

The Seattle Preschool Program

Process Evaluation Final Report

For the Seattle Department of Education and Early Learning

December 2021



ACKNOWLEDGEMENTS

Authors: Angélica Montoya-Ávila, Ph.D.; Kristina Rodriguez, M.P.P.; Sherylls Valladares Kahn, Ph.D.; Sallie Strueby, M.A., M.S.W.; Katina Kearney-Edwards, Ph.D.; Mimi Howard, M.A.; Lindsey Allard Agnamba, Ph.D.; Maya Manning, B.A.

Reviewers and contributors: The School Readiness Consulting team thanks all reviewers and contributors to this study and the final report, including the Department of Education and Early Learning (DEEL) for funding this work and for supplying data. Particularly, we thank the following DEEL staff members for reviewing report drafts: Rosa Ammon-Ciaglo (Evaluation Advisor), Daniel Perez (Coach Manager), Monica Liang-Aguirre (Director, Early Learning), Cameron Clark (Senior Policy Advisor), Jenny Choi (Senior Early Learning Policy Specialist), Leilani DeLa Cruz (Early Learning Operations Manager), Debra Kinsey (Early Learning Preschool Manager), Luis Briseño (Coach Manager), Bill Sanders (Senior Education Specialist), Sonja Griffin (Manager, Quality Practice and Professional Development), Grace Funk (Former Coach Manager), Ismael Fajardo (Interim Director of Performance & Evaluation). The School Readiness Consulting and DEEL teams also thank the DEEL staff, Seattle Preschool Program coaches, administrators, teachers, and families who shared their experiences with us through focus groups, interviews, surveys, and strategic learning sessions. Your generous contributions and honesty allowed us to have a clear insight into SPP and write a robust report.

Design and editing: Paul Boone ([PCB3 Designs](#)) and Cathy Cambron ([Editcetera](#))



Suggested citation: Montoya-Ávila, A. Rodriguez, K., Kahn, S. V., Strueby, S., Kearney-Edwards, K., Howard, M., Allard Agnamba, L., & Manning, M. (2021). *Seattle Preschool Program: Process evaluation final report*. Silver Spring, MD: School Readiness Consulting.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
GLOSSARY	6
INTRODUCTION	7
KEY FINDINGS: SPP PROVIDERS' NEEDS AND DEEL'S RESPONSES	15
KEY FINDINGS: VIRTUAL COACHING	23
KEY FINDINGS: EQUITY	39
RECOMMENDATIONS	51
REFERENCES	56
APPENDIX A: STUDY METHODOLOGY	59
APPENDIX B: DATA COLLECTION PROTOCOLS	67
APPENDIX C: SURVEY FORM	84
APPENDIX D: RAW SURVEY DATA AND ADDITIONAL FIGURES	104
APPENDIX E: RAW SURVEY DATA TABLES	109



EXECUTIVE SUMMARY



Seattle is committed to providing high-quality preschool education experiences to young children and their families. In 2015, the Department of Education and Early Learning (DEEL) launched the Seattle Preschool Program (SPP) to increase access to full-time, high-quality preschool for 3- and 4-year-olds in the city and, in doing so, eliminate kindergarten readiness gaps. Over the past 6 years of implementation, SPP has increased the number of available preschool seats in Seattle and has striven to offer research-based, culturally responsive preschool programming. Yet, questions remain about how exactly SPP is being implemented and the extent to which SPP children (especially those who are BIPOC: Black, Indigenous, People of Color) are experiencing high-quality and culturally responsive programming, especially in the context of two ongoing pandemics: COVID-19 and racism.

To conduct a process evaluation of SPP and better understand the effects of these dual pandemics on SPP stakeholders, DEEL partnered with School Readiness Consulting (SRC), an early childhood consulting organization with a focus on social justice and experience in evaluating and supporting the implementation of early learning initiatives. The process evaluation used an equity-centered framework, focusing on implementation of SPP and identifying both the silver linings and inequities related to the dual pandemics, in order to inform future directions for SPP. The process evaluation addressed three central questions:

1. What were the highlights and lessons learned of the Seattle Department of Education and Early Learning’s policy and programmatic responses to the needs of Seattle Preschool Program providers during the pandemics in 2020?
2. What are the key components of the virtual Seattle Preschool Program Coaching model that was redesigned in response to the pandemics in 2020, and which components of this redesigned model are promising for post pandemic times?
3. How have issues of equity in Seattle’s early learning landscape been mitigated or exacerbated during the pandemics in 2020, and what are the policy implications of moving forward with an equity agenda within SPP?

The SRC team explored these questions through a mixed-methods approach. We interviewed DEEL staff and coaches and hosted focus groups with SPP administrators and teachers. We also used data from surveys given to program administrators, teachers, and families in spring and summer 2021. Through a rigorous analysis and data triangulation, we uncovered the following key findings:

Research Area	Key Findings
Providers’ needs and DEEL’s policies during the dual pandemics	1. DEEL’s response to staff experiences during the COVID-19 pandemic was most helpful when DEEL alleviated administrative and financial burdens, allowing some flexibility in program operations. Yet, the perceived effectiveness of DEEL’s response was reduced by a lack of clear, two-way communication.

	<ol style="list-style-type: none"> 2. Experiences during the dual pandemics evoked feelings of stress and anxiety for all SPP stakeholders, leading to impacts on their physical and mental health. 3. The COVID-19 pandemic highlighted resource inequities by delivery setting, mainly showing that public school programs were better resourced than family child care (FCC) and small community-based organizations (CBOs).
<p>Virtual coaching</p>	<ol style="list-style-type: none"> 4. Virtual coaching increased coaches' capacity to meet with teachers and administrators and helped administrators and teachers access resources, connect with families, and enhance their professional practices. 5. Virtual coaching during the pandemics focused more on teachers'/administrators' immediate needs and less on long-term professional learning and continuous quality improvement. 6. The implementation of virtual coaching was challenging and inconsistent, due to teachers'/administrators' limited availability and lack of technology access and knowledge. 7. Most in-person agencies and new SPP teachers wanted to have some face-to-face contact with their coaches.
<p>Equity issues during the pandemics</p>	<ol style="list-style-type: none"> 8. The racial justice movement (RJM) increased cross-racial solidarity, yet Black and Asian teachers and administrators experienced ongoing discrimination and racial trauma. Furthermore, SPP community members understood and embraced the RJM to differing degrees. 9. The RJM evidenced that systemic changes are needed to substantially increase racial equity in SPP. 10. Racial/ethnic differences were evident in SPP teachers' and administrators' confidence in their ability to address racism, and teachers and administrators reported needing more in-depth, practical, and tailored antibias training opportunities. 11. Families lacked access to culturally and linguistically responsive resources. 12. The dual pandemics emphasized an existing "digital divide" for SPP teachers, administrators, and families.

RECOMMENDATIONS

Based on the study findings, we make the following recommendations to increase equity and quality within SPP:

1. Strengthen support systems for mental health, virtual learning, and organizational transparency.
2. Develop and implement a hybrid model for SPP coaching that is consistently and intentionally grounded in equity and creates a road map for meeting both immediate needs and long-term professional learning goals.
3. Increase support for BIPOC stakeholders, and tailor anti-racist training.

The full report provides more detail about the findings and recommendations as well as the evaluation methodology.



GLOSSARY



Administrators or SPP administrators: Individuals who plan, lead, and/or coordinate SPP implementation at agencies.

Antibias education: An approach in which learning environments, materials, and activities are designed to help children interrogate their prejudices, build positive social identities, and learn how to build a more just society (Derman-Sparks et al., 2020).

Community-based organization (CBO): Organizations that are not managed by the Seattle Public School system or by a family child care provider. CBOs operate in a variety of settings, including spaces owned by the organization or borrowed from schools or public facilities, and traditional child care centers.

Culturally responsive practices: A way of acting that acknowledges and incorporates the diverse cultural customs of children, families, communities, and provider staff within the learning environment.

Emotional labor: Effort to control or suppress one's feelings in order to support others and to meet the goals of one's job (Grandey, 2000).

DEEL staff: DEEL employees who operate enrollment or offer support for SPP. Coaches are considered members of DEEL staff.

Family child care (FCC): Organizations or sites offering SPP in a home setting. FCC programs operate as part of "hubs," where FCC providers can be connected to resources to increase their professional capacity. For our study, we refer to FCC providers as "FCC administrators" to align with overall terminology.

Providers or SPP providers: Organizations (such as CBOs, family child care agencies, and Seattle Public Schools) that deliver or implement SPP.

Teachers or SPP teachers: Individuals who facilitate the learning of children enrolled in SPP. The term may sometimes refer to both lead teachers and teacher aides.

School-based: Related to SPP sites run by the school district; in some cases, the term "Seattle Public Schools" (SPS) refers to these sites.

SPP Plus: An educational model that supports the education of children with varying abilities and disabilities led by both the special education and general education teachers.



HIGH-QUALITY PRESCHOOL AND THE DUAL PANDEMICS

High-quality preschool programs play a critical role in supporting cognitive and socioemotional development for all children. Research shows that children who participate in high-quality preschool programs tend to have higher educational attainment, earnings, and health outcomes as well as less involvement with the criminal justice system as adults than those who do not enroll in preschool (Center on the Developing Child, 2007; Yoshikawa et al., 2013). Society at large also benefits from high-quality preschool programs, as the programs support the development of healthy adults and communities while also reducing the need for more expensive interventions later in a child’s life (Heckman, 2011).

Evidence of the benefits stemming from preschool participation has motivated many U.S. cities and states to refine approaches to increasing the availability and quality of their programs. For example, the voters of the City of Seattle approved a property tax levy in 2014 to provide Seattle children with access to high-quality preschool services. This levy made possible the creation of the Seattle Preschool Program, which has reduced educational opportunity gaps in Seattle and helped participating children make significant gains across academic and socioemotional domains (Nores et al., 2018). In 2018, the levy was renewed and extended SPP funding for 7 more years. SPP has continuously improved its quality and effectiveness thanks to research-based strategic planning and decision-making. But even among the best-planned preschool programs, one unpredictable element of the human experience was unaccounted for—the possibility of a viral pandemic.

The COVID-19 pandemic has affected all spheres of human life, including early childhood care and education (ECE). In spring 2020, most U.S. states issued stay-at-home orders, and many ECE programs had to suspend or limit their operations. By fall 2020, many ECE programs had reopened their facilities or were offering remote or hybrid instruction. The closures and instructional shifts often had a negative impact on children’s cognitive and socioemotional development, as they had fewer opportunities to interact with and learn from teachers, peers, extended family, and other community members (Guerrero Rosada et al., 2021; Weiland et al., 2021). The physical and mental health of many educators and family members also declined during the pandemic; they reported feeling exhausted, overwhelmed, stressed, and/or depressed—all of which could negatively impact their ability to care for and teach young children (Jalongo, 2021; Weiland et al., 2021). The pandemic also reduced the income and increased the operational costs of many ECE centers and programs, due to limited student enrollment, reduced teacher-child ratios, temporary closures, and new sanitation procedures (Guerrero Rosada et al., 2021). The full effects of the COVID-19 pandemic on ECE programs, educators, children, and their communities are not yet fully understood but could be long-lasting (Timmons et al., 2021; United Nations, 2020).

As educators and families adjusted to the reality of stay-at-home orders and other COVID-19 pandemic containment measures, it became apparent that the country was in fact facing *dual* pandemics: the present COVID-19 pandemic and an ongoing pandemic of systemic racism and racialized violence. Although systemic racism and the fight for racial equity have existed in the United States for centuries, awareness and discussion about this struggle have increased over the past several years, due to numerous events of police brutality against BIPOC communities and to the Black Lives Matter movement. Between May and August 2020, Seattle experienced ongoing protests over the police assassination of George Floyd. Although many protests were peaceful, others involved violence and clashes between the protesters and the police or pro-police supporters. Reported anti-Black incidents and crimes in Seattle increased by 87% (128 additional cases) between 2019 and 2020 (Seattle Police Department, 2021). In 2020, violence and discrimination against Asian communities augmented too; in Seattle, the reported anti-Asian incidents and crimes doubled (28 additional cases) between 2019 and 2020 (Seattle Police Department, 2021). In total, 500 cases of racial bias and crimes were reported in Seattle in 2020—almost twice as many as in 2019, when 277 of those cases were reported (Seattle Police Department, 2021). The ongoing racialized violence fueled calls for racial justice and cross-racial solidarity in Seattle and across the United States.



Source: SeattleMet "Seattle's Summer of Protest for Black Lives: <https://www.seattlemet.com/news-and-city-life/2020/09/seattle-summer-of-protest-for-black-lives-a-timeline>

All of these historic and racialized events (which we call the racial justice movement, or RJM) had profound effects on ECE communities. Witnessing or directly experiencing racism can negatively impact the physical and socioemotional well-being of children, families, and educators (Berry et al., 2021;

Shonkoff et al., 2021). Moreover, increased discrimination and racial tensions create physical, social, and economic conditions that threaten the healthy development of children of color (Shonkoff et al., 2021). The dual pandemics are disproportionately affecting the physical and mental health of Black and Asian children and families in Seattle (Seattle Foundation, 2020). Thus, a major question remains unanswered: how to ensure that all children (especially those who are BIPOC) have access to high-quality and culturally responsive preschool experiences, especially during two ongoing pandemics.

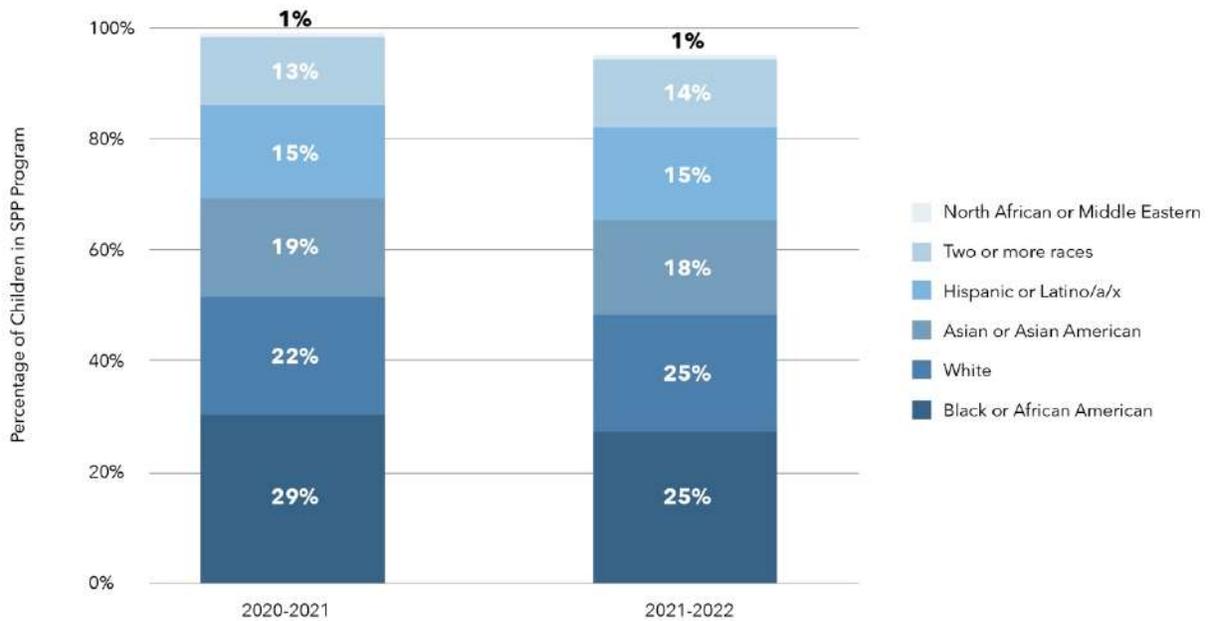
THE SEATTLE PRESCHOOL PROGRAM

The City of Seattle is committed to providing high-quality preschool education, even during tumultuous times. As evidence of the benefits of early education for children and communities grew, the city began heavily investing in preschool programs. In 2014, the Seattle Preschool Program levy enabled the city to deepen its commitment to early learning; in 2015, DEEL launched a demonstration phase of SPP. The initiative had three main goals: (1) increase access to full-time preschool for 3- and 4-year-old children across the city; (2) ensure high quality of the preschool program by using a research-based curriculum and offering culturally responsive, engaging, and nurturing adult-child interactions; and (3) eliminate the racially disproportionate kindergarten readiness gap.

Over the past 6 years of implementation, SPP has made significant progress toward meeting its goals. First, the program has rapidly increased the number of available preschool seats. Whereas in 2015 SPP served fewer than 300 children and included only 15 classrooms, by 2022-23 the program will have approximately 2,000 seats available in 132 classrooms across 74 locations (sites), managed by 26 agencies (Department of Education and Early Learning, 2021). Second, independent studies have found that the program is continuously striving to improve its quality by incorporating up-to-date, effective practices (School Readiness Consulting, 2019) and that SPP children demonstrate strong gains in language, literacy, and mathematics as well as in socioemotional and physical skills (Nores et al., 2018; Department of Educational and Early Learning, n.d.). Third, as Figure 1 shows, SPP serves children of all racial/ethnic groups at relatively similar rates. Approximately 75% of currently enrolled children are BIPOC, and 40% speak a language other than English at home.



Figure 1. Demographics of SPP children, 2020–21 (n = 1,564) and 2021–22 (n = 1,546), provided by DEEL



Note: Responses for Native Hawaiian or Pacific Islander, American Indian or Alaska Native, and Unknown were excluded, as they were less than 1%

Currently, SPP partners with providers in a variety of settings across Seattle, including Seattle Public Schools, FCC providers, and CBOs. Providers must meet minimum quality standards before they can participate in SPP. The participating providers commit to a variety of program requirements, including implementation of a standard curriculum, documentation of students’ progress, and participation in coaching and training provided by DEEL staff. By using this mixed-delivery model, adhering to quality standards, and offering continuous professional learning opportunities for SPP teachers and administrators, DEEL has sought to increase equity and eliminate racial disparities among members of the SPP community.



THIS STUDY

In spring 2021, DEEL partnered with SRC, an early childhood consulting organization with a social justice focus and experience in evaluating and supporting the implementation of early learning initiatives, to conduct a process evaluation of SPP and better understand the effects of these dual pandemics on SPP stakeholders. The process evaluation used an equity-centered framework, focusing on implementation of SPP and identifying both the silver linings and inequities related to the dual pandemics, in order to inform future directions for SPP. The process evaluation addressed three central questions:

RESEARCH QUESTIONS

What were the highlights and lessons learned of the Seattle Department of Education and Early Learning’s policy and programmatic responses to the needs of Seattle Preschool Program providers during the pandemics in 2020?

What are the key components of the virtual Seattle Preschool Program Coaching model that was redesigned in response to the pandemics in 2020, and which components of this redesigned model are promising for post pandemic times?

How have issues of equity in Seattle’s early learning landscape been mitigated or exacerbated during the pandemics in 2020, and what are policy implications for moving forward with an equity agenda within SPP?

The SRC team addressed these questions by using a mixed-methods evaluation design, integrating qualitative and quantitative data that SRC collected for this study with DEEL’s existing quantitative data sources. The SRC team collected qualitative data through interviews with DEEL staff and coaches and through focus groups with SPP administrators and teachers. The quantitative data were gathered through provider surveys that the SRC team administered and from family surveys that DEEL had previously administered. The SRC team also conducted virtual coaching session observations and examined existing data sources related to demographics, SPP program characteristics, classroom quality, coaching participation, and previous SPP evaluation data.

DATA COLLECTION AND ANALYSIS

The study team was committed to ensuring that insights were representative of SPP stakeholders and that all participants felt comfortable responding to questions during all interviews, focus groups, and survey responses. Interview participants were selected in close partnership with the DEEL team to ensure various levels of program management were included. Participants in the focus groups and survey were selected via stratified random sampling to ensure representativeness while selecting participants. Participation across all forms of data collection was voluntary, and participants were allowed to withdraw consent at any time. The study team collected insight from 48 SPP stakeholders in focus groups and interviews, and 113 SPP providers and teachers responded to the survey.¹ Table 1 outlines the number of participants included in each type of data collection. Additional information about data collection procedures and the sample is available in Appendix A.

Table 1. Summary of data collection

Data Collection Type	Delivery Setting	Role	Total Participants
Focus Groups	CBOs	Lead Teacher	6
		Assistant Teacher	6
		Administrator	9
	FCCs	Administrator	5
		Hub Coordinator	3
	School-Based (SPS)	Administrator	3
		Teacher	6

¹ DEEL also provided the study team with data from its spring 2021 family survey.

Interviews	DEEL Staff	NA	4
	Coaches	NA	6
Survey ²	CBOs	Lead Teacher	52
		Assistant Teacher	30
		Administrator	16
	FCCs	Administrator	7
	School-Based (SPS)	Lead Teacher	8

The qualitative data were analyzed deductively, following a coding scheme that reflected the research questions and SPP’s guiding principles. The quantitative data were analyzed by generating descriptive statistics. Qualitative and quantitative data sources were triangulated to identify and corroborate the key study findings.

THIS REPORT

This report presents the results of the mixed-methods evaluation study. The report highlights findings and lessons learned during the dual pandemics to provide recommendations and ideas for enhancing SPP implementation. The Key Findings section includes the most frequent or salient findings related to the three research questions that guided the process evaluation. Uncorroborated information and infrequent findings were excluded from the report.³ The Recommendations section presents ideas for DEEL to consider in the next phases of SPP implementation, especially as DEEL seeks to increase equity across SPP sites and support SPP stakeholders’ well-being.

² SPS administrators did not respond to the survey. All FCC survey respondents in this study played the dual role of teacher and administrator at their site.

³ In the qualitative analysis, the SRC team deemed a finding to be frequent or salient when it was alluded to by around half of the whole sample of participants or by several people (at least three individuals) across various settings. In the Key Findings section, we provide participants’ roles or service delivery settings if that information is relevant to the finding.

// KEY FINDINGS



KEY FINDINGS: SPP PROVIDERS' NEEDS AND DEEL'S RESPONSES



Research Question 1: What were the highlights and lessons learned of the Seattle DEEL’s policy and programmatic responses to the needs of Seattle Preschool Program providers during the pandemics in 2020?

Key Takeaways: DEEL’s most helpful responses to the pandemics were those that alleviated financial burdens, allowed some flexibility in program operations, and were attuned to shifting circumstances caused by the pandemics. Despite these efforts, the dual pandemics had a profound negative impact on providers’ physical and mental health, mainly driven by increased emotional labor and an unplanned expansion of roles. The COVID-19 pandemic also accentuated resource inequities across delivery settings.

DEEL’S RESPONSES TO THE COVID-19 PANDEMIC

During the COVID-19 pandemic, DEEL sought to address the SPP community’s needs and preferences by making numerous changes (summarized in Table 2).

Table 2. Summary of COVID-19 pandemic-related action steps (based on interviews with DEEL staff)

DEEL’s Goal	DEEL’s Changes and Actions
Adjust to providers’ and families’ needs and preferred instructional modalities	<ul style="list-style-type: none"> Allowed hybrid, online, and in-person instruction Removed attendance as a performance pay target Minimized the requirement for providers’ and families’ asynchronous or synchronous participation in classroom activities
Facilitate enrollment	<ul style="list-style-type: none"> Extended enrollment timelines Eased enrollment process by making intake operational changes
Maintain SPP sites’ funding	<ul style="list-style-type: none"> Disbursed 100% of the contract to agencies whose facilities were offering in-person services Allocated 85% of the contract to agencies that were fully remote Offered additional maintenance funds or COVID-19 response funds/grants to hybrid and in-person sites Extended 2020–21 contracts to allow children to participate in SPP classrooms through August instead of through mid-June

Reduce tuition costs for families	<ul style="list-style-type: none"> • For hybrid or in-person learners, families paid only 50% of the tuition
Provide supplies and address basic needs	<ul style="list-style-type: none"> • Offered personal protective equipment (PPE) and cleaning supplies to providers, especially at the beginning of the pandemic • Developed safety protocols in collaboration with Seattle’s Public Health department • Enrolled all families below 350% of the federal poverty level (FPL) to receive emergency grocery vouchers • Offered learning kits for remote learners
Increase communication with families and administrators	<ul style="list-style-type: none"> • Increased the frequency of administrators’ meetings—held approximately every two weeks—to be more responsive to any changes and needs • Requested administrators’ feedback through a survey • Administered a family survey in fall 2020 • Invited families to contact DEEL via phone or email • Education specialists—who are responsible for contract monitoring—offered one-on-one conversations with administrators to work through initial and contingency plans and validate that plans were generally acceptable in DEEL structure; specialists could offer providers individualized technical assistance as needed

DEEL also had other ongoing policies that could help families who were struggling with pandemic impacts. For example, DEEL offered financial support to families who needed extended child care and allowed children to be enrolled in more than one location. And, through the Fresh Bucks to Go program, DEEL delivered food bags to providers so families could access them. While the pandemic was not the impetus for these policies, they helped alleviate families’ needs during the pandemic.

KEY FINDING #1

DEEL’s response to staff experiences during the COVID-19 pandemic was most helpful when the response alleviated administrative and financial burdens, allowing some flexibility in program operations. Yet the perceived effectiveness of DEEL’s response was reduced by a lack of clear, two-way communication.

Overall, administrators and teachers reported that DEEL’s response to the COVID-19 pandemic was adequate and that the resources received were useful. For administrators, the most useful resources were DEEL’s financial support and learning materials. The administrators also appreciated DEEL’s understanding of programs’ unique characteristics and needs. For teachers, the most useful help was related to training and emotional support. Half of the teachers shared in focus groups that they valued the compassion and emotional understanding received from their supervisors, colleagues, and coaches. Teachers especially appreciated receiving training in matters that were relevant to their professional practice (e.g., behavior management or culturally responsive teaching).

Additionally, SPP teachers and administrators valued the flexibility in DEEL’s support and response. Administrators shared that the flexible attendance requirements and adjustments to contracts throughout 2020 allowed them to run their programs with more ease, especially amid abundant uncertainty. Teachers appreciated having flexible timelines and being able to choose between different modes of instruction (i.e., remote, hybrid, or in-person). DEEL staff emphasized that realistic expectations allowed them to support administrators and teachers better and respond to immediate needs to the best of their ability.



“I would say that [DEEL] has been very supportive of us during COVID and doing whatever they can to accommodate our site. We needed a little more flexibility. We said hybrid, but our families didn’t really want to come back and neither did our teachers. So we came back a little later and that was perfectly fine. And when families were ready, we started two days a week and now we’re up to three days a week and they’re able to help us make the most of what we can do as opposed to coming down on what we can’t do.” – Administrator

Families also seemed to value flexibility. According to teachers and administrators, families benefited from the eased enrollment timelines, as they had additional time to enroll their children and make critical decisions about their children’s preschool education. Teachers and administrators also said that families liked having the option to choose between remote, hybrid, or in-person instruction, so they could determine the option that worked best for their children.

Administrators’ and teachers’ perceptions of DEEL support varied by setting. CBO and FCC administrators expressed more appreciation and need for DEEL’s financial support and materials than school-based administrators did. At the same time, the CBO and FCC administrators reported feeling that DEEL took “too long” to respond to their needs at the beginning of the pandemics. They also offered that DEEL’s “delayed response” had caused stress and anxiety for them and their teachers. By contrast, DEEL’s funding and response timeline did not seem to have such a negative impact on school-based administrators and teachers. This variation may be because school-based administrators and teachers benefit from infrastructures and continuous funding streams that are not available to FCC and CBO administrators.

While flexibility was appreciated, teachers and administrators wished to have clearer communication from DEEL and opportunities to provide input on decisions about SPP. Several administrators and teachers shared in the focus groups that the information and messages shared by DEEL were sometimes unclear or incomplete. These teachers and administrators struggled to clarify those issues and determine how to interpret the information in the context of their programs, especially when they received conflicting information from DEEL’s staff members or when the information was not shared with all teachers, administrators, and families. Teachers and administrators also expressed feeling frustrated and stressed when DEEL’s contract timelines were too tight or behind schedule. Moreover, teachers in seven out of the 10 teacher focus groups reported feeling disconnected from DEEL upper management and wished that DEEL top leaders would get to know the teachers personally and visit their classrooms. These teachers, along with several FCC administrators and hub coordinators, also wanted to have more input into DEEL’s decisions about SPP.

“I want them [DEEL] to actually take the time to come into centers and see what it is actually like for us teachers to be with underserved community, and see for themselves what they can do as policy makers, as the higher-up people, what can they do to help support us the best? Because I feel like we are just solving issues and problems within our center, it’s never them coming into centers and visiting and checking in with us, because I want to know who is in charge of the DEEL program. All I know is about SPP program, but I don’t know anything else beyond that. So I think that’s the thing, is that we’re just working under this umbrella, but we don’t know who is up on the top. Yeah. And just for them to just take their time to see what we really need, and that if they’re going to help this program and making the program inclusive, then they need to give us more support in the classroom resources.” – Teacher

“Having teachers be more a part of policy decisions, we’re the ones who are really doing the work. And I think that there’s a lot of strength within the teachers. There’s a lot of experience. I think that the city would benefit from a much closer relationship with the teachers and from really hearing us . . . on a regular basis, having us be a part.” –Teacher

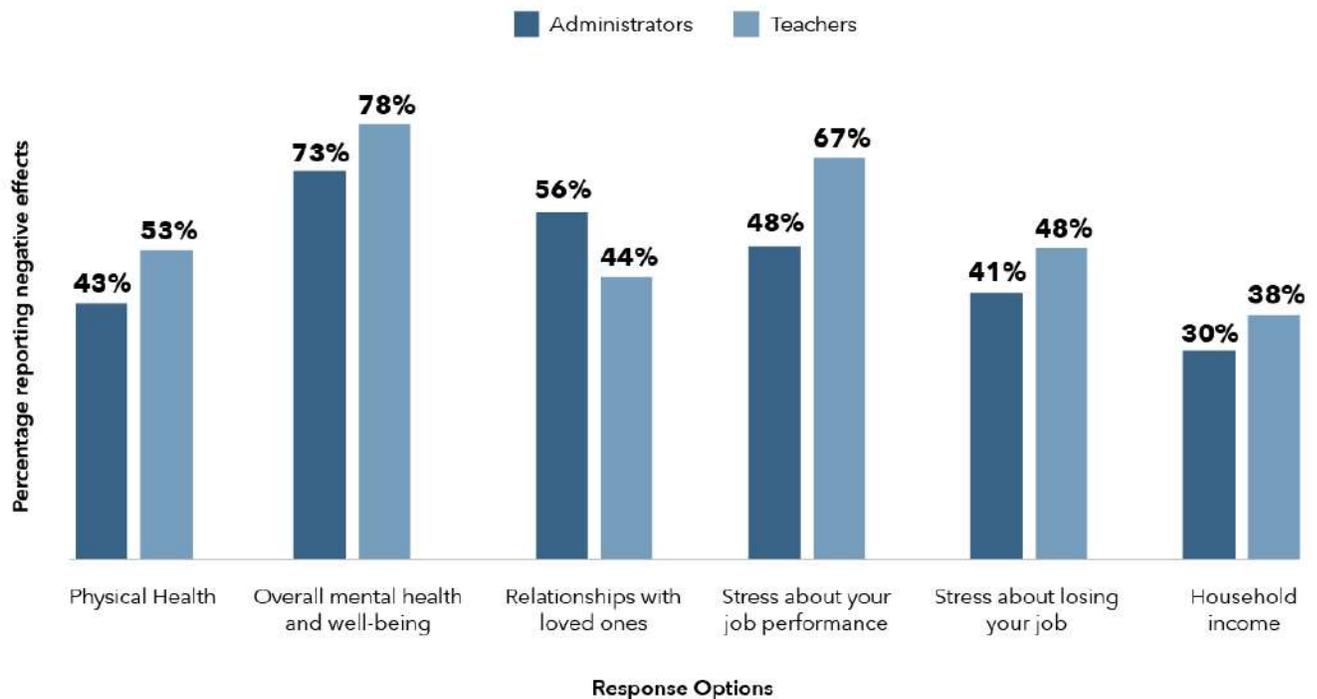
KEY FINDING #2

Experiences during the dual pandemics evoked feelings of stress and anxiety for all SPP stakeholders, leading to impacts on their physical and mental health.

During the pandemics, SPP teachers, administrators, and families felt concerned about their health and well-being. COVID-19 made some families wary about in-person instruction, and they did not enroll their children in SPP. The reduction in student enrollment and temporary program

closures lowered the income of many SPP sites (especially CBOs and FCCs). And, for some sites, operational costs increased as they had to implement stricter cleaning protocols and acquire technology tools. Several sites also became understaffed, as some administrators and teachers were sick or taking care of their families. The staff shortage meant an increase in the workload of teachers and administrators who stayed in the field. The administrators and teachers also had to quickly pivot to virtual or hybrid instruction and learn how to support children and families remotely. In addition, like many other people in the nation, SPP administrators and teachers were experiencing a racial reawakening and increasing their awareness of ongoing racial injustices. Survey results showed that the dual pandemics (racism and COVID-19) had negative or very negative consequences on the health and well-being of most SPP teachers and administrators (Figure 2).

Figure 2. Negative effects of the pandemics on administrators (n= 22–23) and teachers (n= 87–89), based on survey responses, n varies by item



“When we were in lockdown, I was worried I’d get furloughed or lose my job, or we would not be able to reopen . . . And then after we reopened, I really felt the feeling that it was too soon, and I was scared of getting sick from coming to work for a while. Now that we’re later, maybe I’ve just gotten complacent, but I more think of just the physical discomforts of COVID-19, we’re not able to offer group or freely open sensory experiences for the kids, and I think a lot of my individualized support has suffered from that, as well as just being physically uncomfortable in a mask.” –Teacher

The challenges and worries experienced by teachers were slightly different from those experienced by administrators.

For teachers, the greatest challenges were using online platforms to deliver lessons (89%) and planning activities or lessons (78%), while the greatest challenges for administrators were communicating with families (74%) and engaging families in their children’s learning (78%). There was some common ground for administrators and teachers, as both groups felt very challenged by engaging families in their children’s learning during the pandemics (78% of administrators and 79% of teachers indicated that this was a concern). Sentiments about negative impacts of the pandemics also varied by role and delivery setting. Most teachers (67%) indicated that the pandemics had increased their stress about their job performance. Teachers were worried about not being able to reach out and help all children, which caused the teachers to feel anxious and stressed even when they were not working. Half of FCC administrators (57%) and CBO teachers (50%) reported being stressed about losing their jobs during the pandemics. In contrast, most surveyed CBO administrators (56%) shared that the pandemics had no impact on their stress about losing their jobs. In other words, CBO administrators felt more confident in their job stability than FCC administrators and teachers at schools and CBOs. But all administrators were worried about adjusting program operations to meet safety protocols, dealing with administrative issues, and supporting teachers and families during these difficult times. Several administrators of FCCs and small CBOs shared in the focus groups that, at the beginning of the pandemic (before DEEL finalized the contracts), they felt uncertain and stressed about whether or when they would receive support and resources from DEEL. None of the interviewed school-based administrators and teachers reported experiencing stress or anxiety due to DEEL’s contracts. And, overall, CBO teachers had higher levels of job-related stress than their counterparts in the Seattle Public School system. For instance, while half (50%) of the surveyed CBO teachers reported experiencing stress about a potential job loss, only about a 10th (13%) of the surveyed school teachers were stressed about losing their jobs. Taken as a whole, the quantitative data and qualitative data indicate that, during the pandemics, FCC administrators and CBO teachers experienced the highest levels of job-related stress.



“We, as directors, also need support. We need mental health support. We need public health support. We need coaching support. We need special needs support. So all those services that were put on hold were placed on remote mode, were no longer existing. All those services that we’re lacking we’re filling in the gaps for it, whether we want it or not. We’re becoming the mental health professional. We’re becoming the special educator. We’re becoming the coach. We’re becoming the public health nurse because we’re not having them come to our centers.”

– Administrator

The scope of administrators’ roles increased during the pandemics, as they had to offer additional support to teachers and families.

During the pandemics, administrators offered extra emotional support to their teachers and helped them use an array of new technologies. CBO and FCC administrators also had to cover more often for teachers, due to understaffing and COVID-19

outbreaks. And more than a quarter of administrators shared in focus groups that they offered more holistic support to families, helping families access financial resources and supporting them emotionally. Administrators provided this additional support while continuing to complete administrative tasks and design programmatic strategies to cope with the shifting circumstances of these unprecedented times.

 “For us here [at the FCC], kids were not coming in. Enrollment was less. We were unable to pay for rent, even unable to pay employees. We were hearing grants and stuff were there, but grants were not accessible to family child care providers. We apply for it and we don’t get it. So, it’s like, ‘Okay, how am I going to keep the roof over my head? How am I going to pay the employee?’ At the time, I had the two employees that were working for us. And besides dealing with the business, a lot of personal things.” – **Administrator**

KEY FINDING #3

The COVID-19 pandemic highlighted resource inequities by delivery setting, mainly showing that public school programs were better resourced than FCCs and small CBOs.

While the COVID-19 pandemic forced all administrators and teachers to adjust their operations, some had more resources to cope with the adjustments than others. Schools and larger organizations were more likely to have the financial resources and infrastructure to support the transition to virtual or hybrid instruction than smaller CBOs and FCCs. In contrast, FCCs and small CBOs had less internal capacity and financial resources to adjust to the new instructional modalities and safety protocols, including social distancing requirements and lower teacher-student ratios. These small sites and agencies struggled to find the funds and resources needed to keep their operations running, especially at the beginning of the COVID-19 pandemic when DEEL had not determined its COVID-19 response. Thus, the prepandemic resource disparities among sites were accentuated and, in some cases, exacerbated during the pandemics; the more resourced sites were better positioned to handle the COVID-19 challenges than the smaller sites.

The COVID-19 pandemic also underscored the differential resource needs of FCCs and small CBOs. For example, while SPP sites supported by large agencies could purchase additional or supplemental materials (e.g., learning kits for remote learners), FCCs and small CBOs did not have enough funds or the human resource capacity to provide every child with sufficient resources and materials. A couple of the small CBOs reported that, for unclear reasons, their virtual learners did not receive DEEL’s learning kits. Additionally, more than one-third of administrators (mainly from FCCs and small CBOs) shared in focus groups that the delays and changes in DEEL contracts directly affected

their operations and the communities they served. By contrast, none of the school-based focus groups participants perceived a significant direct impact from DEEL's contracting delays or changes to program operations. For school-based teachers and administrators, DEEL's COVID-19 funding was a "nice addition" but not essential to their operations, as schools received steady funds from other sources and had stable infrastructures. And, while half (57%) of the surveyed school-based teachers reported that the pandemics had no impact on their household income, half (50%) of the surveyed FCC administrators asserted that the pandemics had a very negative impact on their household income. In a way, school-based teachers and administrators in the Seattle Public School system were more sheltered than their counterparts at CBOs and FCCs, who in many cases directly faced the dire effects of the COVID-19 pandemics.

"We just need some action; help us now. We're down, so we need help. So, that's how they could help us. Help us with some small grants. I mean, these are \$4,000, \$5,000 so that we can put it back into our child care, or if children don't have clothes, I buy it out of my pocket. You just see the need, you do what you need to do. But it would be nice if we had money and resources to help us do what we do. . . . Or just give every provider some money so they can support themselves, because I can't give something that I don't have. Just give them their own money, and then they can. We help each other as much as we can, but we don't have very much."

– Provider



KEY FINDINGS: VIRTUAL COACHING



Research Question 2: What are the key components of the virtual SPP coaching model that was redesigned in response to the pandemics in 2020, and which components of this redesigned model are promising for post pandemic times?

Key Takeaways: Administrators, teachers, and coaches indicated that the key components of SPP virtual coaching were remote check-ins and virtual classroom observations. The remote approach and digital technologies created flexibility that could be promising for future iterations of SPP coaching. For example, virtual coaching increased coaches' capacity to meet with teachers and administrators, which helped administrators and teachers access resources, connect with families, and enhance their professional practices. However, virtual coaching during the pandemics focused more on teachers' and administrators' immediate needs and less on long-term professional learning and continuous quality improvement. Further, the implementation of virtual coaching was challenging and inconsistent, due to teachers' and administrators' limited availability and lack of technology access and knowledge. Ultimately, most in-person agencies and new SPP teachers wanted to have some face-to-face contact with their coaches.

THE TRANSITION TO VIRTUAL COACHING

Coaching has always been a cornerstone of SPP. SPP coaching began in 2015, as part of the SPP pilot, with the goal of enhancing SPP teachers' and administrators' professional practices. SPP coaching drew on Knight's (2007) instructional coaching model and was based on DEEL's core coaching principles and values: Child-Centered and Family Engagement; Culturally Responsive and Equity, Race, and Social Justice Focused; Evidence-Based, Data-Driven Continuous Quality Improvement and Collaborative Partnerships; and Teacher-Focused Reflective Practice and Professional Learning Communities. DEEL intended that all SPP coaching processes would follow a Continuous Quality Improvement Coaching Process (CQICP) approach, whereby coaching was structured as a progressive cycle with four phases: relationship building, informing practice, learning cycle, and achievement and evaluation (see Figure 3). By design, the CQICP was centered on helping teachers and administrators identify, assess, and achieve their professional goals. At a minimum, the coaching practices were designed to include observing, demonstrating, modeling, planning, and reflecting on practices (DEEL, 2018).

Figure 3. Continuous Quality Improvement Coaching Process (adapted from DEEL’s [2018] Coaching Manual)



Between 2015 and 2019, SPP coaching expanded rapidly, facing successes and challenges.

Initially, the SPP coaching team included five to seven staff members. The team grew consistently year after year, hiring two coaches (on average) per year. By 2019, the coaching team had doubled its size; there were 14 coaches and one coach manager. However, the manager’s workload was too large, and the manager was not able to shadow the coaches, which meant that coaching practices varied widely and **teachers and administrators were not receiving the same level of support needed to advance their practice.** In 2019, DEEL leaders brought the coaching team together to unify and enhance SPP’s coaching vision and approach. Using decolonizing methodologies and frameworks, SPP coaches and managers discussed and reshaped the “story” and the data behind the ongoing coaching practices. They identified the core aspects of DEEL’s coaching approach and how coaching could improve Seattle children’s learning experiences. The coaches and managers also started designing an accountability or fidelity tool that would help capture the perspectives of coaches, teachers, administrators, and managers on the implementation of the coaching model. This tool would help managers and coaches identify what aspects of the model were working (or not), improve coaching practices, provide relevant professional learning opportunities, and ensure that all teachers and administrators had a high-quality coaching experience. In March 2020, three coach managers were hired to better support coaches and increase SPP coaching consistency. However, the COVID-19 pandemic slowed the development of the accountability tool and altered the trajectory of the SPP coaching approach.

In early 2020, due to COVID-19 lockdowns and other social distancing restrictions, SPP coaches had to quickly pivot to supporting teachers and administrators remotely. At the very beginning of the COVID-19 pandemic, coaches reached out to their caseloads of teachers and administrators to inquire into their preferred means and frequency of communication (e.g., email, phone call, text message). Then, coaches tailored their communication approaches to meet the needs and preferences of their teachers and administrators. For example, coaches called some teachers weekly and emailed others monthly, depending on the teachers' stated preferences, to check on them and identify the support they needed. And, throughout the pandemic, coaches have leveraged and adapted technology tools in order to stay in touch with teachers and administrators and continue coaching processes. DEEL intended to support the transition to virtual coaching by respecting coaches' autonomy, increasing flexibility in the coaching process, and providing technology tools and training.

According to the coaches, teachers, and administrators who participated in the interviews and focus groups, the following were the main components of virtual coaching in 2020-21:

- *Remote check-ins:* A coach initiated non-face-to-face communication in order to identify and address teachers' and administrators' ongoing challenges and needs.
- *Virtual observations:* Coaches observed sites and classrooms remotely. The observations occurred through videoconferencing platforms (such as Zoom and Microsoft Teams), pictures, or video recordings.

The coaching logs indicated that the SPP coaching sessions mainly focused on curriculum and health.⁴ Half (51.5%) of the coaching sessions were dedicated to discussing curricular issues. Almost a quarter (22.4%) of the sessions focused on physical health and safety. One out of 10 coaching sessions centered on racial justice (13.5%), goal setting and action planning (12.9%), trauma and mental health (12.7%), and dual language support (11.6%).

KEY FINDING #4

Virtual coaching increased coaches' capacity to meet with teachers and administrators and helped them access resources, connect with families, and enhance their professional practices.

Virtual coaching helped coaches increase their job capacity and communication with teachers and administrators. As coaches did not have to commute to the sites, they had extra time to meet with their teachers and administrators. Technology allowed coaches to communicate with their teachers and administrators more frequently and outside formal coaching sessions. For example, during the

⁴ We cannot make generalizations about SPP coaching based solely on the coaching contact logs, as these logs only started to be used in November 2020 and were used inconsistently. Some log entries included detailed descriptions of what happened in a given coaching session, while other entries simply listed the date, topic, and participants, without additional context. Coaching log data were triangulated against other data sources whenever possible.

pandemics, some coaches began calling their teachers and administrators weekly to check on them and find ways to support them. In their 2020-21 contact logs, coaches reported communicating with teachers and administrators mainly through videoconferencing platforms (Zoom and Microsoft Teams, 81%), phone (9%), and email (4%). Meeting with coaches in multiple ways (e.g., online, over the phone, and in person) was very helpful for 88% of the surveyed administrators and for 61% of the surveyed teachers. SPP teachers and administrators appreciated the additional flexibility in when and how to meet with coaches. Technology tools allowed teachers and administrators to request and receive ad hoc support from coaches, without having to wait for the coach to come into the building. For example, teachers could send classroom pictures or videos to their coaches to show them what was going on in the classroom and obtain timely advice on how to address challenging situations or child behaviors. Nearly half of all focus group participants (across all roles and settings) said that they appreciated that coaches were responsive to these participants' shifting needs and circumstances. For these administrators and teachers, coaches' responsiveness and flexibility increased virtual coaching effectiveness.



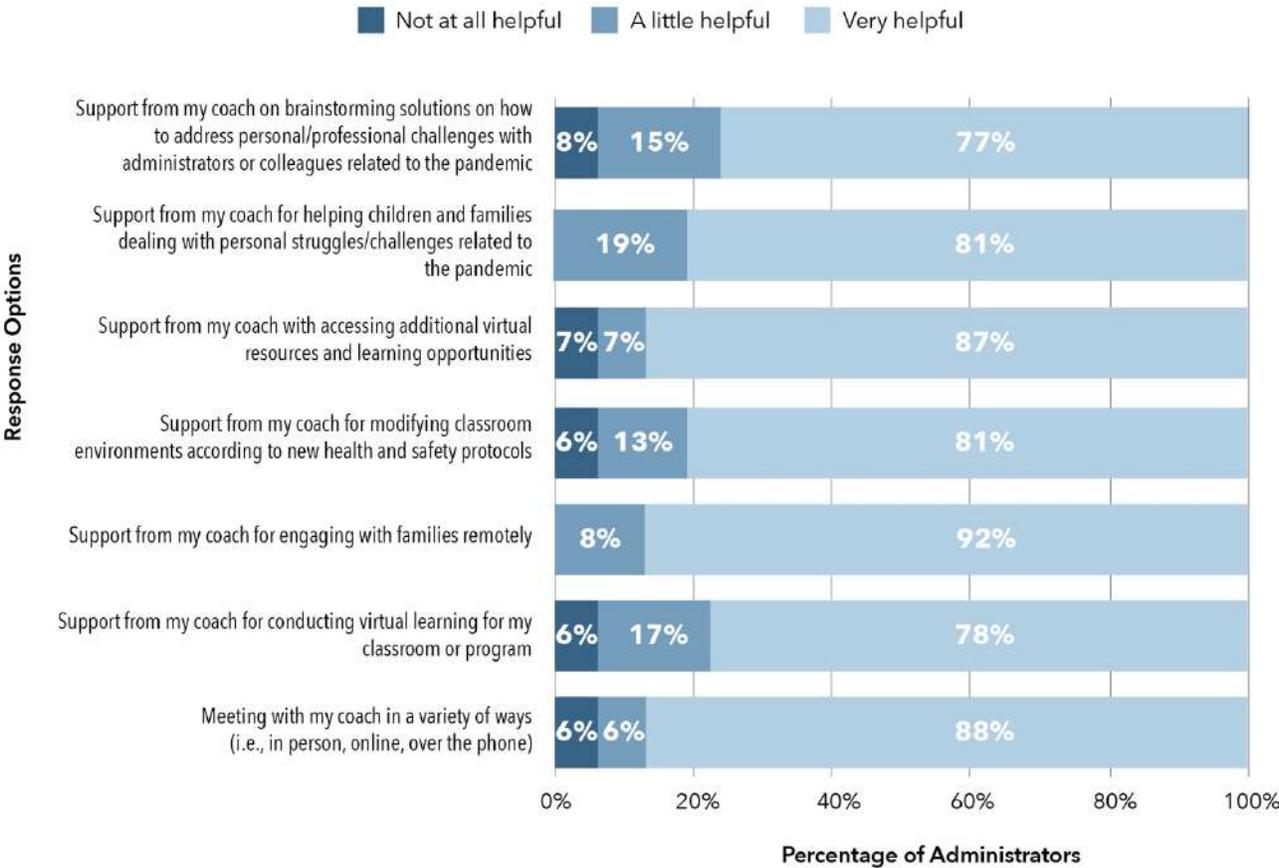
"I think some positive change that's occurred is my schedule is more flexible in terms of meeting with the teachers. I'm meeting with them more frequently than I did in person, just trying to make up for not being there in person. Because usually when I'm there in person, it'll be a couple hours, but when I'm meeting with the teachers remotely it's usually 30 minutes, an hour here or there, but I do meet with them more often now than I was before. So before, if I meet them once or twice a month, I'm now meeting with them sometimes three or four times a month. So at least once a week with some teachers in some classroom, depending on how much support that they needed from me, I guess, according to our coaching plan." – Coach

SPP coaches' support was helpful to administrators and teachers; however, more Black administrators and teachers found coaching support helpful than White administrators and teachers.⁵ Most surveyed administrators (between 77% and 92%) reported that coaches were very helpful in all areas, including resource access, family engagement, virtual instruction, and relationships with colleagues (Figure 4). And, on average, 90% of surveyed teachers said that coaches' support was very or somewhat helpful in those areas (Figure 5). Coaches' support was especially helpful for the surveyed FCC administrators, all of whom found coaches to be very helpful with health and safety protocols, virtual learning strategies, and meeting flexibility (see Appendix D for data on coaching support disaggregated by participants' response and setting). Compared with FCC administrators, CBO administrators and teachers considered coaches' support to be less helpful. FCC administrators' high regard for SPP coaches may be the result of the FCCs' being generally less connected to formal support systems than other agencies are. Perceptions of coaches' support by the surveyed Seattle Public School teachers were similar to their CBO counterparts' perceptions, but the public school teachers reported needing less support from their coaches than teachers and administrators at other delivery settings. In

⁵ All data on coaching support were obtained from the administrator and teacher survey.

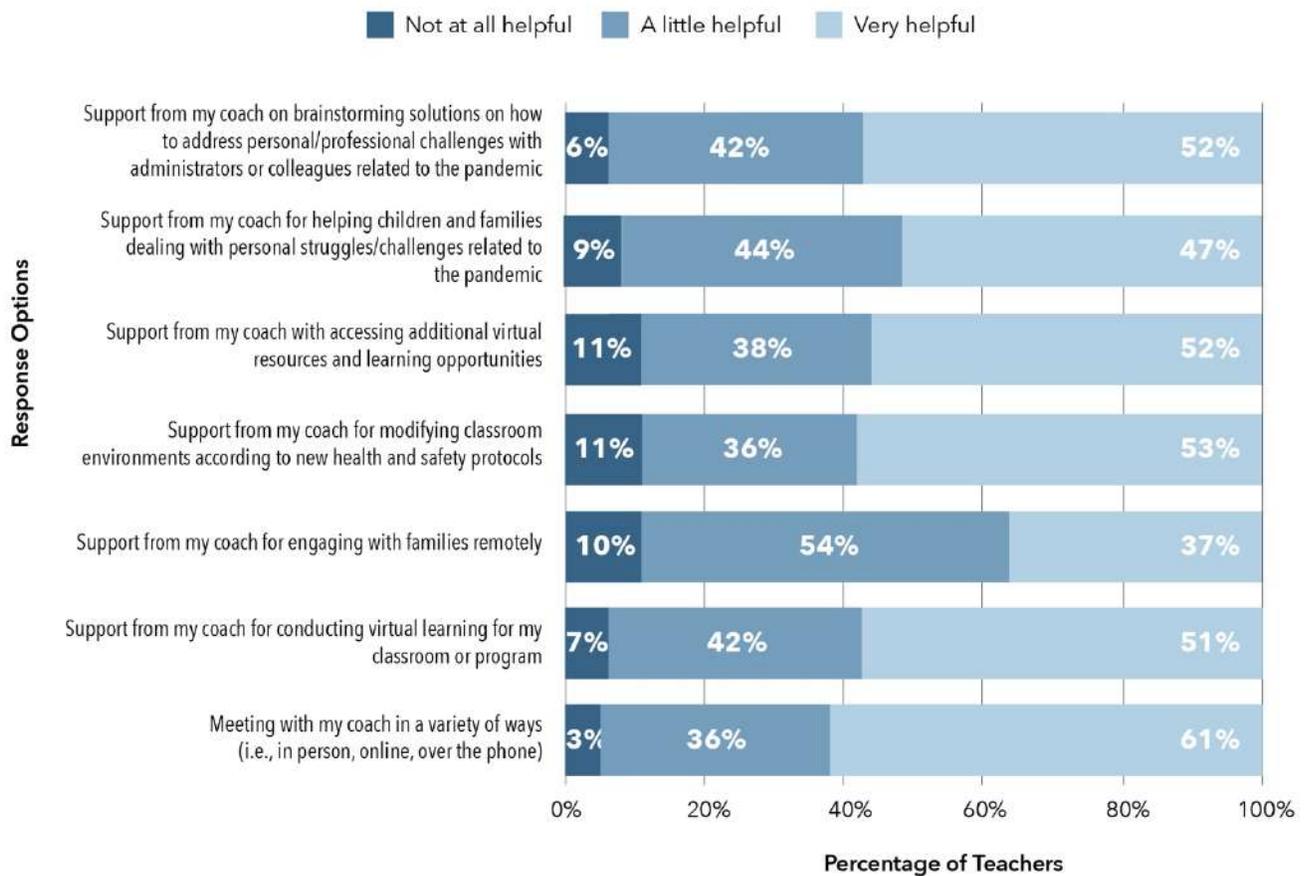
addition, two-thirds of the teachers and nearly a sixth of the administrators asserted in the focus groups that their coaches offered them important emotional support and encouragement during the pandemics. These teachers and administrators commented that their coaches continually checked on the teachers’ and administrators’ emotional well-being and helped them process pandemic-induced emotions and challenges. Specifically, four focus group teachers reported that their coaches shared with them useful self-care resources (e.g., self-help books or meditation videos). Thus, during the dual pandemics, coaches offered holistic support to SPP teachers and administrators. Overall, more Black administrators and teachers who responded to the survey felt coaching support was helpful than White teachers did (Appendix D). The least helpful coaching support for surveyed administrators was related to brainstorming solutions for addressing personal and professional challenges with other administrators or colleagues related to the pandemic (see Figure 4). For surveyed teachers, the least helpful support was related to modifying classroom environments according to new health and safety protocols (see Figure 5).⁶

Figure 4. Administrators’ perceptions of coaches’ support based on survey responses (n= 22-23, varies by item)



⁶ These findings are important but should be interpreted with caution, as the survey sample is small (especially when disaggregated by race/ethnicity) and not completely representative of the racial/ethnic makeup of SPP administrators and teachers; 74% of surveyed administrators and 65% of the teachers were BIPOC.

Figure 5. Teachers’ perceptions of coaches’ support based on survey responses (n= 87–88, varies by item)



"[Our coach] listens and hears our concerns. If we're stressed out and have concerns, she listens and she hears what we say. And then she tries to help us find ways to do our job better, or make things easier, or to find ways for us to manage the difficult parts of our job. . . . Now we have a standing meeting once a month where we do a virtual meeting with her. And she writes down what we say, and then she checks in with us, 'Okay, this was the concern or worry, and this is what we talked about doing, and how was that going?' So she helps keep us accountable too. But again, she's very kind and supportive. I'd never felt like she was negative, or trying to catch us doing anything wrong. She just truly is wanting us to be able to do the best job that we can."

– Teacher

KEY FINDING #5

Virtual coaching during the pandemics focused more on teachers' and administrators' immediate needs and less on long-term professional learning and continuous quality improvement.

Although SPP coaching was designed to follow a Continuous Quality Improvement Coaching Process approach, it was challenging to implement the CQICP consistently in 2020-21. In focus groups, SPP teachers and administrators reported struggling, during this time of crises and constant emergencies, to develop professional learning plans and work toward long-term professional goals—which are key in CQICP. According to the coaching contact logs, the virtual coaching sessions in 2020-21 often focused on addressing teachers and administrators' urgent needs, including their trauma and mental well-being (72% of the sessions) and their physical health and safety (73% of the sessions). The logs also showed that the coaching processes during the pandemics rarely centered on developing and achieving long-term professional learning goals. Goal setting and action planning were just briefly mentioned in 34% of the virtual coaching sessions of 2020-21; and in almost half (49%) of the virtual coaching sessions, goal setting and action planning were not mentioned at all. Indeed, during the pandemics, more than two-thirds (70%) of the coaching processes remained in the two initial phases of the CQICP cycle, the relationship-building phase and the informing-practice phase; very few coaching processes advanced to last two phases of the cycle, the learning phase (4%) and the achievement and evaluation phase (1%). Thus, few teachers and administrators were able to demonstrate the achievement of operational goals and evaluate the impact of the coaching process on classroom quality improvement and on child and family performance-based outcomes.

 *"I've spent more time in my coaching sessions focused on just kid challenges. Challenges that either teachers were having with the children or challenges that the teachers were seeing that their children experienced or their families experienced, and so I think during COVID it tended to be more about problem solving in that way, more so than before where it might be more heavily on the classroom practices and being able to work through strategies and approaches more, a little bit more systematically, I would say. Whereas COVID it seems like everything is just more emergent, emergencies happen and it's more stressful for teachers. So everything's amplified, I guess. . . . And then the other piece that we worked on was really that family engagement piece, because the families are guiding a lot of the learning by necessity. So how do we provide support for the families so that they can be as successful as possible? How do we set up more of a structure for family engagement?" – Coach*

Providing virtual coaching during the pandemics increased the coaches' emotional labor and the scope of their role. As mentioned earlier, coaches helped teachers and administrators process pandemic-induced emotions and traumatic experiences by listening to them in the virtual coaching sessions. All interviewed coaches shared that they felt compelled to provide socioemotional support during these challenging times. As a result, coaches experienced more "emotional labor" during the pandemics than in prior years. This experience created a need for additional guidance and support for coaches in addressing their own socioemotional needs as well as those of administrators and teachers, while also keeping the teachers and administrators on track in terms of career advancement. In addition to taking on an increased load of emotional labor, coaches' roles shifted from being "instructional advisers," who guided staff in developing professional goals and improving their professional practices, to also serving as "system liaisons," who connected administrators and teachers to external resources related to the pandemics.

 *"Social and emotional support I think was the biggest thing [during 2020-21 virtual coaching]. Just being there and listening to the teachers. I had a lot of teachers that were crying. . . . I had to do a lot of just listening and also supporting teachers with their personal things from a professional standpoint. I was advocating for them with the directors, a lot of resource sharing online, trying to find what I could do, but it was never enough."*

– Coach

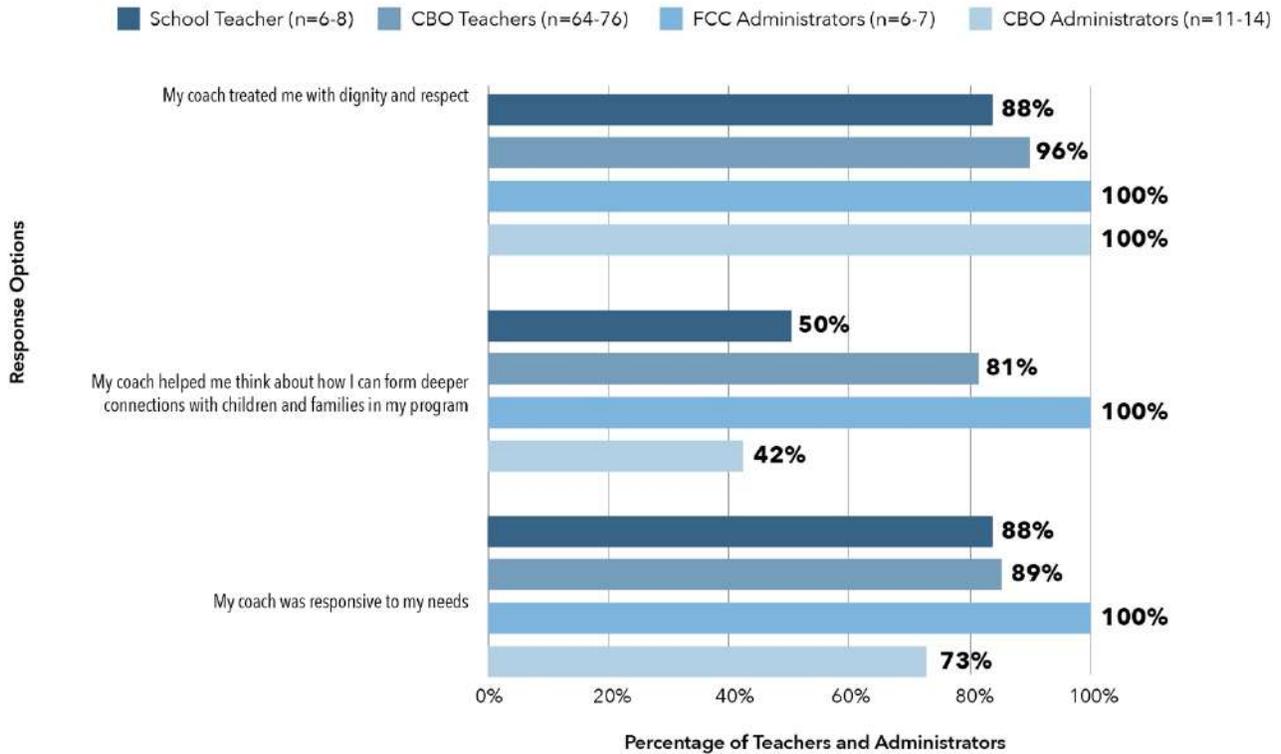
 *"I got a lot of support from the SPP coach, she was really awesome, because we just talked and that's what I needed more than anything was just to talk, just explaining to her that I'm not going to focus on whether these children can know numbers from one to 10 or if they know the ABC's from A to Z. I said that's not important, what's important is that these children understand this next environment from home. . . . And I didn't want to hear all the other things about, 'You got to do this, and you got to make sure that this point is hit and these things.' . . . Social-emotional was more important to me than anything else because all the other stuff would come with it."*

– Teacher

The vast majority of surveyed teachers and providers reported that their coaches treated them with dignity and respect; coaches' support was especially helpful for FCC administrators. As Figure 6 illustrates, all FCC administrators reported that their coaches were responsive to their needs and helped them connect with families and children. However, in other areas, administrators perceived coaches' support to be less helpful than teachers did. For example, while most teachers (71%) reported that their coaches helped them identify their strengths and progress, only 43% of FCC administrators and 32% of CBO administrators agreed or strongly agreed with that statement (see Appendix D).

Overall, CBO administrators found coaches' support less helpful than their counterparts at FCCs and teachers at schools and CBOs did (see Appendix D for additional charts and survey responses).

Figure 6. Percentage of administrators and teachers who either agree or strongly agree on aspects of coaching support by delivery setting based on survey responses, n varies by item



Equity and instructional support, two foundational aspects of SPP coaching, were not always addressed in the coaching sessions of 2020-21. Based on the coaching logs, racial and social justice was a topic mainly mentioned “in passing,” and few coaching sessions (17%) were solely focused on discussing this important topic (Table 3). Despite DEEL’s commitment to racial equity and to understanding the impact of racism and the racial justice movement on SPP teachers and administrators, nearly a third (29%) of the coaching sessions did not mention racial and social justice at all. Likewise, in a quarter (25%) of the sessions of SPP coaching, curricular issues were not discussed at all. These omissions, plus the fact that most SPP teachers and administrators were not clear on the principles underlying SPP coaching, suggest that virtual coaching during the pandemics veered away from DEEL’s (2018) coaching grounding principles, goals, and foci.

Table 3. Percentage of the coaching sessions addressing racial/social justice or curricular issues, based on coaching logs, November 2020–April 2021

	Discussed in most or all the session	Briefly mentioned in the session	Not mentioned at all in the session
Racial and Social Justice	17%	54%	29%
Curriculum Focus	57%	17%	25%

KEY FINDING #6

The implementation of virtual coaching was challenging and inconsistent, due to teachers’ and administrators’ limited availability and lack of technology access and knowledge.

For most focus group and interview participants, there was no clear “model” underlying SPP virtual coaching. None of the teachers and administrators who participated in the focus groups could identify the principles or framework that guided SPP virtual coaching. Some interviewed coaches shared that, because the switch to virtual platforms was abrupt, DEEL staff (including the coaching team) did not have time to develop a framework or guidelines for implementing SPP virtual coaching. When asked to describe the key elements of SPP virtual coaching, coaches, teachers, and administrators often expressed uncertainty or hesitation. But, after some thought, most participants said that virtual coaching consisted of remote check-ins and observations.

“I don’t know what the [SPP] virtual coaching model is, to be honest with you. I think what we did in the previous years, it’s been meeting the case as needed. I don’t think there is a set. I haven’t been trained on a virtual coaching model. I just did what in my heart and in my experience thought it was good to do for teachers and for kids. I don’t know if I would have done a virtual coaching model in a pandemic or in the middle of a pandemic because nothing was normal. Or some days it was normal, some days it wasn’t normal. So I don’t know what that is, a virtual coaching model. I don’t know specifics about that. All I know is that we did virtual coaching, but it was as needed and it [was] to the best of our knowledge. Building things, making things, trying new things for teachers, for me as a coach, for the families, using different platforms to meet with families and communicate with families and with the children. I found it really hard to do that myself.” – Coach

The frequency of the coaching meetings varied greatly, and the frequency variation shaped teachers' and administrators' virtual coaching experiences. According to the coaching logs, coaches held 69 coaching sessions on average between November 2020 and April 2021 (across all sites), but there was a large range in the number of sessions that each coach held. While some coaches held only 15 sessions per year, others held 202 sessions (Figure 7). Moreover, according to the survey data, the most frequent coaching meetings were with CBO teachers; the least frequent were with CBO administrators. As Figure 8 shows, the majority of CBO teachers reported meeting with their coach either once to several times a month (64%) or once to several times per week (11%). The majority of school-based teachers reported meeting with their coach either once a month (50%), or once a week (25%). Similarly, 86% of FCC administrators reported meeting with their coaches once or several times per month, and 14% met with coaches multiple times per week. By comparison, 63% of CBO administrators reported meeting with their coach only either once a month or a few times a year, while 13% said they never met with their coaches. The survey data indicated that the number and frequency of coaching sessions may have affected teachers' and administrators' virtual coaching experiences. As Figure 9 shows, FCC administrators (who held the most frequent coaching meetings) had the highest rates of agreement with the statement "The number of times I saw or spoke with my coach was the amount I needed to feel supported," and none of these administrators disagreed or strongly disagreed with that statement. By contrast, CBO administrators (who had less frequent coaching meetings) expressed lower rates of agreement and indicated higher rates of disagreement with that statement than their FCC counterparts. The notion that coaching meetings worked better when they were frequent, rather than sporadic, was also alluded to in the focus groups with teachers and administrators. However, teachers and administrators also shared that it was difficult to carve out time to meet with coaches, especially when the teachers' and administrators' sites were understaffed.



Figure 7. Number of coaching sessions per coach based on coaching log entries, October 2020-April 2021 (n=966)

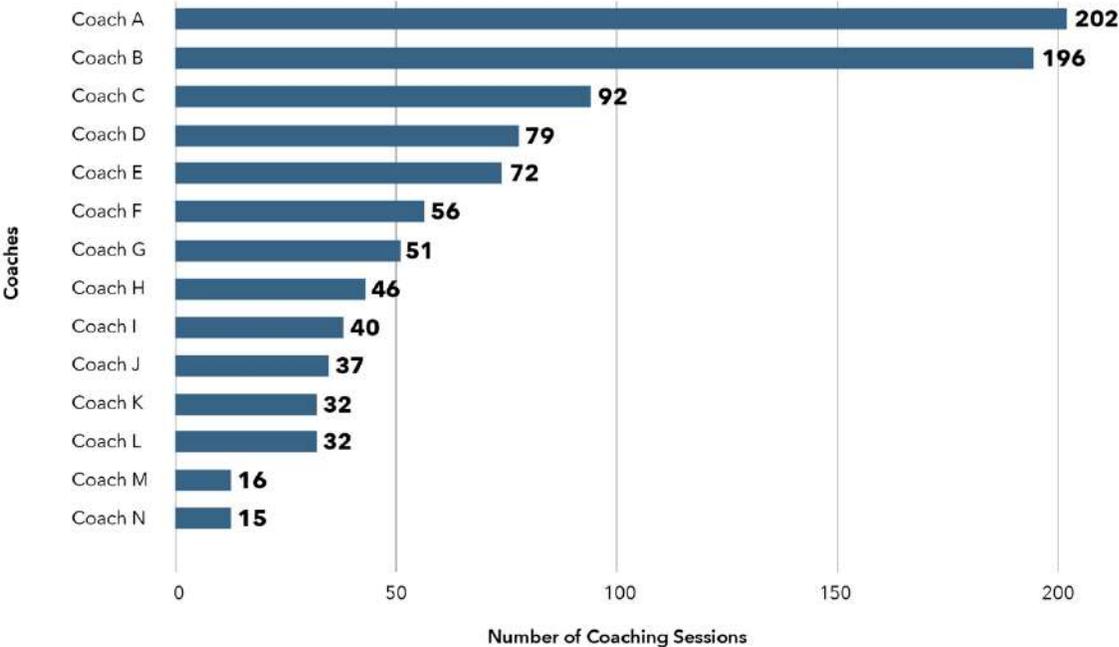


Figure 8. Frequency of coaching sessions based on survey responses, by role and delivery setting

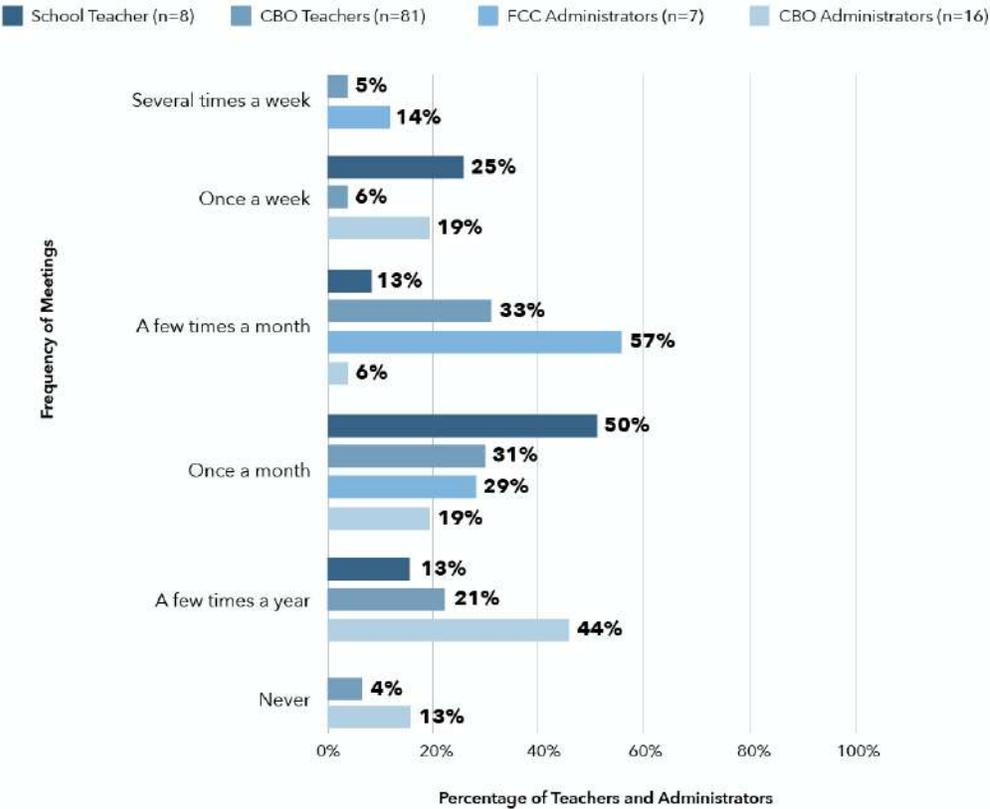
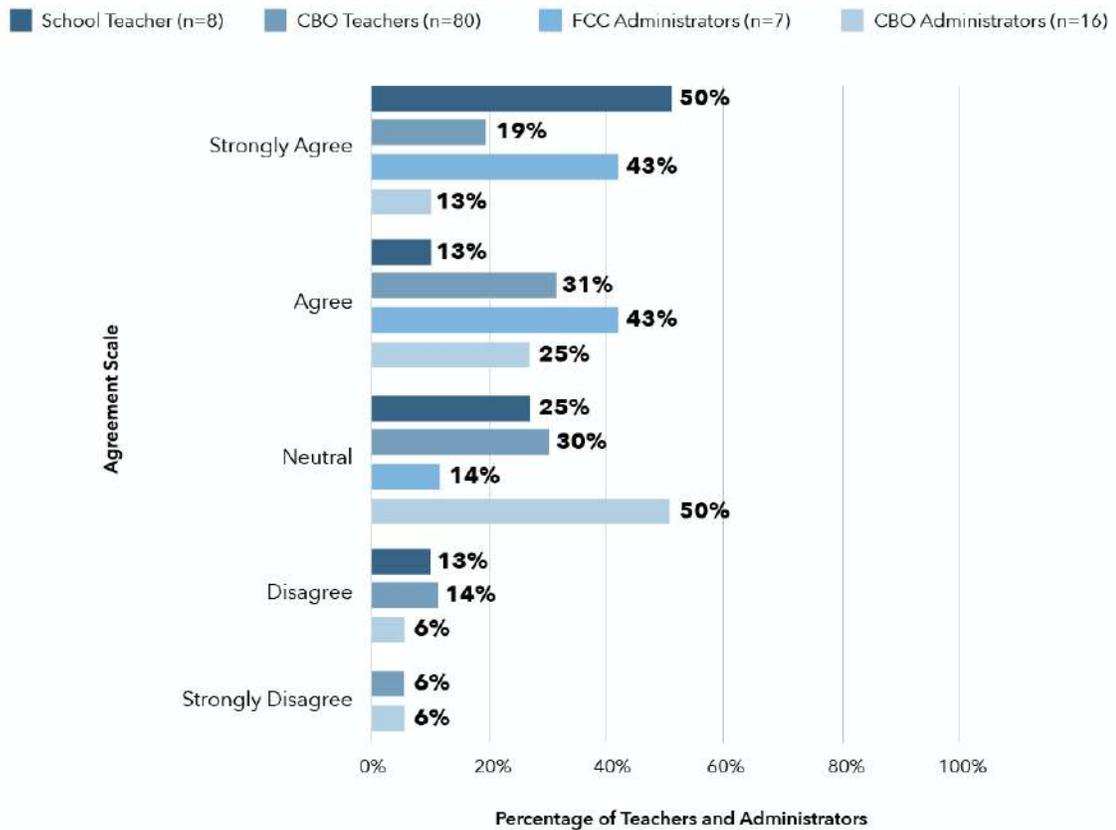


Figure 9. Respondents’ level of agreement with the following statement from the survey: “The number of times I saw or spoke with my coach was the amount I needed to feel supported.”



Virtual observations and debriefs were inconsistent, due to inequities in teachers’ and administrators’ technology access and knowledge. Many teachers, especially at the beginning of the pandemics, did not fully understand how to use the new technologies and online platforms (such as Microsoft Teams and Zoom) to communicate with their coaches consistently and show them what was happening in the teachers’ classrooms. More than a fifth of focus group teachers shared that they lacked reliable access to the internet or to functioning work computers; they often had to use their personal devices and cellular data to perform their job duties, including the observations. Almost a third (29%) of the surveyed FCC administrators believed that they did not have the same access to coaching materials and resources as their peers and colleagues in other programs. Due to the large variation in comfort with and knowledge of technology tools as well as competing priorities and needs, teacher observations and observation debriefs were less frequent during the pandemics than in prior years. Three teachers and one administrator asserted in the focus groups that they had not had the opportunity to debrief the classroom observation with their coaches. Without having an observation debrief, teachers and administrators were unable to complete the learning cycle and receive quality improvement support. As the observations and the debriefs were not consistently implemented, instructional support was not equally administered among all teachers and administrators.



“The few times that I was observed, [the coach] made a comment about ‘oh, we can work on how to make this better,’ but then there was never any follow-up. We never had that discussion. There were never any strategies presented.” – Teacher

SPP teachers and administrators acknowledged DEEL’s intention to offer the Swivl Robot™ as a virtual coaching tool, but they had mixed feelings about the robot.

More than a sixth of the focus groups participants reported having positive experiences using the Swivl Robot or believed the robot could be potentially useful in the coaching process. However, four focus group participants shared that the robot was difficult to set up or use. One of those teachers said that Swivl’s usefulness was limited because it did not allow coaches to have a full view of the classroom. Two other providers reported that teachers at the providers’ sites feared that this hardware could be used for unwanted electronic surveillance.



Virtual observations were particularly challenging for in-person settings. Teachers working in person reported in the focus groups that, during the virtual observations, some children became distracted by the cameras or devices used to record the classroom practices. Coaches, teachers, and administrators were very aware of the limitations of digital tools for observing in-person learning environments. They shared in focus groups and interviews that the virtual observations offered only partial views of the classroom and hampered coaches’ ability to observe the whole classroom environment and the interactions between children and teachers. The observations were also relatively short and limited to certain parts of the school day, which meant that coaches could not get a full sense of the larger program operations and dynamics. Virtual observations were not always feasible or effective for in-person environments.



“My experience has been that it has been exceedingly difficult to do virtual observations because, and rightfully so, it is not something that is a priority for [in-person] teachers when they’ve got 15 kids under their care and they’re having to do all the extra cleaning and reminding of masks and hand-washing. All the extra things that they have to do. It’s often just not a priority for them. Or they give it a try, there’s a technical glitch, they don’t have time to sit and work through it. So it’s just like, ‘You know what, it doesn’t work right now. I can’t do it. I’m not going to do it.’ . . . I’ve had more luck with just the conversation piece, because again, that’s outside of kid time. So I think that the in-the-moment stressors aren’t as present. . . . But, some conversations were very fruitful, and some are, I think, less effective. I’m not as effective as I could be because I couldn’t see what was happening [in the classroom].”

– Coach

KEY FINDING #7

Most in-person agencies and new SPP teachers wanted to have some face-to-face contact with their coaches.

While virtual coaching was a valuable resource, most focus group participants reported that virtual coaching was not as effective as in-person coaching. More precisely, half of the focus group participants (equally divided between teachers and administrators) said that virtual coaching was less effective than in-person coaching. Teachers asserted that, when they were in the physical classroom environment, coaches could clearly see the whole classroom environment and provide timely feedback and support. Likewise, administrators shared that in-person coaching allowed coaches to have a better understanding of the setting and the teaching team, which led to more effective professional learning opportunities.

 *“Prior to COVID, our coach was very involved and would come out and be in the classroom, observe the classroom, and be able to give feedback. Had goals with my staff, communicated with me on data and on the goal she had for the staff so it was really effective and being able to address any professional development that needed to happen. During COVID, that was pretty nonexistent, it was very sparse. I know our coach tried really hard, in fact, she did come out at the beginning . . . because when she’s in person, it was very effective. I think, trying to find a time outside that you’re not really seeing day to day and you can discuss it, but you aren’t there and visually being able to provide that direct observation and feedback to the staff, it was very sparse, I would say. I don’t think it was really effective, particularly.” – Administrator*

Most school-based and CBO teachers and administrators who participated in the focus groups wished to have in-person coaching, but none of the FCC focus groups participants requested in-person coaching. FCC administrators agreed with their counterparts that in-person coaching was more effective than virtual coaching. But the FCC administrators worried that they could be exposed to the COVID-19 virus by meeting with their coaches in person. The FCC administrators asserted that, for them, the risks of in-person coaching and possible virus exposure hit “close to home,” as they worked in their own home environments, often accompanied by their family members.

Virtual coaching was challenging for teachers who were new to SPP. Coaches reported trying various strategies to build rapport with new SPP teachers, yet both coaches and teachers and administrators acknowledged that it was difficult to build a trusting, professional relationship with a person that they did not personally know. And new SPP teachers reported in the focus groups that they struggled to fully understand the coaching process, the purpose of the coaching sessions, and the available supports. Thus, virtual coaching was more effective for those teachers who had developed a

close, in-person relationship with their coaches before the pandemics. For a summary of the benefits and challenges of SPP virtual coaching, see Table 4.

Table 4. Benefits and challenges of implementing virtual coaching (based on focus groups and interviews with SPP coaches, teachers, and administrators)

Benefits of Virtual Coaching	Challenges of Virtual Coaching
<ul style="list-style-type: none">• Increases coaches’ capacity to meet with teachers and administrators (because less time is spent commuting to sites)• Provides a variety of communication platforms and tools	<ul style="list-style-type: none">• Requires everyone involved in the coaching process (coaches, teachers, and administrators) to have consistent access to and knowledge of technology• May slow down or hinder relationship building between coaches and new SPP teachers and administrators



KEY FINDINGS: EQUITY



Research Question 3: How have issues of equity in Seattle’s early learning landscape surfaced for SPP providers and families during the pandemics in 2020, and what are policy implications for moving forward with an equity agenda that is responsive to the needs of providers and families within SPP?

Key Takeaways: The racial justice movement (RJM) sparked a deeper examination of equity across DEEL and increased cross-racial solidarity in SPP. Unfortunately, this effort did not shield Black and Asian teachers and administrators from experiencing discrimination and racial trauma. The RJM evidenced that systemic changes are needed to substantially increase racial equity in SPP. For example, SPP teachers and administrators reported being satisfied with DEEL’s general antibias/anti-racist supports but desired additional, in-depth training and support on certain antibias/anti-racist topics. Additionally, SPP stakeholders lacked access to culturally and linguistically responsive resources. The dual pandemics also emphasized an existing “digital divide” for SPP teachers, administrators, and families.

THE RACIAL JUSTICE MOVEMENT AND ITS RIPPLE EFFECTS IN SPP



Source: The Stranger, <https://www.thestranger.com/slog/2020/05/30/43799167/seattle-protests-for-george-floyd-shut-down-i-5-durkan-announces-curfew>

The racial justice movement sparked conversations and training about racism and inequities within DEEL and SPP.

Over the summer of 2020, DEEL staff discussed the RJM and recognized that race equity training for SPP teachers and administrators should be prioritized. In the 2020–21 school year, DEEL hosted 10 professional development events (listed in Table 5) where SPP administrators and teachers could learn about inclusion, anti-racism, and/or culturally responsive practices. Out of those 10 events, six focused on race/racial issues.

Table 5. DEEL’s professional development events focused on inclusion, anti-racism, or antibias, 2020–21

Event	Sessions Offered and Dates
Inclusion Training (three-part series) by the University of Washington Haring Center for Inclusive Education	Three sessions: 8/26/2020, 9/28/2020, 10/19/2020

*Race-Based Traumatic Stress, and Interrupting the Intergenerational Cycle by Dr. Sharon Knight	Two sessions: 10/27/2020, 11/3/2020
An Introduction to Culturally Responsive Teaching Practices by Dr. Sharon Knight (two-part series)	Four sessions: 10/28/2020, 10/29/2020, 10/8/2021, 10/15/2021
*Transforming Your Classroom into a Culturally Responsive, Anti-racist Space by Dr. Sharon Knight	Three sessions: 11/5/2020, 11/5/2021, 12/3/2021
*Understanding the Retraumatization of Students of Color in the Educational Space by James Norris	Two sessions: 11/17/2020, 11/19/2020
*Black Boy Joy, coordinated by Hilltop	One session: 1/6/2021
Deepening Your Culturally Responsive Practice (three-part series)	Three sessions: 1/22/2021, 2/25/2021, 3/26/2021
*How to Talk to Children About Racism	One session: 2/11/2021
Culturally Responsive Teacher Preparation Camp	Multiple sessions: 4/1/2021-5/28/2021
*Spring Institute on Children, Race, and Racism	Multiple sessions: 4/1/2021, 4/2/2021

*Events focused on race.

DEEL staff also offered resources and opportunities for SPP administrators and teachers to discuss racial equity and discrimination.

Administrators and teachers were able to discuss the RJM and anti-racist frameworks with their coaches during their check-in meetings. Some SPP coaches created “anti-biased, social emotional learning newsletters,” where teachers and administrators could find resources to address racism, inequities, and trauma. DEEL staff were also open to hearing staff members’ concerns about racism or discriminatory practices. To show support to the BIPOC communities facing discrimination and violence, DEEL staff crafted and shared an anti-racist statement.

The RJM invigorated DEEL’s examination of its policies and practices through a race equity lens.

All interviewed DEEL staff shared that the RJM inspired them to reflect on their jobs and potential contributions to racial equity. The RJM also added a sense of urgency to DEEL’s racial equity efforts. For example, several DEEL staff members indicated that the RJM encouraged them to act on the results of SPP Seattle Race and Social Justice Initiative’s Racial Equity Toolkit—which revealed access gaps and barriers to SPP, especially among families who were multilingual or experiencing poverty and structural barriers to success. DEEL staff addressed some of those gaps by adjusting the enrollment criteria for 2021 to prioritize children whose families’ incomes were less than 200% of the federal poverty level and who spoke heritage languages. DEEL also began partnering with an

outreach consulting firm that helped raise awareness about SPP in culturally responsive ways among culturally and linguistically diverse families. And to support culturally responsive instructional practices, DEEL distributed culturally responsive books among child care administrators (many of whom were part of SPP).

KEY FINDING #8

The racial justice movement increased cross-racial solidarity, yet Black and Asian teachers and administrators experienced ongoing discrimination and racial trauma. Furthermore, SPP community members understood and embraced the RJM to differing degrees.

The racial justice movement increased cross-racial solidarity and motivated teachers to strengthen their culturally responsive practices. The RJM helped some White SPP teachers and administrators increase their racial consciousness and compelled them to allyship with BIPOC communities. The incidents of anti-Asian violence in Seattle and across the United States also ignited conversations and expressions of solidarity toward SPP stakeholders of Asian descent. For example, several SPP administrators and teachers participated in a rally against Asian violence. During an SPP directors' meeting, administrators also discussed strategies to combat anti-Asian sentiments in their workplaces. More than half of the focus group teachers said that the RJM had encouraged them to reflect on their teaching practices, talk about race with children, and/or include more culturally responsive materials in their lessons. Several of those teachers reported receiving useful guidance or resources from coaches related to anti-racism or culturally responsive teaching. These actions indicate that the SPP community has immense potential for working in solidarity in the fight against racism.



Source: South Seattle Emerald, *PHOTO ESSAY: Hundreds Gather to Protest Recent Rise in Anti-Asian Violence*.
<https://southseattleemerald.com/2021/03/15/photo-essay-hundreds-gather-to-protest-recent-rise-in-anti-asian-violence/>

While contributing to efforts toward cross-racial solidarity, BIPOC SPP teachers were themselves targets of racially or ethnically motivated discrimination. DEEL staff shared in the interviews that, during the 2020-21 school year, a couple of SPP sites received violent threats because their teachers and children were primarily Black and Brown. In addition, five teachers and administrators in SPP focus groups reported witnessing or experiencing racial/ethnic discrimination at their sites. All the victims of discrimination were Black or Asian. The perpetrators were coworkers (two cases), supervisors (two cases), and children’s parents (one case). The incidents ranged from overt to covert discrimination, but they all had racial/ethnic undertones. For example, an Asian American teacher shared that some of the White staff at her workplace were hostile toward BIPOC staff and excluded them from events. Another teacher shared that a parent had requested that her child be transferred to a different class because she did not want the teacher to be Black. Other teachers said that colleagues and supervisors sometimes made offensive, racialized remarks or jokes. Unfortunately, in three out of the five instances, the victims did not report these incidents to their supervisors because they feared retaliation or because they thought their supervisors or perpetrators would downplay the incident and deny the racist undertone.



“[In the staff] we have [people from different racial/ethnic identities] and we all get along great. But there are some people in that group that will constantly put down other races, and I’ll sit there and be like, ‘I’m not going to join in on this because we’re learning about this and we’re not supposed to be doing that.’ When my supervisors hear that, I wish that they wouldn’t join in, and that they would put a stop to it. . . . So it’s very disheartening when my supervisors join in on stuff like that. It’s hard to share stuff like that too, as they are my boss, but I think it would need to be stopped.” – **Teacher**

The RJM touched several BIPOC SPP stakeholders more directly. Some BIPOC administrators and teachers shared that the protests and violence affected their program operations as well as the well-being of their relatives and of the families they served. For example, an administrator shared that George Floyd was a blood relative of one of her SPP children and that Floyd’s death triggered painful memories of other Black people (including relatives) who had been victims of police violence. Four administrators and two teachers shared in the focus groups that the pandemic of racism made them worry about their safety and the well-being of Black children (including their own relatives). And teachers and administrators from five sites reported in the focus groups that the pandemic of racism caused fear of discrimination and violence among Asian and Black families.

Despite efforts toward cross-racial solidarity and the personal experiences of providers and families, there were conflicting perspectives on the RJM that reveal various levels of understanding of racial equity and social justice among providers. While some SPP community members supported the RJM and participated in the protests over George Floyd’s assassination, others disagreed with the protests or the RJM. And, according to focus group participants, SPP agencies reacted to the RJM in different ways. Whereas some agencies publicly endorsed the RJM and offered

ongoing supports for staff (e.g., racial equity training), other agencies tried to remain “apolitical” and did not make public statements related to the RJM or the protests. In three sites where either the agency made no official endorsement of the RJM or there were conflicting perspectives, the RJM supporters experienced “racial battle fatigue.” Black and Asian teachers as well as White allies shared that it was emotionally and physically draining to talk about the RJM with families and coworkers who did not support the RJM or who were unaware of the prevalence of racism. The lack of consensus and open discussions about the RJM among site staff in some cases led to discrepancies on how the RJM was taught (or not) in the classroom.

 *“It’s been kind of nice having solidarity with my colleagues and being able to talk openly for the most part about the fight for racial equity and against racial violence. But not all the teachers at my center are on the same page, and it’s definitely the minority of teachers. But when those teachers are around, it’s like, now we’re walking on eggshells and talking in whispers, and there’s that kind of discord within the staff about that. . . . There was definitely a competing narrative in Seattle, because Seattle had a lot of protests going on. And I used it in my classroom as an opportunity to talk about protest and why people protest and why that’s part of democracy. But then there were other teachers who were talking about the protest as a nuisance, or in terms of a nuisance only, or as some just awful criminal act or anarchist takeover.” – Teacher*

KEY FINDING #9

The racial justice movement evidenced that systemic changes are needed to substantially increase racial equity in SPP.

The SPP community acknowledged DEEL’s responses to the RJM while recognizing that additional racial justice work was needed, especially addressing deeply rooted racism and inequities through system-wide efforts. A large portion of the interviewed administrators and teachers mentioned DEEL’s newsletters and discussion panels, which were developed in the context of the RJM. Five focus group participants (one administrator and four teachers) reported that DEEL-sponsored antibias training and resources were helpful or informative. But more than a quarter of the focus group participants (six administrators and four teachers) considered that DEEL’s antibias events and resources were superficial or insufficient. DEEL staff also shared ideas for systemic changes. For example, a DEEL staff member shared that the information technology team and enrollment staff needed to work together to make SPP forms and websites more accessible and understandable for culturally and linguistically diverse families, which might entail redesigning websites, translating forms and web pages, and offering additional multilingual interpretation services during the enrollment process. However, several DEEL staff asserted that, for these systemic changes to happen, they would

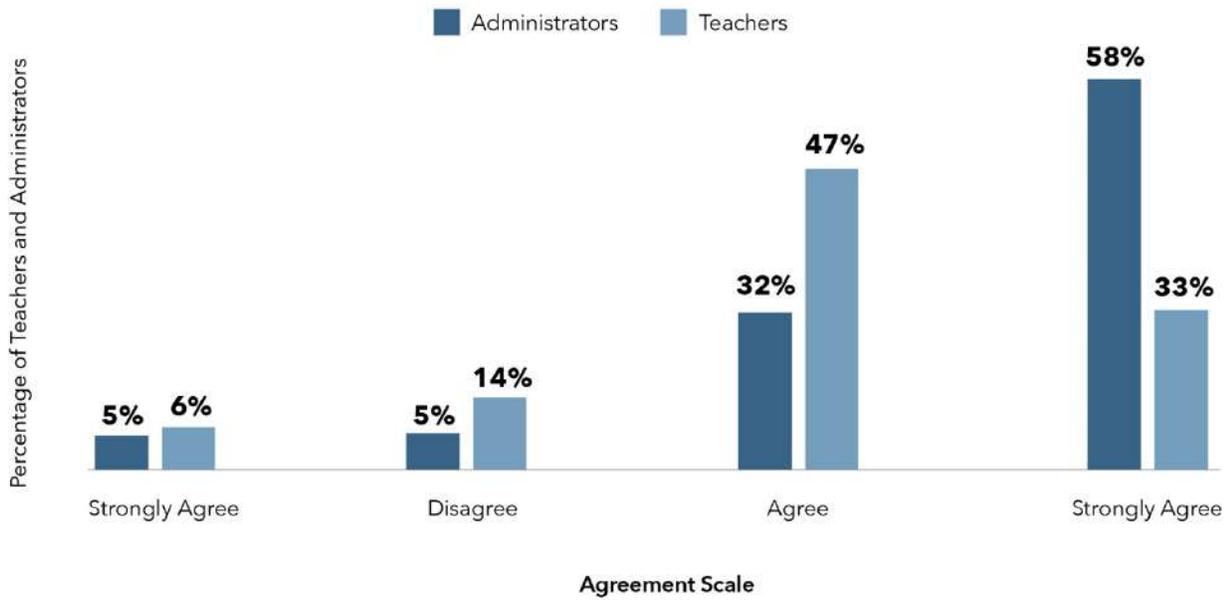
need more resources (especially time specifically allocated for these tasks) and continual opportunities to work on these changes with their DEEL colleagues in other teams and divisions.



“I think [the RJM] has definitely impacted everybody, regardless of where you are in the district; where you teach, where you live, what school you go to. . . . I think DEEL and the school district have been really shifting professional development and staff meetings, and any opportunity we have to bring teachers and administrators together to address those issues, and have those hard conversations and professional development and training to grow, so we are bettering ourselves and just meeting those things head on and opening up a dialogue. So where families and kids are impacted, they feel like they have a trusted teacher, mentor, or somebody within the school system that is willing to help them listen and address their needs. So I definitely think we’ve confronted it head-on, I think, in a really robust way and I know DEEL has done the same. . . . But I feel like the [school] district and DEEL have a lot of opportunities to continue to drive in that direction. And, like I said, I think I’m proud of the work that we’ve done, but knowing there’s still a lot of work to do.” – Administrator

Administrators and teachers feel like they are treated with dignity and respect in their programs, but additional work is needed for BIPOC stakeholders to feel represented in SPP. Overall, 79% of administrators were confident that their staff was treated with dignity and respect in the workplace. This was mirrored by teachers who also felt like they were treated with dignity and respect (87%). This implies a strong foundation for equity in SPP programs, but there is still room for improvement. Teachers were less likely than administrators to strongly believe that providers represented their racial/ethnic identities. Whereas over half (58%) of administrators strongly believed their program staff represented the racial/ethnic make-up of families and communities they served, only a third (33%) of the teachers felt that way (Figure 10). These perceptions also varied according to administrators’ and teachers’ race and ethnicity. Latinx and Asian administrators and teachers were more likely than their Black and White colleagues to report that the program staff represented the racial/ethnic identities of SPP families and communities. None of the surveyed Mixed-Race administrators and teachers felt that the program staff was representative of their families and communities. In other words, Black, White, and Mixed-Race administrators and teachers did not believe that the SPP workforce represented SPP families and communities.

Figure 10. Percentage of teachers (n = 83) and administrators (n= 19) who believed the program staff represented the racial/ethnic identities of their families and communities based on survey responses

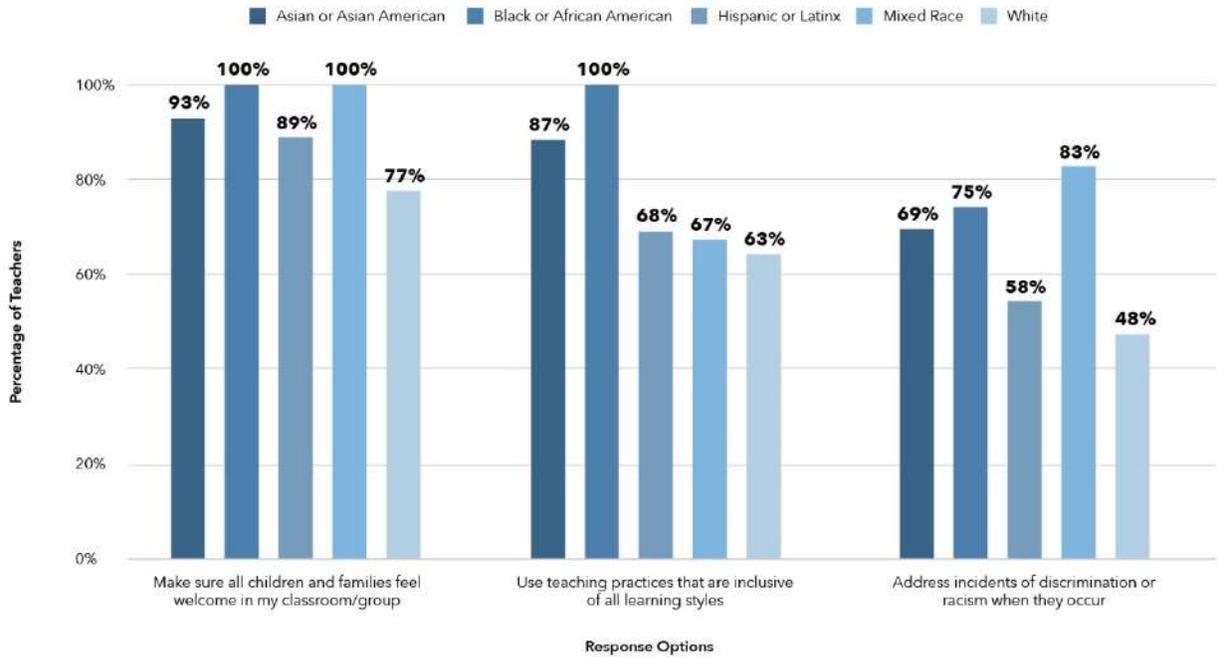


KEY FINDING #10

Racial/ethnic differences were evident in SPP teachers' and administrators' confidence in their ability to address racism, and teachers and administrators reported needing more in-depth, practical, and tailored antibias training opportunities.

BIPOC teachers and administrators were much more confident in their ability to address racism and create welcoming classroom environments than their White counterparts. All surveyed administrators (100%) reported being very confident in their ability to address issues involving racism in their program. On average, three out of five surveyed teachers (61%) were very confident in addressing incidents of discrimination or racism when they occurred, but the confidence rates varied by race/ethnicity. As Figure 11 illustrates, while most BIPOC teachers were very confident in their ability to address racism and discrimination, less than half (48%) of the White teachers were very confident in that ability. Similarly, although most SPP teachers (87%) were very confident in their ability to create welcoming classroom environments, the proportion of teachers who felt very confident in this ability was higher among BIPOC teachers than among White teachers. Black and Asian teachers were also far more confident in using teaching practices attuned to all learning styles than their colleagues from other racial/ethnic groups. This suggests that teachers, and particularly White teachers, need additional support to feel confident in their ability to address racism and create inclusive learning environments.

Figure 11. Breakdown of teachers’ racial identity and the percentage of teachers who reported feeling very comfortable in various scenarios regarding racism and issues of equity based on survey responses (n = 78-83, varies by item)



“We definitely made sure that there were age-appropriate material to address what we saw going on. Not just with George Floyd but the racial inequities. Again, it’s age-appropriate with the children. I do think that some of the providers who were born in this country Black, born in this country had a little bit deeper knowledge of how to address it because of some of the long-term generational impacts that they’ve had. So they were able to go just a little bit deeper with their children. But I was very proud that we had our teachers on board with understanding it’s important to not ignore the elephant in the room. Talk about it, address it, make sure you’re getting parents involved.” – **Administrator**

SPP administrators and teachers were satisfied with DEEL’s general support around antibias/anti-racist practices, but they desired more support with specific antibias/anti-racist topics.

When surveyed about the support available, a majority of administrators (89%) expressed having adequate support from DEEL to help their staff improve the quality of their anti-bias/anti-racist teaching practices. Similarly, 88% of teachers felt that they had adequate support in their site to improve their antibias/anti-racist teaching practices. This suggests that the guidance and resources provided by DEEL were appreciated and created a strong foundation for administrators and teachers. However, a desire for additional, more specific support was discussed in focus groups. Most teachers were uncertain on how to have developmentally appropriate conversations about racism with young children and how to best support BIPOC families and children. Several teachers (most of whom were White) shared in the focus

groups that they wanted to learn specific anti-bias/anti-racist strategies or practices that they could incorporate in their teaching and daily jobs. Teachers and administrators also expressed a desire for DEEL to offer in-depth and tailored anti-racist training opportunities, responsive to the different needs and stages of racism awareness of SPP teachers and administrators.

“[We need] training that is specific to PK [pre-kindergarten], and how in depth [to go] on these [racial equity] topics, what’s developmentally appropriate at this age. Just wanting some really clean information on that. And I feel like there might be a training that’s PK oriented, but it might be more, which it’s so necessary to talk about biases and whatnot, and that’s a huge piece of it. But what I’m looking for at this stage for myself is more like, here’s X, Y, Z and this is how . . . almost like a curriculum without it being a curriculum. Something like a practical handbook, with strategies and tips.” – **Teacher**

The pandemics also intensified SPP teachers’ and administrators’ need for additional training and resources in order to support children with disabilities and special needs.

Administrators and teachers shared that the dual pandemics had limited the availability of services and supports for children with disabilities. The pandemics also harmed children’s socioemotional well-being and caused serious trauma among many children. Unfortunately, one-sixth of focus group participants (evenly divided between teachers and administrators) felt underprepared or under-resourced to respond to the special needs and disabilities of all children. These participants wished they had more specialized staff (e.g., mental health professionals and social workers) who could provide wraparound services for children and families. Three of those focus group participants wanted to have more in-depth and relevant training on how to effectively support children with a wide variety of needs and abilities. And three teachers asked for more staff to be assigned to classrooms with a high number of children with behavioral issues or special needs so all children could be served properly and so that more inclusive learning environments could be created.

KEY FINDING #11

SPP stakeholders lacked access to culturally and linguistically responsive resources.

The dual pandemics intensified the need to provide multilingual curricula, materials, and information.

In interviews and focus groups, participants shared that multilingual families and teachers and administrators could not access key information in their home languages, as the majority of SPP curriculum materials, trainings, and events were offered only in English. These participants also reported that, despite the rich linguistic diversity of SPP stakeholders, very few documents (mainly, flyers and letters to families) were translated into other languages, and interpretation services were not

always available. This linguistic gap hindered multilingual families' and teachers' use of information and resources (e.g., enrollment forms, assessment tools, and teaching materials) that could have increased access to SPP and improved instructional practices.



"We have many, many languages across SPP families, the families that speak other languages. Yes, there were applications, or registration forms, or things like that, that are translated, but that's not it. Anything that's done for the families we should try to accommodate interpretation for events and even curriculum things that are shared with families at our level site, online resources for families, the DEEL newsletter, professional development newsletter for teachers should be in many languages because we have teachers that speak probably more than 50 languages. Some of those things we're just thinking monolingually, but if it will really be meaningful about equity, and reaching out, and being intentional, then we should think about accessibility. . . . What are we expecting families to access? What are they expecting teachers to access if we're only providing training for teachers in English at this point, if that's the only language?" – DEEL Staff

Additionally, the resources offered by DEEL were sometimes not responsive to families' circumstances and cultural practices. For example, some teachers and administrators shared that families who lived in small places did not have sufficient space to store all the materials included in the learning kits that DEEL sent to virtual learners; sometimes the caregivers (especially, those who were immigrants) were unfamiliar with the materials included in the kits and did not know how to best use them. Several BIPOC administrators and teachers also shared that the curricula endorsed by DEEL had a Eurocentric slant and tended to disregard non-European cultures. The lack of cultural responsiveness decreased the effectiveness of DEEL's offered resources and made many multicultural stakeholders feel excluded.

KEY FINDING #12

The dual pandemics emphasized an existing "digital divide" for SPP teachers, administrators, and families.

There were perceived inequities between the resources and support that virtual and in-person stakeholders received. Virtual teachers expressed that there was not enough technical support or acknowledgment of their work. In-person staff often felt that they did not have sufficient resources and human capacity to properly serve all children and families. Many of those who worked in under-resourced communities felt it was unfair that only virtual learners received learning kits. They explained

that some of the in-person learners needed the kits as much or even more than some of the virtual learners. From their perspective, the kits should have been distributed based on the families' needs, not instructional modality.

The pandemics highlighted the “digital divide” and technology gaps. Administrators, teachers, and coaches acknowledged that, at the beginning of the pandemics, a great portion of children from under-resourced households did not have access to a computer or to a reliable internet connection, which hindered these children's opportunities to participate in online learning activities. DEEL tried to address this need by offering additional funds for providers to support children's learning at home, and some providers used the funds to purchase tablets, laptops, or cellular internet access. However, even when families had access to technology, they did not always have the technical skills or the time to help their children complete virtual lessons and activities. A gap also appeared between the Seattle Public Schools and other providers, as the schools were able to provide all their children with iPads, while the other providers did not have enough funds to purchase iPads or laptops for every child. This unequal access to technology may have created new learning opportunity gaps or contributed to ongoing ones.

A large portion of SPP teachers and administrators struggled to access or use new technologies. As mentioned earlier, some teachers and administrators did not have reliable access to the internet or sufficient knowledge of online platforms (such as Microsoft Teams and Zoom) to communicate with their coaches or with children and families. Using online platforms to deliver lessons was challenging for the vast majority (90%) of teachers, but most of them reported receiving little or no support (83%) in this area. And many administrators and teachers shared that DEEL offered insufficient or limited technology support, so they often had to rely on colleagues or relatives who could help them learn how to access and use new technologies. The difficulties experienced by staff members in accessing and using technology seems to have increased their stress levels and lowered the quality of their job performance.



“Our teachers are not all tech savvy. And so that’s been another stressor for administrators. So not only do we have to fill in for them in the classroom, but we also have to make sure that everything is set up ahead of time. That we have technology. Before Swivl, we haven’t been offered any additional technology. We’ve been offered funds to get technology, but again, it takes time, it takes energy. And as you can hear, there were other outlets where we needed funding to go towards. So technology also is—if we’re going to be required to do remote conferencing then we would need training and technology to go with it.”— Administrator

// RECOMMENDATIONS



RECOMMENDATIONS



The Seattle Preschool Program, under the direction of the Seattle Department of Education and Early Learning, is committed to providing accessible and affordable, high-quality, and equitable early learning experiences to children and their families across the city. Since the program’s first pilot year in 2015, DEEL has been responsive to feedback from SPP providers and families—including efforts to ensure that learning environments are effective, enrollment processes are efficient, and providers are able to cover costs of operating high-quality programs (Department of Education and Early Learning, 2021). DEEL has also invested in continuous professional learning and support for teachers, especially through individualized coaching. This commitment to equity and high quality carried through the events of 2020, as DEEL continued providing equity-driven coaching and offered additional resources for providers to support families and staff during these critical times.

Our study uncovered key areas related to DEEL’s policies, SPP coaching, and SPP stakeholders’ needs that, if addressed, could increase the quality, accessibility, and equity in SPP. In this section, we make recommendations that would support DEEL in making adjustments and strategic investments in SPP so that Seattle’s children and families have equitable opportunities to access and benefit from high-quality educational services and outcomes. Each recommendation stems from a research question and includes a brief summary of the findings related to the research question and actionable strategies for DEEL.

Recommendation 1: Strengthen support systems for mental health, virtual learning, and organizational transparency.

What did we learn about SPP stakeholders’ experiences during the pandemics and DEEL’s responses to their needs?

DEEL’s most helpful responses to the pandemics were those that alleviated financial burdens, allowed some flexibility in program operations, and were attuned to shifting circumstances caused by the pandemics. Despite these efforts, the dual pandemics had a profound negative impact on teachers’, administrators’, and coaches’ physical and mental health.

What are the key needs and gaps?

- SPP teachers, administrators, and coaches experienced additional emotional labor and were unclear on how to meet the mental health needs of the people they served.
- There is a persistent “digital divide” in SPP; many SPP teachers, administrators, and families lack reliable internet access or understanding of new technologies.
- DEEL’s information and policies were sometimes unclear or incomplete.

What strategies should DEEL pursue?

- Develop mental health support systems:
 - Partner with King County’s mental health professionals on a consistent basis so that everyone in the SPP community can have access to counseling and professional mental health services.
 - Offer clear guidance to coaches on how to handle teachers’ and administrators’ emotions during the coaching process and how to refer teachers and administrators to professional counseling services, rather than the coaches’ taking on the emotional labor themselves.
 - Provide teachers and administrators with continuous training in trauma-informed practices.
 - Promote peer support groups for coaches, teachers, and administrators.
- Increase digital equity and inclusion:
 - Partner with organizations that can help SPP families, administrators, and teachers access reliable internet services.
 - Provide high-quality devices to SPP teachers, administrators, and families who need them.
 - Provide continuous, high-quality digital literacy training and technical support (ideally, in multiple languages).
 - Acknowledge SPP stakeholders’ concerns about technology, and clarify to the SPP community the measures taken to prevent unwanted surveillance.
- Leverage technology tools to facilitate family engagement:
 - Gather feedback from teachers and families about effective technology use to foster home-school partnership, and share the feedback with all SPP providers to encourage more effective, reciprocal engagement and communications.
 - Use web-based technology to facilitate families’ participation in city- or district-level meetings related to SPP, such as school board meetings and family advisory boards.
- Increase transparency, flexibility, and two-way communication systems:
 - Organize events where DEEL leaders meet (virtually or in person) with SPP teachers and address their concerns and needs.
 - Regularly invite SPP teachers and administrators to provide input on relevant decision-making processes pertaining to SPP.

Recommendation 2: Develop and implement a hybrid model for SPP coaching that is consistently and intentionally grounded in equity and creates a road map for meeting both immediate needs and long-term professional learning goals.

What did we learn about SPP coaching during the pandemics?

The pandemics precipitated a transition to virtual coaching. Administrators, teachers, and coaches indicated that the main components of virtual coaching were remote check-ins and virtual classroom observations. Remote communication and digital technologies created flexibility that could be promising for future iterations of the coaching model.

What are the key needs and gaps?

- During the pandemics, the coaching process focused more on teachers' and administrators' immediate emotional needs and less on their long-term professional goals.
- Coaching support during the pandemics was less helpful for White teachers and administrators than for their BIPOC counterparts.
- There were not sufficient guidelines or training on how to engage in virtual coaching; as a result, virtual coaching was not implemented consistently.
- Virtual coaching was less helpful in new coaching relationships than in well-developed relationships.

What strategies should DEEL pursue?

- Emphasize to coaches, administrators, and teachers that the coaching process must be centered on cultural responsiveness, racial equity, and long-term professional development.
- Ensure that the SPP coaching process and the coaching sessions reflect a balance between meeting the most immediate needs of individual teachers and administrators and working toward accomplishing professional goals and developing high-quality, enduring professional practices.
- Identify areas where coaching could be differentiated or uniformed to meet the needs of teachers and administrators and to generate consistent processes and equitable coaching outcomes.
- Collaborate with coaches and gather input from administrators and teachers to define clear expectations, guidance, and recommendations regarding the components of a hybrid coaching model for SPP.
- Gather anonymous feedback on SPP coaching from coaches, administrators, and teachers on a regular basis; consider the feedback when making decisions about SPP coaching.
- Encourage coaches to start the coaching processes in person (if possible) and to clarify the purpose of the virtual components before transitioning into virtual or hybrid coaching.

SPP HYBRID COACHING: USING THE RIGHT TOOLS AT THE RIGHT TIME IN THE COACHING PROCESS



Hybrid coaching has the potential to offer the best of both worlds: the versatility of virtual platforms and the proximity of face-to-face interactions. For hybrid coaching to be effective, the two worlds and their tools must be blended properly, using the right tools at the right moments of the coaching process. During the focus groups and interviews, SPP coaches, teachers, and administrators shared some ideas on how to use digital technologies. We drew on their ideas and literature on best coaching practices to identify the following suggestions on

how to incorporate digital technologies and in-person encounters during the various stages of the SPP coaching process:

- *Rapport building* is better done in person, as face-to-face meetings seem to facilitate trust and relationship building.
- *Goal setting and planning* should stem from a synchronous conversation (online or in person) between the coach and the teachers and administrators. The conversation follow-up could be done remotely; coaches may contact teachers and administrators via email or phone and provide them with specific feedback on their goals and plans through Google Docs or Microsoft Word.
- *Support check-ins* can be conducted in person or remotely, depending on the needs of teachers and administrators and coaches' availability. The remote check-ins could be either synchronous (via phone call or videoconference) or asynchronous (via email or text message).
- *Modeling and demonstrating* are easier and more relevant in person, especially when the teacher or administrator is offering in-person services.
- *Classroom observations* should happen in person so that the coach has a clear and direct view of the whole classroom environment. However, the observations can be done remotely (using the Swivl Robot or other technologies) after a strong coaching relationship has been established and the coach has visited the classroom. For remote observations to be effective, the teacher should receive sufficient training and assistance in how to use the device, and there should be ample opportunities for both the teacher and children to become comfortable with the technology device.
- *Observation debriefs* could be done in person or remotely (via videoconference). It is crucial that the debriefs happen soon after conducting the observation—ideally, on the day of the observation or within the following three business days. The debriefs should tie back to the professional learning plan.
- *Assessment and evaluation* can include a mix of in-person and remote communication.

Recommendation 3: Increase support for BIPOC members of the SPP community and tailor anti-racist training.

What equity issues surfaced in SPP during the pandemics?

The racial justice movement sparked a deeper examination of equity across DEEL and increased cross-racial solidarity in SPP. Unfortunately, this effort did not shield Black and Asian teachers and administrators from experiencing discrimination and racial trauma. The RJM evidenced that systemic changes are needed to substantially increase racial equity in SPP.

What are the key needs and gaps?

- DEEL staff and SPP teachers reported that most SPP materials and events were offered only in English and that translation and interpretation services were scant, which hindered multilingual stakeholders' access to and participation in SPP activities.
- There are resource inequities by delivery setting; FCCs and small CBOs need additional support.
- Many SPP teachers and administrators reported that the antibias training opportunities were sporadic, superficial, or irrelevant to their lived experiences.
- White teachers and administrators appear to need significantly more training and support in order to be effective anti-racist actors in their classrooms and programs.

What strategies should DEEL pursue?

- Provide SPP stakeholders with reliable access to high-quality translation and interpretation services, which may require hiring additional multilingual personnel.
- Use a culturally and linguistically responsive lens to plan, execute, and assess all the aspects of SPP.
- Provide additional funding and support to historically underfunded sites, especially FCCs and small CBOs, which lack the infrastructure that schools possess.
- Strengthen the capacity and infrastructure of FCCs by continuing to fund and support the hub-network structure (i.e., expanding the SPP FCC pilot).
- Increase the use of a differentiated approach to antibias/anti-racist education; that is, the content and type of antibias/anti-racist support and training should be further customized according to SPP teachers' and administrators' needs, racial/ethnic identities, and understanding of antibias/anti-racist education.
- Leverage coaches' skills and coaching processes to ensure that racial equity and anti-ableism are pursued continuously at all sites.

REFERENCES



- Barnett, W. S., & Jung, K. (2021). *Seven impacts of the pandemic on young children and their parents: Initial findings from NIEER's December 2020 preschool learning activities survey*. National Institute for Early Education Research. https://nieer.org/wp-content/uploads/2021/02/NIEER_Seven_Impacts_of_the_Pandemic_on_Young_Children_and_Their_Parents.pdf
- Berry, O. O., Tobón, A. L., & Njoroge, W. F. (2021). Social determinants of health: The impact of racism on early childhood mental health. *Current Psychiatry Reports*, 23(5), 1-10.
- Brodie, N., Perdomo, J. E., & Silberholz, E. A. (2021). The dual pandemics of COVID-19 and racism: Impact on early childhood development and implications for physicians. *Current Opinion in Pediatrics*, 33(1), 159-169. <https://doi.org/10.1097/MOP.0000000000000985>
- Center on the Developing Child (2007). *InBrief: Early Childhood Program Effectiveness*. <https://developingchild.harvard.edu/resources/inbrief-early-childhood-program-effectiveness/>
- Department of Early Learning. (n.d.) *Seattle Preschool Program Dashboard*. Available at <http://www.seattle.gov/education/overview/accessible-and-affordable/>
- Department of Early Learning (2021) *Seattle Preschool Program Informational Page*. Available at <https://www.seattle.gov/education/for-parents/child-care-and-preschool/seattle-preschool-program>
- Derman-Sparks, L., Olson Edwards, J., & Goins, C. M. (2020). *Anti-bias education for young children and ourselves* (2nd ed.). Washington, DC: National Association for the Education of Young Children.
- Dovetailing & Kaizen Consulting (2019). *City of Seattle family child care study: Landscape analysis*. Seattle, WA: Author. <https://www.seattle.gov/documents/Departments/DEEL/Seattle%20FCC%20Study%20-%20Landscape%20Analysis%2001-23-19b.pdf>
- Friedman-Krauss, et al. (2021). *The state of preschool 2020: State preschool yearbook*. New York: National Institute for Early Education Research. https://nieer.org/wp-content/uploads/2021/04/YB2020_Full_Report.pdf
- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? *Yale University Child Study Center*, 9(28), 1-16.
- Grandey, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5(1), 95.

- Guerrero Rosada, P., Weiland, C., Taylor, A., Penfold, L. Snow, C., Sachs, J., & McCormick M. (2021). *Effects of COVID-19 on early childhood education centers: Descriptive evidence from Boston's Universal Prekindergarten initiative*. University of Michigan, Education Policy Initiative. https://edpolicy.umich.edu/sites/epi/files/uploads/BPS_ECE_COVID_Policy_Brief.pdf
- Heckman, J. J. (2011). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31-35. <https://files.eric.ed.gov/fulltext/EJ920516.pdf>
- Hsieh, H.-F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Jalongo, M. R. (2021). The Effects of COVID-19 on early childhood education and care: Research and resources for children, families, teachers, and teacher educators. *Early Childhood Education Journal*, 49, 763-744.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.
- Nores, M., Barnett, W. S., Jung, K., Joseph, G., Bachman, L., & Soderberg, J. S. (2018). *Year 3 report: Seattle Pre-K Program research*. New Brunswick, NJ: National Institute for Early Education Research & Seattle, WA: Cultivate Learning.
- School Readiness Consulting (2019). *Seattle Pre-K Program process evaluation*. Silver Spring, MD: Author.
- Seattle Foundation (2020). *Overview of COVID-19 impacts on BIPOC communities in King County*. Seattle, WA: Author. https://www.seattlefoundation.org/-/media/SeaFdn/Files/COVID-19/SeaFdn-COVID-19-Impact-Overview_November-2020.pdf?la=en&hash=45E3DA6CED774276BA3A2E0D09B12690C23C4384
- Seattle Police Department (2021). Bias/hate crime data, 2012-2021. <https://www.seattle.gov/police/information-and-data/bias-crime-unit/bias-crime-dashboard>
- Shonkoff, J. P., Slopen, N., & Williams, D. R. (2021). Early childhood adversity, toxic stress, and the impacts of racism on the foundations of health. *Annual Review of Public Health*, 42, 115-134.
- Smith, W. A. (2004). Black faculty coping with racial battle fatigue: The campus racial climate in a post-civil rights era. In D. Cleveland (Ed.), *A long way to go: Conversations about race by African American faculty and graduate students* (pp. 171-190). New York: Peter Lan.
- Timmons, K., Cooper, A., Bozek, E., & Braund, H. (2021). The impacts of COVID-19 on early childhood education: Capturing the unique challenges associated with remote teaching and learning in K-2. *Early Childhood Education Journal*, 49, 887-901.
- United Nations. (2020). *Policy brief: The impact of COVID-19 on children*. <https://unsdg.un.org/resources/policy-brief-impact-covid-19-children>

Weiland, C., et al. (2021). Historic crisis, historic opportunity: Using evidence to mitigate the effects of the COVID-19 crisis on young children and early care and education programs. <https://edpolicy.umich.edu/files/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>

Yoshikawa, H., et al. (2013). *Investing in our future: The evidence base on preschool education*. Society for Research in Child Development and Foundation for Child Development. <https://www.fcd-us.org/assets/2016/04/Evidence-Base-on-Preschool-Education-FINAL.pdf>

APPENDIX A: Study Methodology



For this process evaluation, the SRC team used a convergent parallel mixed-methods study design. The team examined both quantitative and qualitative data to better understand DEEL's responses to the needs of SPP teachers and administrators during the dual pandemics and the lessons learned in the implementation of virtual coaching. The study drew on existing quantitative data, provided by DEEL, and new data generated through surveys, focus groups, and interviews with DEEL staff and SPP teachers, administrators, and coaches. These complementary data sources were analyzed simultaneously and later triangulated to increase the validity of the findings. Below we describe the data collection and analysis processes.

Data Collection: Administrator and Teacher Survey

Survey Development. The administrator and teacher survey was developed in partnership with DEEL and SRC. Participants were first asked to provide their demographic information, such as their racial and gender identity, and the number of years they had worked with children and in their current program. The following section asked about participants' personal and professional experience during the 2020 pandemics. Participants were asked about the support they received from their coaches. Lastly, participants answered a series of questions about the different technologies they used with their coaches during the pandemics.

Survey Sampling. Workforce data from DEEL was used for the sampling frame. DEEL provided the SRC team with complete lists of SPP program administrators and teachers, as well as data on program characteristics and contact information. Initially, these lists were used to select SPP teachers and administrators to participate in focus groups and interviews. The SRC team also used these lists to randomly select staff members to participate in the survey.

Survey Administration. The survey was administered in web-based format, in English only. The web-based survey opened on June 7, 2021, and closed on July 9, 2021. Survey invitations were emailed to administrators and teachers using Qualtrics survey software. SRC sent the survey to 180 administrators and teachers across SPP. Participants received nine email reminders after the initial email invitation to complete the survey, and the completion deadline was extended once. The reminder emails were sent to all individuals in the survey sample who partially completed the survey or who never started the survey. Of the 180 who were invited, 113 completed the survey, for a 62.3% response rate.

Incentive. The study included incentives for survey participation. Survey participants received a \$15 Amazon gift card upon completing the survey. Every participant who responded to the survey received a gift card.

Data Collection: Focus Groups and Interviews

Recruitment and Sampling. Interviews were conducted with DEEL staff members and coaches. DEEL staff members were selected based on role and perspective on the program. The coaches were randomly selected. Focus groups were conducted with SPP administrators and teachers. Participants were selected via stratified sampling at the program level (programs were selected first, and then staff from those programs were selected). The sampling process also considered other factors such as geography and demographic composition to ensure representativeness.

Scheduling and Conducting the Sessions. SRC staff worked with DEEL staff to craft communications and conduct outreach for study recruitment and scheduling. All sessions were conducted virtually via Zoom. Facilitation was available in participants' desired language, including Spanish and American Sign Language. Focus group and interview participants received a \$40 Amazon gift card. Upon completion, recordings of the sessions were submitted for transcription.

Data Collection: Coaching Observations

Conducting the Coaching Observations. The SRC team experienced several obstacles in recruiting for coaching observations. Many administrators and teachers were unwilling to have their sessions recorded due to additional technological burdens associated with observing sessions that were already being conducted virtually. There were also scheduling conflicts, as data collection occurred as many programs were preparing for the summer. Ultimately, the SRC team was able to observe two coaching sessions. To supplement understanding of previously conducted coaching sessions, the team reviewed data from the coaching contact logs.⁷

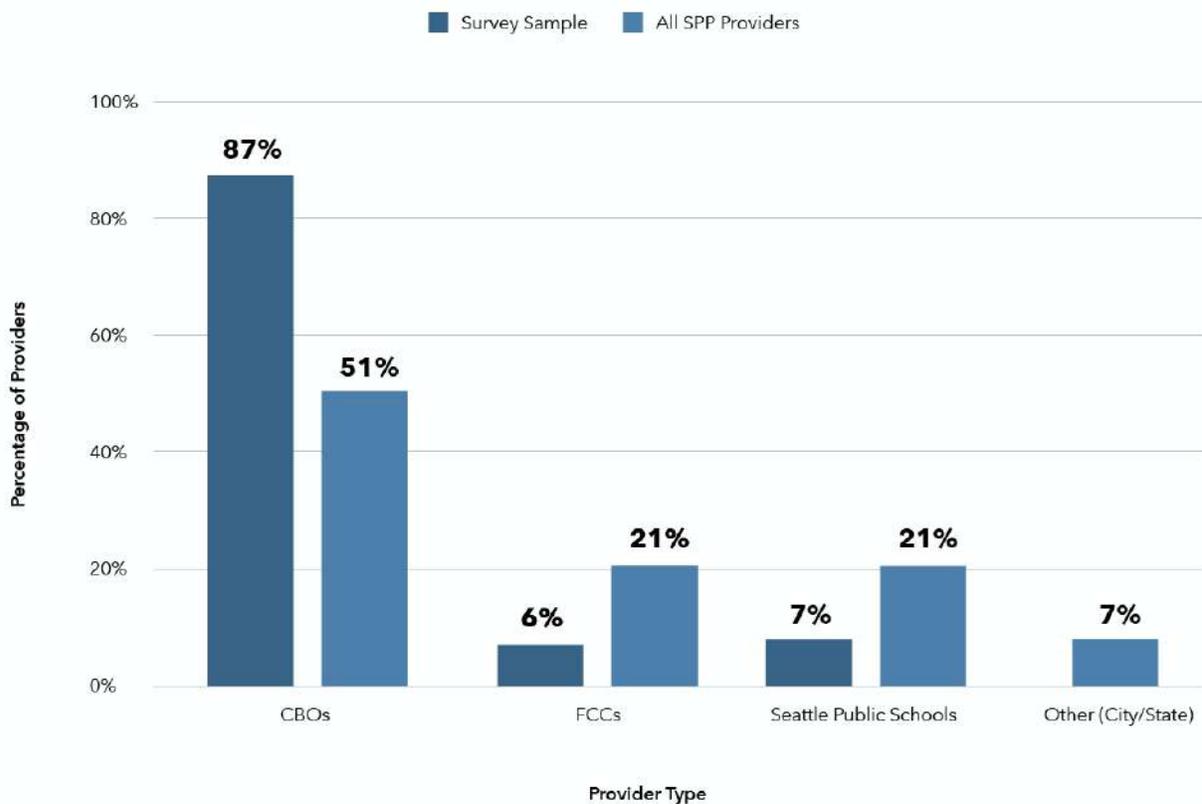
⁷ Coaching logs are completed by coaches following coaching sessions. These logs are meant to help summarize and track sessions. The SRC team obtained a coaching log data set from the DEEL team that contained information from sessions logged from November 2020 to April 2021.

Study Sample

Survey Participants

Delivery Setting. Of the 113 individuals who completed the survey, 53% were lead teachers, 26% were assistant teachers, and 20% were program administrators. The majority of participants worked in CBOs (87%), with 7% from Seattle Public Schools, and 6% from FCC programs. Figure 12 shows a comparison of the survey sample with all SPP providers by delivery setting.⁸ Generally, delivery settings in the survey sample are represented in ratios similar to those across all SPP providers; however, community based organizations are moderately overrepresented in the survey sample.

Figure 12. Comparison of representation using percentage of survey participants and percentage of all SPP providers, by delivery setting



Race and Ethnicity. One-third of survey participants self-identified as White (32%); 20% self-identified as Black or African American, 18.3% self-identified as Hispanic or Latino/a/x, 17% self-identified as Asian or Asian American, 3.3% self-identified as American Indian or Alaska Native, 2.5% preferred not to respond, 1.7% self-identified as North African or Middle Eastern, 1.7% self-identified as Native Hawaiian

⁸ Data for all SPP providers obtained from DEEL for 2020–21 school year.

or Pacific Islander, 1.7% selected “something else fits better,” and 0.8% self-identified as mixed race (Figure 13). Figure 14 shows that racial demographics from the survey sample are relatively comparable to demographics of all SPP providers.

Figure 13. Survey participants by race/ethnicity

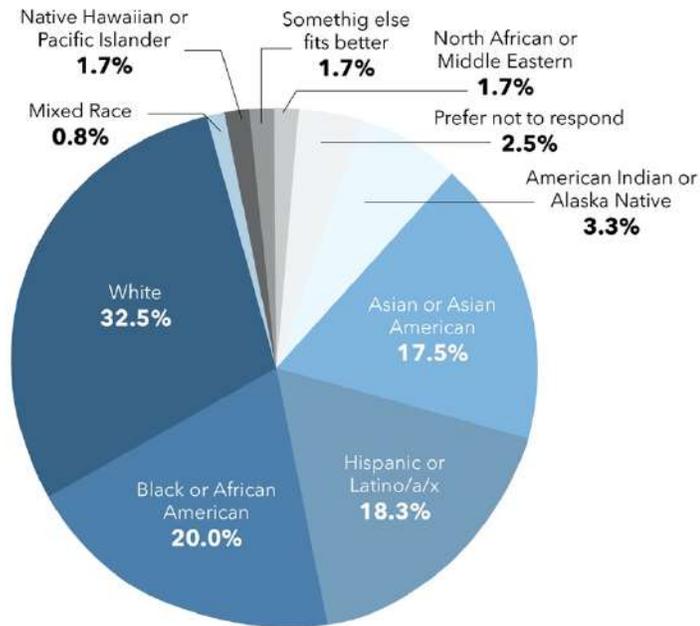
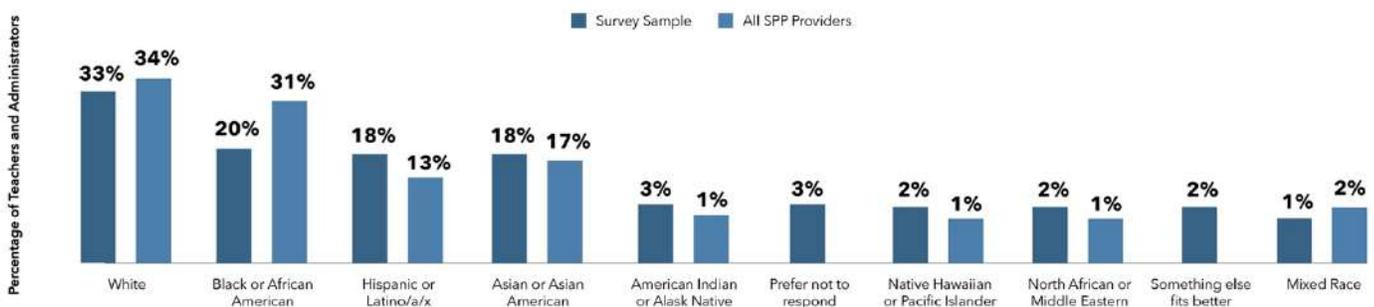


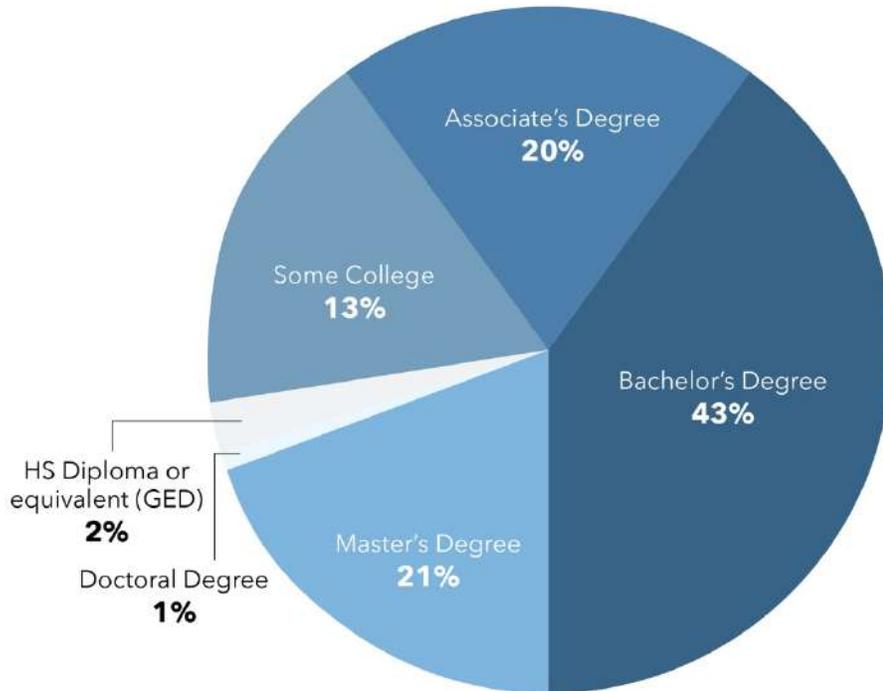
Figure 14. Comparison of representation using percentage of survey participants and percentage of all SPP providers, by race/ethnicity



Education and Experience. For the majority of survey participants, a bachelor’s degree was their highest level of education (43%), followed by 21% with a master’s, 19% with an associate’s, 13% with some college, 2% with a high school diploma or GED (general equivalency diploma), and 1% with a doctoral degree (Figure 15).

Survey participants were collectively bringing years of expertise to their programs. Almost a quarter of participants had 20 years of experience working with children (23%), while 22% had 6-10 years, 22% had 0-5 years, 19% had 11-15 years, and 13% had 16-20 years of experience working with children.

Figure 15. Survey participants by education level

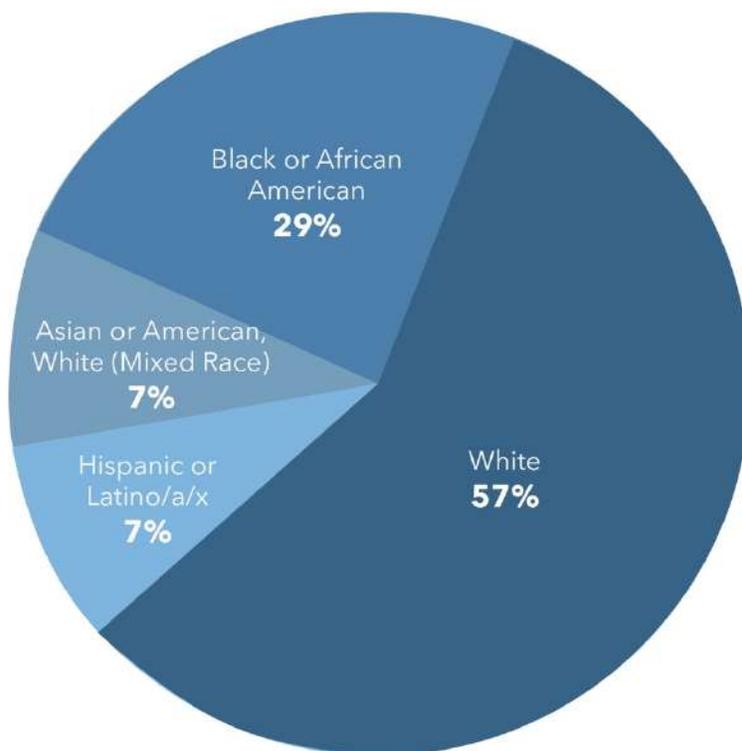


Focus Group and Interview Participants

Role and Delivery Setting. In Spring 2021, the SRC research team facilitated 14 focus groups with administrators and teachers from participating SPP CBOs, FCCs, and school-based programs. Eight CBO administrators and 12 CBO teachers participated in focus groups, followed by eight FCC administrators and hub coordinators, and nine school-based administrators and teachers. Additionally, the research team conducted 10 interviews with DEEL staff and coaches. One member of the SRC team observed two coaching sessions, each session led by a different coach.

Race and Ethnicity. The majority of focus group and interview participants self-identified as White (57.1%), and 28.6% self-identified as Black or African American (Figure 16). Racial demographics for remaining focus group and interview participants are not included because their racial group response rate is too small to report. Several participants could communicate in languages other than English (e.g., American Sign Language, Spanish, and Mandarin), but all participants (except one) agreed to answer the questions in English. We offered language accommodations; only one person needed an interpreter.

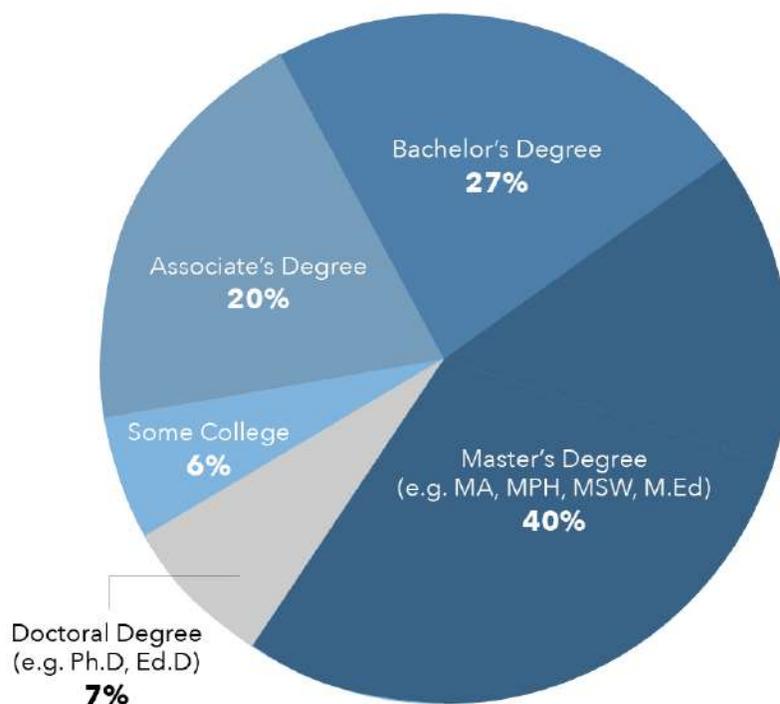
Figure 16. Focus group and interview participants by race/ethnicity



Education and Experience. For the majority of focus group and survey participants, their highest level of education was a master’s (43%); 28% held a bachelor’s degree (28%), and 21% had an associate’s degree (Figure 17). Education level for some focus group and interview participants is not included because the response rate in their education category is too small to report.

SPP focus group and interview participants were bringing a breadth of experience to their work. Almost half had more than 20 years of experience working with children (43%) while about a third (29%) had 6-10 years, 21% had 16-20 years, and 7% had 11-15 years of experience working with children.

Figure 17. Focus group and interview participants by education level



Data Analysis

Quantitative Analysis. The survey was divided into three sections, with each section representing one of the three research questions. Final analyses include only results from survey sections where at least one research question was answered. The SRC team began with cleaning the survey data. Descriptive quantitative methods and text analysis were used to analyze the survey data. Results from the survey are reported as counts and percentages. The SRC team ran analyses on participant demographics, including gender identity, racial and ethnic identity, highest level of education, number of years of experience working with children, and number of years worked in the participant's current program. Remaining analyses included calculating counts and percentages of participants' responses to questions about their experiences during the 2020 pandemics, coaching, and racial equity practices in their programs.

Qualitative Analysis. The SRC team analyzed the interview and focus group transcripts deductively, using a directed content analysis approach (Hsieh & Shannon, 2005); that is, the team derived potential codes and categories from the questions that guided this study and from existing literature. To facilitate the analysis process, the team used Dedoose, qualitative data analysis software that enabled us to directly label (or code) specific statements or transcript fragments and analyze categories in the light of our research questions. Once all transcripts were coded, the qualitative analysts identified patterns (or themes) across all the transcripts.

Mixed-Methods Analysis. After completing the qualitative and quantitative data analyses, the researchers met to identify themes and trends across all the data. The use of multiple data sources (i.e., documents, surveys, and conversations with various SPP stakeholders) and the involvement of multiple research specialists allowed us to corroborate the themes that arose during the analysis and conduct a robust analysis. All data were stored and used according to best practices for usage confidentiality.





DEEL Staff Interview Protocol

Introduction (10 minutes)

Thank you for joining us today. My name is _____ and I represent School Readiness Consulting, a consulting firm that focuses on supporting young children’s development. We are partnering with the Seattle Department of Education and Early Learning (DEEL) to learn about the Seattle Preschool Program (SPP), with a particular focus on equity, the coaching model and the pandemic response.

We really appreciate you taking the time to participate in this interview. Before we begin, I will read our consent and ask you to verbally agree.

Consent

We invited you to participate in this discussion today because we think you have valuable thoughts to share as a DEEL staff member. If you decide to participate in the interview, you will be asked about your experiences related to the Seattle Preschool Program, the COVID-19 pandemic, and the racial justice movement. Please, keep in mind that:

- Your participation in this conversation is voluntary.
- You can stop participating at any time. If you choose not to participate or choose to stop participating at any time, there will be *no* penalty to you or loss of any benefit you are entitled to.
- You may skip questions you don’t feel comfortable answering.
- There are no right or wrong answers. We are interested in your perspective and honest opinion.
- Please try not to share full names or personal information about yourself or others during the discussion.
- This conversation will last between 75 and 90 minutes.
- We will record today’s session to ensure we don’t miss anything. The recording will not be shared with anyone outside of our project team, and you will not be identified by name in any of the results.
- We will share aggregate and anonymous data with our DEEL partners through reports and presentations.

[If they wish to continue] Great, we are happy to have you participate!

[If they do not wish to continue or express concern] I understand. Would you like to share your concerns with me? I am happy to talk through any of your concerns.

Do you have any other questions before we start?

Interview Questions

Opening

To start, please introduce yourself by saying your first name and your job title.

1. What are your current responsibilities at DEEL?
 - a. *Probe:* In your work, how do you support Seattle’s early childhood providers, teachers, families, and children?
 - b. *Probe:* How is your job related to the Seattle Preschool Program (SPP) and its coaching model?

COVID-19 Pandemic: Effects, Needs, & Support

Thank you for sharing that. Now, I would like to ask you a few questions about the COVID-19 pandemic.

2. What resources or support has DEEL offered to support SPP providers, children and families during the COVID pandemic?
 - a. *Probe:* What specific changes did DEEL make in the funding, policies, and support for SPP providers?
 - b. *Probe:* How did DEEL’s support vary by provider delivery setting (i.e., home-based, CBO, school-based)? Or was it the same for all settings?
 - i. How did DEEL help address program closing and staff turnover?
 - c. *Probe:* What lines of communication has DEEL set up to understand the needs of their key stakeholders (i.e., families, providers, and coaches)?
 - d. *Probe:* How has DEEL taken the perspectives of families, providers, and coaches into consideration when developing their response to the COVID-19 pandemic?
 - e. *Probe:* What new policies, systems, or initiatives did DEEL create to support the changing needs of SPP providers and teachers during the pandemic?
3. From your perspective, how effective has DEEL’s ongoing response to the COVID-19 pandemic been?
 - a. *Probe:* What have been DEEL’s main successes and challenges in responding to the pandemic?
 - b. *Probe:* What could have DEEL done better during the COVID-19 pandemic?

Racial Justice Movement

Thank you for your insight. Now, we’d like to ask about the racial justice movement in Seattle and its effects on the early learning community.

4. As part of the ongoing movement for racial justice, there have been numerous protests and conversations in Seattle (and across the United States) about systemic racism, police violence against Black people, and discrimination and violence against Asian communities. How have the racial justice movement and protests impacted DEEL’s policies and work?

- a. *Probe:* How has DEEL addressed issues of systemic racism, discrimination, and violence (especially, against Black and Asian people) in its work with SPP providers and teachers?
 - b. *Probe:* What support has DEEL given to providers and teachers so that they can address issues of systemic racism, discrimination, and police violence in their programs and services?
5. From your perspective, what effects has the racial justice movement had on the Seattle Preschool Program?
- a. *Probe:* Are the effects the same across all communities and providers? Or do the effects and responses vary? *Please, explain and give examples.*

Equity-Centered Policies and Practices

Thank you for your insightful comments. Now, I'd like to talk about equity-related issues in SPP.

6. What disparities in access to and quality of SPP do you see based on race, language, income, ability, geography or other factors?
- a. *Probe:* How has the COVID-19 pandemic impacted these disparities?
7. How has DEEL addressed the assets and needs of racially and linguistically diverse and historically marginalized children, families, providers, and teachers?
- a. *Probe:* How has DEEL helped SPP providers, teachers, and coaches address the needs and assets of these diverse children and families?
 - b. *Probe:* How has DEEL addressed the needs of diverse staff, providers, and teachers?

SPP Coaching Model *[Ask the below questions if the interviewee is familiar with the model.]*

Thank you for sharing your thoughts. Now, I want to ask you about the virtual SPP coaching model.

8. How different was the SPP coaching model before and after the COVID-19 pandemic?
- a. *Probe:* How were those changes decided?
 - b. *Probe:* How has the pandemic affected the process of revising the coaching program?
 - c. *Probe:* What are the key features of the new virtual SPP coaching model?
 - d. *Probe:* What makes this model unique or different from other coaching approaches?
9. Which aspects of the SPP virtual coaching model should be continued or reconsidered after the pandemic?
- a. *Probe:* Why do you think so?
10. How, if at all, has the SPP virtual coaching model addressed issues of equity and institutional racism?
- a. *Probe:* How, if at all, has the virtual coaching model specifically supported providers and teachers from underserved communities?
 - i. How has DEEL supported providers and teachers who don't have reliable internet access or who aren't comfortable with online platforms?

- b. *Probe:* How, if at all, has the virtual coaching model helped dismantle systemic inequities in SPP or the early childhood field?

Closing & Looking Forward

To close this conversation, I would like to ask you a few more questions:

11. What is the most important lesson that you, as part of DEEL, learned in 2020 about the Seattle Preschool Program?
12. Is there anything else you want to share? Or is there something I did not ask that you want me to know about?

Thank you

Thank you for participating in today's conversation! We hope this talk and your insight will help to strengthen the services that are available to Seattle's youngest children and their families.

SPP Coaching Interview Protocol

Introduction (10 minutes)

Thank you for joining us today. My name is _____ and I represent School Readiness Consulting, a consulting firm that focuses on supporting young children’s development. We are partnering with the Seattle Department of Education and Early Learning (DEEL) to learn about the Seattle Preschool Program (SPP), with a particular focus on equity, the coaching model and the pandemic response.

We really appreciate you taking the time to participate in this interview. Before we begin, I will read our consent and ask you to verbally agree.

Consent

We invited you to participate in this discussion today because we think you have valuable thoughts as an SPP coach. If you decide to participate in this interview, you will be asked about your experiences related to the Seattle Preschool Program, the COVID-19 pandemic, and the racial justice movement. Please, keep in mind that:

- Your participation in this conversation is voluntary.
- You can stop participating at any time.
- If you choose not to participate or choose to stop participating at any time, there will be *no* penalty to you or loss of any benefit you are entitled to.
- You may skip questions you don’t feel comfortable answering.
- This conversation will last between 75 and 90 minutes.
- There are no right or wrong answers. We are interested in your perspective and honest opinion.
- We will record today’s session to ensure we don’t miss anything. The recording will not be shared with anyone outside of the SRC team (not even DEEL staff will have access to the recordings). You will not be identified by name in any of the results.
- We will share aggregate and anonymous data with our DEEL partners through reports and presentations.

[If they wish to continue] Great, we are happy to have you participate!

[If they do not wish to continue or express concern] I understand. Would you like to share your concerns with me? I am happy to talk through any of your concerns.

Do you have any questions before we start?

Interview Questions

Opening

To start, please introduce yourself by saying your first name.

1. How did you become an SPP coach?
 - a. *Probe:* How long have you been in this position?
 - b. *Probe:* What led you to become a coach?

Coaching Before and During the COVID-19 Pandemic

Thank you for sharing that. Now, I'd like to ask you about your work in relation to the COVID-19 pandemic.

2. Before the COVID-19 pandemic, how would you have described your job as a DEEL coach to someone unfamiliar with the program?
 - a. *Probe:* What were your main responsibilities and activities?
 - b. *Probe:* Before the COVID-19 pandemic, how much of your coaching was face-to-face and how much was remote?
 - c. *Probe:* What did you like the most about it?
 - d. *Probe:* What were your main challenges as a coach?
3. How has the COVID-19 pandemic impacted your work as an SPP coach?
 - a. *Probe:* At the beginning of and during the pandemic, what adjustments did you have to make to your coaching approach and practices?
 - b. *Probe:* What challenges and successes have you had?

SPP Coaching Model

Thank you for sharing your thoughts. Now, I want to ask you about the virtual SPP coaching model.

4. How would you describe the SPP virtual coaching model to someone who doesn't know about it?
 - a. *Probe:* What are the key features of the SPP coaching model?
 - b. *Probe:* What makes the program unique or different from other coaching models?
 - c. *Probe:* What do you like the most and the least about the coaching process?
5. Can you walk me through a typical coaching session?
 - a. *Probe:* What's the first thing that you usually do? What do you do next? How do the sessions usually end?
 - b. *Probe:* How are the agenda or topics of discussion chosen for the coaching session?
 - c. *Probe:* How, if at all, do your coaching sessions vary by delivery setting (i.e., home-based, CBO, school-based) or coachee (i.e., provider vs. teacher)?
6. How different was the coaching process before and after the pandemic?

- a. Which aspects of the SPP virtual coaching model should be continued or reconsidered after the pandemic?
 - i. *Probe:* Why do you think so?
- 7. How, if at all, has the SPP virtual coaching model addressed or exacerbated issues of equity and institutional racism?
 - a. *Probe:* How, if at all, has the virtual coaching model specifically supported providers and teachers from underserved communities?
 - i. How has DEEL supported providers and teachers who face technology barriers (e.g., unreliable internet access, lack of familiarity with web-based platforms, and lack of access to computers, cameras, tablets, etc.)
 - b. *Probe:* How, if at all, has the virtual coaching model helped dismantle systemic inequities in SPP or the early childhood field?

Racial Justice Movement

Thank you for sharing your thoughts. Now, I'd like to ask about the racial justice movement in Seattle and its effects on the early learning community.

- 8. As part of the ongoing movement for racial justice, there have been numerous protests and conversations in Seattle (and across the United States) about systemic racism, police violence against Black people, and discrimination and violence against Asian communities. How have the racial justice movement and protests impacted your work as a coach?
 - a. *Probe:* How have you addressed issues of equity, systemic racism, discrimination, and violence (especially, against Black and Asian people) in your coaching?
 - b. *Probe:* How, if at all, have coworkers or DEEL helped you address issues of systemic racism, discrimination, and violence?
- 9. What support, if any, have you received from DEEL in addressing issues of equity, systemic racism, discrimination, and violence?
 - a. *Probe:* Have you received any training or materials related to these issues?
 - i. If so, how useful have the training/materials been?
 - b. *Probe:* What supports, if any, have DEEL provided to support your mental health and emotional well-being?
- 10. What effects has the racial justice movement had on Seattle's Preschool Program?
 - a. *Probe:* Do you think that the effects have been the same or different across all delivery settings (i.e., home-based, CBO, school-based)?

Equity-Centered Policies and Practices

Thank you for your insightful comments. Now, I'd like to talk about equity-related issues in SPP.

- 11. What disparities in access to and quality of SPP do you see based on race, language, income, ability, geography or other factors?

- a. *Probe:* How has the COVID-19 pandemic impacted these disparities?
- 12. How have you helped providers and teachers address the assets and needs of racially and linguistically diverse and historically marginalized children and families?

Closing & Looking Forward

To close this conversation, I want to ask you a couple of questions:

- 13. What recommendations would you give to policy makers for moving forward with an equity agenda that is responsive to the needs of SPP providers and families?
- 14. Is there anything else you want to share? Or is there something I did not ask that you want me to know about?

Thank you

Thank you for participating in today's conversation! We hope this talk and your insight will help to strengthen the services that are available to Seattle's youngest children and their families.

SPP Provider Focus Protocol

Introduction (10 minutes)

Thank you for joining us today. My name is _____ and I represent School Readiness Consulting, a consulting firm that focuses on supporting young children’s development. We are partnering with the Seattle Department of Education and Early Learning (DEEL) to learn about the Seattle Preschool Program (SPP), with a particular focus on equity, the coaching model and the pandemic response.

We really appreciate you taking the time to participate in this interview. Before we begin, I will read our consent and ask each of you to verbally agree.

Consent

We invited you to participate in this discussion today because we think each of you has valuable thoughts as an SPP provider. If you decide to participate in this focus group, you will be asked about your experiences related to the Seattle Preschool Program, the COVID-19 pandemic, and the racial justice movement. Please, keep in mind that:

- Your participation in this conversation is voluntary.
- You can stop participating at any time. We just ask that you exit the call quietly.
- If you choose not to participate or choose to stop participating at any time, there will be *no* penalty to you or loss of any benefit you are entitled to.
- You may skip questions you don’t feel comfortable answering.
- This conversation will last between 75-90 minutes (approx.)
- We will record today’s session to ensure we don’t miss anything. The recording will not be shared with anyone outside of our project team, and you will not be identified by name in any of the results.
- We will share aggregate and anonymous data with our DEEL partners through reports and presentations.
- At the end of this conversation, we will send each of you with a \$40 e-gift card to thank you for your time and participation.

[If they wish to continue] Great, we are happy to have you participate!

[If they do not wish to continue or express concern] I understand. Would you like to share your concerns with me? I am happy to talk through any of your concerns in the main virtual room or in a separate breakout room. Please, let me know what you prefer.

Now, let me share some ground rules for this conversation.

Ground Rules

- It is important that we honor the privacy of individuals’ confidentiality. That is, participants’ personal details –e.g., full name or email–should not be shared beyond this conversation or for purposes other than research and program improvement.

- There are no right or wrong answers. We are interested in everyone’s viewpoint. Please be respectful of differences of opinion. We value hearing from everyone, so we hope everyone will speak up and share their thoughts.
 - If there are times where you don’t feel comfortable sharing verbally or there isn’t enough time for you to share, please use the chat function to share your experience to the group or privately to me.
- We have put everyone on mute. If you would like to talk, please be sure to unmute yourself. And mute yourself again when you are not talking.
- We want to be respectful of your time. At times, I may need to interrupt and move on to the next topic so that we can end on time.
- Please try not to share full names or personal information about yourself or others during the session.

Do you have any questions before we start?

Focus Group Questions

Opening

To start, please introduce yourself by telling us your first name, your pronouns, your role, and the organization where you work.

1. What is it like being a Seattle Preschool Program (SPP) provider?
 - a. *Probe:* What do you like the most about being an SPP provider?

COVID-19 Pandemic: Effects, Needs, & Support

Thank you for sharing that. Now, we want to acknowledge that this year has been very difficult for many of us, with so much loss and so many challenges for the communities we live and work in. And we’d like to understand a little bit more about what the experience has been like for providers in Seattle. So I would like to ask you a few questions about the COVID-19 pandemic.

2. How has the COVID-19 pandemic affected you personally and professionally (as an SPP provider)?
 - a. *Probe:* What effects, if any, has the COVID-19 pandemic had on your income, health, housing, and socioemotional well-being?
 - b. *Probe:* What effects did the COVID-19 pandemic have on student enrollment, family engagement, funding, and staff well-being and turnover?
 - c. *Probe:* What changes were made to your center/school/program to address those needs and challenges?
 - d. *Probe:* What type of resources or support have you needed to address the pandemic-related challenges and your personal needs?

- i. *Probe:* How different are your current needs from the needs you had at the beginning of the pandemic?
- 3. How effectively has the Seattle Department of Education and Early Learning (DEEL), or “the city,” supported you, as a provider, during the COVID-19 pandemic?
 - a. *Probe:* What specific support and resources have you received from DEEL (or, “the city”) to address your personal and professional challenges?
 - b. *Probe:* To what extent has the DEEL’s (or, “the city’s”) response addressed your needs as a provider and the needs of your staff, students, and families?
 - i. *If the interviewee needs an additional explanation, ask:* What support, if any, has DEEL (or, “the city”) offered to providers who face increased challenges due to the pandemic, such as teacher turnover, low student enrollment, and increased operational costs (e.g., cleaning supplies and personal protection equipment)?
 - c. *Probe:* How has the DEEL’s (“or, the city”) pandemic-related support impacted the services and funding of your center/school/program ?
 - d. *Probe:* What could have DEEL (or, “the city”) done better during the pandemic?

SPP Coaching Model

Thank you for sharing your thoughts. Now, I want to ask you about SPP coaching.

- 4. How would you describe your experience with SPP coaching to someone who doesn’t know about it?
 - a. *Probe:* What types of supports do you receive from your coach? How often?
 - b. *Probe:* What are the main practices or strategies that your coach has shared with you?
 - c. *Probe:* What is different about the coaching support you receive now versus before the pandemic?
 - d. *Probe:* What makes this model unique or different from other coaching approaches you have previously experienced?
- 5. What are the benefits of and areas of improvement for the coaching model/process?
 - a. *Probe:* How are your teachers/staff benefitting from the coaching process?
 - b. *Probe:* How could the coaching process be improved?
 - c. *Probe:* How would you describe any changes in coaching during the pandemic?
 - d. *Probe:* Which aspects of coaching should be continued or reconsidered after the pandemic and why?
- 6. How, if at all, has virtual SPP coaching addressed issues of equity and institutional racism?
 - a. *Probe:* How, if at all, has virtual SPP coaching helped you and your center/school/program better serve children who are discriminated against based on race, ethnicity, language, income, ability, geography or other factors?
 - b. *Probe:* How, if at all, has virtual coaching specifically supported those of you who are working in communities that tend to be underserved?
 - c. *Probe:* How, if at all, has virtual coaching helped dismantle systemic inequities in SPP?

Equity-Centered Policies and Practices

Thank you for that insightful conversation. Now, we'd like to talk about equity-related issues in SPP.

7. What disparities in access to and quality of SPP do you see based on race, language, income, geography or other factors?
 - a. *Probe:* How has the COVID-19 pandemic impacted these disparities?
8. How does your center/school/program specifically address the assets and needs of racially and linguistically diverse and historically marginalized children and families?
 - a. *Probe:* How has DEEL helped you address the needs and assets of these diverse children and families?
9. What resources or policies would help you and your center/school/program meet the needs and assets of diverse children and families more effectively?
 - a. *Probe:* What difference would those resources or policies make?

Racial Justice Movement

Thank you for your insight. Now, we'd like to ask about the racial justice movement in Seattle and its effects on the early learning community.

10. As part of the ongoing movement for racial justice, there have been numerous protests and conversations in Seattle (and across the United States) about systemic racism, police violence against Black people, and discrimination and violence against Asian communities. How have the racial justice movement and issues of equity, systemic racism, discrimination, and violence (especially, against Black and Asian people) impacted you and your staff, children, and families?
 - a. *Probe:* How has the racial justice movement personally impacted you?
 - b. *Probe:* How has the ongoing movement for racial justice impacted your center's curriculum or activities?
 - i. *Probe:* How have you or your center/school/programs sought to support children and families while grappling with discrimination, violence, and the racial justice movement?
 - c. *Probe:* How have staff, children, or families experienced the racial justice movement differently depending on their racial/ethnic identity?
 - d. *Probe:* What kind of support or resources do you think you will need going forward to address the needs of children and families?
11. What effects has the racial justice movement had on the Seattle Preschool Program?
 - a. *Probe:* Have all of you seen the same effects? Or are there any differences?

Closing & Looking Forward

To close this conversation, I want to ask you a couple of questions:

12. What recommendations would you give to policy makers for moving forward with an equity agenda that is responsive to the needs of SPP providers and families?
13. Is there anything else you want to share? Or is there something I did not ask that you want me to know about?

Thank you

Thank you for participating in today's conversation! We hope this talk and your insight will help to strengthen the services that are available to Seattle's youngest children and their families.

SPP Teacher Focus Group Protocol

Introduction (10 minutes)

Thank you for joining us today. My name is _____ and I represent School Readiness Consulting, a consulting firm that focuses on supporting young children’s development. We are partnering with the Seattle Department of Education and Early Learning (DEEL) to learn about the Seattle Preschool Program (SPP), with a particular focus on equity, the coaching model and the pandemic response.

We really appreciate you taking the time to participate in this interview. Before we begin, I will read our consent and ask each of you to verbally agree.

Consent

We invited you to participate in this discussion today because we think each of you has valuable thoughts as an SPP teacher. If you decide to participate in this focus group, you will be asked about your experiences related to the Seattle Preschool Program, the COVID-19 pandemic, and the racial justice movement. Please, keep in mind that:

- Your participation in this conversation is voluntary.
- You can stop participating at any time. We just ask that you exit the call quietly.
- If you choose not to participate or choose to stop participating at any time, there will be *no* penalty to you or loss of any benefit you are entitled to.
- You may skip questions you don’t feel comfortable answering.
- This conversation will last between 75-90 minutes (approx.)
- We will record today’s session to ensure we don’t miss anything. The recording will not be shared with anyone outside of our project team, and you will not be identified by name in any of the results.
- We will share aggregate and anonymous data with our DEEL partners through reports and presentations.
- At the end of this conversation, we will send each of you with a \$40 e-gift card to thank you for your time and participation.

[If they wish to continue] Great, we are happy to have you participate!

[If they do not wish to continue or express concern] I understand. Would you like to share your concerns with me? I am happy to talk through any of your concerns in the main virtual room or in a separate breakout room. Please, let me know what you prefer.

Now, let me share some ground rules for this conversation.

Ground Rules

- It is important that **we honor the privacy of individuals' confidentiality**. That is, participants' personal details –e.g., full name or email–should not be shared beyond this conversation or for purposes other than research and program improvement.
- **There are no right or wrong answers**. We are interested in everyone's viewpoint. Please be respectful of differences of opinion. We value hearing from everyone, so we hope everyone will speak up and share their thoughts.
 - If there are times where you don't feel comfortable sharing verbally or there isn't enough time for you to share, please use the chat function to share your experience to the group or privately to me.
- We have put everyone on mute. If you would like to talk, please be sure to unmute yourself. And mute yourself again when you are not talking.
- **We want to be respectful of your time**. At times, I may need to interrupt and move on to the next topic so that we can end on time. Please, don't take it personally; we just want to ensure we cover all the items in the agenda.
- Please try **not to share full names or personal information about yourself or others** during the session.

Do you have any questions before we start?

Focus Group Questions

Opening

To start, please introduce yourself by telling us your first name, your pronouns, your role, and where you work.

1. What is it like being a Seattle Preschool Program (SPP) teacher?
 - a. *Probe:* What do you like the most and the least about being an SPP teacher?

COVID-19 Pandemic: Effects, Needs, & Support

Thank you for sharing that. Now, we want to acknowledge that this year has been very difficult for many of us, with so much loss and so many challenges for our communities. And we'd like to understand a little bit more about what the experience has been like for early childhood teachers in Seattle. So I would like to ask you a few questions about the COVID-19 pandemic.

2. How has the COVID-19 pandemic affected you personally and professionally (as an SPP teacher)?
 - a. *Probe:* What effects, if any, has the COVID-19 pandemic had on your income, health, housing, and socioemotional well-being?
 - b. *Probe:* What effects did the COVID-19 pandemic have on student enrollment and family engagement?

- c. *Probe:* How has the COVID-19 pandemic impacted your relationships with your colleagues, your students, and your students' families?
 - d. *Probe:* What type of resources or support have you needed to address the pandemic-related challenges and your personal needs?
 - i. *Probe:* How different are your current needs from the needs you had at the beginning of the pandemic?
3. (*Note to facilitator: tailor language to fit the group and delivery setting (i.e., home-based, school, community organization)*) What support and resources have you received from your center/school/program or your coach to address your personal and professional needs?
- a. *Probe:* How useful have been the support and resources from your coach or center/school/program colleagues?
 - i. *Probe:* How has that support been adjusted to meet your changing needs?
 - b. *Probe:* Has the support been fairly distributed among all centers/schools/programs and teachers? Or have some centers/schools/programs and teachers received differing support and resources?
 - c. *Probe:* What could your center/school/program and coach have done better during the pandemic?

SPP Coaching Model

Thank you for sharing your thoughts. Now, I want to ask you about SPP coaching.

- 4. How would you describe your experience with SPP coaching to someone who doesn't know about it?
 - a. *Probe:* What types of support do you receive from your coach? How often?
 - b. *Probe:* What are the main practices or strategies that your coach has shared with you?
 - c. *Probe:* What is different about the coaching support you receive now versus before the pandemic?
 - d. *Probe:* What makes this model unique or different from other coaching approaches you have previously experienced?
- 5. What are the benefits of and the things that can be improved in the coaching model/process?
 - a. *Probe:* How are you benefitting from coaching?
 - b. *Probe:* How could the coaching process be improved?
 - c. *Probe:* How would you describe any changes in coaching during the pandemic?
 - d. *Probe:* Which aspects of coaching should be continued or reconsidered after the pandemic and why?
- 6. How, if at all, has virtual SPP coaching addressed issues of equity and institutional racism?
 - a. *Probe:* How, if at all, has virtual coaching helped you better serve children who are discriminated against based on race, ethnicity, language, income, ability, geography or other factors?
 - b. *Probe:* How, if at all, has virtual coaching specifically supported those of you who are working in communities that tend to be underserved?

- c. *Probe:* How, if at all, has virtual coaching helped dismantle SPP systemic inequities?

Equity-Centered Policies and Practices

Thank you for that insightful conversation. Now, we'd like to talk about equity-related issues in SPP.

7. How, if at all, do children's identities and characteristics –e.g., race, language, income, ability, geography– affect their access to SPP and the quality of SPP services?
 - a. *Probe:* How has the COVID-19 pandemic impacted these disparities?
8. How does your center/school/program specifically address the assets and needs of racially and linguistically diverse and historically marginalized children and families?
 - a. *Probe:* How has DEEL, or the city, helped you address the needs and assets of these diverse children and families?

Racial Justice Movement

Thank you for your insight. Now, we'd like to ask about the racial justice movement in Seattle and its effects on the early learning community.

9. As part of the ongoing movement for racial justice, there have been numerous protests and conversations in Seattle (and across the United States) about systemic racism, police violence against Black people, and discrimination and violence against Asian communities. How have the racial justice movement and issues of equity, systemic racism, discrimination, and violence (especially, against Black and Asian people) impacted your work as an SPP teacher?
 - a. *Probe:* How has the ongoing racial justice movement affected your teaching and activities?
 - b. *Probe:* How, if at all, has the racial justice movement personally impacted you?
10. How have the racial justice movement and protests impacted your colleagues, students, and families?
 - a. *Probe:* How have you sought to support children and families while grappling with the racial justice movement and protests?
 - b. *Probe:* What kind of support or resources do you think you will need going forward to address the needs of children and families?

Closing & Looking Forward

To close this conversation, I want to ask you a couple of questions:

11. What would you recommend to city-level policy makers for moving forward with an equity agenda that is responsive to the needs of SPP teachers and families?
12. Is there anything else you want to share? Or is there something I did not ask that you want me to know about?

Thank you

Thank you for participating in today's conversation! We hope this talk and your insight will help to strengthen the services that are available to Seattle's youngest children and their families.



Seattle Preschool Program Provider and Teacher Survey

About This Survey

On behalf of the Seattle Department of Education and Early Learning (DEEL), we are conducting a survey of Seattle Preschool Program (SPP) providers and teachers as part of a larger process evaluation of SPP. The survey focuses on SPP providers' and teachers' experiences during the pandemic, including their thoughts regarding DEEL's response, changes to the coaching model and experiences with institutionalized racism and bias. **You were selected as part of a representative group of providers to participate in the survey.**

Your responses are confidential, and will only be reported in aggregate with responses from other participants. The results will provide the city with valuable insights as they reflect on the pandemic response and plan ahead. **Every completed survey will help** ensure that decisions for SPP are made based on diverse perspectives.

Completing the Survey

You may complete the survey any time before **June 30, 2021**. You may pause and continue where you left off as often as needed before that date. It will take approximately 15 minutes to complete the survey.

As you know, 2020 was not a typical year for most programs, and the early childhood workforce has been greatly impacted by COVID-19. For this reason, we will be asking you to provide information to the best of your ability.

Upon completion of the survey, you will receive an electronic gift card in the amount of \$25 to thank you for your time. The gift card will be emailed to you within two weeks.

If you have any questions about the survey, please contact Kristina Rodriguez, the researcher conducting the study, at krdriguez@schoolreadinessconsulting.com.

By proceeding with this survey, you are providing consent to take part in the SPP Process Evaluation.

Section 1: Participant Information

In this section, we will ask a few questions about you and your role in the program where you work.

[Autofill Name]

[Autofill Program Name]

[Autofill Role]

1. According to our records, this is your name, the name of the program where you work, and your role in the program. Is this correct?
 - a. Yes
 - b. No

1b. [IF NO] Please provide the correct information below.
2. Please indicate your gender. *Select one response or prefer not to respond.*
 - a. Female
 - b. Male
 - c. Non-binary
 - d. Not listed, please describe
 - e. Prefer not to respond
3. Do you identify as transgender? *Select one response or prefer not to respond.*
 - a. Yes
 - b. No
 - c. Prefer not to respond
4. Please indicate your race. *Select all that apply.*
 - a. American Indian or Alaska Native
 - b. Asian or Asian American
 - c. Black or African American
 - d. Hispanic or Latino
 - e. Native Hawaiian or Pacific Islander
 - f. North African or Middle Eastern
 - g. White
 - h. Prefer not to answer
 - i. Something else fits better: _____
5. Please indicate your years of experience working with children.
 - a. 0-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16-20 years

- e. Over 20 years
6. How long have you worked in your current program/school/home?
- a. 0-1 years
 - b. 2-3 years
 - c. 4-5 years
 - d. 6-7 years
 - e. 8-9 years
 - f. 10 or more years
7. What is your highest level of education?
- a. Up to 8th grade
 - b. Some high school, no diploma
 - c. High school diploma or equivalent (GED)
 - d. Some college
 - e. Associate's degree
 - f. Bachelor's degree
 - g. Master's Degree (e.g.: MA, MPH, MSW, M.Ed)
 - h. Doctoral degree (e.g.: Ph.D., Ed.D)
 - i. Professional degree (e.g.: JD, MBA)

Section II: COVID-19 Pandemic Experience

In the following section we ask questions about how your program changed due to the pandemic. We will also ask about the types of general supports and resources that were available to you.

8. **[FOR TEACHERS]** Which of the following best describes your classroom/teaching arrangement during the COVID-19 pandemic?
 - a. Fully in-person teaching
 - b. Fully remote/online teaching
 - c. Hybrid teaching (some in-person, some remote/online)

9. **[FOR PROVIDERS]** How challenging were the following aspects of your work during the pandemic?

	Not at all challenging	A little bit challenging	Very challenging	Not applicable to me
Communicating with colleagues/staff				
Interacting with students to build relationships				
Interacting with families to build relationships				
Professional development (trainings, workshops, etc.)				
Communicating with families/caregivers/parents				
Engaging families/caregivers/parents in their student's learning				

10. **[FOR PROVIDERS]** How much support did you receive to address the challenges you experienced.

WILL CARRYFORWARD ANYTHING FROM ABOVE THAT WAS NOT "NOT AT ALL CHALLENGING"	No support at all	A little bit of support	Lots of support
Communicating with colleagues/staff			
Interacting with students to build relationships			
Interacting with families to build relationships			
Professional development (trainings, workshops, etc.)			
Communicating with families/caregivers/parents			
Engaging families/caregivers/parents in their student's learning			

11. **[FOR TEACHERS]** How challenging were the following aspects of your work during the pandemic?

	Not at all challenging	A little bit challenging	Very challenging	Not applicable to me
Lesson/activity planning				
Communicating with colleagues/staff				
Interacting with students				
Delivering lessons/activities				
a. Engaging students during programming				
b. using online platforms to deliver lessons/activities				
Professional development (trainings, workshops, etc.)				
Communicating with				

families/caregivers/parents				
Engaging families/caregivers/parents in their student's learning				

12. **[FOR TEACHERS]** How much support did you receive to address the challenges you experienced.

WILL CARRYFORWARD ANYTHING FROM ABOVE THAT WAS NOT "NOT AT ALL CHALLENGING"	No support at all	A little bit of support	Lots of support
Lesson/activity planning			
Communicating with colleagues/staff			
Interacting with students			
Delivering lessons/activities c. Engaging students during programming			
d. Your personal experience using online platforms to deliver lessons/activities			
Professional development (trainings, workshops, etc.)			
Communicating with families/caregivers/parents			
Engaging families/caregivers/parents in their student's learning			

13. How much of an impact has the pandemic had on the following aspects of your life?

	Very negative impact	Negative impact	No impact	Positive impact	Very positive impact	Not Applicable to me
Household income						
Housing stability						
Food security						
Physical health						
Overall mental health and well being						
Relationships with loved ones						
Stress about your job performance						
Stress about losing your job						

Section III: SPP Coaching

In the following section we ask questions about SPP coaching, including your opinions on new approaches to coaching during the pandemic.

14. How often do you interact with your coach?

- a. Every day
- b. Several times a week
- c. Once a week
- d. A few times a month
- e. Once a month
- f. A few times a year
- g. Never

15. **[FOR PROVIDERS]** On a scale of Strongly Disagree to Strongly Agree, please indicate how much you agree with the following statements about coaching during this past school year.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I see or talk to my coach enough times to feel supported					
The length of my coaching sessions give me enough time to cover all the topics I'd like to discuss.					
The format/structure of my coaching sessions help facilitate good discussion and learning with my coach					
My coach is responsive to my needs					
My coach helps me reach deeper understanding of how I can support teachers in my program					
My coach helps me strengthen my skills as a leader					
My coach helps me think about how I can form deeper connections with children and families in my program					
My coach helps me problem solve					

My coach helps me identify areas for growth					
My coach helps me identify my strengths and celebrate progress					
My coach treats me with dignity and respect					
I have enough materials and resources from my coach to improve how I support my program					
I have the same access to coaching materials and resources as my peers/colleagues					

16. **[FOR TEACHERS]** On a scale of Strongly Disagree to Strongly Agree, please indicate how much you agree with the following statements about coaching during the past school year.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My coaching sessions are long enough to cover all the topics I'd like to discuss					
The format/structure of my coaching sessions help facilitate good discussion and learning with my coach					
My coach is responsive to my needs					
My coach helps me reach deeper understanding of my teaching practice					
My coach helps me think about how I can form deeper connections with the children in my classroom and their families					
My coach helps me problem solve					

My coach helps me identify areas for growth					
My coach helps me identify my strengths and celebrate progress					
My coach treats me with dignity and respect					
I have enough materials and resources from my coach to improve my teaching practice					
I have the same access to coaching materials and resources as my peers/colleagues					

17. How helpful were the following aspects of DEEL coaching during the pandemic? *Please think specifically about your experience with your coach while answering these questions.*

	Not at all helpful	A little bit helpful	Very helpful	Did not receive this support	Did not need this support
Meeting with my coach in a variety of ways (i.e., in person, online, over the phone)					
Support from my coach for conducting virtual learning for my classroom or program					
Support from my coach for engaging with families remotely					
Support from my coach for modifying classroom environments according to new health and safety protocols					
Support from my coach with accessing additional virtual resources and learning opportunities					

Support from my coach for helping children and families dealing with personal struggles/challenges related to the pandemic					
Support from my coach on brainstorming solutions on how to address personal/professional challenges with administrators or colleagues related to the pandemic					

18. Please share your thoughts about the following technologies or approaches used for coaching.
Please select all that apply or Never Used This

	Used before the pandemic	Used during the pandemic	Never used this	Benefits (Please share any benefits of using this technology)	Challenges (Please share any challenges of using this technology)
Phone calls					
Text messaging					
Email					
Videoconferencing for meetings					
In-person meetings					
Virtual classroom observations					
In-person classroom observations					

Section IV: Race Equity Practices

1. **[FOR PROVIDERS]** What advice would you give to the city as they continue planning to ensure that SPP serves children and families equitably? *Optional*
2. **[FOR PROVIDERS]** What, if anything, do you think needs to change or improve in order to serve all children and families fairly? *Optional*
3. **[FOR TEACHERS]** What advice would you give to leaders of your program or leaders in the city about how the program can serve all children and families fairly? *Optional*
4. **[FOR TEACHERS]** What, if anything, do you think needs to change or improve in your program in order to serve all children and families fairly? *Optional*
5. How, if at all, do you feel the COVID-19 pandemic impacted issues of race and equity in your community?

19a. **[FOR PROVIDERS]** How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable to me
I work regularly with my staff to help them improve the quality of their anti-bias/anti-racist teaching practices.					
I feel that I have adequate support from DEEL to make sure my staff can improve the quality of their anti-bias/anti-racist teaching practices.					
Staff at my site represent the community where we work and the families we serve.					
I feel confident that my staff are treated with dignity and respect in the workplace.					
I feel confident that all children and families at my preschool are treated with dignity and respect.					

19b. **[FOR PROVIDERS]** How confident do you feel in your ability to do the following?

	1 (Not at all confident)	2 (Slightly confident)	3 (Moderately confident)	4 (Very confident)	Not applicable to me
Create a welcoming environment for all children and families in my program					
Address issues involving racism in my program.					
Use programming that is inclusive of diverse cultures, ethnicities, and beliefs					

20a. **[FOR TEACHERS]** How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable to me
I work regularly to improve the quality of my anti-bias/anti-racist teaching practices.					
I feel that I have adequate support in my workplace to improve the quality of my anti-bias/anti-racist teaching practices.					
I feel that the staff in my program represent the community where we work and the families we serve.					
I feel that I am treated with dignity and respect.					
All children and families I work with are treated with dignity and respect					

20b. **[FOR TEACHERS]** How confident do you feel in your ability to do the following?

	1 (Not at all confident)	2 (Slightly confident)	3 (Moderately confident)	4 (Very confident)	Not applicable to me
Make sure all children and families feel welcome in my classroom/group					
Use teaching practices that are inclusive of all learning styles.					
Address incidents of discrimination or racism when they occur.					

6. If you would like to share additional details about any of your responses in the question above, please do so in the space provided. *Optional*

Section VI: Gift Card Information

Thank you for your responses to the survey questions! We want to make sure we have the correct information for sending your gift card before completing the survey.

According to our records, this is your email address: [Autofill email].

Is this where you would like your electronic gift card sent?

- a. Yes
- b. No

[IF NO] Please provide a new email address below.

Thank you for completing the survey!

SEATTLE PRESCHOOL PROGRAM SPRING 2021 FAMILY SURVEY - DRAFT 4-7-21

[Format: Online, SurveyMonkey]

Thank you for taking the time to provide feedback about your child's preschool experience this year. When answering the questions in this survey, please answer only about your child (or children) enrolled in the Seattle Preschool Program (SPP).

1. What is the name of the SPP preschool your child attends?

2. Was this year your child's first year enrolled in SPP? Yes No

Your child's learning: How much do you agree or disagree? Select one rating for each.

3. Since enrolling at this preschool, I have noticed positive changes in my child's skills in the following areas:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Language (<i>speaking</i>)	1	2	3	4	5
b) Physical	1	2	3	4	5
c) Behavior/Social Emotional	1	2	3	4	5
d) Literacy (<i>vocabulary, letters, reading</i>)	1	2	3	4	5
e) Math	1	2	3	4	5

4. Do you agree or disagree?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) I know about my child's learning goals.	1	2	3	4	5
b) I know who to talk with regarding my preschool concerns or questions.	1	2	3	4	5
c) I feel prepared to support my child's transition to kindergarten.	1	2	3	4	5

5. If you had questions or concerns about your child, how comfortable would you feel about approaching preschool teachers or staff?

- Very comfortable Somewhat comfortable Somewhat uncomfortable Very uncomfortable

6. How often have you communicated with your child's teacher about your child's progress this year?

- Weekly or more Monthly Every few months 1-2 times per year Never

Your relationship with your child's teacher:

7. How much do you agree or disagree?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) My child's teacher knows my child well.	1	2	3	4	5
b) Teachers work closely with me to meet my child's needs.	1	2	3	4	5
c) I feel connected with my child's teacher.	1	2	3	4	5

Your experience with the Seattle Preschool Program this year:

8. How satisfied are you with...	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
a) Your child's overall experience?	1	2	3	4	5
b) Your child's teacher?	1	2	3	4	5
c) Leadership at the preschool?	1	2	3	4	5
d) The application and enrollment process?	1	2	3	4	5

9. How much do you agree or disagree?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) My child enjoys this preschool.	1	2	3	4	5
b) My family feels welcome and respected by staff and teachers of the preschool.	1	2	3	4	5
c) My child's preschool values the diversity of children's backgrounds.	1	2	3	4	5
d) My child's preschool is responsive to my family's needs during the COVID-19 pandemic.	1	2	3	4	5
e) My child's preschool treats all families fairly.	1	2	3	4	5

Because of the COVID-

Home learning activities: Some preschools provide learning activities for children to do at home. For example: learning packets or kits with toys, art supplies, or games. They also include video links made by your child's teachers that you can use any time.

Online classes: Live online class time with your child's teacher and other children.

19 pandemic this year,

SPP preschools offered different remote learning options to families:

10. In a typical week, how often did your child participate in the following preschool activities?

(If your preschool schedule changed during the year, answer for the format you had for THE MAJORITY of the year.)

a) In-person preschool	3 or more times a week	1-2 times a week	Less than once a week	Never	N/A: Option not offered by preschool
b) Online classes	3 or more times a week	1-2 times a week	Less than once a week	Never	N/A: Option not offered by preschool
c) Home learning activities provided by the preschool	3 or more times a week	1-2 times a week	Less than once a week	Never	N/A: Option not offered by preschool

11. How satisfied were you with the following?

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A
a) In-person preschool	1	2	3	4	5	N/A
b) Online classes	1	2	3	4	5	N/A
c) Home learning activities provided by the preschool	1	2	3	4	5	N/A

12. Is your family experiencing challenges supporting your child’s learning at home? (Select any that apply)

- a) **N/A** (my child only attends in-person preschool)
 - b) **No challenges right now**
 - c) **Internet challenges**
 - d) Don’t have a **computer/tablet** for online classes or activities
 - e) **Learning how to use online learning technology** (like Zoom or other online resources)
 - f) **Language barriers** (online classes or activity packets are not offered in a language I need)
 - g) **Unclear instructions** for online classes and resources
 - h) **Scheduling challenges**
 - i) **My child is not engaged or interested**
 - j) **I don't have time** to do educational activities with my child.
 - k) **Distractions at home**
 - l) Other, please describe:
-

13. How did the events of 2020 impact the following for your family?

	<i>Very negative effect</i>	<i>Negative effect</i>	<i>No effect</i>	<i>Positive effect</i>	<i>Very positive effect</i>	<i>N/A</i>
a) Household income	1	2	3	4	5	N/A
b) Housing stability	1	2	3	4	5	N/A
c) Food security	1	2	3	4	5	N/A
d) Physical health	1	2	3	4	5	N/A
e) Mental health and well being	1	2	3	4	5	N/A
f) Relationships with loved ones	1	2	3	4	5	N/A
g) Personal experiences with racism	1	2	3	4	5	N/A
h) Child’s (Children’s) understanding of racism	1	2	3	4	5	N/A
i) Child’s (Children’s) sense of safety	1	2	3	4	5	N/A

14. [Open-ended question]: **What was positive about your child’s preschool experience this year?**

15. [Open-ended question]: **What would you like to see change at your preschool next year?**

Your child’s next steps

[This online survey will use skip logic to show families follow-up questions based on how they respond to question 15].

16. What is your plan for your child’s education next year?

- a. Start kindergarten
 - b. Continue at the same preschool
 - c. Attend a different preschool
 - d. My child will not attend any preschool next year.
 - e. Other (please describe):
-

[Follow-up questions if family selects option 15 A above]

17. How prepared for kindergarten is your child?

- a. Very prepared for kindergarten
- b. Somewhat prepared
- c. Somewhat unprepared
- d. Not at all prepared
- e. I'm not sure

18. [Open-ended question]: Is there anything you think families should have more support with as their child transitions to kindergarten?

[Follow-up questions if family selects option 15 B above]

19. Do you prefer to send your child to in-person school next year?

- a. Yes
- b. Maybe
- c. No

20. [Open-ended question]: (Optional) What would make you feel better about sending your child to in-person preschool?

[Follow-up question if family selects option 15 C or D above]

21. Why will your family not stay at the current preschool next year? (Check all that apply.)

- a. Dissatisfied with the preschool.
 - b. Child has learning needs that are not being met at this preschool.
 - c. Our family is moving
 - d. Concerns about COVID safety
 - e. Prefer to care for/educate my child at home
 - f. Tuition is too high
 - g. Other (please describe):
-

[Demographic questions]

22. Does your child have an IEP or 504 plan for special education support?

- a. Yes
- b. No
- c. I don't know

23. What is the primary language spoken to your child at home?

- a. American Sign Language
- b. Amharic
- c. Arabic
- d. Chinese-Cantonese

- e. Chinese-Mandarin
- f. English
- g. French
- h. Japanese
- i. Korean
- j. Nepali
- k. Oromo
- l. Russian
- m. Somali
- n. Soninke
- o. Spanish
- p. Tagalog
- q. Thai
- r. Tigrinya
- s. Vietnamese
- t. Other (please specify): _____

24. What is the gender of your child?

- a. Female
- b. Male
- c. Non-binary or other gender identity: _____

25. What race and ethnicity do you consider your child? (select all that apply)

- a. American Indian or Alaska Native
- b. Asian or Asian American
- c. Black or African American
- d. Hispanic or Latino
- e. Native Hawaiian or Pacific Islander
- f. North African or Middle Eastern
- g. White
- h. Prefer not to answer
- i. Something else fits better (please describe): _____

26. What is your annual family income?

- a. Less than \$25,000
- b. \$25,000 to \$34,999
- c. \$35,000 to \$49,999
- d. \$50,000 to \$74,999
- e. \$75,000 to \$99,999
- f. \$100,000 to \$149,999
- g. \$150,000 to \$199,999
- h. \$200,000 or more
- i. Prefer not to answer

Permission to quote:

Thank you for taking the survey! The Department of Education and Early Learning reads your responses and uses your feedback to understand how we can improve SPP. With your permission, we sometimes use anonymous quotes on our website or in presentations to share your experiences.

Do we have permission to share quotes from your responses?

- a. Yes, you can quote my responses.
- b. Please do not quote my responses.

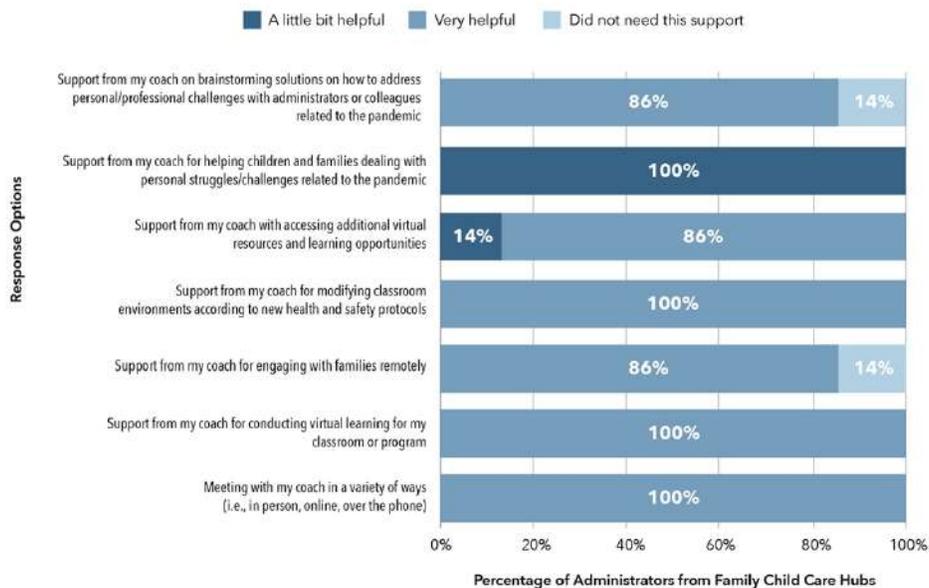
APPENDIX D: Additional Figures



Figure 18. Number of Coaching Sessions Between October 2020 to April 2021



Figure 19. FCC administrators’ perceptions of coaches’ support (n=7)⁹



⁹This chart does include the categories “not helpful at all” and “did not receive this support” because participants did not select those options in this series of questions.

Figure 20. CBO administrators' perceptions of coaches' support (n=15)

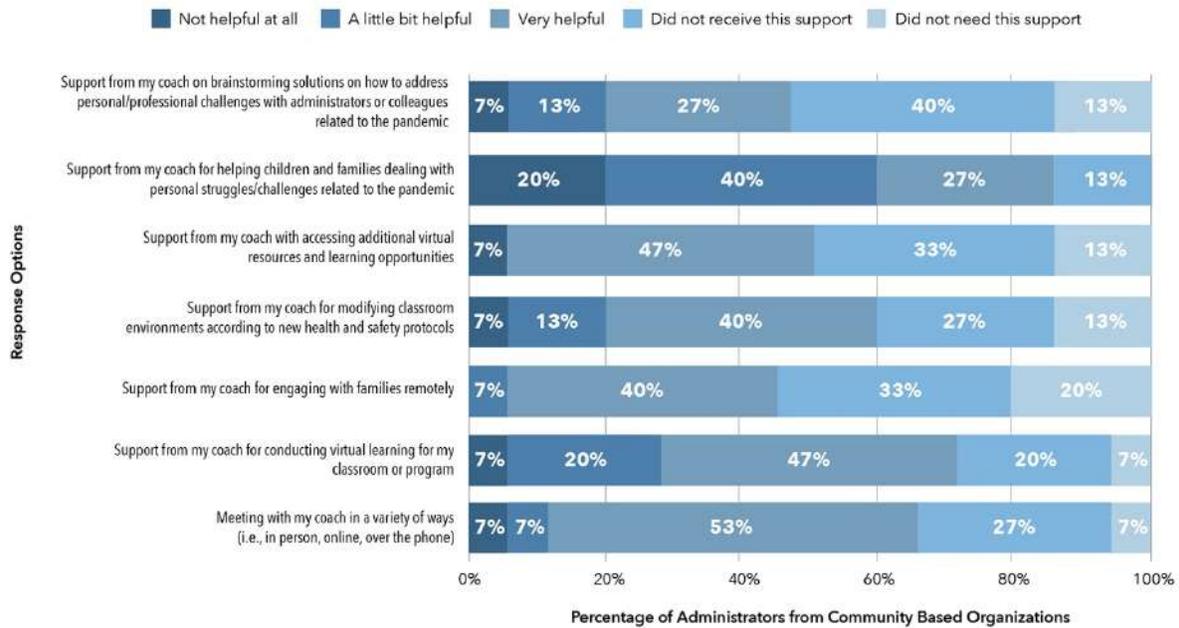


Figure 21. CBO teachers' perceptions of coaches' support (n=42-69)

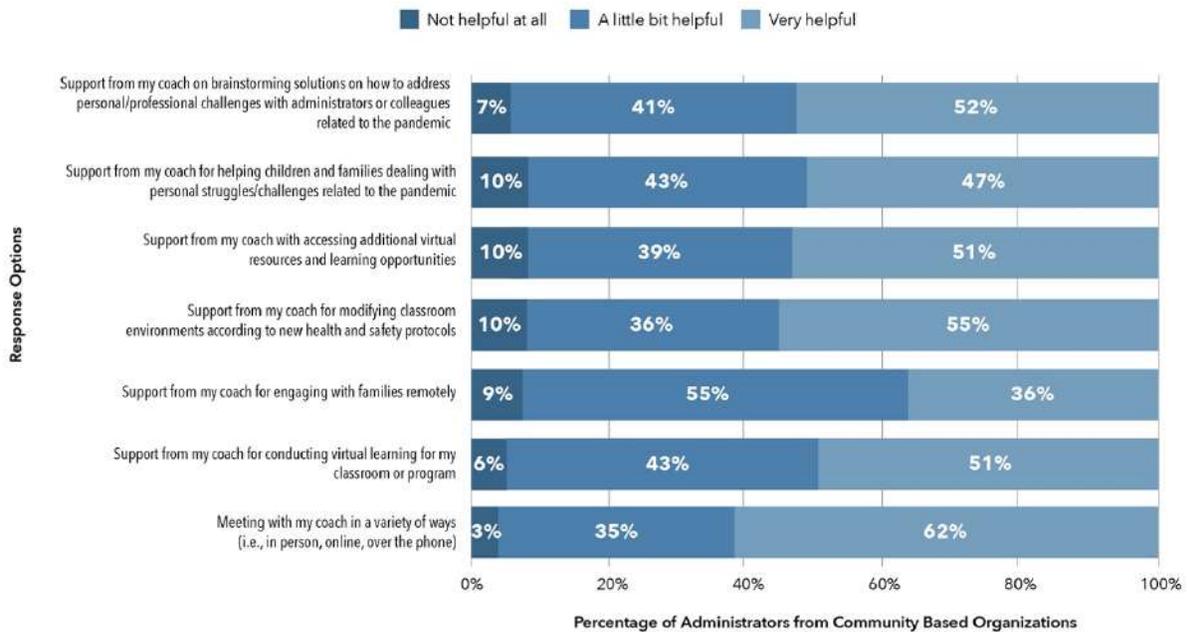


Figure 22. School-based teachers' perceptions of coaches' support (n=4-6)

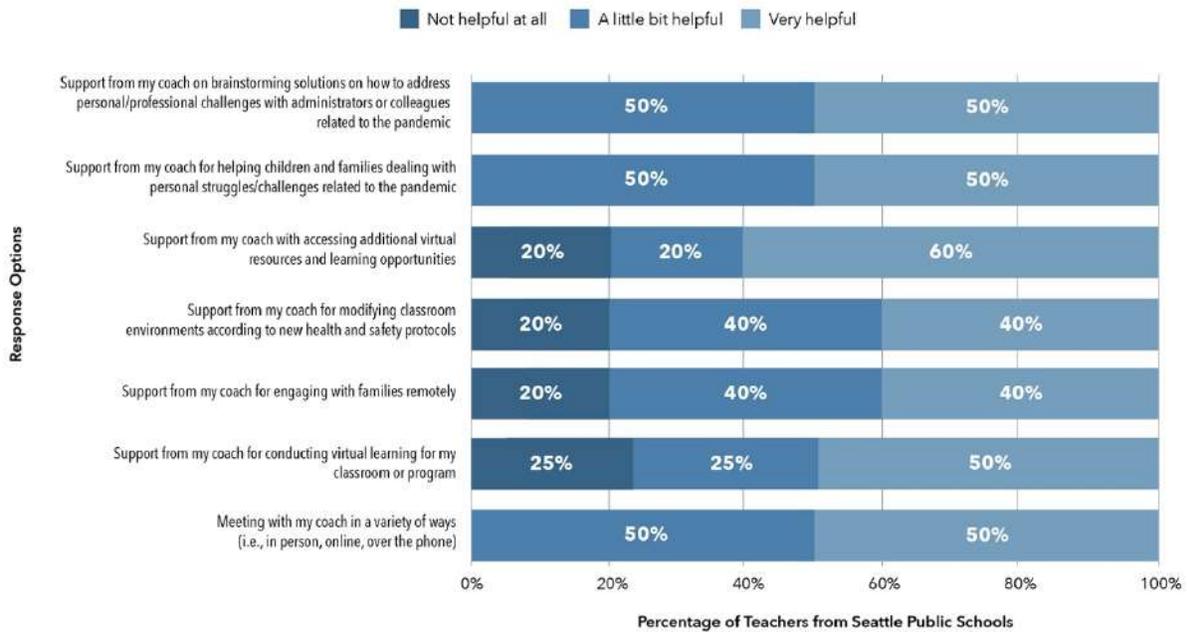


Figure 23. CBO Administrators' perceptions of coaching support by delivery setting (n=16)

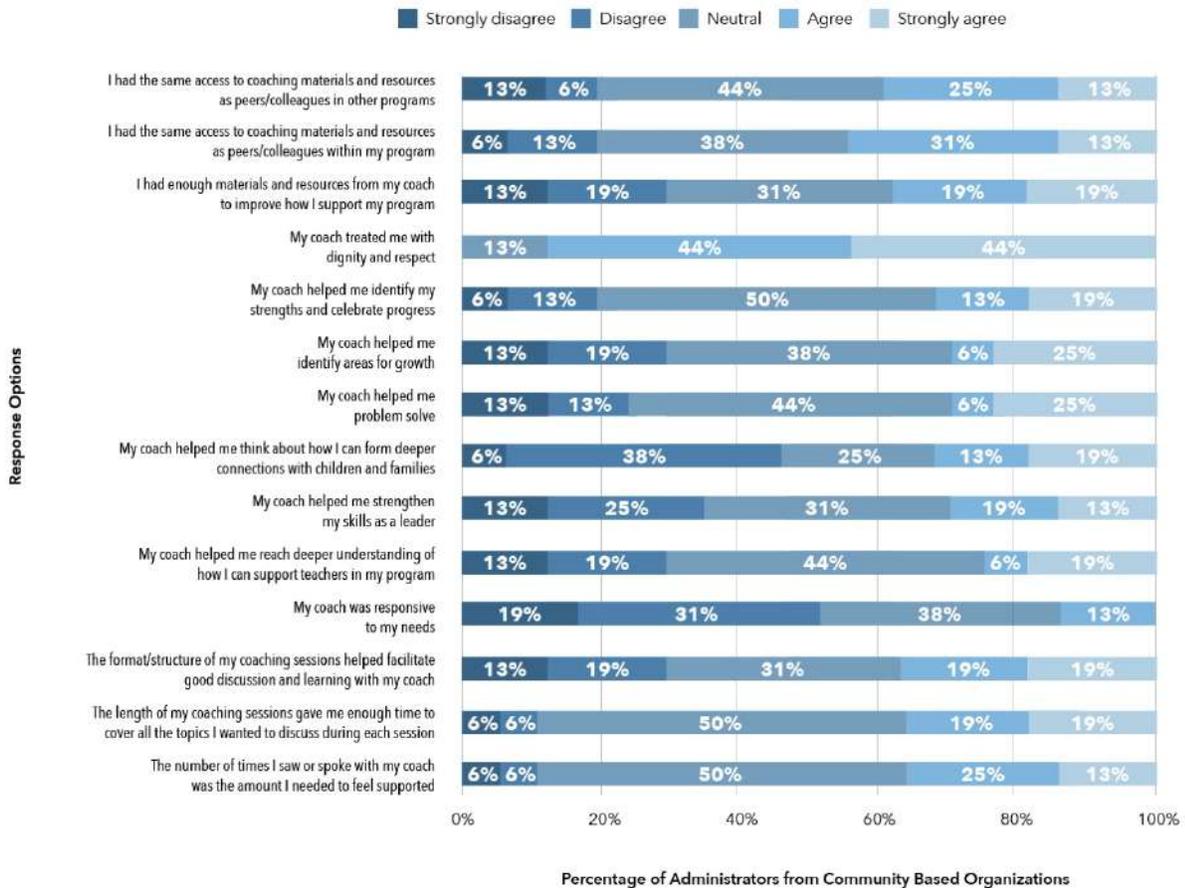


Figure 24. FCC Administrators' perceptions of coaching support by delivery setting (n=6-7, varies by item)

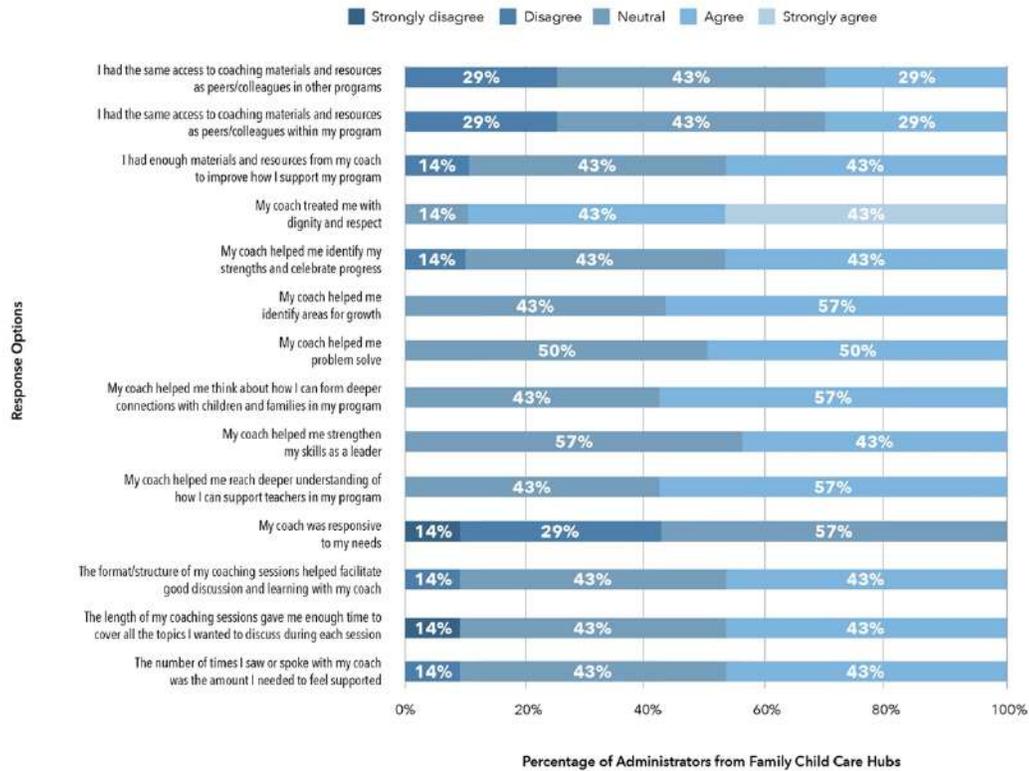


Figure 25. School-based Teachers' perceptions of coaching support by delivery setting (n=8)

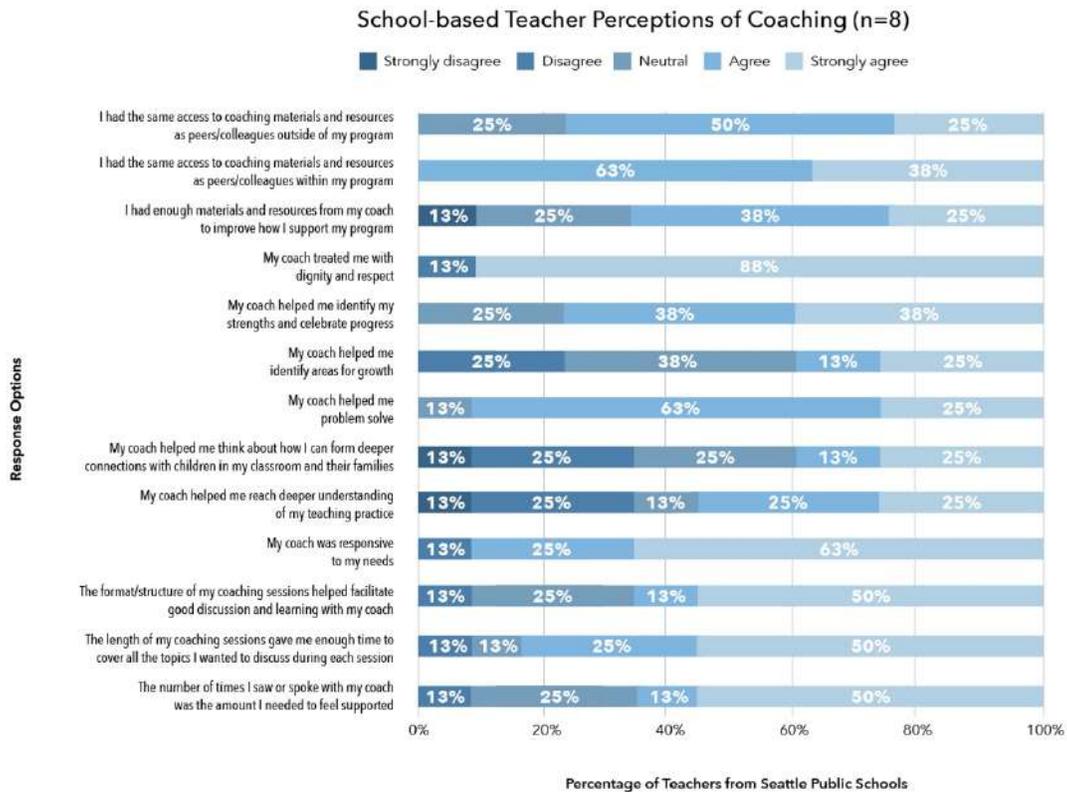
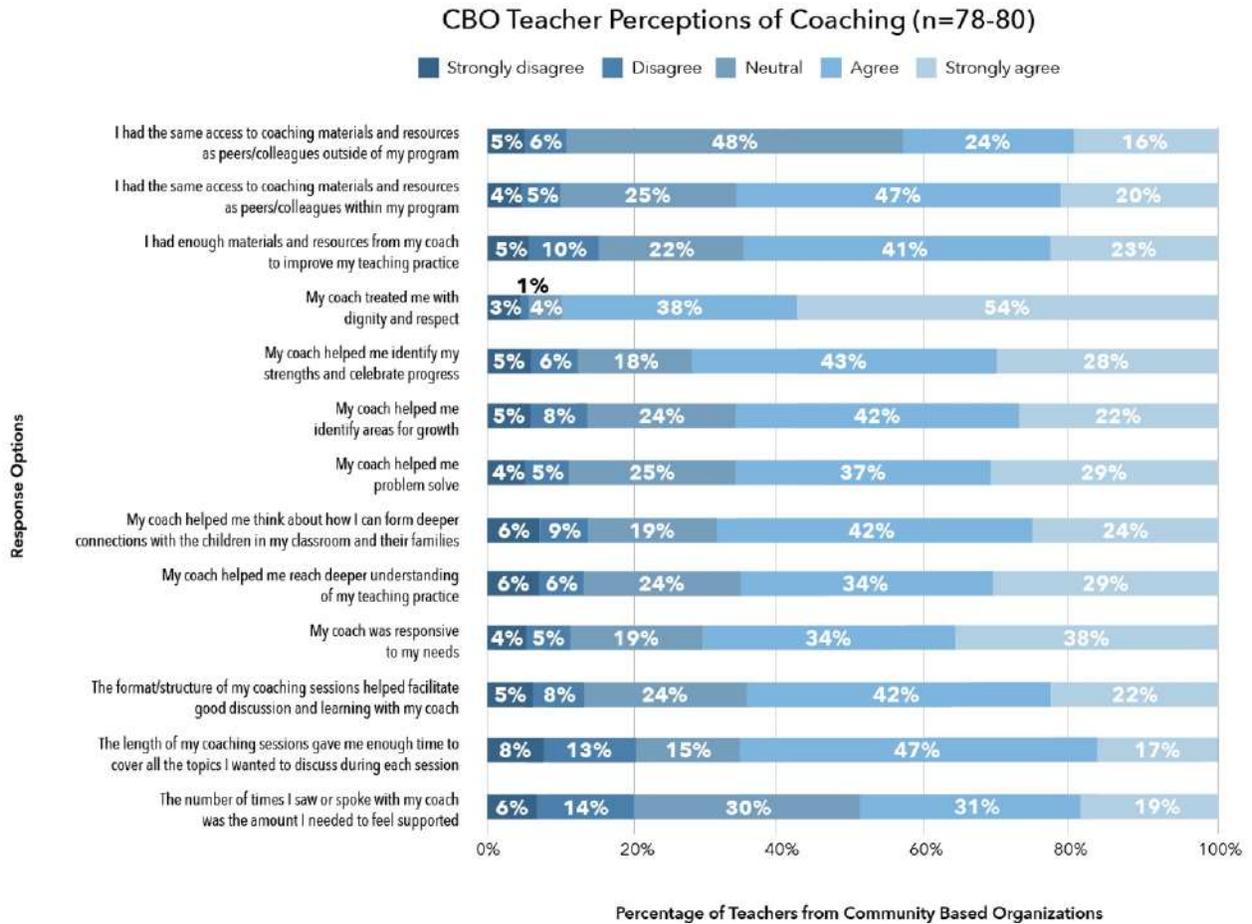


Figure 26. CBO Teachers' perceptions of coaching support by delivery setting (n=78-80, varies by item)



APPENDIX E: Raw Survey Data Tables



SPP Provider Demographics	Percentage
<u>Role (N=113)</u>	
Administrator	20%
Teacher	80%
<hr/>	
<u>Race (N=113)</u>	
American Indian or Alaska Native	3%
Asian or Asian American	18%
Black or African American	20%
Hispanic or Latino/a/x	18%
Mixed race	1%
Native Hawaiian or Pacific Islander	2%
North African or Middle Eastern	2%
Prefer Not to Respond	3%
Something Else Fits Better	2%
White	33%

Gender (N=112)

Female	94%
Male	4%
Non-binary	1%
Prefer Not to Respond	1%

Transgender (N=112)

No	93%
Prefer Not to Respond	5%
Yes	2%

Years of Experience Working with Children (N=112)

Percentage

0-5 years	22%
6-10 years	22%
11-15 years	19%
16-20 years	13%
Over 20 years	23%

Years Working in the Current Program (N=100)

0	2%
1	15%
2	14%
3	11%
4	20%
5	8%
6	6%
7	3%
8	2%
9	4%
10	15%

Education (N=112)

High school diploma or equivalent (GED)	2%
Some college	13%
Associates degree	19%
Bachelor's degree	43%

Master's degree 1%

Doctoral degree 21%

ADMINISTRATORS' SURVEY RESPONSES

Administrators' COVID-19 Pandemic Experience

How challenging were the following aspects of your work during this past school year?	Not at all challenging	A little bit challenging	Very challenging	Not applicable to me	N
Communicating with colleagues/staff	39%	43%	13%	4%	23
Interacting with children to build relationships	30%	35%	22%	13%	23
Interacting with families to build relationships	26%	35%	30%	9%	23
Professional development (trainings, workshops, etc.)	26%	57%	13%	4%	23
Communicating with families/ caregivers/ parents in their children's learning	22%	61%	13%	4%	23
Engaging families/caregivers/parents in their children's learning	13%	52%	26%	9%	23

How much support did you receive to address the challenges you experienced?

	No support at all	A little bit of support	Lots of support	N
Communicating with colleagues/staff	31%	23%	46%	23
Interacting with children to build relationships	23%	38%	38%	23
Interacting with families to build relationships	20%	47%	33%	23
Professional development (trainings, workshops, etc.)	13%	38%	50%	23
Communicating with families/ caregivers/ parents in their children's learning	24%	35%	41%	23
Engaging families/caregivers/parents in their children's learning	22%	33%	44%	23

Please indicate the level of impact the pandemic has had on the following aspects of your life.

	Very negative	Negative	No impact	Positive	Very positive	N
Household income	22%	9%	48%	13%	9%	23

Housing stability	9%	18%	68%	0%	5%	23
Food security	5%	19%	71%	0%	5%	22
Physical health	10%	33%	38%	14%	5%	22
Overall mental health and well being	18%	55%	18%	9%	0%	22
Relationships with loved ones	5%	50%	32%	9%	5%	22
Stress about your job performance	14%	33%	43%	5%	5%	22
Stress about losing your job	14%	27%	50%	0%	9%	22

Administrators' experiences with coaching

How often did you interact with your coach during this past school year?

Interaction with Coach (n=23)

Everyday	-
Several times a week	4%
Once a week	13%
A few times a month	22%
Once a month	22%

A few times a week 30%

Never 9%

How much do you agree or disagree with the following statements about coaching during the past school year?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
The number of times I saw or spoke with my coach was the amount I needed to feel supported	4%	4%	39%	30%	22%	23
The length of my coaching sessions gave me enough time to cover all the topics I wanted to discuss during each session	4%	9%	35%	26%	26%	23
The format/structure of my coaching sessions helped facilitate good discussion and learning with my coach	9%	13%	26%	26%	26%	23
My coach was responsive to my needs	-	13%	26%	35%	26%	23
My coach helped me reach deeper understanding of how I can support teachers in my program	9%	13%	30%	17%	30%	23
My coach helped me strengthen my skills as a leader	9%	17%	22%	30%	22%	23

My coach helped me think about how I can form deeper connections with children and families in my program	4%	26%	17%	22%	30%	23
My coach helped me problem solve	9%	9%	32%	18%	32%	22
My coach helped me identify areas for growth	9%	13%	26%	17%	35%	23
My coach helped me identify my strengths and celebrate progress	4%	9%	39%	22%	26%	23
My coach treated me with dignity and respect	-	-	13%	43%	43%	23
I had enough materials and resources from my coach to improve how I support my program	9%	13%	26%	26%	26%	23
I had the same access to coaching materials and resources as peers/colleagues within my program	4%	9%	35%	35%	17%	23
I had the same access to coaching materials and resources as peers/colleagues in other programs	9%	4%	39%	30%	17%	23

Administrator: How helpful were the following aspects of DEEL coaching during the pandemic?

	Not at all helpful	A little helpful	Very helpful	Did not receive this support	Did not need this support	N
Meeting with my coach in a variety of ways (i.e., in person, online, over the phone)	5%	5%	68%	18%	5%	22
Support from my coach for conducting virtual learning for my classroom or program	5%	14%	64%	14%	5%	22
Support from my coach for engaging with families remotely	-	5%	55%	23%	18%	22
Support from my coach for modifying classroom environments according to new health and safety protocols	5%	9%	59%	18%	9%	22
Support from my coach with accessing additional virtual resources and learning opportunities	5%	5%	59%	23%	9%	22
Support from my coach for helping children and families dealing with personal struggles/challenges related to the pandemic	-	14%	59%	18%	9%	22

Support from my coach on brainstorming solutions on how to address personal/professional challenges with administrators or colleagues related to the pandemic

5%	9%	45%	27%	14%	22
----	----	-----	-----	-----	----

Please share your thoughts about the following technologies or approaches used for coaching before and during the pandemic (n=23).

	Never used this	Used during	Used before
Video conferencing for meetings	9%	78%	17%
In-person meetings	13%	22%	74%
Virtual classroom observations	17%	74%	13%
In-person classroom observations	4%	17%	74%
Text messages	35%	48%	48%
Email	4%	78%	74%
Phone calls	17%	65%	65%

Administrators' Race Equity Practices

Please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree	N/A	N
I work regularly with my staff to help them improve the quality of their anti-bias/anti-racist teaching practices	5%	-	32%	63%	-	19
I feel that I have adequate support from DEEL to make sure my staff can improve the quality of their anti-bias/anti-racist teaching practices	5%	21%	47%	26%	-	19
Staff at my site represent the community where we work and the families we serve in terms of race and ethnicity	5%	5%	32%	58%	-	19
I feel confident that my staff are treated with dignity and respect in the workplace	5%	-	16%	79%	-	19
I feel confident that all children and families at my preschool are treated with dignity and respect	5%	16%	-	79%	-	19

How confident do you feel in your ability to do the following?

	Not at all confident	Slightly confident	Moderately confident	Very confident	N
Create a welcoming environment for all children and families in my program	-	-	-	100%	18
Address issues involving racism in my program	-	-	-	100%	18

Use programming that is inclusive of diverse cultures, ethnicities, and beliefs

-

-

-

100%

18

What advice would you give to the city as they continue planning to ensure that SPP serves children and families equitably?

Many families in our community are still concerned about returning to school on site because of the rise in Asian hate. The resources and services we provide should reflect these needs of the families.

Re-think access for all providers, i.e., Creative Curriculum

Hire diverse staff that meeting the languages of the families served.

Having more staff that speak different languages

Streamlining the application process has been helpful, but we still run into challenges with collecting all of the needed documentation. Using W-2s for income verification would be helpful for many families, or signed income declarations.

The city demonstrates great effort in serving all children and families fairly

My coach supports my teachers weekly via video calls, emails, in classroom observations, supporting for trainings as needed.

To take into consideration all aspects of enrollment and be aware that families have different circumstances that can make it difficult to gather some documents. For enrollment to be a bit faster, at times it takes longer, and we have the families waiting. This happens after the enrollment period.

Supporting staff in developing new mindsets, skills and practices related to equitable

Family engagement.

Supporting the bilingual teachers and Dual Language Program.

Partner with organizations to provide updated community resources to the SPP families.

What, if anything, do you think needs to change or improve in order to serve all children and families fairly?

Ensure that families have information delivered to their childcare provider that is language accessible.

Going back to providers enrolling children and advertisement by the City

Families should have a person from SPP that comes ONCE a week/month so parents go ask someone there questions in person,

Increase early learning salaries (through funding, not by asking organizations to figure this out)

We have seen communities impacted in many different ways!

I believe strongly that we need in-person services. We were 100% in-person and my education specialist was great, but all remote. The coach for our teachers was nice but provided very little support and coaching during this tough time. The technology for remote coaching was just introduced as we are phasing back to in-person. There was a huge gap, and our teachers took the brunt of it all.

More resources for teachers and parents to cope with virtual learnings and how to ease parents minds for upcoming in-service. Some parents are still concerned about the pandemic.

The materials (boxes for children) that we received from the city this year helped quite a bit, that serous only helped with the disparity of materials that the children have at home. Thank you- we would love to receive those next year.

Keep providing Family Support Service/ check in with each family to see their needs. Make sure all children and families receive the same messages, translated community resources, education materials, and even the same amount of the household items to support children's learning.

What I want to change is my space. Because if I have bigger space, I can serve all my Community children.

Have teacher and educators resemble the children and, in their communities, and continual trainings for providers. Provide multilingual interpreters for newsletters and trainings etc..

Work was slow because everyone was at home since COVID

How is the COVID-19 pandemic related to issues of race and equity in your community or program?

Asian hate was on the rise this year because of the pandemic. Because of this, many families have been afraid to leave their homes often, including bringing their children to school.

providers that had to close temporarily or permanent were impacted financially

Disproportionate in housing, jobs, income, loss of work are all things that have impacted the communities that we serve

Just having more people speak languages and having those people answer phones, I know people work from home so

We serve high number of children in poverty, which are the most susceptible to COVID complications

The pandemic has affected marginalized groups much more significantly and we see that every day.

VOT has a lot of diverse families who have been impacted. Families who live in Africa has been impacted the most.

We noticed that some families had the resources to get tested, vaccinated- we dedicated a weekly MailChimp to send them resources and make sure that all families had the same information. Children from lower income status, missed school a bit more due to families working outside the home, etc.

The number of anti-Asian incidents and crime have increased in the Chinatown- International District recently. All of our families and staffs are Chinese, and our school is located at the ID area. We worry about safety.

have been impacted severely due to many setbacks, aside from obstacles they already face pre-COVID.

Most of my childcare parents work in the hospital and this parent are single mom and woman of color. I had to be strong and support for. Because their job does not care that their childcare closed at 5:30pm and they had to work longer. I stayed open later without no pay.

Oh boy! Heavy question. This pandemic really affected POC's and those in rural communities. Not enough vaccinations allotted to those areas.

Families being able to have access to all resources and the city has made sure to provide resources that will support all

I think air of times, BIPOC are forgotten and get the help at the last minute

If you would like to share additional details about any of your responses in the question above, please do so in the space provided

While I love love love where I work, the teachers I work with and the families we serve, I recognize that as a white woman, I do not necessarily best represent the community we serve. I need to be continually listening and learning from parents and staff to ensure our programming is equitable and inclusive.

We have a week of orientation at the beginning of the school year to focus on current anti-bias practices, the 4 goals of anti-bias are embedded into our curriculum, environment, interactions and monthly staff meetings. When we meet with the teachers, we have a high focus on checking our biases and make sure we address all the issues in a manner that is appropriate.

TEACHERS' SURVEY RESPONSES

Teachers COVID-19 Pandemic Experience

Which of the following best describes your classroom/teaching arrangement during the COVID-19 pandemic? (n=89)	Percentage
Fully in-person teaching	40%
Fully remote/online teaching	8%
Hybrid teaching (some in-person, some remote/online)	52%

How challenging were the following aspects of your work during this past school year?	Not at all challenging	A little bit challenging	Very challenging	Not applicable to me	N
Lesson/activity planning	19%	57%	21%	3%	90
Communicating with colleagues/staff	49%	42%	9%	-	90
Interacting with children to build relationships	36%	48%	16%	-	88
Engaging children during programming	37%	45%	18%	-	89
Using online platforms to deliver lessons/activities	10%	54%	35%	2%	52
Professional development (trainings, workshops, etc.)	37%	46%	16%	1%	89

Communicating with families/caregivers/parents	30%	45%	25%	-	89
Engaging families/caregivers/parents in their children's learning	20%	43%	36%	1%	89

How much support did you receive to address the challenges you experienced?

	No support at all	A little bit of support	Lots of support	N
Lesson/activity planning	9%	61%	30%	70
Communicating with colleagues/staff	7%	71%	22%	45
Interacting with children to build relationships	9%	57%	34%	56
Engaging children during programming	13%	50%	38%	56
Using online platforms to deliver lessons/activities	11%	72%	17%	46
Professional development (trainings, workshops, etc.)	11%	56%	33%	55
Communicating with families/caregivers/parents	15%	63%	23%	62
Engaging families/caregivers/parents in their children's learning	11%	74%	14%	70

Please indicate the level of impact the pandemic has had on the following aspects of your life.

	Very negative	Negative	No impact	Positive	Very positive	N
Household income	7%	31%	49%	11%	1%	89
Housing stability	1%	18%	78%	4%	0%	86
Food security	1%	19%	74%	2%	4%	86
Physical health	6%	48%	40%	3%	3%	88
Overall mental health and well being	16%	63%	16%	2%	3%	88
Relationships with loved ones	7%	38%	35%	15%	6%	88
Stress about your job performance	13%	55%	26%	5%	2%	88
Stress about losing your job	11%	38%	48%	2%	1%	88

How often did you interact with your coach during this past school year?

Interaction with Coach (n=89)

Everyday	4%
Several times a week	8%
Once a week	31%
A few times a month	33%
Once a month	20%
A few times a week	3%
Never	-

How much do you agree or disagree with the following statements about coaching during the past school year?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
The number of times I saw or spoke with my coach was the amount I needed to feel supported	6%	14%	30%	30%	22%	88
The length of my coaching sessions gave me enough time to cover all the topics I wanted to discuss during each session	7%	13%	15%	45%	20%	86

The format/structure of my coaching sessions helped facilitate good discussion and learning with my coach	6%	8%	23%	39%	24%	87
My coach was responsive to my needs	3%	6%	17%	33%	40%	87
My coach helped me reach deeper understanding of my teaching practice	7%	8%	23%	33%	29%	87
My coach helped me think about how I can form deeper connections with the children in my classroom and their families	7%	10%	20%	39%	24%	87
My coach helped me problem solve	3%	5%	24%	39%	29%	87
My coach helped me identify areas for growth	5%	9%	25%	39%	22%	87
My coach helped me identify my strengths and celebrate progress	5%	6%	18%	43%	29%	87
My coach treated me with dignity and respect	2%	2%	3%	34%	57%	87
I had enough materials and resources from my coach to improve my teaching practice	6%	9%	22%	40%	23%	87

I had the same access to coaching materials and resources as peers/colleagues within my program	3%	5%	22%	48%	22%	87
I had the same access to coaching materials and resources as peers/colleagues outside of my program	5%	6%	46%	26%	17%	87

How helpful were the following aspects of DEEL coaching during the pandemic? Please think specifically about your experience with your coach while answering these questions.

	Not at all helpful	A little helpful	Very helpful	Did not receive this support	Did not need this support	N
Meeting with my coach in a variety of ways (i.e., in person, online, over the phone)	2%	31%	52%	9%	6%	88
Support from my coach for conducting virtual learning for my classroom or program	5%	28%	33%	10%	24%	87
Support from my coach for engaging with families remotely	6%	32%	22%	18%	22%	87
Support from my coach for modifying classroom environments according to new health and safety protocols	6%	20%	29%	17%	29%	87

Support from my coach with accessing additional virtual resources and learning opportunities	8%	28%	38%	11%	15%	87
Support from my coach for helping children and families dealing with personal struggles/challenges related to the pandemic	6%	28%	30%	18%	18%	87
Support from my coach on brainstorming solutions on how to address personal/professional challenges with administrators or colleagues related to the pandemic	3%	24%	30%	15%	28%	87

Please share your thoughts about the following technologies or approaches used for coaching before and during the pandemic (n=89).

	Never used this	Used during	Used before
Video conferencing for meetings	9%	83%	8%
In-person meetings	14%	10%	77%
Virtual classroom observations	17%	78%	4%
In-person classroom observations	11%	17%	74%
Text messages	53%	24%	29%
Email	3%	73%	71%
Phone calls	44%	33%	36%

Teachers' Racial Equity Practices

Teacher: Please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree	N/A	N
I work regularly to improve the quality of my anti-bias/anti-racist teaching practices	1%	1%	37%	59%	1%	83
I feel that I have adequate support in my workplace to improve the quality of my anti-bias/anti-racist teaching practices	4%	7%	42%	46%	1%	83
I feel that the staff in my program represent the community where we work and the families we serve in terms of race and ethnicity	6%	14%	47%	33%	-	83
I feel that I am treated with dignity and respect	1%	11%	35%	52%	1%	83
All children and families I work with are treated with dignity and respect	1%	7%	29%	63%	-	83

How confident do you feel in your ability to do the following?

	Not at all confident	Slightly confident	Moderately confident	Very confident	N
Make sure all children and families feel welcome in my classroom/group	1%	1%	11%	87%	83
Use teaching practices that are inclusive of all learning styles	-	1%	25%	73%	83

Address incidents of discrimination or racism when they occur

1%

9%

29%

61%

82

What advice would you give to leaders of your program or leaders in the city about how the program can serve all children and families fairly?

So much! Creating an inclusive classroom is a never-ending process, full of constant re-evaluation because the task is never over.

Children need to see themselves in their classroom, and they need to see people that are different from them in their classroom. Creating a diverse environment can seem almost intimidating because there's so much to be done. However, there are so many ways to implement a diverse representative classroom environment. Diversity needs to be EVERYWHERE in every center- whether it's the dramatic play area, the science area, art area, etc. These areas should constantly be re-evaluated to make sure there are more communities being represented (it's never just going to be a one-time set up situation).

Additionally, classrooms need to have so many diverse books that represent diversity in the United States as well as countries throughout the world. Developmental objectives can all be met within the framework of a multicultural anti-racist environment.

In order for children to receive an anti-racist education, their teachers need to fully be on board, and they need help from leadership to do so. There should be assessments that leadership provides teachers with so that they can effectively make sure they are including representation everywhere. Leaders have to have this kind of assessment tool because the average teacher cannot enforce this unless they are provided with the resources to do so.

Traditionally, anti-racist multicultural teaching, has not been at the forefront of curriculum. This means that so many teachers still are not even understanding how to implement this in their classes- especially white teachers! Leadership needs to create their own framework of training that encompasses all aspects of multicultural education. There will never be change if everyone isn't on board; there will continue to be teachers not implementing this kind of curriculum if leadership does not provide the framework to do so.

Finally, I want to importantly note that Teachers need to know what's expected of them in regard to teaching the dark history of the country, as well as current events involving issues such as race and gender. They also need to know that they will be protected by their leadership if parents or others "disagree".

More resources to support teaching and support student families

Having materials for children of other races in the classroom. Also validate the differences

My program does a great of serving all our families fairly.

Don't take a cookie cutter approach, all of the families have different needs and need to be treated as such

Provide multiple means and opportunities to encourage active family participation and give feedback on current practices.

Make sure that resources are made widely available to all programs and families; delays in funding mean delays in getting materials to classrooms and families.

I felt that my class remained small, 4 children, because private pay children were turned away. I could have had a more rounded classroom and broader social experiences for the children I served, had the program been allowed to incorporate more families.

By learning more about the different cultures. Being transparent

Provide online group and individual meeting times available for parents to share challenges and what is working for them. Provide resources for food, transportation, mental health, and technology

Provide transportation. Make sure to provide relevant trainings and screenings before hiring staff.

Our program serves families from different cultural background and I think the program director is actively engaging in race equity practices.

In my program we are doing things pretty great:)

Later or more irregular hours could better serve lower income families who often rely on shift work

It is important to remember that every family has their own story and obstacles. Families need to be supported on an individual basis. We need to be providing equity, not equality.

I am not privy to how SPP zones neighborhoods to fill slots at centers or how wide of neighborhoods enrollment is drawn from but my center in Greenwood continues to be predominantly white and middle class/upper middle-class families-I would love to see some children being served from the other side of Aurora, widening the net of neighborhoods that can be served making our center more inclusive. Does SPP have or plan to have any means of transportation such as school buses for kids whose family cannot drive them? I know Child haven provides this and it would make the program more accessible to so many families. Thank you

I think it is very important to provide parents or guardians with training on parenting and how to support their children in the different Areas of Development. Especially in the social and emotional area.

It is also important to provide information and resources about job training, housing, health, etc.; In different languages.

Helping families with transportation and adding additional funds for providers to support wrap around care are major needs of hard-to-reach families. I would also like to see the continuation of the take home learning kits for families. The kits ensured that all children had access to the same materials for at home learning extensions.

provide learning materials in the classroom and professional training

I would love to see more emphasis on anti-bias trainings for all staff members.

I believe that if everyone in the organization had decent communication skills with co-workers, the organization would thrive.

ECE was an awful field throughout the pandemic. Childcare centers had one mindset of how to do things, NAEYC had another, Inslee had his own ideas. Professionalize the field, support teachers and other education staff, and pay a living wage.

I think they have done a great job supporting the children and families. Supplying learning activities for at home use.

Continue the equitable practices that we have been using during the pandemic, multiple platforms for learning, providing all children with learning materials.

Stay up to date with anti-bias and anti-racism teaching practices consistently

To properly serve children and families fairly, teachers should be able to teach in classrooms with smaller ratios, preferably 1 teacher per 3-4 kids. This past year especially we became aware of the many needs for support both child and family needed and would be completely unable to provide the adequate and necessary level of support to either party under normal classroom conditions/ratios.

Hmmm... My team and I love Katie and feel very supported by her. We hope other teachers are receiving the same amount & quality of support. Expand SPP so more programs have support? Less caseloads for each coach so they can be in class twice monthly AND meet with teaching teams twice monthly would be lovely. Then we could really dig in... Also, would love for Phala to be able to come out 1x a season to class as well as meeting with teaching team 1x a season. LOVE that we get free prof. dev. opps through SPP...

Be supportive of all children no matter where they are from. Respect children of any ages. This is lacking so much in the educational institutions.

Families and children love all school supply bags we provided them during this tough time. They really appreciate it and I use all hands-on activities in the bag to help families and children learn in small group.

everyone is welcome and serve nicely in our center. so, I would love to say keep it up.

Extend/expand scholarship money to students above the age of 5 to account for students with learning differences who would benefit from an additional year in preschool

maintain small class sizes

Understand that as we are working in person with the kids and so much has transpired in a year... we need a ton of support

I would like to see easily access to have more resources for family's home language, translation, etc. Have the support once a week

Providing same resources for all children.

Provide learning materials and training

Coaching is essential to all staff members in the classroom as they serve the families and children on the daily we want what is best for our children and encourage more support.

Keep up with all that you do awesome program.

Everything was great

Have more resources ready for when they are needed provided by city

be equitable

Get rid of TSG.

Reparations for marginalized groups.

Compensate BIPOC organizers to facilitate the decolonizing of classrooms.

I think we need to market the program to families who may not have access to technology or even know about the programs.

Ensuring that all children, families feel belonged by having them be represented, included and seen within the community, classroom, materials etc.

I think multiple language interpreters.

I think we do a pretty good job now on serving all children and families fairly already. At least in my program

Provide more materials that reflect different cultural backgrounds, such as books, tools.

Make sure that resources are displayed in a timely manner and available to all races, ethnicities and backgrounds

I would suggest program to provide more resources of public school for agency, most immigrant parents don't have the knowledge enough for advocating for own kids. IEP program in City needs to build more connection with all agency for helping and supporting

Recognizing the knowledge that each child and family brings, learning from families and children.

All children must have enough toys and materials to play. Must rotate each three months. The playground and sandbox must have enough opportunities for children to develop their fine and gross motor skills.

By providing more one on one time with families who are struggling more with different situations. I think for families who first language is not English, (Oromo- Tigrinya-Somali, etc.) it is necessary more people with education background who can assist during parent-teacher meeting or people who be able to translate properly the Individual learning plan of the child, of any info that teachers share in conferences relating with the child development.

Access to resources that families - financial, health, etc.

Adequate translation services for ELL families

Family advocate or some type of outreach for students that have sporadic attendance or for those that don't even come to school

To keep providing trainings that encourage teachers to address systematic issues and racial bias.

I think as an educator you must make every effort to serve families and meet them where they are socially and economically. Families care about their children and want the best for them and as educators we should care also and provide learning opportunities and access to services that are needed to support families.

Stay informed on current events, discussions. Respect all families, seek to understand. Assume best intentions.

Provide transportation for SPP programs to allow access for all.

What, if anything, do you think needs to change or improve in your program in order to serve all children and families fairly?

Leadership needs to get involved in creating an anti-racist multicultural curriculum framework

I think the lead teacher could be of a different race if they have the experience

If the coaches were actually coaching and coming to the sites to document and observe that would be very helpful

We need to have funds better allocated for classroom needs; not being able to get basic school supplies is a huge hindrance for our kids.

It can be difficult to be your best self, and best teacher for the families, when the goals of DEEL and the goals of leadership, at various locations DEEL partners with, do not align, or are at odds. I value

open communication, especially when difficult decisions are being made that effect my family, future stability and well-being.

I think they are doing a good job with information and being inclusive. They have been providing a lot of trainings. I think maybe having one on one conversation with the staff may go a long way. Letting the teachers know more about the family's history, so as we can better sever them if they are coming from less stable environment. This will help the teachers to be able to meet the needs of the children, when completing lesson plans.

Continue to provide fully online instruction for families that prefer this type of education. Find ways to offer family gatherings both in person and virtual. Continue to provide activity boxes to support at home learning.

I think SPP needs to fund less children in the classroom. The pandemic allowed me to experience teaching less children during a traumatic time and I feel I exceeded the needs of the students because I could actually sit with each individual child, listen and have a back-and-forth conversation. 20 students are too many and their needs cannot be meet. Please provide, providers with the funding necessary to lower the ratio so exceptional services can be provided.

More access to big-body and sensory based learning, better outdoor facilities

Making resources more accessible. During COVID and providing remote services during school closures, many families did not have devices to support remote learning. Families did not get devices till March.

SPP covering full days of programs. I have been in many intakes where families (many of them POC) who are excited about enrollment, who when it is clarified that SPP only covers a portion of the day (and we are full day program) have had to back out of enrollment because they cannot afford the several hundred-dollar additional monthly fee to attend NWC kids.

As mentioned before possible transportation for kids to programs so they can come consistently, treating SPP as school not just daycare where children attend inconsistently.

I think the program is doing what is in their possibilities.

I think you guys do a great job

Teachers need to have time to participate in PD trainings in order to improve their skills to work better with children and families.

Have people in the admin who speak the language of the families being served

Hire BIPOC teachers, admin and other staff into the program.

As stated before, being able to have good communication can help change the way things run. It would help families receive the help they need, and children learn better.

Provide families with educational materials like we did this year, continue to send out community resources, facilitate family education/resource events.

I think our program has done a tremendous job of providing care during the pandemic especially for families in need of care who were first responders and essential workers

Tuition assistance, more community outreach

Classroom ratios need to be reduced permanently.

In [Organization's Name] ... we are a young org, so there are many things that can improve but we are slowly making positive change. I think the biggest thing is really figuring out HOW to re-work our program around our goals of equity, anti-racism, and access. Right now, the cost is the biggest barrier, I think. Second is the half-day programming. Or maybe those are flipped...

Our attitudes toward children's. It shouldn't matter if children are preschoolers or K-12. They are all under the education system. If funding is needed for children to have better access to academic needs than that should be a priority.

more communication with the parent and children makes the learning environment fruitful, so give some time to spent with parents to discuss and get some new idea

More hours, less expensive tuition

Provide more one on one services for children with IEP.

make class sizes smaller

Know what swivel expectations are

Interpretation of paper information when giving to the families.

Have the languages

We need more coaching involved in the program more support and availability.

Program is great. Coaching is always lacking. There was nothing to "work on" everything was "going well" all of the time, no constructive criticism, no pointers on how to grow

We already do this

Centering equity and justice, anti-bias teaching (around diversity of genders as well as race, class, ability, etc.) instead of canned curriculum.

This is an amazing program and I feel we supported all of our families.

How the lessons and curriculum can reach all children and less focus on certain developmental success

Interpreters for parent teacher conferences for further understand of the parents of the children on their child's development.

1. Providing more training for teacher's skills of preparing the lesson plan which support home language

2. Providing language translation in flyers and documents

Many more conversations and trainings about equity (race, disability, gender, etc.)

More diversity of families in the program.

The time for teacher out of room for paperwork, lesson plan, etc. Next is the paying must increase.

The only thing that comes to my mind is about be able to provide the information about the child in the language that parents understand.

Access to resources that help with finances, health, etc.

We need a family advocate

Better enrichment classes

Involving families in decision making and stop putting pressure on teachers to gather all of the information - instead partner with teachers to gather information or provide more support, or extra compensation for things like: ASQ, TSG, or provide trainings to families about ASQ.

I think this program should seek staff that represent the communities in which they serve. Also provide more professional development opportunities for staff to learn and grow professionally. Such professional development that was provided this year lie culturally responsive teaching practices and trauma informed teaching.

I believe a healthy snack should be available to all students in the program daily.

More available access to interpreters for ELL families. Perhaps some paid time offered for building ELL teachers to help with conferences and monthly time.

How is the COVID-19 pandemic related to issues of race and equity in your community or program?

We have a small class of children who are all white and come from middle class families. I am not aware that there have been issues with income for any of the families that we work with.

Great influence

I feel that the Asian race is getting support for racist violence quicker than African Americans. It really bothers me because we talked about it in a staff meeting a few months back, for over half the meeting but when there were racial injustices last year after George Floyd's murder, we were working remotely and having staff meetings remotely, but we didn't spend much time on it.

We're the only native preschool and it seems like the city is letting us slip through the cracks

Access to safe working environments for parents of my students and multiple children learning at home and having to share devices.

Families are suffering more in isolation than ever before; it's even harder to access resources.

My class was all white this year. The people of color in my class last year were private pay students; the returning private pay students were turned away this year.

It just brought everything out in the open. I'm still surprised people would call me and say, "I'm sorry I never know " To me it's sad because it was our norm. It should never be anyone's norm. I have been at this site for about 12 years and I always have felt welcomed. But at one point we only had two Black Americans at this school; me and the Maintenance worker.

Low-income families may have challenges with technology, time to support child's development at home or to be special virtual guest for zoom group times.

Lack of quality/consistent childcare. Lack of access to high paying jobs.

I do notice that the children who switched to remote learning are often from colored, minority groups.

We have shut down or limited access to sensory areas and outdoor play which I feel disadvantages Black and native families who more often rely on these experiences as teaching strategies

They were the families that were hit the hardest, some faced homelessness, food scarcity, lost jobs.

We have had many families of color opt to not return to in person Pre-K after our COVID forced closure last year. When we opened months later, there was a disparity between families who were able to reattend, most being white, and those who did not return to care, many POC. Two of my mothers of black children lost their jobs.

The "minorities" are more disadvantaged because most need training or more education in order to get better jobs. Another disadvantage or barrier is not know[ing how to] speak and understand the English language. The system is sometimes not so fair.

Las familias afectadas fueron especialmente las de bajos recursos especialmente escuchando que necesitaban comida y ayuda con el pago de su renta ya que algunos perdieron su trabajo eso también afectó su aspecto emocional de toda la familia

I didn't notice it in my community or program.

The pandemic has affected many of our families, especially ones in multigenerational households, families with two working parents, or even single parents. Not being able to meet full time and provide wrap around care this past year made it difficult for those families to have access to a program such as ours this past year, unlike in the past.

Asian hate has been an issue in my community because of the feeling of FEAR.

White staff being able to take weeks off during the pandemic (usually getting paid more) while other teachers of color don't have that privilege because they make less money.

Disproportionate effects on PoC and economically disadvantaged families. I worked in a ritzy preschool during COVID and moved to Launch, and the difference is astounding. The wealthier folk could give 0 shits about the safety and well-being of teachers, staff, and other families. At Launch at least there was actual attempts to recognize the disproportionate effects.

I think it has affected the children's social skills. For some families have had a hard time with working at home and online learning.

Families in multi-generational homes were less likely to send their children to in person learning in order to protect the health of older family members, many families did not have the resources to stay home with their children and had to go to work.

Some families don't have the same resources or financial aid to help them if they choose not to work. Most of our families needed care to continue to work and provide for families

The pandemic has exacerbated issues of race and equity that have already existed in our education system for decades

Families within our program already face a number of equity issues. Due to the pandemic, employment opportunities reduced, which impacted family's ability to pay their part of childcare costs or qualify for their vouchers. Likewise, families were in need of health, mental health, and developmental support for themselves, children, and families and were unable to access these resources because providers refused to be involved in in-person services.

At risk communities have less resources and access, so I think it greatly impacted our ability to serve these families during the pandemic. We had to shut down many class sites, so that limited our ability to serve as well. Also, smaller class sizes meant lower enrollment.

It been rough for some families. However, we try to be as supportive as much as we can.

brought more concern and attention

With COVID-19 disproportionately affecting communities of color, it is likely that the pandemic exacerbated the difference in families of color vs white families enrolling in our program, out of a real fear of their child/themselves contracting the virus

We know now how valuable talking about race and differences are.

Asian hate makes me feeling unsafe

During COVID we have faced also the BLM movement and Stop Asian Hate that is a majority of the families we serve we need to help educate staff and the community about issues pertaining our community we serve. I felt like unnecessary acts were taken against me at times making it difficult to serve.

TO KEEP 6 FEET DISTANCES BETWEEN KIDS.

Low-income families having to work and not having childcare support in this time, their jobs weren't able to be "remote" many front-line workers making just minimum

The communities most targeted for harm by white supremacy and capitalism are also the ones most vulnerable to harm from the virus.

Many families live in multi-generational homes so their child could not attend in person classes.

Those who might not have access to technology or devices miss out on information and learning opportunities. Might have affected housing and daily living of some families which makes it hard for them to come to school.

Children are going through constant change and feelings of uncertainty.

I didn't see any change besides some children speaking of BLM but we addressed it with them by applying it to our lesson plan and supporting families that asked for resources as soon as possible

The COVID-19 pandemic hit families of color extremely hard in my program from loss of jobs, homelessness.

People who we serve in our communities, the low-income families were impact during Covid-19. Also, some cultures might not be comfortable in separating to relatives or friends during pandemic, therefore, some cases of Covid-19 were happened at those families.

The pandemic has just exacerbated pre-existing issues in our society.

We all go through difficult situations during these times of the pandemic.

It made people be aware with Asian people and have a distancing.

Many families to work from home (or not work), and take care of multiple siblings, help them with their remote school, etc. This is difficult for the low-income families in our Head Start program.

The lack of access to resources affected many of our families. Also, the burn out rate for teachers of color who already do more than their colleagues really took a toll. I didn't want to do anything, but still got asked to do more it seemed. Definitely a lot of power dynamics at play during this pandemic. A lot of families had limited internet, missing school because of health issues, and also the pressures of vaccines in marginalized groups. Health communities are notorious for not listening to people of color - and I was really scared to go to the doctor for anything during the pandemic which took a toll on my body and mental health.

Families in the community in which I teach was negatively impacted by the pandemic. The lack of technology and wireless services were lacking and still is in some cases. The access to technology and basic needs like shelter continues to impact families in the community.

Online schooling for preschool kids required a parent/caregiver be present to help at all times providing support. Academic and computer troubleshooting not equitable as a skill. Families not able to drive to supply pick up events. Teachers & school community stepped up to drive supplies to homes, deliver food to those w/o transportation. Many solutions offered up from school community. Not much communication or help from DEEL. Our team felt like there was very little meaningful help offered from DEEL, if any.

Technology access

Our demographic changed this year. Families needed to have capacity to accommodate fully remote preschool.

If you would like to share additional details about any of your responses in the question above, please do so in the space provided.

When the first question is what is your role: Lead Teacher or Assistant that still bothers me. I wonder why?

I feel that my BA program at North Seattle College teaches within an anti-bias education lens. This reflection has started my journey on reflective practice with my white privilege, I feel slightly confident when addressing learned racist viewpoints when they occur in child interactions. I feel less versed when confronting covert racist comments, I hear from coworkers at work, and actively avoid engaging as to not lose my temper or feel as if I am talking to an unreceptive fixed wall, although I know that starting a conversation with these folks may impact the implicit biases, they bring into their classrooms and how they treat the children in their care. I want to learn more non-confrontational tactics to open doors with these teachers in the hopes of helping the children of color they serve.

I talk to my children and families about social injustice within our society. It is an ongoing conversation. I always strive to improve upon my anti-bias practices, and I am always learning more that I did not know before.

From my own perspective, looking at everything we do through the lens of inclusion and anti-bias teaching and making it a part of all training and practice is a great way to deepen our understanding in the classroom. Continued efforts that are ongoing have been very helpful to me as a teacher and have helped me immensely in my own teaching practice.

we need more trainings or more support addressing ppl biases and understanding the standing by is participating

My center provides a diverse environment and helps low information families. Therefore, building strong communication between teachers and parents is important during the pandemic time. For the Hybrid model, teachers need to prepare five-activities a week for virtual lessons, and training parents to practice the activities with their kids at home. Also prepare the family engagement quartile and family check-in once in two weeks that's for building trusted relationships and learn more different culture and background from each child during the pandemic.

I would like the city to provide some scholarships for teachers who want to work on their master's degrees.

