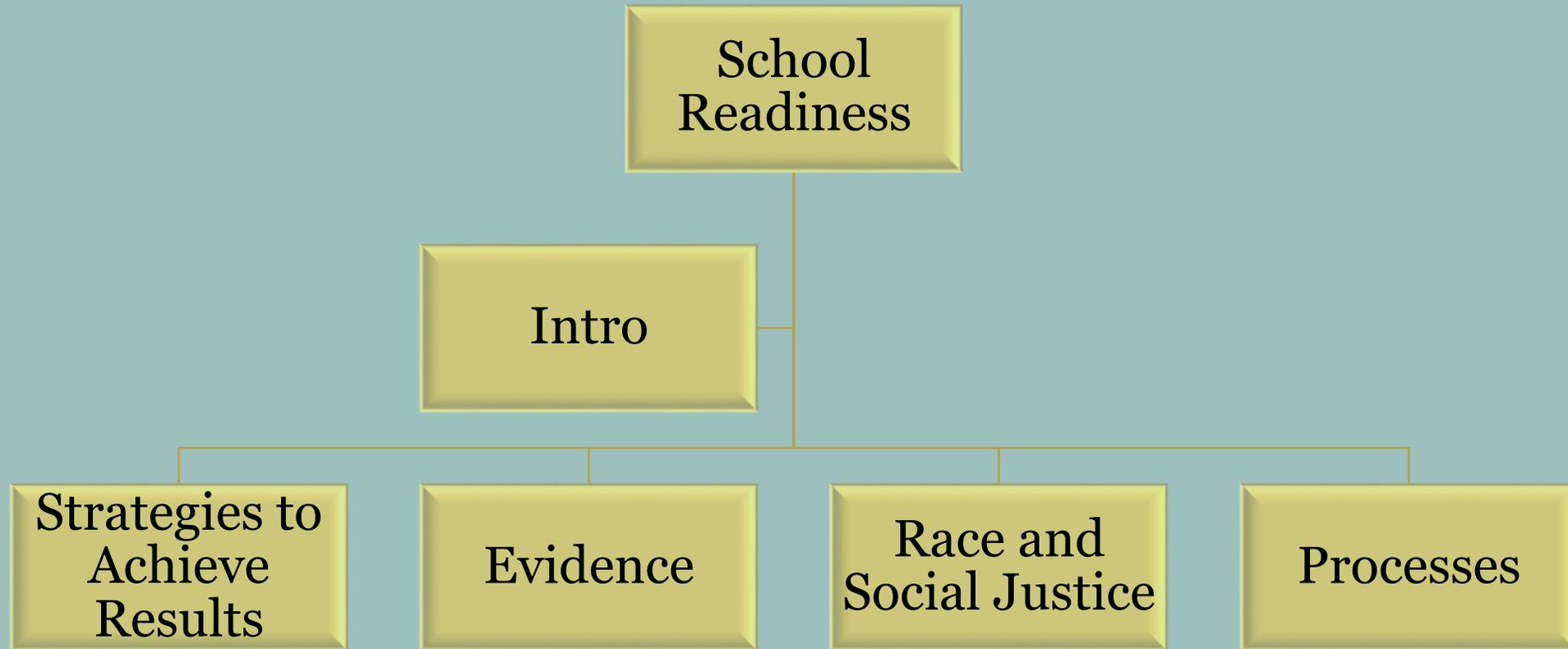
SPP provides services in a culturally and linguistically appropriate manner, creating programming that responds to the needs of low-income families and English Language Learners. This principle is reflected in the following policies and practices:

- SPP will work together with institutions of higher education to ensure that prospective and current teachers enrolled in degree programs receive training in cultural competency.
- SPP will provide professional development in dual language, language acquisition, and cultural relevancy for instructional staff.

Implementation Plan Content

- School Readiness
- Program Support
- Capacity Building
- Research and Evaluation
- Administration

Implementation Plan: Section Format



SPP Performance Standards (see handout)

3.10.	Capacity Building.....
3.10.1.	Workforce capacity fund.....
3.10.2.	Facilities capacity fund.....
3.11.	Program Evaluation.....
3.11.1.	The Comprehensive Evaluation Strategy (Strategy)
3.12.	Program management
3.13.	Levy Oversight Committee.....
3.13.1.	Responsibilities and timeframes.....

Questions?

SPP PROGRAM STANDARDS: CONTENTS – DRAFT 2/8/15

A note from Mayor Ed Murray..... X

Acknowledgements..... X

1. About X

 1.1. Legislative Guidance X

 1.2. Commitment to Racial Equity and Social Justice X

 1.3. Implementation Planning X

 1.3.1. Community meetings..... X

 1.3.2. Advisory Committee..... X

 1.3.3. Interdepartmental and Interagency Preschool Team (IPT) X

2. Goals X

 2.1. Sequence and Timeline X

 2.1.1. Phase I: Four-year demonstration phase X

 2.1.2. Expansion X

3. Strategies That Will Achieve Results..... X

 3.1. Program Model X

 3.1.1. Seattle Public Schools X

 3.1.2. Community-based preschool providers..... X

 3.1.3. Hub organizations X

 3.1.4. Family child care pilot program X

 3.2. Program Eligibility X

 3.2.1. Outreach to preschool providers X

 3.2.2. Provider selection process X

 3.3. Classroom Model X

 3.4. Student Eligibility and Application Process..... X

 3.4.1. Recruitment X

 3.4.2. Selection process X

 3.4.3. Enrollment and intake..... X

 3.4.4. Family co-pay X

 3.5. Staff Requirements and Compensation X

 3.5.1. Requirements..... X

3.5.1.1.	Waiver option for experienced, high-quality teachers	X
3.5.2.	Compensation	X
3.6.	Curriculum.....	X
3.6.1.	Core curricula	X
3.6.2.	Curriculum start-up training requirements	X
3.6.3.	Curriculum waiver	X
3.7.	Staff Professional Development and Training	X
3.7.1.	Orientation and training timelines.....	X
3.7.2.	Embedded coaching.....	X
3.8.	Meeting the Needs of All Students	X
3.8.1.	Zero Expulsion and Suspension Policy	X
3.8.2.	Health and safety	X
3.8.3.	Screenings	X
3.8.4.	Challenging behaviors	X
3.8.4.1.	Referrals	X
3.8.4.2.	The role of Seattle Public Schools	X
3.9.	Family Engagement and Partnership	X
3.10.	Capacity Building.....	X
3.10.1.	Workforce capacity fund.....	X
3.10.2.	Facilities capacity fund	X
3.11.	Program Evaluation.....	X
3.11.1.	The Comprehensive Evaluation Strategy (Strategy)	X
3.12.	Program management	X
3.13.	Levy Oversight Committee.....	X
3.13.1.	Responsibilities and timeframes.....	X
4.	Key Partnerships	X
4.1.	Washington Department of Early Learning	X
4.2.	Seattle Public Schools	X
4.3.	Higher education.....	X
5.	Glossary	X
6.	Appendices	X
6.1.	Appendix A: Overview of ECERS-R and CLASS	X