

DEEL Levy Oversight Committee

AGENDA

Tuesday, November 8, 2016
4:00 – 5:30 p.m.

Seattle Municipal Tower, 17th floor, Room 1756
700 5th Avenue

Welcome and Introductions	Dwane Chappelle
Review and Approve 9/13/16 Minutes	Dwane Chappelle
Review Agenda	Dwane Chappelle
Early Learning Annual Report	Monica Liang-Aguirre
Thank You and Adjourn	Dwane Chappelle, All

Attachments

Draft minutes from 9/13/16 meeting

Next Meeting

December 13, 2016, K12 Annual Report



DRAFT



DEEL LEVY OVERSIGHT COMMITTEE Tuesday, September 13, 2016

MINUTES

MEMBERS PRESENT: Rick Burke, Greg Wong, Sandi Everlove, Council President Bruce Harrell, Erin Okuno, Saadia Hamid, Lucy Gaskill-Gaddis, and Kevin Washington

OTHERS PRESENT: Dwane Chappelle (DEEL), Sid Sidorowicz (DEEL), Kathryn Doll (DEEL), Monica Liang-Aguirre (DEEL), Cameron Clark (DEEL), Erica Johnson (DEEL), Alannah Taylor (DEEL), Elidia Sangerman (DEEL), Sonja Griffin (DEEL), Fanny Yang (DEEL), Bick Hang (DEEL), Dana Harrison (DEEL), Donnie Grabowski (DEEL), Brian Goodnight (Council Central Staff), Kathryn Aisenberg (DEEL), Leilani Dela Cruz (DEEL), and Pat Sander (SPS)

Dwane Chappelle called the meeting to order and reviewed the meeting agenda. The minutes from the May 10 LOC meeting were approved and a reminder about the site visit on October 11 was given.

D. Chappelle showed a video clip and talked about looking for hidden talents in yourself and the gifted kids and people around you.

Donnie Grabowski presented an overview of DEEL's organization, and its past, current, and expected revenue and expenditures (2011-2019). D. Grabowski also noted DEEL's proposed 2017-18 budget and gave a financial overview of the Families and Education Levy (FEL) and the Seattle Preschool Program (SPP) Levy.

Rick Burke asked about the K-12 unit, noting it has the most overlap with Seattle Public Schools (SPS). R. Burke also asked if the proposed K-12 division would have a new functionality or if it would be the same, existing functionality. D. Grabowski answered that it is the latter. D. Grabowski explained that it's mainly a technical change of moving the funding out of one division and putting it into the new proposed K-12 division. R. Burke asked a follow-up question about the number of the total FTEs in the Director's office last year. D. Grabowski answered it was a total of 13 or 14, and that DEEL would be moving 5 of them into the new K-12 division. R. Burke asked if the budget allocation was a sum of the parts. D. Grabowski answered yes. R. Burke noted that he wants to be very mindful around what is "City functions", what is "District functions" and stated it's very important to have that transparency and to not add administration where collaboration could be added instead. D. Grabowski agreed that this is important. Sid Sidorowicz then noted that one of the reasons behind the request for a K-12 division in the proposed 2017-18 budget is, currently, it looks like the Director's office has \$26M of administrative overhead. However,

this is the contracted amounts with the District and other sources. DEEL wants it to be clear that that is the K-12 fund that supports programs.

During the Families and Education Levy Financial Overview section Kevin Washington asked if the investments made on behalf of the Levy fund is pooled by the City and then put out to DEEL. D. Grabowski answered, yes, when the property tax revenue comes in it gets put into a City pool and the City invests it. D. Grabowski noted that DEEL does not invest it itself or have a say in how it's invested.

R. Burke asked what is used as a fiscal year, for the levy fund. D. Grabowski answered that the City uses a calendar year, but DEEL has its contract with SPS on a school year, so DEEL has both. R. Burke followed-up with asking if DEEL tracks both because in the graph it looks like a calendar year. D. Grabowski answered that all of the graphs in the handout represent calendar year amounts.

During the Seattle Preschool Program Financial Overview Greg Wong asked for clarification on the student tuition collection analysis. G. Wong noted it seems like on the tuition side, DEEL did not enroll enough families who made a high enough income to pay tuition, while also enrolling fewer families who qualified for subsidies that DEEL could use to fund SPP. He asked if the conclusion is that DEEL is seeing most of the enrollment in that middle level of families who make a little too much to qualify for programs like Head Start or Step Ahead, but don't make enough to pay tuition. M. Liang-Aguirre answered that she thinks that's exactly right. DEEL is reaching a different pocket of the population than expected, but one that is clearly benefitting from the program. It's not a loss in the big picture, but financially it's difficult. G. Wong responded that he thinks it's important for the LOC to know this because as the group discusses serving fewer students than what was advertised in the levy, the LOC and DEEL will be able to talk about how SPP is serving families right where they need to be served since they can't afford SPP and they don't qualify for the other programs.

Leilani Dela Cruz clarified that in the first year SPP did not have any Head Start programs participating. In year two SPP has been able to partner with Head Start programs and a couple more ECEAP programs, which will also help offset some of the costs. Lucy Gaskill-Gaddis stated this points out the reason it is called a Pilot program. G. Wong asked if there are any efforts to recruit more higher income families to balance that end of the spectrum. D. Chappelle stated that M. Liang-Aguirre will address that during her presentation.

Saadia Hamad asked for more clarification about the professional development and whether or not some of the teachers met the SPP guidelines and received some of the funding or none at all. D. Grabowski clarified that some of the teachers did not meet the staff education requirements so DEEL did not pay providers as much as DEEL would have if they met the staff education requirements. Given this, DEEL was able to reduce its expenditures last year, but it cannot count on that going forward. L. Gaskill-Gaddis stated also, that we do not want to count on this going forward. M. Liang-Aguirre agreed that DEEL does not want this to happen going forward and if it does its job correctly, that will go away.

During the review of the SPP Actual Expenditures L. Gaskill-Gaddis asked if the capacity building also includes support for teachers. D. Grabowski answered yes and M. Liang-Aguirre added it also supports Director training. D. Grabowski further explained it's also for teachers, tuition support, and a small component for organizational capacity as well.

During the Seattle Preschool Program Levy Financial Updates L. Gaskill-Gaddis asked if M. Liang-Aguirre will talk about the implication of reducing the total number of students overall. D. Chappelle answered that she will.

G. Wong asked since the LOC is overseeing both the FEL and SPP levies he wanted to confirm that no funds are being mixed between the levies; that something approved for one purpose is not being used for the other. D. Grabowski answered no. G. Wong asked, on a technical level, how does it work for shared administration – for instance, D. Chappelle's position – is there an allocation between the two levies on how much certain positions are paid between the two levies? D. Grabowski answered that she itemizes out the employees; some employees are directly funded by the program budgets, but for the administrative positions she estimates the amount of time employees are spending on FEL or SPP and makes sure the amounts fit within the budgeted resources for administrative positions. G. Wong asked if that allocation changes on a regular basis. D. Grabowski answered she rebalances it every year to ensure it's accurate. L. Gaskill-Gaddis noted that as a former budget analysis it's a complicated process. D. Grabowski agreed. G. Wong clarified it's important for the LOC to know since the administrative positions are no more than 5% of the FEL or SPP Levy and there are positions funded by both of those. D. Grabowski agreed that there are positions funded by both and that some are funded by additional funds, like the general fund, as well.

S. Sidorowicz gave an example with the Step Ahead program. Step Ahead is funded under the FEL, but it has now been repurposed as an SPP Pathway program. As the program grows, DEEL is only adding Step Ahead programs with the intention that they become an SPP provider. However, those who were in Step Ahead prior to the creation of the SPP can continue on as Step Ahead for the duration of the FEL as they were, or they can convert to the SPP. As SPP has expanded DEEL changed the Step Ahead program, with the LOC, to become the SPP Pathway. DEEL hasn't really repurposed it in that it's still Early Learning money and it's still for Preschool for children who are under 300% FPL, all of the requirements that were part of the FEL, but DEEL has tied the two together now. L. Gaskill-Gaddis asked if Step Ahead is included in any of the SPP information even though they may be doing similar things. S. Sidorowicz said that will be explained when M. Liang-Aguirre talks about some of the programming.

S. Hamid asked if M. Liang-Aguirre will talk about the professional development more and asked if teachers are on their own to meet the guidelines or if they're receiving support. M. Liang-Aguirre said they are receiving support and that is part of what the DEEL team does and that there is scholarship support as well. She mentioned that over time SPP teacher credentials will go up and their payments will also increase.

D. Chappelle asked if there were any more questions on D. Grabowski's presentation and then turned the meeting over to M. Liang-Aguirre to present on the Seattle Preschool Program.

M. Liang-Aguirre started the presentation by stating it is part one of a two part series on the Seattle Preschool Program and added that DEEL is a couple of weeks into year two of the program. She presented a status update on the Seattle Preschool Program with information on how SPP did during year one and how it's currently doing during year two. Several slides were presented on the data DEEL has collected during the running of the program thus far. M. Liang-Aguirre also spoke on the new revised expansion targets and the changes DEEL has made to improve SPP for the families, teachers, providers, and partners involved.

K. Washington asked if M. Liang-Aguirre could speak more on the plans regarding site location for the next few years, and noted that as of last year, there wouldn't be as many SPS locations available. M. Liang-Aguirre responded stating she'd touch more on it later in the presentation, but mentioned DEEL is currently thinking through strategies regarding expansion, for instance a partnership with Parks and Recreation that should address the capacity issues SPP faces.

Erin Okuno asked why the number of students didn't change on the new revised ramp-up schedule when it shows a classroom was added and asked whether or not this was due to providers deciding to have fewer students in their classroom. M. Liang-Aguirre answered that the maximum number of students a classroom can have is 20; however, due to licensing and available space some classrooms can have only 18 or 17 students. The number on the slide is based on an average of 19 students per classroom.

G. Wong asked that since SPP is not at capacity does everyone who is eligible and applies get selected. M. Liang-Aguirre stated that SPP is not full yet, but there is a wait list. It's a complicated process where DEEL aligns families with what their preferences are. DEEL offers families locations and then they either accept or decline. If they decline, they have to re-enroll, so it's a bit of a process and there's a time-lag. DEEL just ran another enrollment process this week so DEEL will be reaching out to families and letting them know there are still spots, but it's a matter of finding the right match.

G. Wong asked a follow-up question on whether or not DEEL anticipates the number or percent of grandfathered enrollees will be going down significantly in future years. M. Liang-Aguirre answered not necessarily. This is one of the policy changes DEEL was intentional about because we learned that providers need the flexibility to provide continuity of care for families that they work with or to meet their programmatic needs, so this is actually something that will continue. K. Washington asked if the grandfathered percentage would stay at the current level. M. Liang-Aguirre said she believes so and asked L. Dela Cruz for her opinion. L. Dela Cruz answered it will be hard to predict since DEEL does not know which providers will be coming in next year. S. Sidorowicz added that DEEL has a number of projects in place that will likely be for 4-year old students only, or 3-year old and 4-year old students. For example, DEEL is investing facility funds for 4 classrooms in the Miller Annex that are only preschool age and another one in Lake City that is only preschool age. Some of the classrooms that are in the District are only for 4-year old students, so we have some providers that are exclusive in the age served and others who's mix different ages.

L. Gaskill-Gaddis asked if there are any providers who are not continuing, either because they do not want to or they are no longer eligible. L. Dela Cruz answered that we lost one site because they lost their lease.

S. Hamid asked about enrollment and whether or not there are enrollment stations in the community in addition to the online enrollment. M. Liang-Aguirre answered that DEEL's Outreach Team worked closely with a number of community organizations, Parks, and libraries. They were at numerous outreach fairs, to talk directly to parents and to have paper copies of the application available.

S. Hamid asked if there are ways to help the families who are selected for the school near where they live, but they work somewhere else in the city and would like to go to another location. M. Liang-Aguirre said DEEL is still trying to perfect the matchmaking. Parents this year had at least some say in what geographic region they were interested in. The first year, they did not. This year, parents had a choice of geographic preference, and if they had an interest in a particular program, such as dual language. DEEL did not allow them to choose a specific classroom, only a preference for areas. For SPS our policy changed this year, to ensure continuity for families and kids. If there was an SPP program in an SPS building and that child is zoned for that SPS school, then that child would have preference for that Pre-K. This is so the student could continue there for Kindergarten and build a relationship with that school. It hasn't worked perfectly, because some families do not go to their zoned school and we ran into that this year. It's a very nuanced process and we learn a lot as we implement it. Our goal is try to make appropriate matches as early as possible.

R. Burke asked if there is a sibling component to enrollment. M. Liang-Aguirre answered that they have a sibling preference if they have a sibling in SPP, but it doesn't happen that often (due to the closeness in age). Erica Johnson added DEEL plans to implement a sibling preference for the elementary schools, but still needs to figure out how it will work operationally since DEEL cannot currently call the schools to see if a student is attending there, but DEEL is going to be working through that in the coming year.

G. Wong asked how it works with Levy funding since a 1/3 of the seats are going to grandfathered students. For the students who are considered grandfathered are they receiving preschool grant funding to the sites. M. Liang-Aguirre answered that all the grandfather students are eligible SPP kids; they're just not going through the DEEL selection process. G. Wong noted that we should come up with a different term for those students. Kathryn Aisenberg added that internally, DEEL has seven different groups for the students, but this term is at a high level for external presentations. L. Dela Cruz added we are open to suggestions for a new term.

Regarding the demographics of SPP students. E. Okuno asked what the total number of students is. M. Liang Aguirre answered it's based off of 400 students. So, 25% white is based off of 400 students. K. Aisenberg added DEEL has better data now and stated it's difficult to compare the two charts from 2015-16 to 2016-17. Sandi Everlove asked if the increase of 7% for Hispanic/Latino is a significant increase to DEEL. She also asked if there was different outreach, or word of mouth, or something specific that caused the increase. M. Liang-Aguirre stated DEEL can't contribute it to one thing and asked L. Dela

Cruz for her opinion. L. Dela Cruz answered we added an SPS extension, a provider and a few programs, and a bilingual outreach staff member who is fluent in Spanish, but that it is hard to say exactly what it was.

Bruce Harrell asked to go back to discuss the prioritization of 4-year old over 3-year old students. The numbers for 3-year old students dropped dramatically and even the ratios have gone down significantly. He asked if that concerns DEEL and if that is trending the way DEEL wants it to. M. Liang-Aguirre answered that it's indicating that we are having more interest by 4-year old students and that we're actually able to place them this year. The program is such that we place all 4-year old students before we start placing 3-year old students. We also place any 4-year old, regardless of income, and 3-year old students are only eligible if they're below 300% of the poverty level. M. Liang-Aguirre added that she thinks it's interesting and a good question. She added that she thinks it has to do largely with DEEL being more successful with placing the 4-year old students and doing outreach there. B. Harrell followed-up with asking that the drop-off of 3-year olds doesn't overly concern DEEL because of the emphasis, and if that was correct. M. Liang-Aguirre answered that it does not concern her and asked if anyone else had any thoughts. E. Okuno stated isn't it that a lot of the 3-year old students in 2015 were also grandfathered in, so the ratio was expected to drop. M. Liang-Aguirre said this was true and thanked E. Okuno for the reminder.

S. Everlove asked if we're going to be able to track the students who started as a 3-year old and a 4-year old and then went into the system in terms of growth gains. M. Liang-Aguirre said yes, that is the intent. K. Washington asked if they have numbers and a database. E. Johnson stated DEEL does not have them yet, but is working on it and will be getting them. K. Aisenberg said DEEL has a new database and that the students will have this same identification number throughout the lifetime they're in the DEEL system and there is a field for their SPS I.D. as well.

S. Hamid noted she was surprised by the primary language graph and that the Somali and Amharic languages were both 2% in 2015-16 and in 2016-17, also Somali was not listed and Amharic language was 3%. She asked if the insignificant change surprised DEEL. M. Liang-Aguirre answered that there are so many different languages represented. Last year, there were at least 16 different languages represented and this year she wasn't sure how many there were. She stated that DEEL hasn't really had any center-based providers in the African communities yet, but are hoping to address this with the Family Child Care (FCC) Pilot. DEEL hopes to target different parts of our community. The other languages are fairly small so it didn't stand out to her particularly. L. Dela Cruz added that we have one Head Start provider this year and that we had zero last year. Those programs are serving a large immigrant and refugee population. DEEL is trying to continue our outreach efforts with our FCC Pilot.

On the Demographics of SPP Students by Enrollment Type E. Okuno wanted to specify if "two or more races" meant one of the races was of color. K. Aisenberg answered that is correct.

On the following slide, FPL Breakdown, G. Wong noted that SPP wanted the program to be social economically diverse and that we are achieving one of the actual goals of the

program. While discussing the Identified Challenges and Timeline Improvements slide, S. Everlove asked when the parents let DEEL know whether or not they wanted the slot. M. Liang-Aguirre answered it varied; DEEL gave parents 30 days at first and as the deadline got closer, 48 hours to decide if they were going to take the slot.

B. Harrell asked for clarification on the 80% enrollment and if the 440 students enrolled were 80% based on 600 students. M. Liang-Aguirre answered yes. B. Harrell asked if DEEL's goal is 780 students for the year. M. Liang-Aguirre responded that was the original number, but with the revised goal it is now 600 students. S. Sidorowicz added that SPP is above that number and is currently closer to 537. L. Dela Cruz added SPP enrollment is at 88%.

K. Washington asked if the single classroom model works for some providers. M. Liang-Aguirre stated the intent behind the two-classroom model was for an economy of scale for DEEL. For example, if DEEL coaches go out to a site they could observe two at one location and it would be more efficient. Then, DEEL allowed an agency, if they had more than one classroom at different sites. DEEL didn't want to eliminate the small providers and this requirement change helped. K. Washington asked when DEEL reviews criteria, if an agency won't necessarily have to have the components of the current two curricula, HighScope and Creative - they could actually have a third, or fourth, or fifth model. M. Liang- Aguirre answered, potentially.

R. Burke asked if CHIPS is coupled to Facebook or Twitter. L. Dela Cruz said it takes a user to the DEEL Facebook or Twitter page and it is not coupled.

E. Okuno asked if the facility grants are open or if they are specifically targeting certain areas of the city or demographic mixes to align with student needs. M. Liang-Aguirre said she thinks they are prioritizing and asked Cameron Clark for more details. C. Clark stated it is open, but only for Pathway providers. The demographics are part of the areas targeted. E. Okuno clarified her question and asked if the grants are being directed with a racial equity focus. E. Johnson stated the facility funds is structured to align with our contracting priorities, which do have a racial equity focus and are really focused around schools that have a low segmentation level with SPS. However, we have not received a large number of high quality applications so that hasn't come into the conversation yet, but we have another round since there are two open rounds for this year. E. Okuno stated that there is some work that needs to be done so that we are getting the right applicants into that pool. E. Johnson, said yes, we offer predevelopment services to help with facility planning and C. Clark is working with our providers to let them know that this is available to help providers prepare for the RFI. E. Johnson said the two awardees this year were ReWA and Causey's.

S. Hamid asked if the scholarships are only for Lead Teachers and assistants or if it trickles to aids in the classroom as well. E. Johnson answered that the priorities set were for Lead and Assistant teachers who did not meet DEEL's education standards, but it is also open to Program Supervisors and Directors who do not meet DEEL's education standards. DEEL is in open conversations with the different providers and different staff members who have an interest in continuing their education, but maybe they don't fall into that specific category. For example, one agency has intent to expand, and they have

assistant teachers who currently meet the education standards for assistant teachers, but they would like to get them involved in a BA program now so that they can promote them when the new centers open. That was a request that was sent to DEEL and we're learning so much through this process. That is going to be included as an exception – if a provider has a clear plan to expand and is making a commitment to a teacher then we want to get started on continuing their education.

The final question came from K. Washington regarding the FCC Pilot and asked if he should think of it as a Family Friendly Neighbor Pilot. M. Liang-Aguirre answered that FCC stands for Family Childcare, so they will have to be licensed.

D. Chapelle thanked everyone for coming, reminded them to watch for hidden talents in themselves and the people around them. The meeting was adjourned shortly after 5:30 p.m.



DEEL Early Learning Annual Report

DATA PRESENTATION FOR THE LEVY OVERSIGHT COMMITTEE

NOVEMBER 8, 2016

Agenda

1. Overview of the Seattle Early Learning Division
2. Levy Investments in Quality Early Learning Services for Children
3. 2015-16 Assessments and Outcomes
4. Levy Investments in the Early Learning Workforce and Community
5. Agency Partnerships
6. Lessons, Course Corrections, and Looking Ahead
7. Questions



Early Learning Vision & Mission

VISION



MISSION

The Early Learning Division mission is to partner with families, communities, organizations and educators to build and sustain an equity-driven system that:

- Identifies and eliminates racial disparities
- Achieves racial equity for communities and families served
- Ensures all children receive a high-quality education
- Provides the support children need to succeed in life

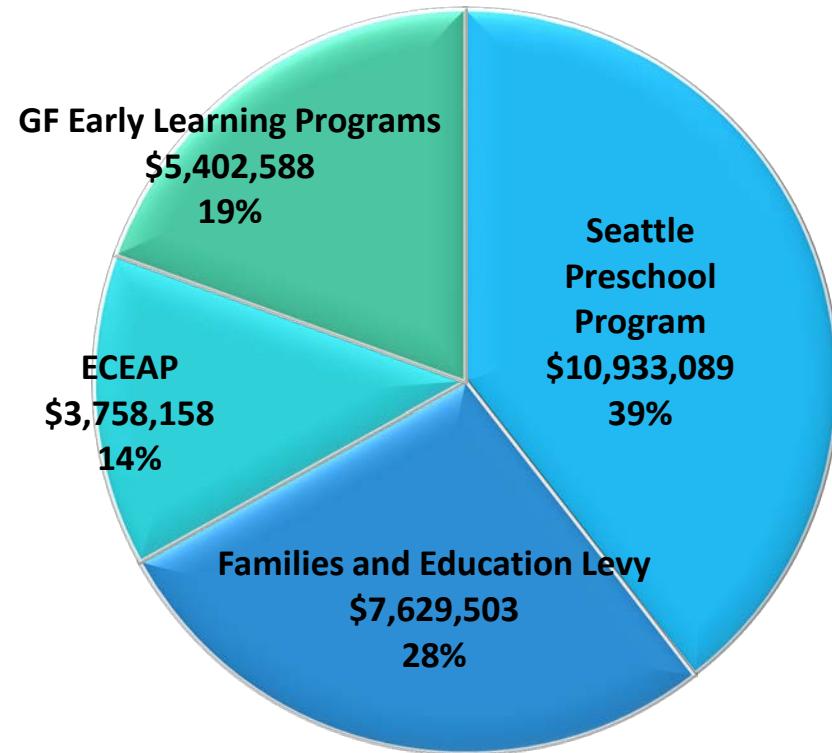
Early Learning Funding Sources

2011 Families and Education Levy (FEL)

- Parent-Child Home Program
- Step Ahead Preschool Program
- SPP Pathway Program
- Blended SPP/Step Ahead Classes
- SEEC Professional Development
- Health and Mental Health Support

City General Funds

- Nurse Family Partnership
- Comprehensive Child Care Program and City Subsidy
- Early Learning Academy



School Year 2015-16

2014 Seattle Preschool Program Levy (SPP)

- Preschool Slots
- Professional Development
- Capacity Building
- Evaluation
- Administration

Early Childhood Education and Assistance Program (ECEAP)

- Preschool Slots
- Program Support

Levy Investments in Quality Early Learning Services for Children

Service Providers

Children & Families Served

School Year 2015-16



Levy-Funded Early Learning Services

The City of Seattle is dedicated to ameliorating inequity by ensuring all families have access to high-quality early learning opportunities for their children. Through levy funds, the people of Seattle fund early learning services for children and families.

Program	Funding Source	Goal	Participants
The Parent-Child Home Program (“PCHP”)	FEL	To promote positive parent-child interactions and increase school readiness.	Income-eligible families with 2- & 3-year-olds
Step Ahead Preschool Program (“Step Ahead”)	FEL	To promote kindergarten readiness for children of color who have been historically underserved in early learning.	3- & 4-year-olds from income-eligible families
The Seattle Preschool Program (“SPP”)	SPP	To provide accessible high-quality preschool services for Seattle children to improve their readiness for school and to support their subsequent academic achievement.	Seattle residents who are 4 years old; Resident 3-year-olds from income-eligible families
The SPP Pathway Program (“Pathway”)	FEL	To promote kindergarten readiness and support preschool providers as they transition to SPP.	3- & 4-year-olds from income-eligible families

Parent-Child Home Program

- Families are enrolled in PCHP when children are 2- to 3-years old
- Two 30- minute home visits per week for 23 weeks a year
- A total of 92 visits during the two-year program.
- 160 families funded by FEL in 2015-16

A study of the 2014-15 Seattle PCHP program showed:

- Assessment scores showed positive behavior gains in “Independence,” “Social Cooperation,” “Cognitive Abilities,” “Emotional Stability,” and “Task Orientation.”
- Participants are better prepared for kindergarten and have higher third grade reading and math scores compared to non-participating peers.
- The majority of the families served were people of color, had non-English primary languages, and had incomes below \$25,000 a year.
- Over 25 primary languages were spoken in the cohort with the majority (57%) either Spanish or Somali.
- 80% of the families were retained through program completion. The most common reason for leaving the program was family relocation.

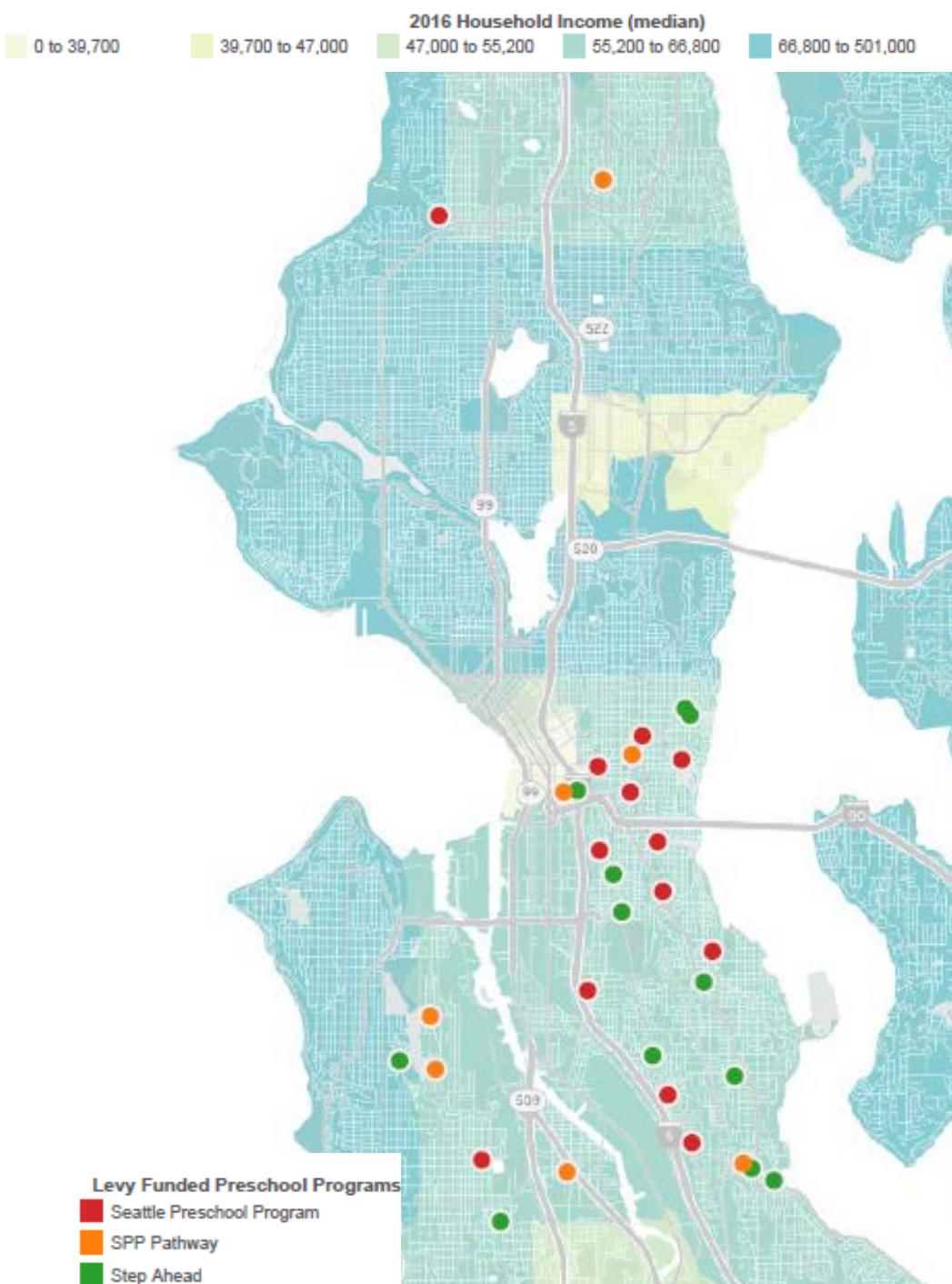
Agency	Cohort 2015	Cohort 2016
Atlantic Street Center	108	61
Children's Home Society of Washington	90	121
Chinese Information and Service Center	17	33
El Centro de la Raza	15	23
Encompass	23	25
Kindering	33	36
Neighborhood House	129	118
Southwest Youth and Family Services	85	89
YWCA Seattle/King/Snohomish Counties	24	30
Total Families	524	536

PCHP Service Providers

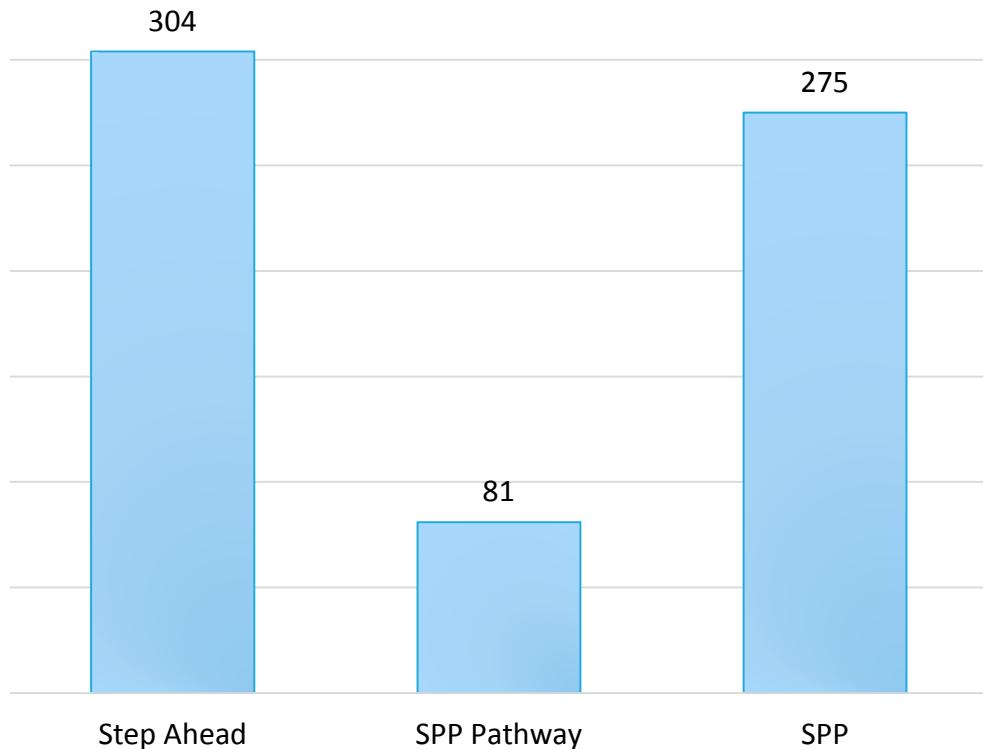
Levy-Funded Preschool Providers

Causey's Dearborn
Causey's Main Site
CISC
Creative Kids Learning Center
DLEC Beacon Hill
DLEC International District
DLEC Lake Washington
First Place
José Martí
Launch Beacon Hill
Launch Hawthorne
Launch Highland Park
Launch Leschi
Launch Madrona
Launch Maple

Neighborhood House High Point
PSESD Educare
ReWA Beacon Hill
SCCS Hoa Mai
SCCS Little Eagles
SCCS Pinehurst
SCCS RIFC
SCCS SWEL
Seed of Life
Seed of Life MLK Jr.
SPS Bailey Gatzert
SPS Original Van Asselt
SPS Van Asselt
YMCA Concord
YMCA Dunlap

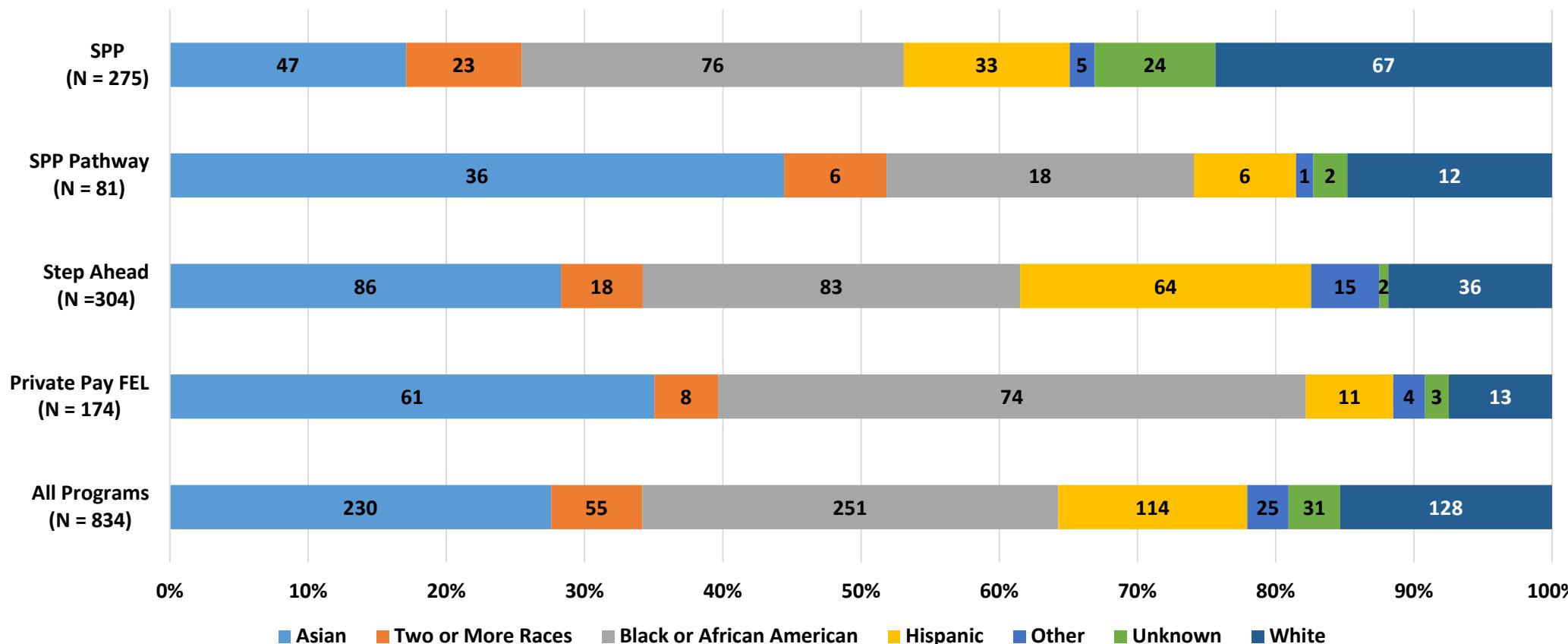


Overview: Children Served in Levy-Funded Preschool Classrooms

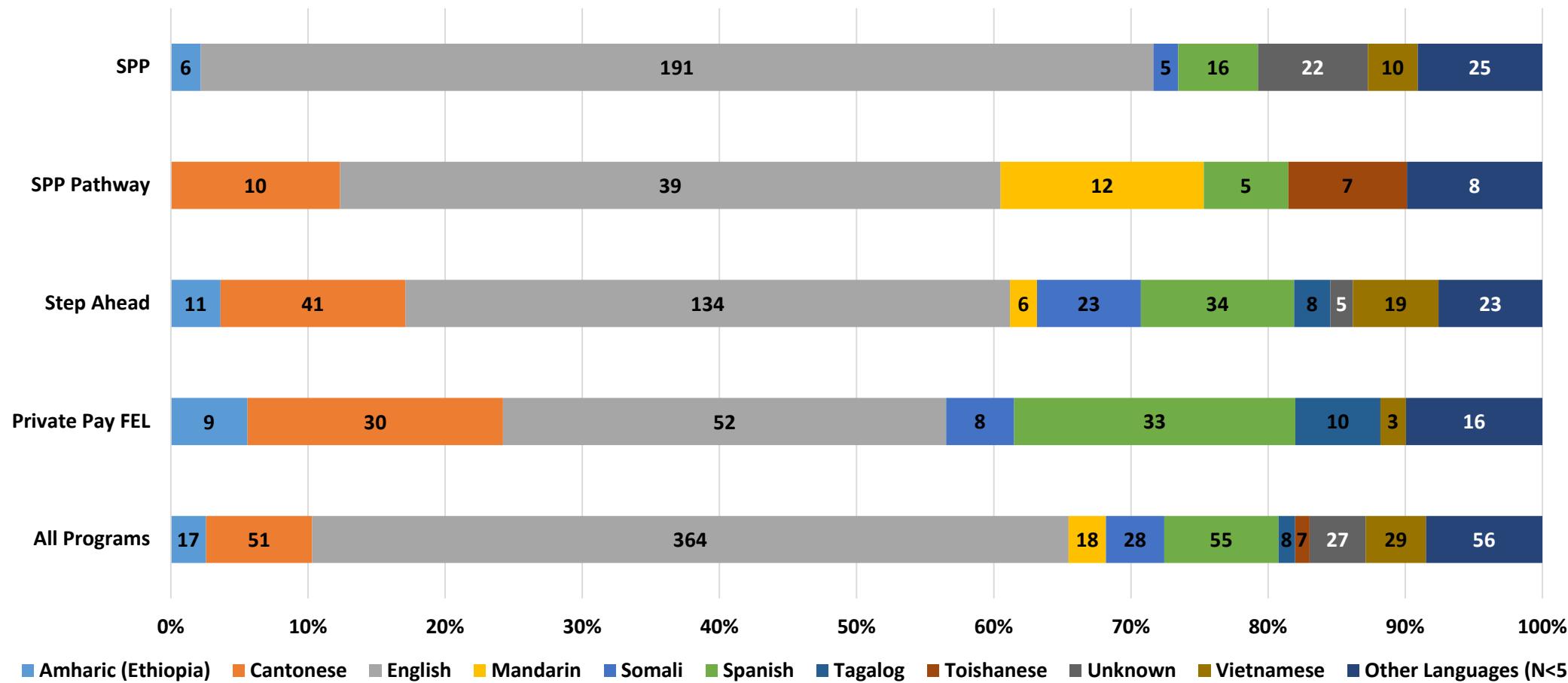


- Nearly, 80% of SPP families paid no tuition. Approximately 45% of them that paid no tuition were between 100% to 300% of FPL. This typically is an income bracket not served by public subsidies.
- Children identified as Black or African American are the largest percentage of children across all levy-funded programs, followed by children who were identified as Asian and White.
- DEEL has successfully launched the only publicly-subsidized preschool program in the state that provides low-cost preschool to middle-income families (above 300% FPL).

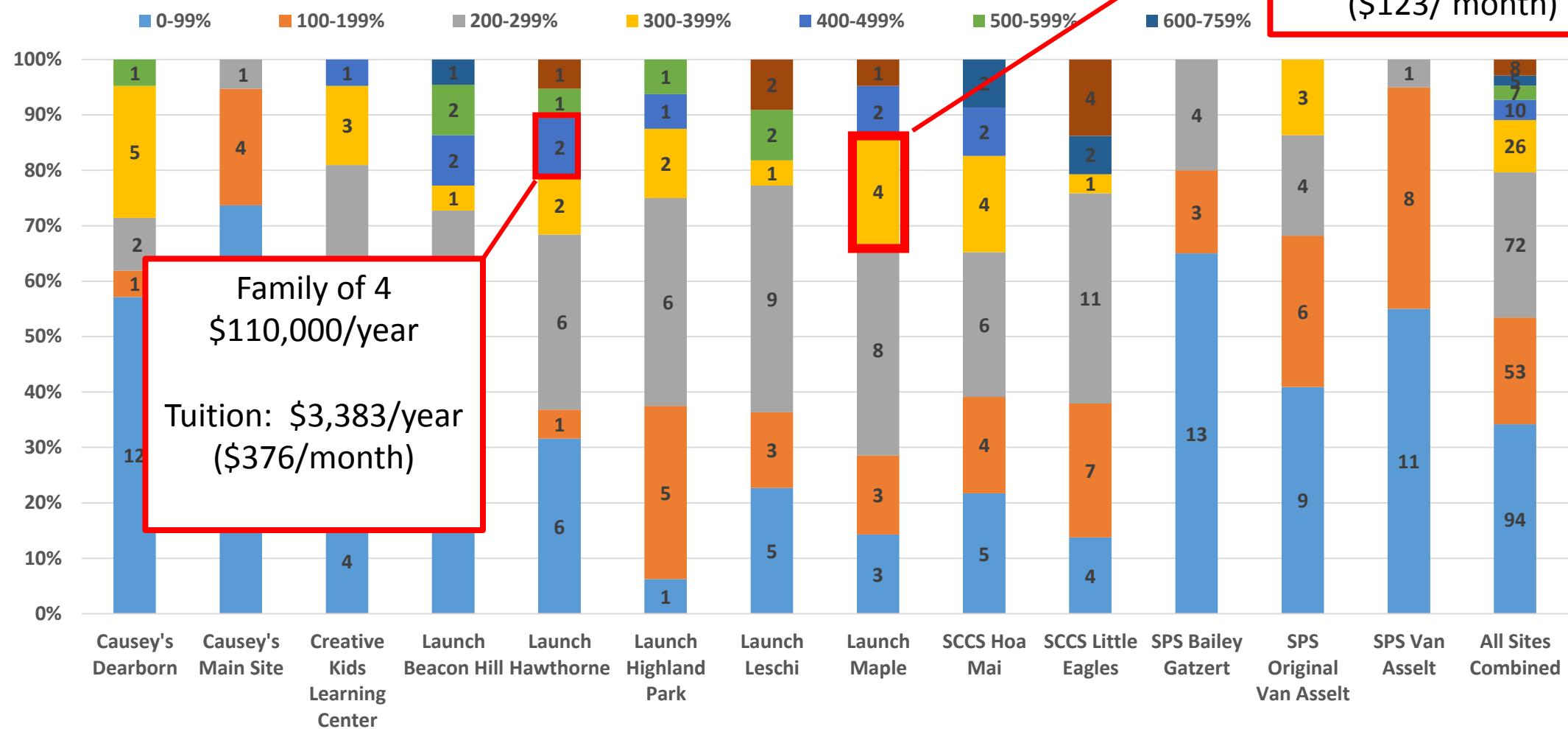
Children Served by City Preschool Programs, Disaggregated by Race/Ethnicity, SY 2015-16



Children Served by City Preschool Programs, Disaggregated by Primary Language, SY 2015-16



SPP: Mixed-Income Classrooms



2015-16 Assessments and Outcomes

Classroom Quality
Assessments

Child-Level Assessments



Overview: Classroom Quality

SPP Classrooms scored **higher than mature preschool programs across the country** on measures of Emotional Support (Mean of 6.14) and Classroom Organization (Mean of 5.67) on the Classroom Assessment Scoring System (CLASS).

SPP Classrooms scored lower than mature preschool programs in Instructional Support ("IS") (Mean of 2.65) in CLASS. IS has been highlighted as an **area for growth**.

Classroom Environment (ECERS-3 Mean of 3.57) measures are based on a new version of the ECERS assessment. Comparison data is not yet available.



SPP: Classroom Assessment Scoring System (“CLASS”)

Baseline (N=14)

Domain	Dimensions	Mean	SD	Minimum	Maximum	National Comparison to Mature Programs *	SPP Goal
Emotional Support	<ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives 	6.14	0.53	4.88	6.81	WEAVS: 5.96 NJ Abbott: 5.97 Head Start: 5.30 Boston: 5.63	6.0+
Classroom Organization	<ul style="list-style-type: none"> Behavior Management Productivity Instructional Learning Formats 	5.67	0.74	4.17	6.58	WEAVS: 5.26 NJ Abbott: 5.32 Head Start: 4.70 Boston: 5.10	6.0+
Instructional Support	<ul style="list-style-type: none"> Concept Development Quality of Feedback Language Modeling 	2.65	0.71	1.50	4.25	WEAVS: 2.34 NJ Abbott: 3.15 Head Start: 2.30 Boston: 4.30	4.5+

* WEAVS: Washington Early Achievers Validation Study (n=75); NJ Abbott 2013-2014 (n=163); Head Start FACES (n=163); Boston 2009-2010 (N=83)

SPP: Early Childhood Environment Rating Scale-3 (“ECERS-3”) Baseline

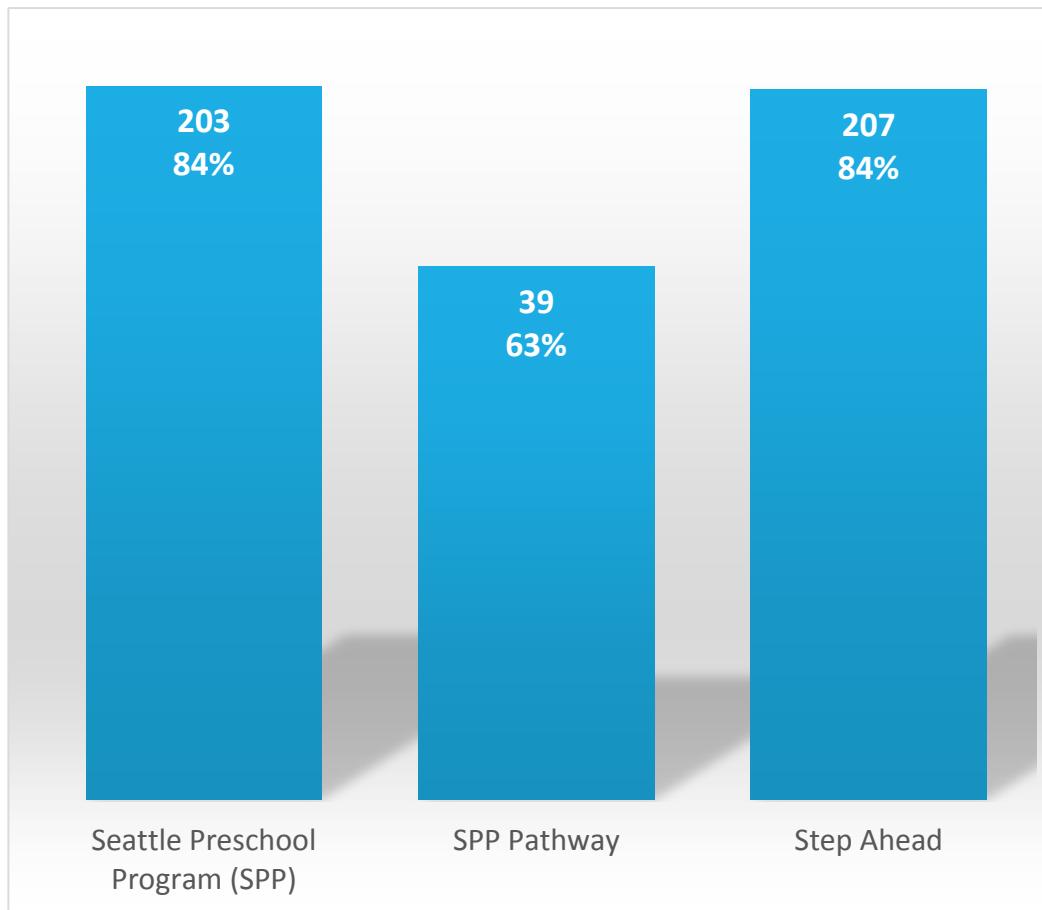
Subscale	Attributes Measured	Mean	SD	Minimum	Maximum
Space and Furnishings	Indoor and outdoor space, room arrangement, organization, display, furnishings, and equipment.	3.88	0.6	2.86	4.57
Personal Care Routines	Daily routines like greeting and departure, meals, naptime, and toileting, as well as health and safety practices.	3.14	0.7	1.75	4.25
Language-Reasoning	Classroom's formal and informal communication, language, and reasoning opportunities.	3.47	0.8	2.4	5.2
Learning Activities	Learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	2.87	0.6	2.1	4
Interactions	Supervision of children, discipline, staff-child interactions, and interactions among children.	4.49	0.9	3.2	5.8
Program Structure	Classroom operations and schedule, including groupings, transitions, and flexibility.	4.43	1	2.67	6
Overall		3.57	0.5	2.94	4.5

Overview: Child Outcomes

- In 2015-16, 84% of the children who attended Step Ahead or SPP met widely-held expectations across all six domains in the Teaching Strategies Gold® assessment.
- Children enrolled in SPP made gains in receptive vocabulary, literacy, and executive function.
- Children in SPP scored above the national norm in early math in the Fall, but did not develop as much as expected by Spring.
- Children from families below 100% of the federal poverty level made the greatest gains in all assessed areas.

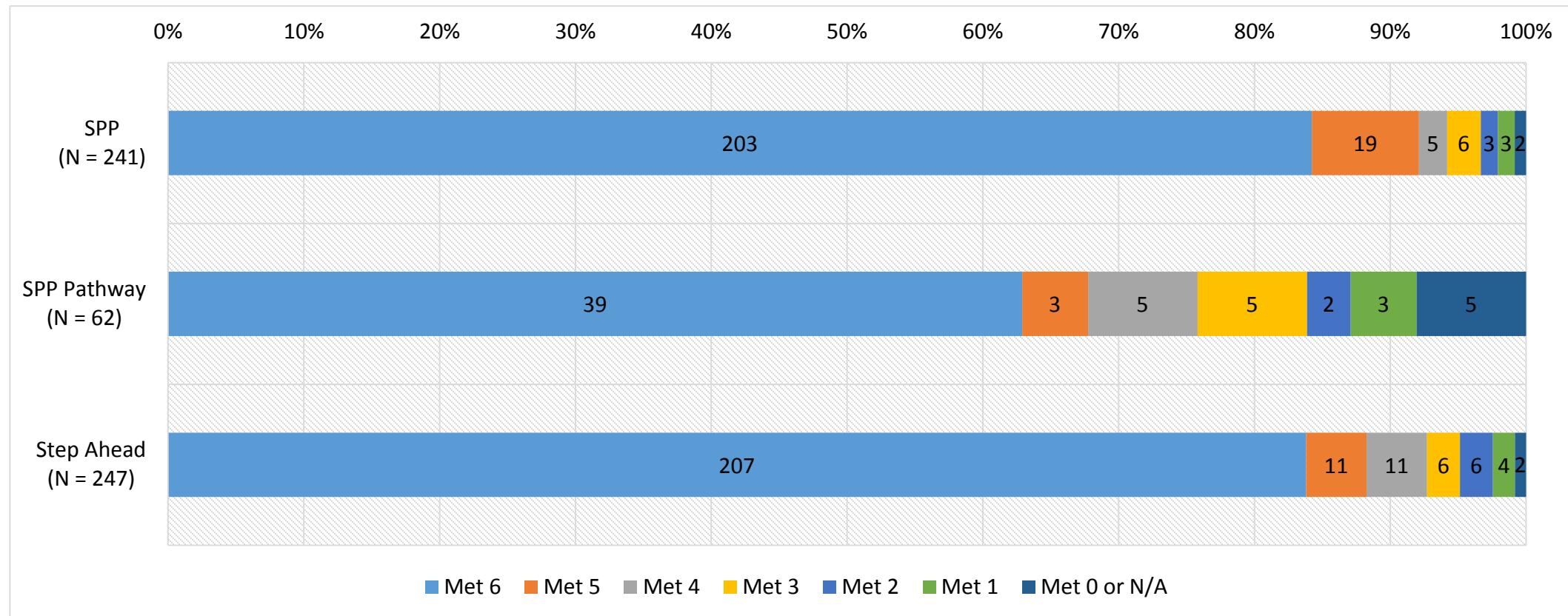


Percentage of Children Meeting All Widely-Held Expectation in TSG, Spring 2016



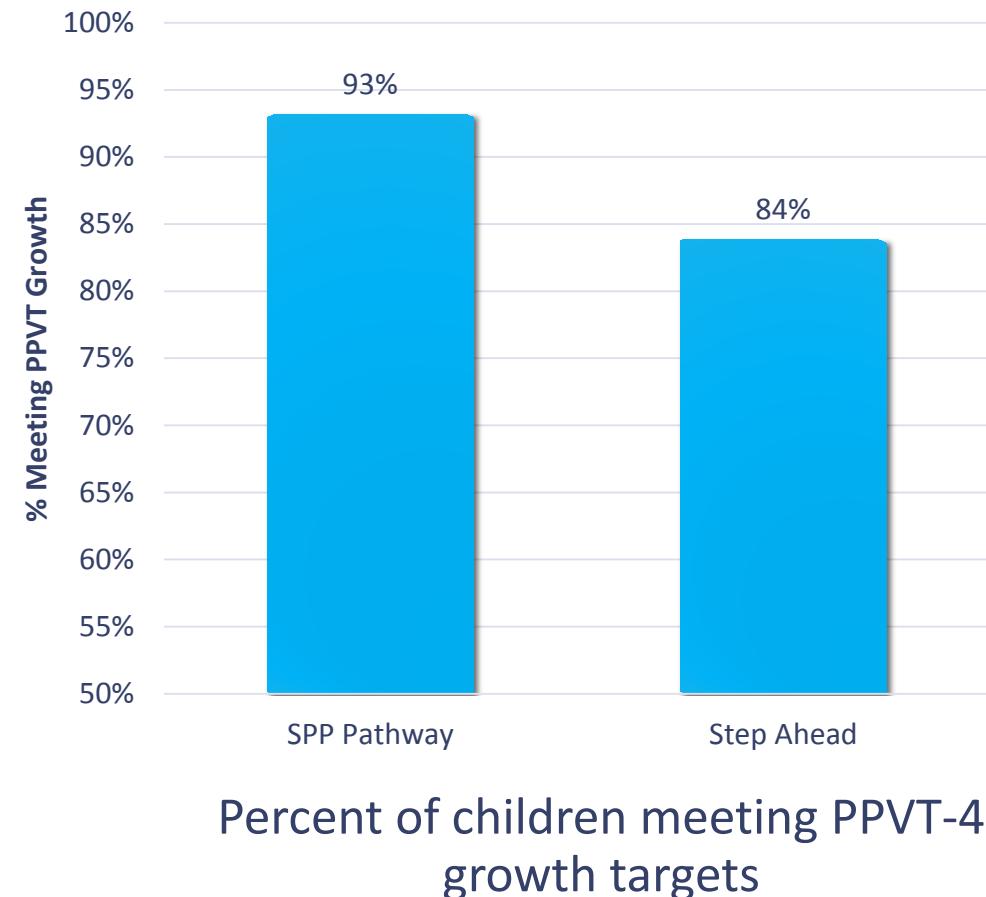
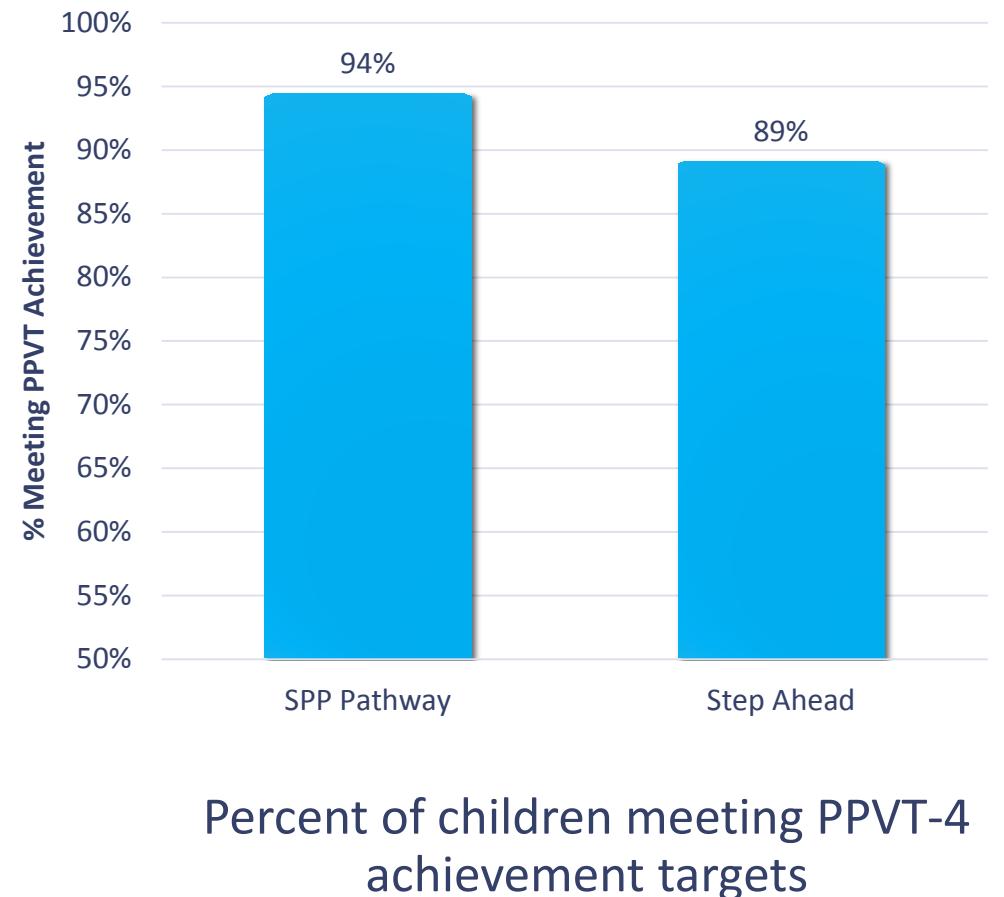
Per the *Teaching Strategies* website, the “*Widely Held Expectations Report* is based upon the color-coded bands found in Teaching Strategies GOLD.® These color-coded bands represent widely held expectations for most children of the same age or same class/grade.” Children are assessed by teachers in six domains: Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. TSG is used as part of the State’s WaKIDS kindergarten readiness assessment.

Percentage of Children Meeting Widely-Held Expectations in TSG by Program, Spring 2016



RECEPTIVE VOCABULARY: PEABODY PICTURE VOCABULARY TEST (PPVT-4), FEL 2015-16

The PPVT measures vocabulary skill. In this assessment, the researcher presents a series of pictures to the child. There are four pictures per page and each picture is numbered. The researcher says a word describing one of the pictures and asks the child to point to or say the number of the picture that the word describes.

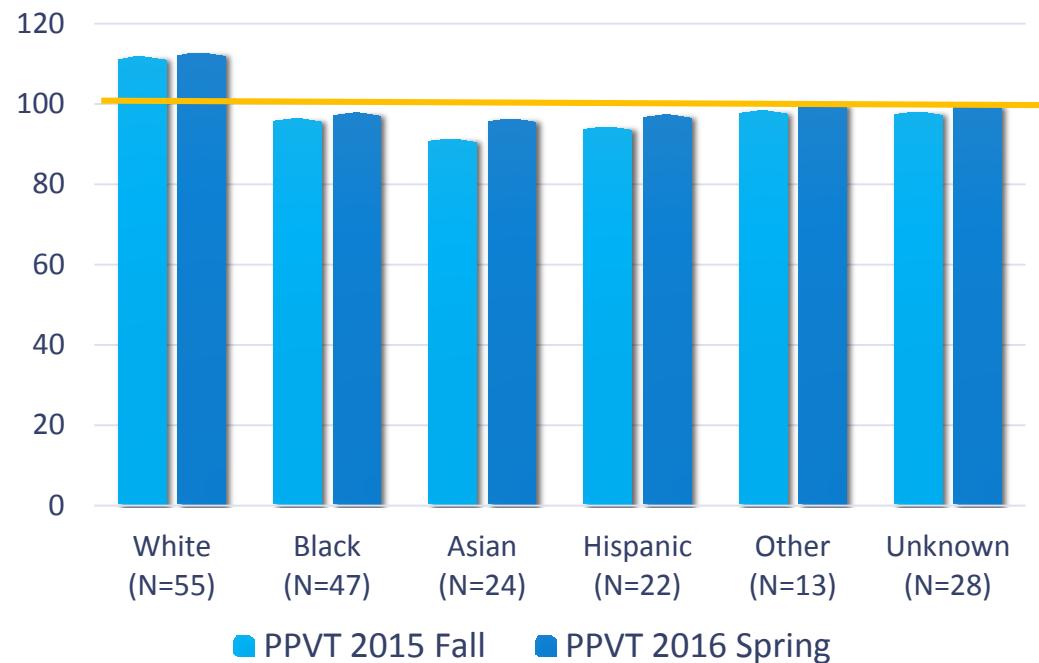


Children Assessed for the SPP Evaluation *compared to* Overall SPP and SPS Enrollment

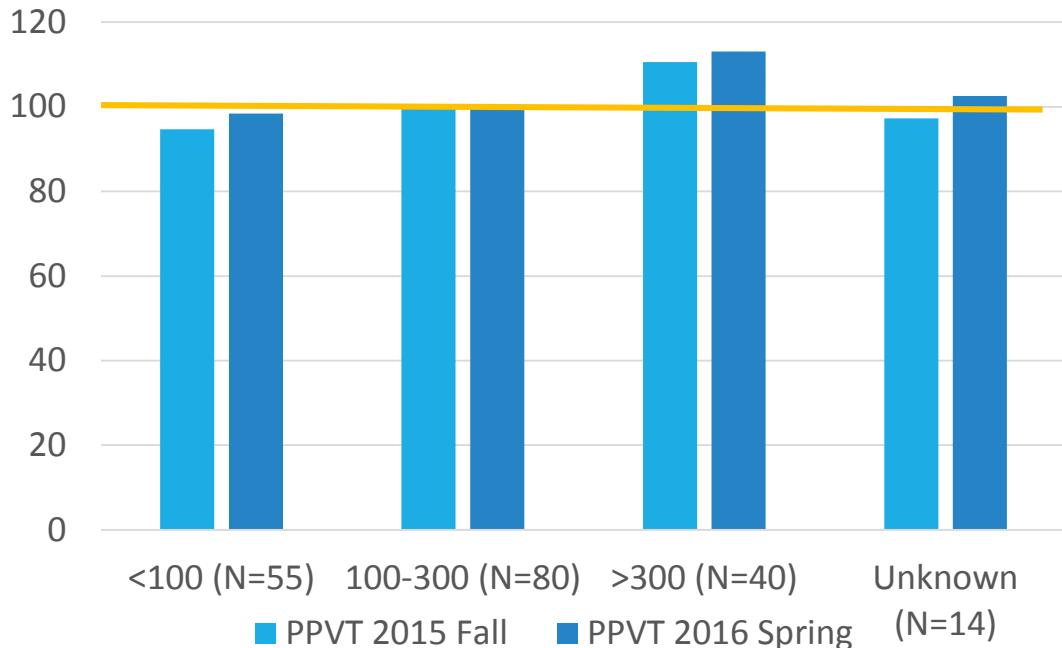
Race/ Ethnicity	Number of SPP children enrolled	Total SPP percentage	Number of SPP children assessed	Assessed SPP percentage	SPS percentage
White	67	24.4%	57	28.6%	45.6%
Black	76	27.6%	48	24.1%	16.4%
Asian	47	17.1%	26	13.1%	15.8%
Hispanic	33	12.0%	25	12.6%	12.4%
Two or more Races	23	8.4%	11	5.5%	8.5%
Other	5	1.8%	2	1.0%	1.3%
Unknown	24	8.7%	30	15.0%	-
Total	275	100%	199	99.9%	100%

RECEPTIVE VOCABULARY: PEABODY PICTURE VOCABULARY TEST (PPVT-4), SPP 2015-16

The PPVT measures vocabulary skill. In this assessment, the researcher presents a series of pictures to the child. There are four pictures per page and each picture is numbered. The researcher says a word describing one of the pictures and asks the child to point to or say the number of the picture that the word describes.



Fall and Spring PPVT-4 Scores for Children Assessed in SPP 2015-16 by Race/Ethnicity

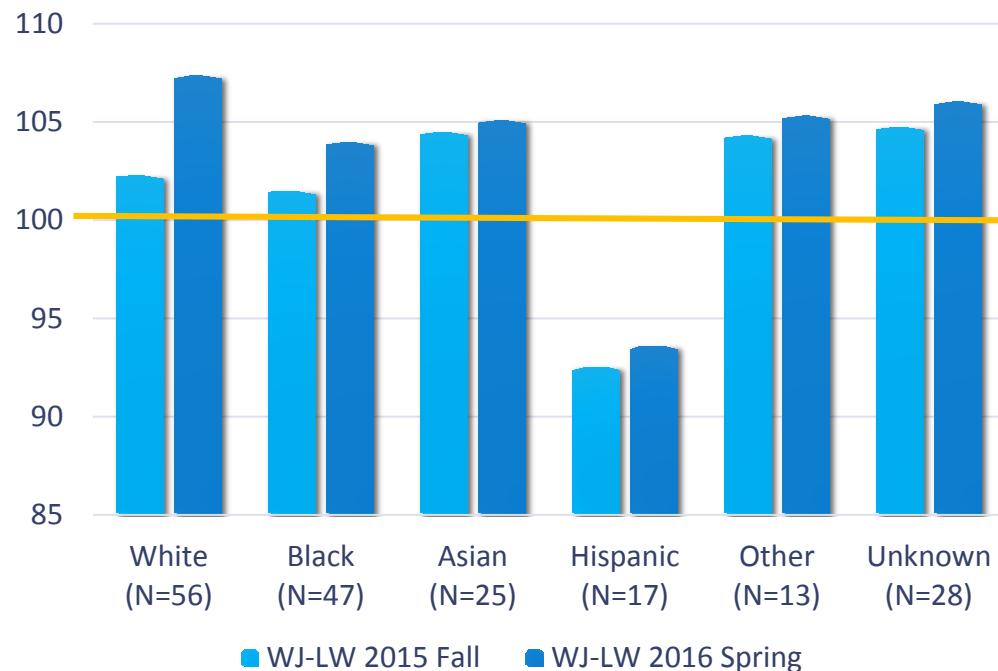


Fall and Spring PPVT-4 Scores for Children Assessed in SPP 2015-16 by Family Income (FLP %)

*Note: Even bars indicate expected growth (in relation to the sample of children the assessment used for norm-referencing). A score of 100 is the expected level for a child at that point in time—fall or spring.

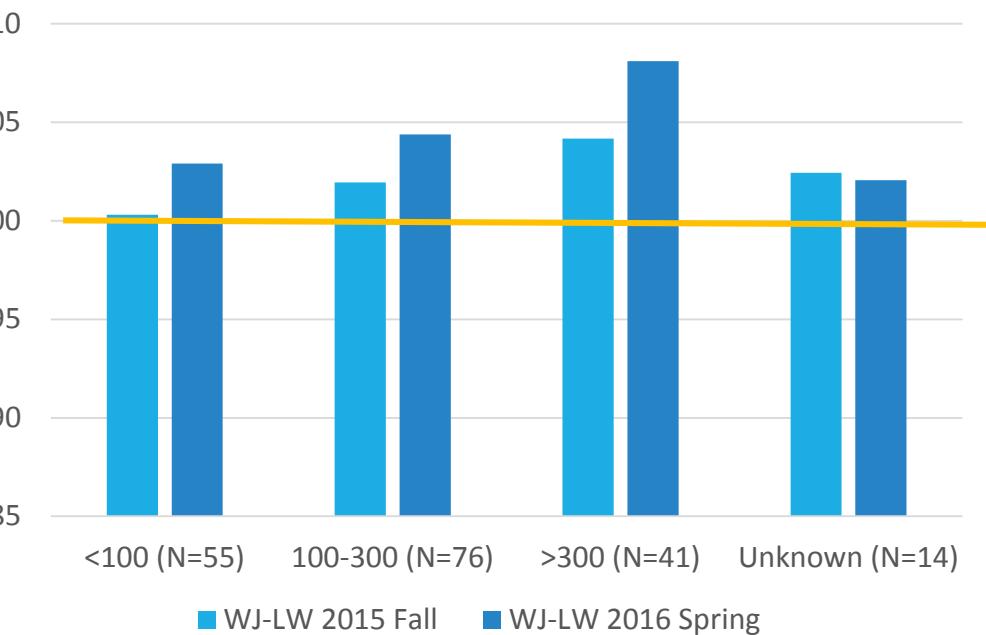
LITERACY: WOODCOCK-JOHNSON III TESTS OF ACHIEVEMENT (WJ-III), SPP 2015-16

Letter Word Identification measures the ability to identify letters and simple words.



Fall and Spring Literacy Scores for Children Assessed in SPP 2015-16 by Race/Ethnicity

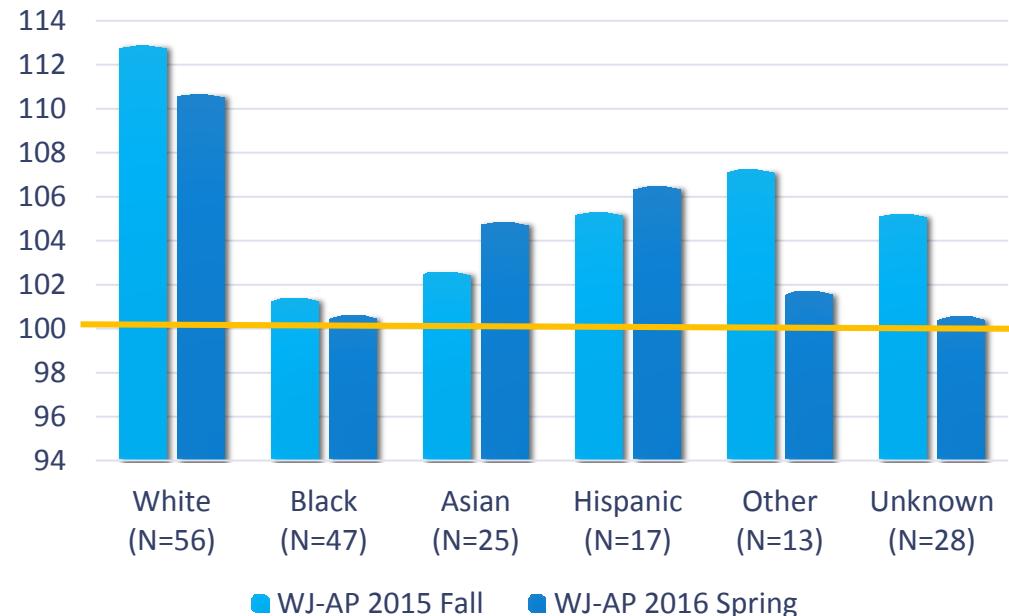
*Note: Even bars indicate expected growth (in relation to the sample of children the assessment used for norm-referencing). A score of 100 is the expected level for a child at that point in time—fall or spring.



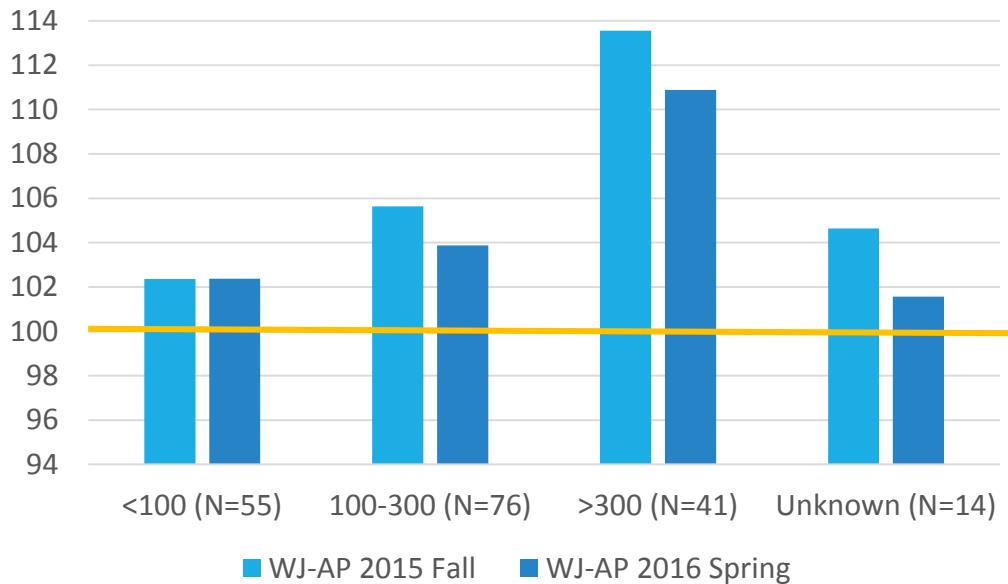
Fall and Spring Literacy Scores for Children Assessed in SPP 2015-16 by Family Income (FLP %)

EARLY MATH: WOODCOCK-JOHNSON III TESTS OF ACHIEVEMENT (WJ-III), SPP 2015-16

Applied Problems measures number recognition, simple problem solving, and simple math concepts.



Fall and Spring Early Math Scores for Children Assessed in SPP 2015-16 by Race/Ethnicity

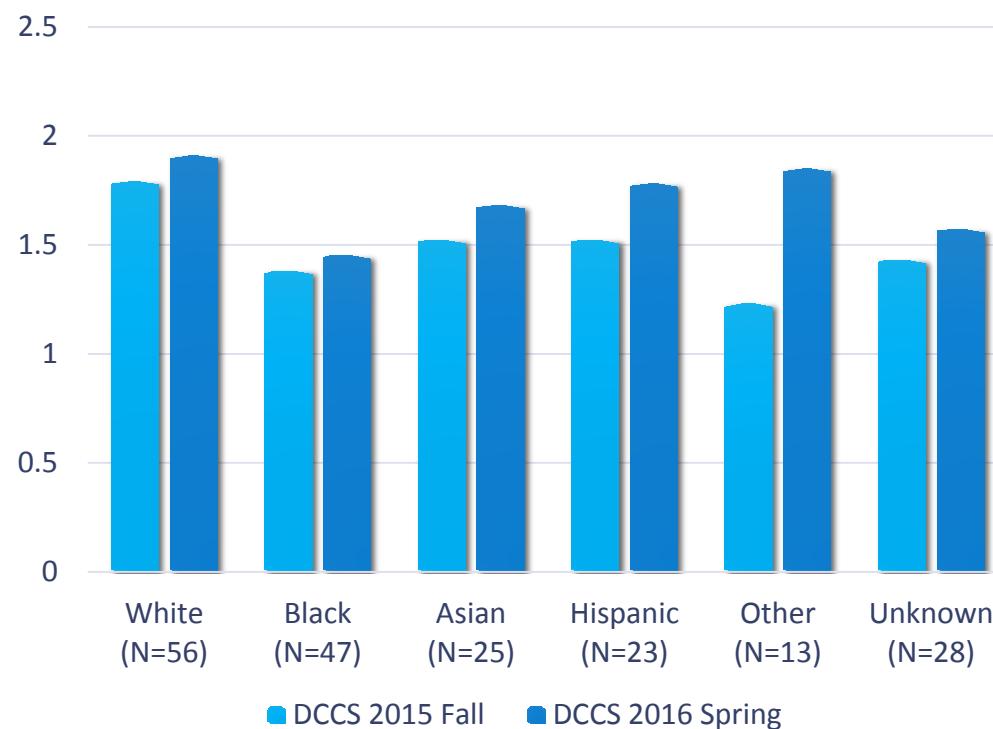


Fall and Spring Early Math Scores for Children Assessed in SPP 2015-16 by Family Income (FLP %)

*Note: Even bars indicate expected growth (in relation to the sample of children the assessment used for norm-referencing). A score of 100 is the expected level for a child at that point in time—fall or spring.

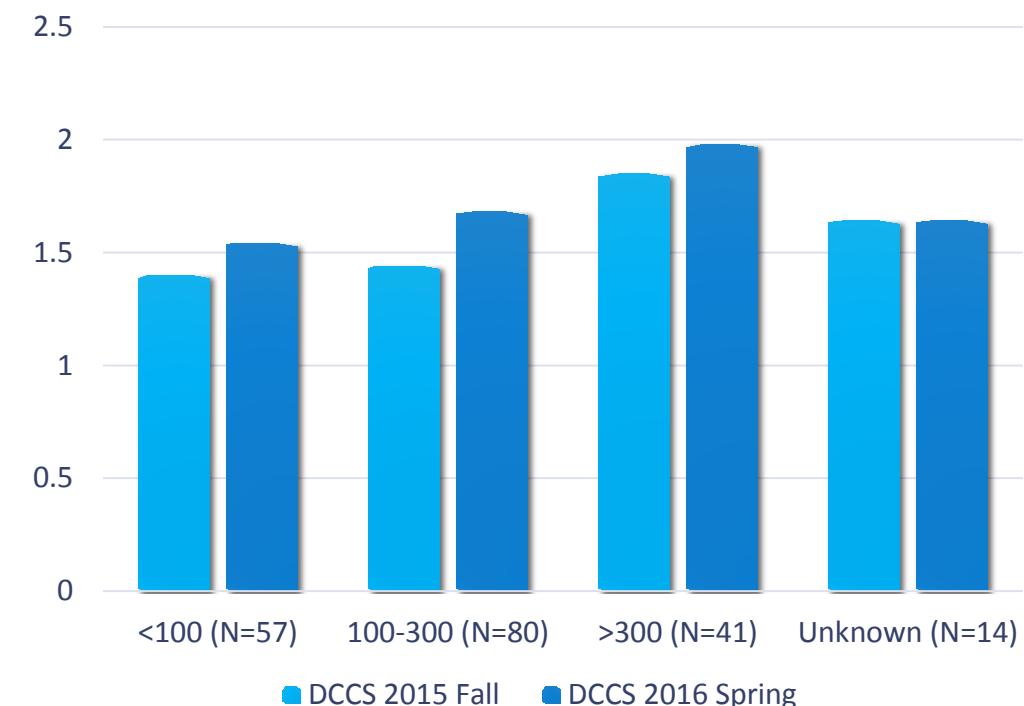
EXECUTIVE FUNCTION: DIMENSIONAL CHANGE CARD SORT (DCCS) & PEG TAPPING, SPP 2015-16

The DCCS and Peg Tapping Task assess behaviors that help children learn. In the DCCS, the child must use their attention skills to sort a set of cards based on different sorting criteria given by the researcher. In the Peg Tapping Task, the child's ability to hold two things in their mind at the same time is assessed.



Fall and Spring EF Scores for Children Assessed in SPP 2015-16 by Race/Ethnicity

*Note: Even bars indicate expected growth (in relation to the sample of children the assessment used for norm-referencing).



Fall and Spring EF Scores for Children Assessed in SPP 2015-16 by Family Income (FLP %)

Levy Investments in the Early Learning Workforce and Community

Professional Development

SPP Scholars Tuition Support
Program

Early Learning Health
Investments

SPP Preschool Facility
Investments



Professional Development

Provides new approaches to guiding children's explorations and strategies to create safe, stimulating and supportive classroom environments. It provides teachers with the tools and background knowledge needed to support children's positive social, emotional, cognitive, language, health, and physical development.



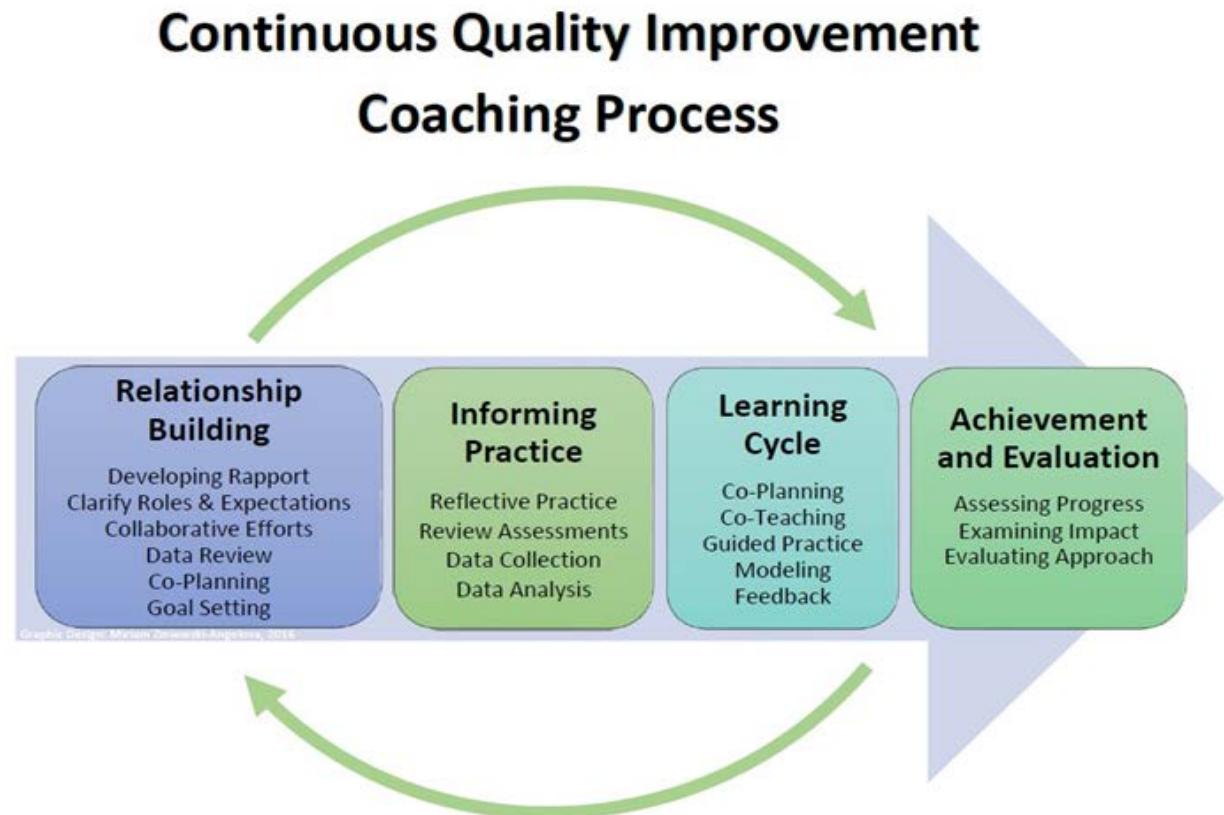
HighScope Training, 2015-16

TRAINING	Seattle Preschool Program Levy	Families and Education Levy	TOTAL
Teaching Strategies Gold	\$11,700.00	\$ 35,100.00	\$ 46,800.00
SEEC Institutes	\$ -	\$ 43,710.00	\$ 43,710.00
HighScope Training of Trainers	\$ -	\$ 158,745.00	\$ 158,745.00
HighScope Preschool Curriculum Course	\$ 102,153.00	\$ 227,346.00	\$ 329,499.00
Fall Preservice	\$ 30,476.00	\$ 8,520.00	\$ 38,996.00
Creative Curriculum	\$ 18,596.00	\$ -	\$ 18,596.00
Content Trainings	\$ 127,082.00	\$ -	\$ 127,082.00
Classroom Assessment Scoring System	\$ 28,700.00	\$ 36,900.00	\$ 65,600.00
Ages and Stages Questionnaire	\$ 1,470.00	\$ 4,830.00	\$ 6,300.00
TOTAL:	\$ 320,177.00	\$ 515,151.00	\$ 835,328.00

DEEL Coaching

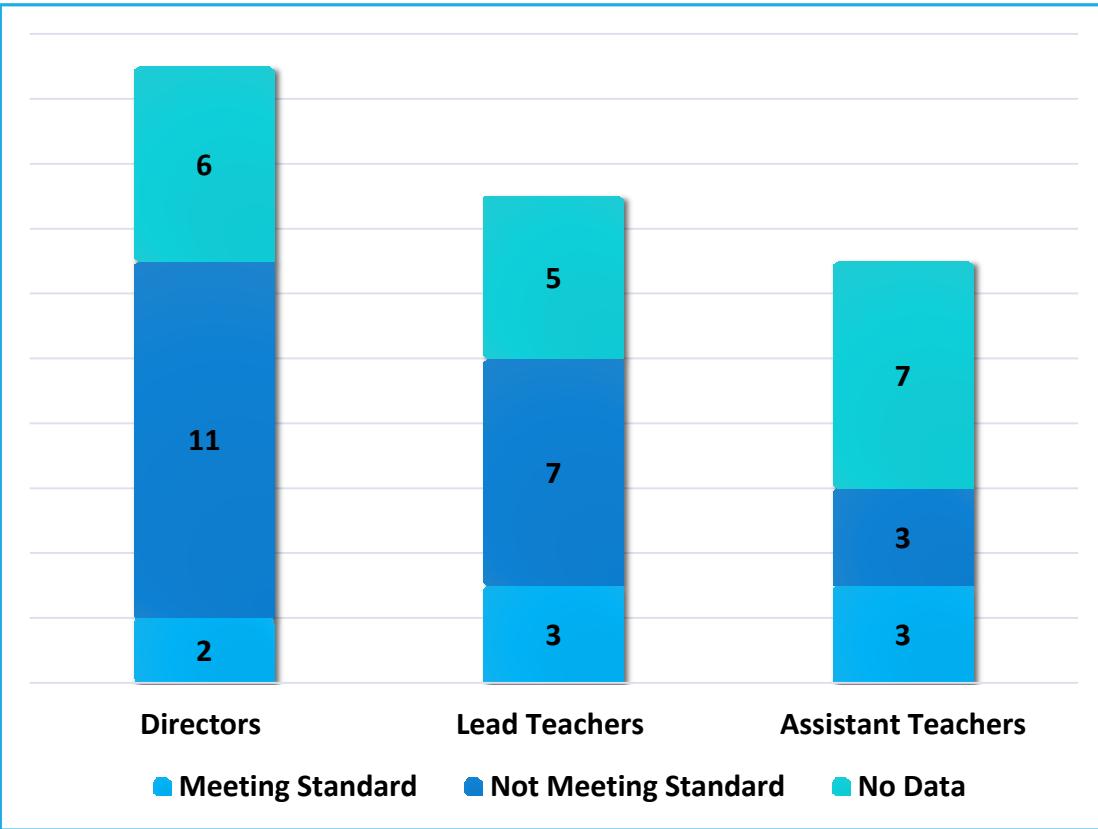
The 2015-16 school year saw the launch of DEEL's Coaching Initiative. Prior to 2015, DEEL contracted with a community-based agency for on-site coaching services. The decision to centralize coaching services within DEEL has given DEEL:

- Greater control over the coaching focus in each classroom and across programs
- More opportunities to coordinate on-site supports with program-wide focuses and trainings
- Increased ability to coordinate within DEEL to support classrooms



SPP Scholars Tuition Support Program

The purpose of the SPP Scholars Tuition Support Program is to provide support for eligible staff working in SPP classrooms to meet SPP education standards.



SPP Staff Education Status: 2015-16 School Year

SPP Agency	Current Position	Degree Goal	College	Support Type
Causey's	Lead Teacher	BA ECE Dual Language	Goddard College	Tuition Plus
Launch	Program Supervisor	BAS Early Childhood Education	North Seattle College	Tuition Plus
ReWA	Assistant Teacher	BA ECE Dual Language	Goddard College	Tuition only
ReWA	Assistant Teacher	BA ECE Dual Language	Goddard College	Tuition only
Dunlap	Lead Teacher	BAS Early Childhood Education	Highline College	Tuition Plus

***SPP Scholars Tuition Support Program Recipients
(as of 10/1/2016)***

“SPP Scholars has made it more economically viable for teachers to seek degrees in early childhood education.” –

SPP Site Director

Early Learning Health Investments

Funding Source	Amount	Percent of Total	# of Agencies	# of children
ECEAP	\$ 84,408	9%	9	411
FEL (Step Ahead/ Pathway)	\$ 509,960	55%	15 (11/4)	434 (364/70)
SPP	\$ 76,219	8%	6	283
General Fund	\$ 253,224	27%	29	300
Total	\$ 923,811	100%	59	1,428

SY 2015-16 Health Investments and Children Served by Fund Source

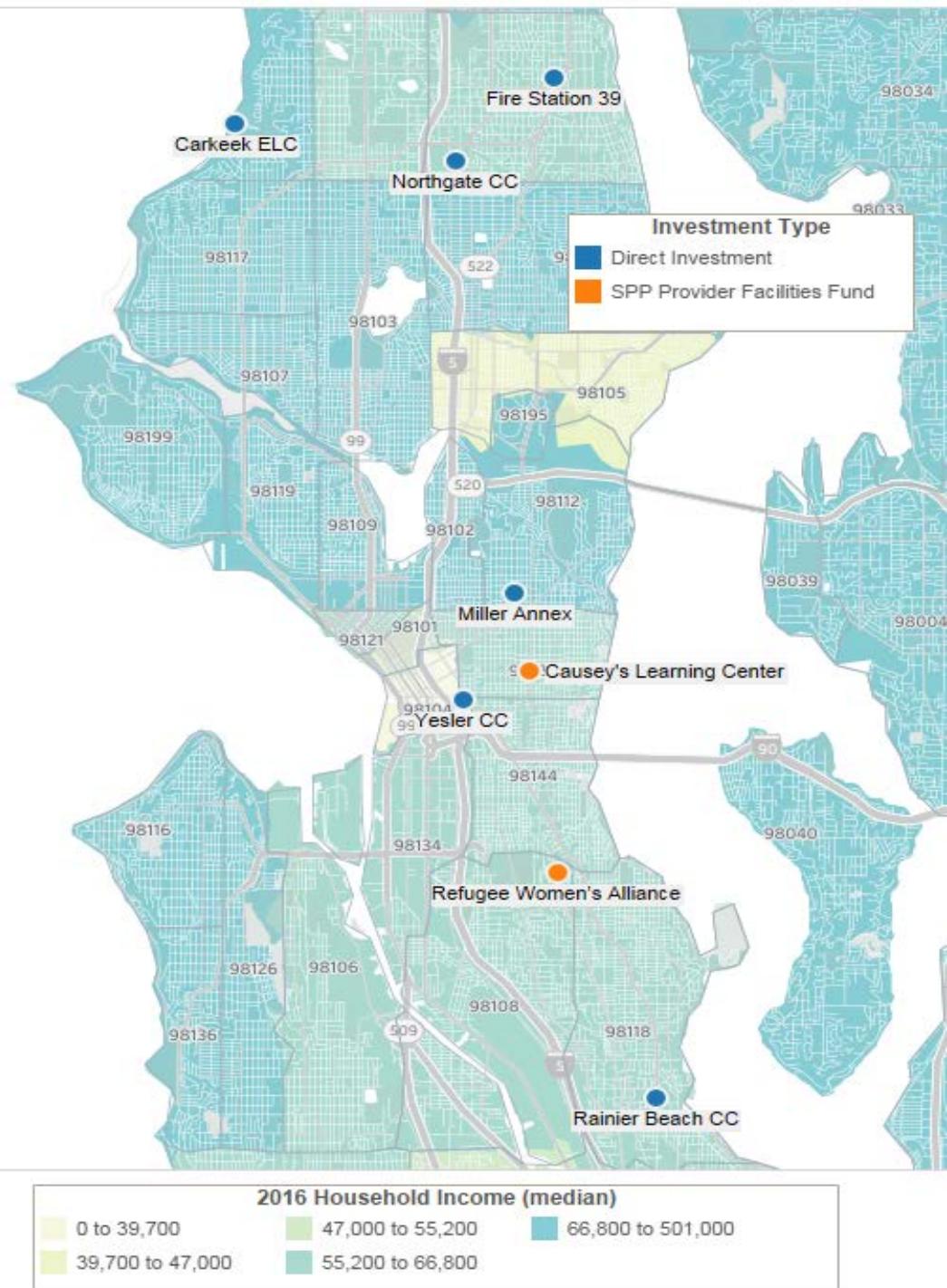
Public Health Activity Type	SY 2015-16 Hours
Consultation - Health Assessment Follow up	39
Consultation (director)	136
Consultation (teacher)	107
Developmental Screening Support	46
File Review	94
Follow-Up	120
Health Assessment	166
Health Policy	56
Health Screening	224
Infant Class consultation	521
Infant Health Assessment	56
Nutrition - Food safety review	2
Nutrition and physical activity assessment	5
Observation (Child)	125
Observation (classroom)	69
Parent Meeting	48
Staff meeting	26
Staffing	166
Toddler Class consultation	2
Training	739
Total	2746

SY 2015-16 Public Health Activities,
Excluding Administration (13%)

SPP Preschool Facility Investments

The four-year SPP budget made \$8.5 million available to support preschool classroom development and expansion.

Project	Investment Type	Investment	% of Total Budget	School Year Launch	New SPP Classrooms/Slots
Miller Annex, Capitol Hill	Direct Investment	\$1,800,000	21%	2017-18	4 classrooms, 80 slots
Causey Learning Center, Central District	SPP Provider Facilities Fund	\$108,000	1%	2017-18	1 classroom, 20 slots
Community Center Initiative, Citywide	Direct Investment	\$200,000	1%	2017-19	10 classrooms, 180 slots
Fire Station 39, Lake City	Direct Investment	\$1,100,000	13%	2018-19	4 classrooms, 80 slots
Refugee Women's Alliance, Southeast Seattle	SPP Provider Facilities Fund	\$500,000	6%	2018-19	30 slots



Agency Partnerships

- Seattle Public Schools
- Washington State Department of Early Learning
- Seattle Parks and Recreation
- Public Health – Seattle & King County



Seattle Early Learning Investments

Lessons, Course Corrections,
and Looking Ahead



Lessons and Course Corrections

- SPP Provider Payment Model
- SPP Application Improvements & Organizational Flexibility
- SPP Selection: Continuity of Care Improvements
- SPP Provider Recruitment Plan and Timeline
- Alignment of Contract Pay Points for Preschool Providers
- Refinement of the DEEL Coaching Approach
- Early Learning Health Consolidated Contract, Year 2



Looking Ahead to 2016-17



- Child Find Hubs, Year 1
- SPP High-Quality EL Instruction Certification
- SPP Family Child Care Pilot Program
- Full Implementation of CHIPS Database
- Racial Equity Analyses

Next Steps

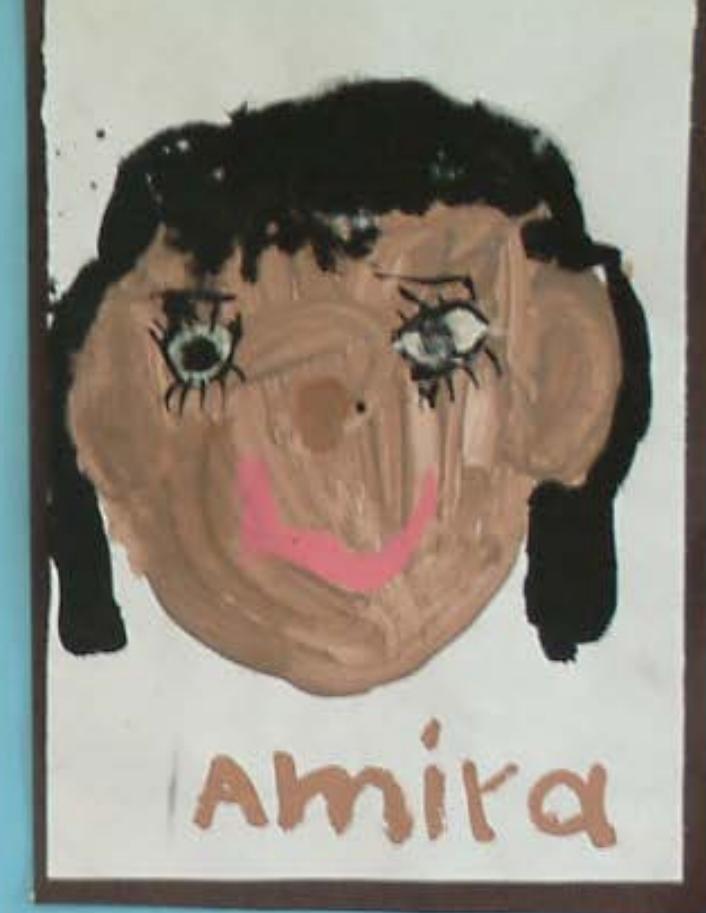
The full Annual Report will be shared with you via e-mail this week.

Please review the report and send DEEL any questions or comments you have.

Your feedback will be incorporated into the final version.

The final version will be sent to the group and posted on the DEEL website when complete.





Questions