

Families and Education Levy Oversight Committee

AGENDA

Tuesday, May 12, 2015

4:00 – 5:30 p.m.

7th Floor, City Hall

600 4th Avenue

Welcome and Introductions	Council President Tim Burgess
Review and Approve 3/10/15 Minutes	Tim Burgess
Review Agenda	Holly Miller
Mid-Year Report for 2014-15 SY	Kathryn Aisenberg and Adam Petkun
SPS/City SPP Partnership Agreement and SPP update	Erica Johnson
Thank You and Adjourn	Holly Miller, All

Attachments

Draft Minutes from 3/10/15

Seattle Preschool Program Update with Attachments

Next Meeting

July 14, 2015



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, March 10, 2015**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Sandi Everlove, Lucy Gaskill-Gaddis, Marty McLaren, Larry Nyland, Kevin Washington.

OTHERS PRESENT: Hueiling Chan (Chinese Information and Service Center), Leilani Dela Cruz (DEEL), Carmela Dellino (DEEL Consultant), Brian Goodnight (Council Central Staff), Kacey Guin (DEEL), Saadia Hamid (Seattle Housing Authority), Megan Holmes (Health), Erica Johnson (DEEL), Regina Jones (Mayor's Office), Brad Kessler (DEEL), Jonathan Knapp (Seattle Education Association), , Christy Leonard (DEEL), Pegi McAvoy (SPS), Holly Miller (DEEL), Isabel Munoz-Colon (DEEL), Long Phan (DEEL), Sara Rigel (Health), Sid Sidorowicz (DEEL), Nate Van Duzer (CM Burgess staff), Sarah Wilhelm (Health), Charles Wright (SPS).

Tim Burgess called the meeting to order. Introductions were made and minutes from the February 10th and 25th meetings were asked to be approved. A typographical error of G. Washington was requested to be corrected to K. Washington. With that correction the minutes were approved.

Holly Miller requested that the April LOC site visit to Graham Hill be moved from April 14 to April 7 due to spring break. The date change was approved by committee members who were present.

Isabel Munoz-Colon presented on the Elementary Innovation RFI Process and the Levy Course Correction Plan

These two issues will be presented to the Mayor based on input received from the LOC.

Elementary Innovation RFI Process Questions:

Jonathan Knapp asked if awarded schools have a mechanism in place that allows for educator feedback to be communicated that might inform our decisions for the next year. I. Munoz-Colon replied that once awarded, schools receive funding through the life of the levy unless they don't reach certain performance goals or other targets. Schools go through a re-authorization process and submit a new plan with rationale of why things may have changed. Every year awarded schools have an opportunity to course correct and our levy consultants help us to know ahead of time how things are working.

Sandi Everlove asked how different school applications were from year to year. Did providing feedback with strengths and challenges made it a heavy lift to re-apply or did schools just

tinker with their original plan? I. Munoz-Colon replied that we had a lot of good applications for elementary schools, and for applications that did not meet criteria, providing feedback made a big difference the second time around. There were some that still struggled with how they would make this work the second time around. H. Miller added that approximately two years ago (almost from the beginning) we recognized that we had some really good applicants that we pre-awarded for the next year in the queue so they would not have to re-apply and go through the process again, e.g. Emerson and Sand Point.

J. Knapp asked if we are able to determine why some schools have superior applications and others don't, and is the application quality based purely on the strength of a good writer? I. Munoz-Colon replied that it is a combination of both the application and the interview. The interview helps us to determine the reality of their full team. Some applicants looked good on paper and appeared to have a strong application but the interview revealed that they were not clearly on board as a team and that the application was written by one person. We want to make sure that the school community as a whole really believes in the plan. Some applications that were borderline on paper filled in the gap at the interview and we were able to see a very coherent team.

Saadia Hamid asked what is the community member's involvement in the RFI plan process? I. Munoz-Colon replied that it's up to the schools to decide on who they will bring to the table. Schools look at their data for students that need to be focused on and from there determine who are the right community members and staff who should participate in building their levy plan. We have increasingly seen more parents at levy interviews who have participated in planning and interventions that they helped design, for example, the Graham Hill Somali mothers group intervention.

Kevin Washington stated that in the old process you were able to generate a lot of information about the school building and although painful, the process generated a lot of information for the schools to work with. Revising the process will cut the process short and the schools will no longer have the information that the schools can work with. The old process forced schools to do a deep dive in identifying students that really needed work and to put together a plan for dealing with that. By cutting the process short you will miss some of the students that need to be identified and some of the building work will not take place because the schools will no longer be incentivized to continue to keep the pedal to the metal.

J. Knapp asked about the composition of school-based teams and actual educator engagement in the plan? I. Munoz-Colon replied that one of the criteria in the RFI is the kind of engagement they had at the school level and who was consulted as well as who was part of the decision making and planning process. Carmela Dellino added that there were nineteen schools that were eligible this year, seven of the schools had brand new principals and five had principals that were only in their second year. Principal landscape had a significant impact this year. K. Washington stated that part of what we wanted to do with the levy was to target funds and resources for schools that needed them most and to some degree we expected churn at the leadership level. He asked Carmela if she could tell him about the amount of churn she has seen in schools that have been awarded levy funding. Carmela replied that there has been a significant number of new principals in awarded schools and overall it has been successful and they are now adopting the work of the levy. However a

couple of schools are experiencing more challenges involving other factors that have impacted the school. K. Washington asked if we need to be considering additional support/resources for schools experiencing leadership change that are already part of the levy process. Carmela replied that she believes it's not just a matter of more resources but the guidance and support of how to utilize those resources.

S. Everlove stated that there have been a number of initiatives that have come down to teachers (e.g. Common Core, Next Gen, etc.) that have produced fatigue in teachers. She has recognized some savvy principals that excel at change management and wondered if we could build in the idea of change management in some of these workshops. We need to look at the degree of change that is being asked and ask if we are ensuring the plan is a realistic approach. C. Dellino replied that one of the keys and most important things that we do is help teachers, administrators, etc. to see that the work of the levy is very aligned with the work that they do every day in the school, while supporting them with being a little more focused, strategic and intentional. She believes that levy work is work that any school can do.

Levy Course Correction Plan Questions:

Marty McLaren asked how much time will be allowed for this revised process to kick in. I. Munoz-Colon replied that for some elementary schools it will be a bigger shift and it could be a couple of years before seeing significant improvement. After 2-3 years of not seeing significant change we would step in and do a deeper dive. Presently there are at least two schools we would bring forward for course correction.

K. Washington asked if there were extenuating circumstances that caused the schools to fall into this category. S. Sidorowicz replied that during the 2004 levy, there were two major programs that discontinued, and at least three schools were dropped from funding or had a significant change in funding. One advantage of adopting the process right now is we didn't have criteria then that were explicit to everyone and now we have a lot more schools and twice the funding.

Elise Chayet asked how you get answers to considerations on the first criteria for course corrections and inquired how the information is gathered for something that might not be seen in the data. I. Munoz-Colon replied that her team has a close partnership with SPS leadership and data teams who often provide the information. The DEEL and SPS data teams work closely and in terms of looking at cohort data we look at shifting and the district as a whole. K. Washington asked if the proposed plan has also been shown to current program participants. I. Munoz-Colon replied that it has not but it is a good suggestion.

L. Gaskill-Gaddis asked for clarification around DEEL consultant staff, if the consultants are city employees. H. Miller replied that the consultants are hired by DEEL and they are not city employees.

Sid Sidorowicz presented on the Seattle Preschool Program

S. Sidorowicz discussed how we can improve the administrative process for providers, the challenge of multiple sources of funding and the charge from the Mayor and City Council to

simplify, braid and blend funds resulting in a reduced administrative burden. He discussed the plan of using Step Ahead funding to help build capacity for providers to move into Seattle Preschool Program.

Seattle Preschool Program Questions:

L. Gaskill-Gaddis asked for clarification regarding the funding that will be used to bring up the preschools. S. Sidorowicz replied that it would be Step Ahead funding from the Families and Education Levy.

E. Chayet asked if there are any programs that are apart from Step Ahead and SPP. S. Sidorowicz replied that there are ECEAP and Head Start programs. Current Step Ahead providers will be allowed to remain Step Ahead providers for the rest of the levy if they choose to. For current ECEAP providers we will look at the income requirements for children in SPP classrooms, try to enroll close to the same number of low income slots they contracted for ECEAP, and blend the funds into one contract.

L. Gaskill-Gaddis noted that in summary you have sixty-four new slots for next year which you will use for capacity building. S. Sidorowicz replied that it could also be used for adding additional SPP slots by funding some of the low income children in those classes.


S. Everlove asked if DEEL is talking with the state Department of Early Learning. H. Miller replied that they meet frequently and are currently in the process of drafting an MOU with them. We work hard to align our standards with them to avoid duplication and are talking with them about collaborating around training as well. S. Everlove asked if some of the Professional Development monies they are looking at for preschool providers could be used for this as well. H. Miller replied that it effectively will and as we convert our programs into SPP, a lot of them come with some baseline funding from those sources, such as ECEAP. We are in the process of testing out the financial model with Dr. Nyland and Cashel Toner to look at how the model will blend different sources of funding.

S. Hamid stated that there was some ECEAP funding awarded last year, and some programs are still having issues with finishing buildings and recruiting. S. Sidorowicz replied that when we first started Step Ahead in 2004-05 we had a lot of providers that did not have space, could not recruit children, or had a back-log. We started developing requirements of space, leases, waiting lists, community demand, etc. If we can provide capacity for organizations before getting them in to SPP it might help them be more successful with these types of capacity issues.

K. Washington stated that we had some concerns on the SPP project being able to provide slots for training teachers. Has there been any more conversation or partnerships on how we will provide training and capacity for preschool teachers?

Erica Johnson replied that DEEL staff continue to work with representatives from DEL and Seattle Colleges to increase higher education's capacity to serve the early learning workforce.

The meeting was adjourned at 5:35pm



Families and Education Levy
2014-15 Mid-Year Report
Department of Education and Early Learning

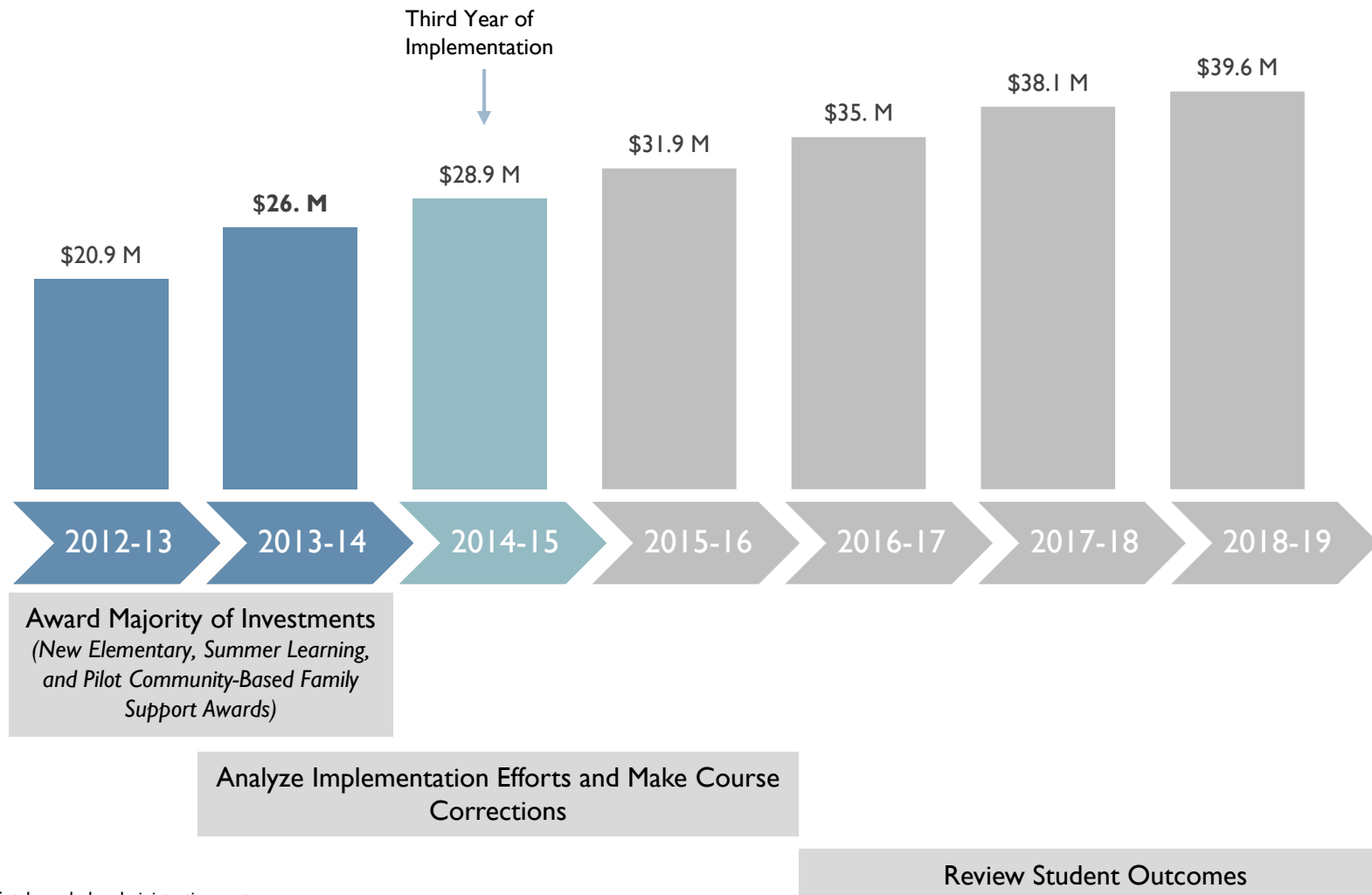


Levy Oversight Committee Meeting
May 12, 2015

Presentation Overview

- ▶ 2014-15 Families and Education Levy Overview
 - ▶ Implementation Summary
 - ▶ Annual Budget
 - ▶ Investment Map
- ▶ Mid-year program summaries and results updates:
 - ▶ Early Learning
 - ▶ Student Health
 - Focus: MHITS
 - ▶ Family Support Program
 - ▶ Community-Based Family Support Program
 - ▶ Summer Learning
 - ▶ K-12 School Investments
 - Key Initiatives, Successes, and Next Steps

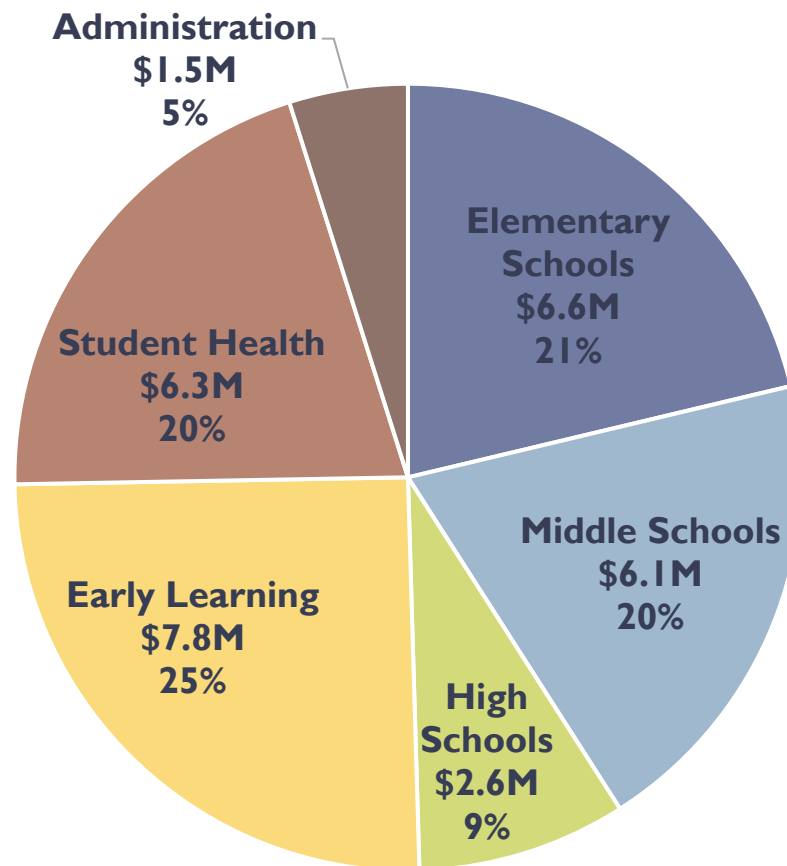
2011 Families and Education Levy Implementation Timeline



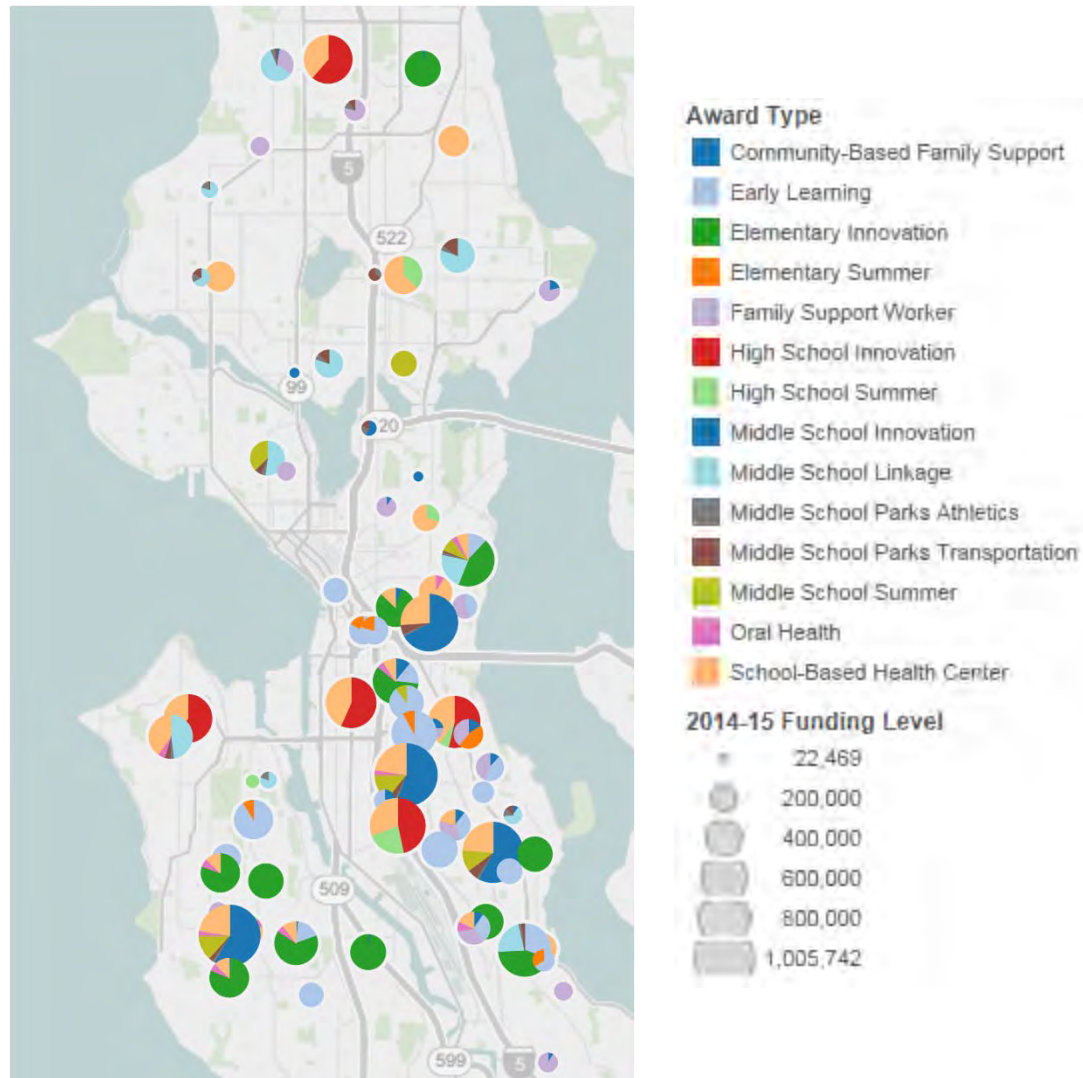
Note: Totals exclude administrative costs.

2014-15 Levy Budget Plan

Annual Budget - \$30,810,994



Distribution of 2014-15 Investments

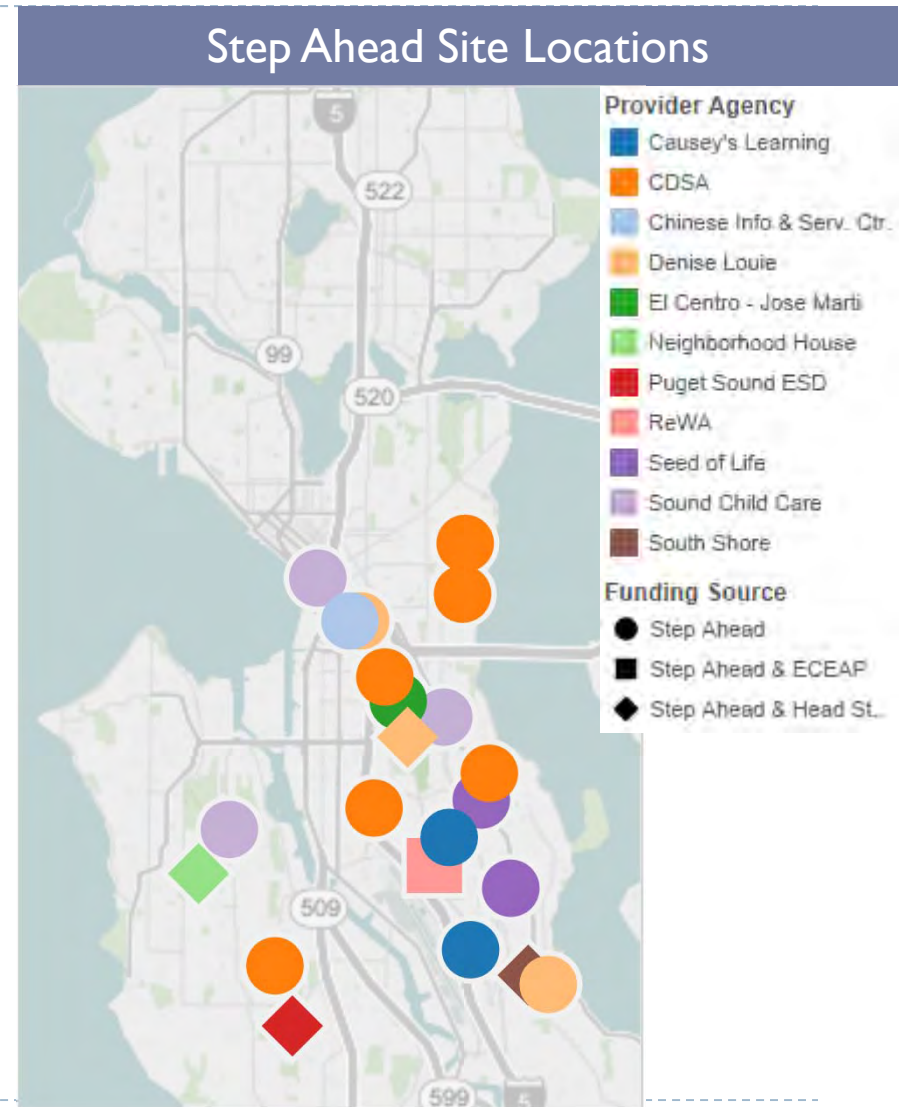




Early Learning

2014-15 Programs

- ▶ **Seattle Early Education Collaborative**
- ▶ **Step Ahead**
 - ▶ \$4.4m investment
 - ▶ 22 sites
 - ▶ 478 Levy-funded children
- ▶ **Parent-Child Home Program**
 - ▶ 504 Seattle families in partnership with United Way (164 Levy-funded)

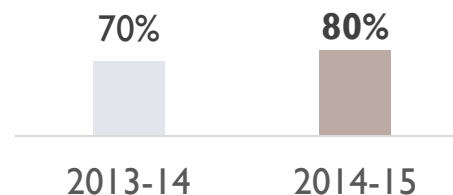


Mid-Year Step Ahead Attendance Results

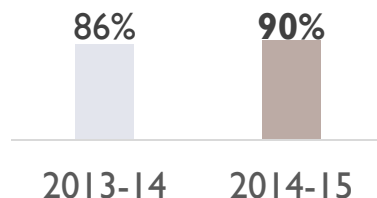
MEASURE: % of children enrolled in Step Ahead classrooms attending $\geq 85\%$ of enrolled days

RESULTS:

- ✓ **Attendance rates improved from previous year**
- ▶ Greater percent of children attending 85% or more days



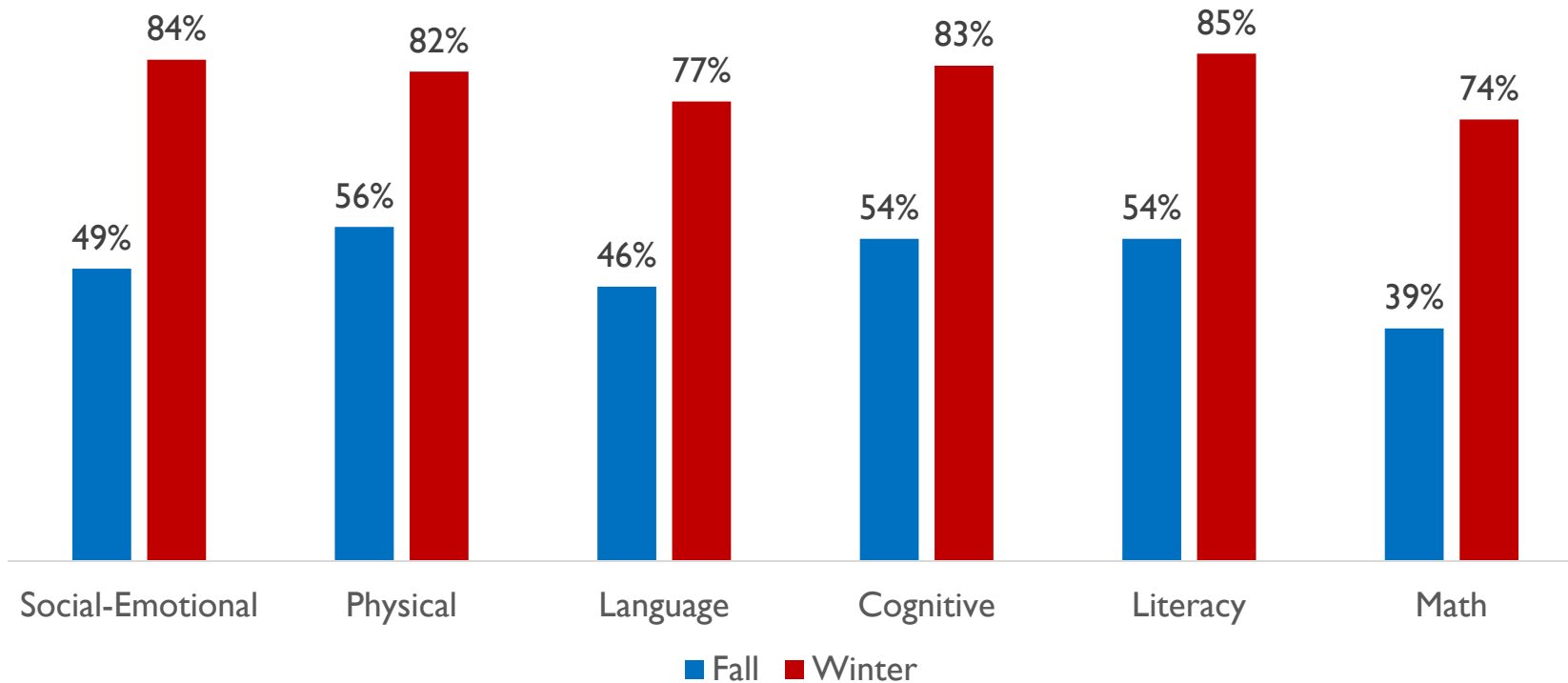
- ▶ Average attendance rate also increased



Note: Data reflect children enrolled in Step Ahead classrooms for September 2014 to March 2015 (n = 571).

Mid-Year Step Ahead Teaching Strategies Gold Progress

**2014-15 Step Ahead Meeting/Exceeding
TS Gold Expectations**
N = 495 (Literacy/Math) to 561 (Cognitive)



Mid-Year Step Ahead Implementation Updates

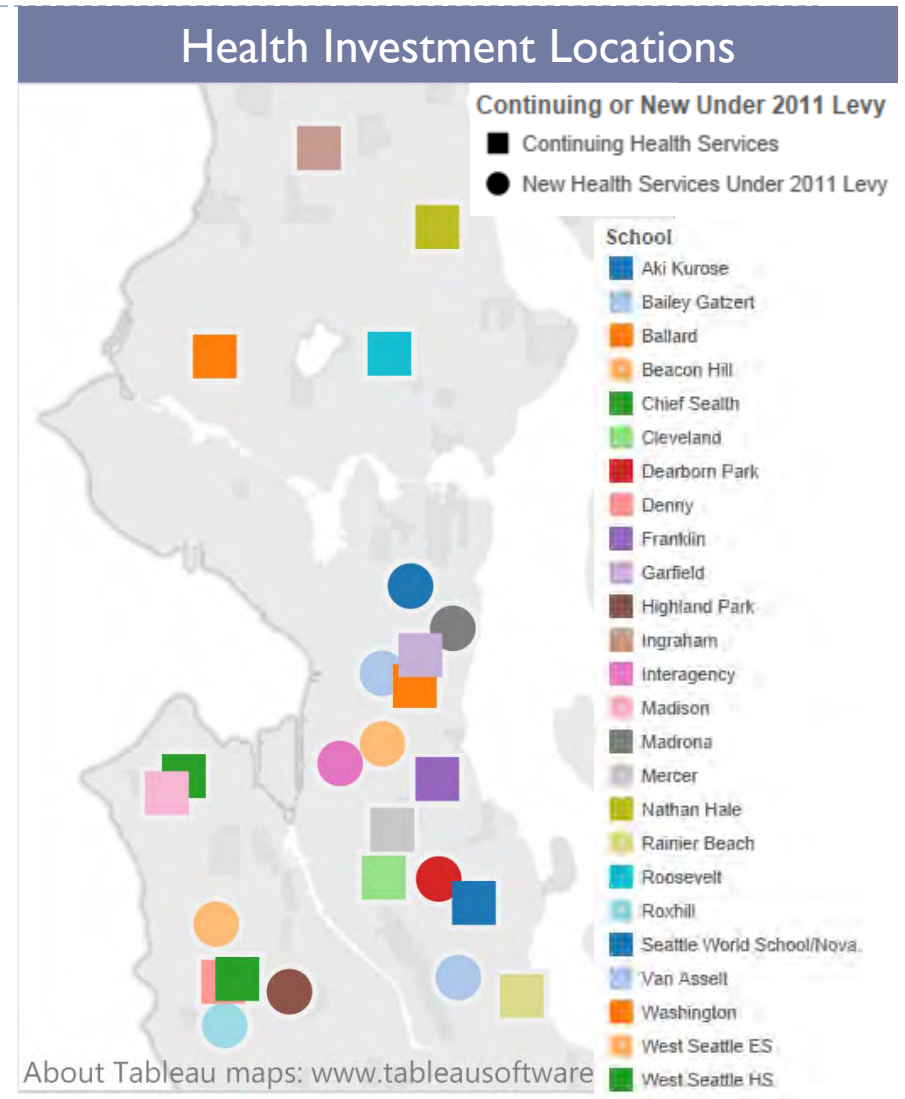
- ▶ Leveraging the Step Ahead program to create a pathway program to build provider capacity for meeting Seattle Preschool Program requirements



Student Health

2014-15 Programs

- ▶ **School-Based Health Centers**
 - ▶ \$4.7m investment
 - ▶ 8 elementary sites
 - ▶ 5 middle school sites
 - ▶ 10 comprehensive high school sites
 - ▶ World School/Nova and Interagency
- ▶ Funded 6.2 FTE school nurses
- ▶ Mental Health Enhancement
- ▶ Oral Health



Mid-Year Health Implementation Updates

- ▶ **Launch of attendance data in Mental Health Integrated Tracking System (MHITS) April 27th**
- ▶ Increase dental services and coordination
- ▶ Interagency violence response initiative
- ▶ Mental Health model of care committee
- ▶ Collaborative professional development planning with school nurses
- ▶ Crisis plan development
- ▶ Work plan development
- ▶ Long Acting Reversible Contraception (LARC) implementation support

School Mental Health Pyramid

Tier 3: Intensive Interventions:

Community Mental Health Services

- Higher intensity
- Longer duration

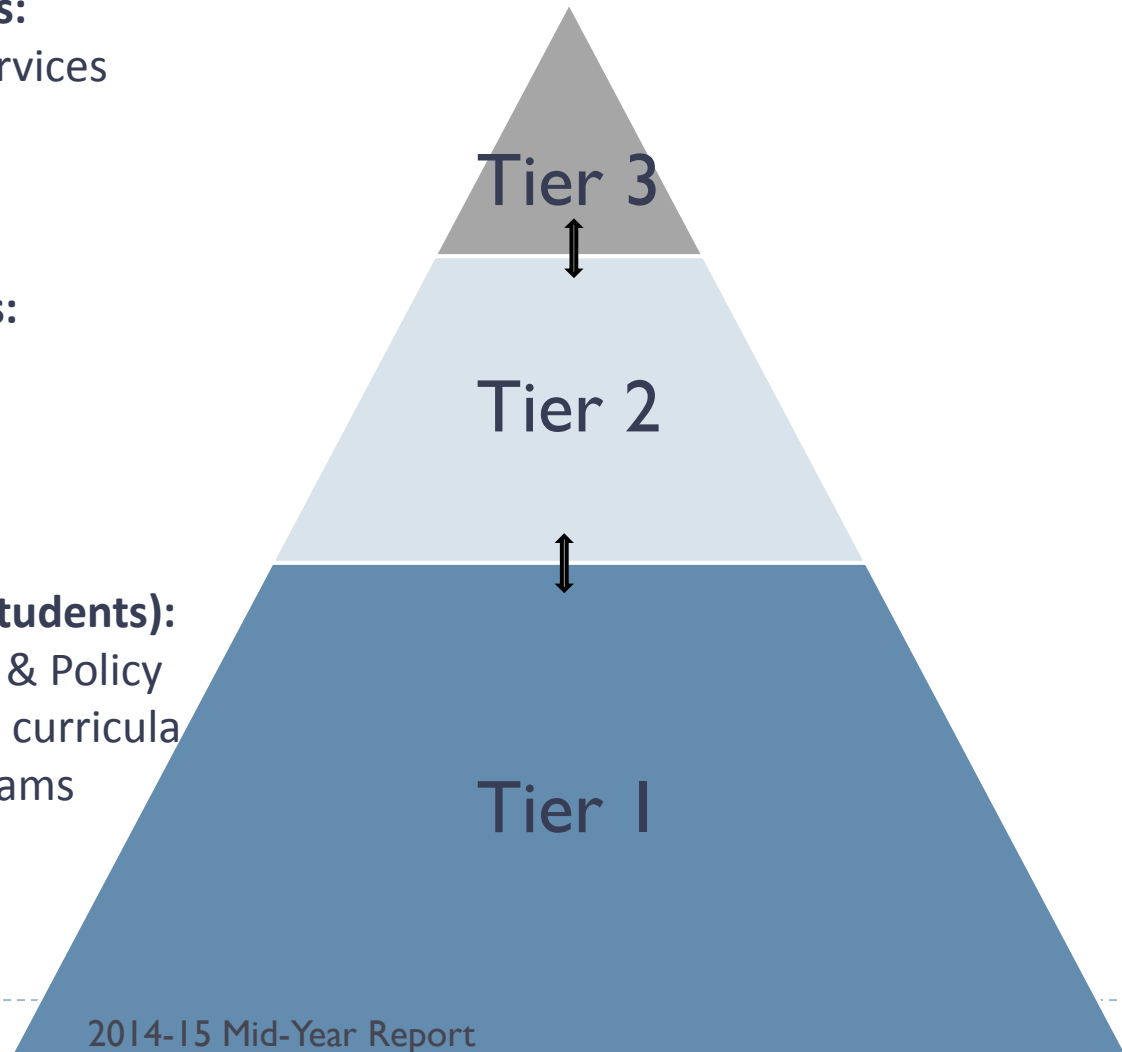
Tier 2: Targeted Interventions: **School-Based Mental Health**

- Moderate intensity
- Shorter term

Tier 1: Core Interventions (all students):

District/Building-Level Program & Policy

- Social/emotional learning curricula
- Bullying prevention programs
- Drug/alcohol education
- Trauma-informed schools
- School climate



Mental Health Enhancement

Goal: Enhance the academic impact of all FEL Health Investments by improving the quality of school mental health services

Increase use of evidence-based practice, with focus on standardized assessment and outcome monitoring

- ▶ Provider training & supports
- ▶ Web-based monitoring & feedback system (MHITS)

MHITS- Mental Health Integrated Tracking System

- ▶ Toolbox of standardized screening instruments
- ▶ Track progress over time, cue providers
- ▶ Manage caseload systematically so no one falls through the cracks
- ▶ Rich outcome data, transparency & accountability
- ▶ West Seattle Pilot: Improve coordination between school, SBHC, community mental health providers
- ▶ Incorporate academic data to treat to academic targets

Academic data is in MHITS!

- ▶ Launched 4/27/15
- ▶ MHITS now displays attendance data for Seattle middle and high school students for whom a signed ADR FERPA form has been submitted
- ▶ Data are updated every Monday
- ▶ Data are shown in two ways:
 - ▶ Caseload list: number of excused + unexcused (total) absences in the current semester, color coded to show severity
 - ▶ Academic Data summary page: attendance over the past year

ACTIVE PATIENTS

Report for : Public Health - Seattle & King County (SBH)
 Report Created on : Tuesday, April 21, 2015, 3:17PM

FLAGS	PATIENT ID	STA-TUS	PHQ-9		GAD-7		ABSENCES	CONTACTS					
			FIRST	LAST	FIRST	LAST		T/A	F/U	P/N	CCP	# SESS	NEXT APPT
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999	00600082	T	8	19*	2	3*			2/23/15	1/28/14		53	
999	00600097	T	12	12*	14	10*			2/12/15			34	
999	00600508	T							2/12/15			2	
999	00700002	CCP							11/12/13		11/12/13	2	
999	00700036	T	20	12*	14	10*			9/15/13	3/5/15		22	
999	00700059	T	16	7*	18	8*			9/8/14	3/17/15		34	
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999	00700130	T							2/6/14	3/25/15		28	
999	00700156	T	19	14*	11	14*	23		9/26/14	3/11/15		18	
999	00700221	T	19	2*	6	1*			2/26/14	9/8/14		18	
999	00700231	T							2/11/15	2/27/15		2	
999	00800001	T	14	1*	16	1*			1/10/13	3/11/15	2/3/15	30	
999	00800004	T	16	16*	19	19*			1/11/13	5/16/13		3	
999	00800008	T	9	12*	2	2*			1/11/13	3/21/13		7	
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999	00800013	T							12/12/13	12/18/13		2	
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Absences
 Cumulative excused + unexcused absences in current semester.
 red = 5+ /15
 yellow = 3 - 4.9
 green = 0 - 2.9

ACTIVE PATIENTS

Click to sort

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999	00600082	T	8	19*	2	3*		9/11/13	2/23/15	1/28/14		53	
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999	00800011	T	6	5*	10	10*		1/14/13	3/30/15			41	
999	00800013	T						12/12/13	12/18/13			2	

There's more: Academic Summary

- ▶ The Academic Summary page shows absence and tardy trends over the past 12 months
- ▶ The Academic Summary page shows three bar graphs
 - ▶ Monthly attendance rate- the percent of school days in the month for which the student was present
 - ▶ Unexcused absence rate- the percent of school days in the month that the student had an unexcused absence
 - ▶ Unexcused late count- the number of tardies the student had that month

Browser: <https://test.aims.uw.edu/SBHC.woa> | SBHC - Academic Summary

Search Patient: | Hello, Jessica (jmasteradmin)

Patient ID: 00700156

AC ACADEMIC SUMMARY

- Patient Information
- Comments
- Encounter List
- Treatment History
- Clinical Dashboard
- PCP Summary
- Patient Summary
- Academic Summary**
- Providers & Clinic List
- Document List
- Search Patient
- Delete Patient

Attendance Rate

% of school days in the month for which the student was present

Month	Attendance Rate (%)
Sep-2014	~45
Oct-2014	~40
Nov-2014	~30
Dec-2014	~35
Jan-2015	~35
Feb-2015	~25
Mar-2015	~35
Apr-2015	~45

Unexcused Absence Rate

% of school days in the month that the student had an unexcused absence

Month	Unexcused Absence Rate (%)
Sep-2014	~1
Oct-2014	~5
Nov-2014	~28
Dec-2014	~32
Jan-2015	~5
Feb-2015	~28
Mar-2015	~28

Unexcused Late Count

number of tardies per month

Month	Unexcused Late Count
Sep-2014	0
Oct-2014	0
Nov-2014	2
Dec-2014	0
Jan-2015	1
Feb-2015	1
Mar-2015	1

Academic Summary

- ▶ Bars are color coded to help providers quickly assess if the rate for a given month was problematic. Coding is as follows:

	Green (good)	Yellow (borderline)	Red (Problematic)
Attendance Rate	95%-100%	90-94.9%	<90%
Unexcused Absence Rate	0-4.9%	5-9.9%	>10%
Unexcused Late Count	0-1	2-3	4+

- Example: in March there were 22 days of school. A student with an attendance rate of 91% (yellow) missed 2 days of school that month.
- Per our performance commitment with the City of Seattle, it is our goal to achieve fewer than 10 absences per year for the majority of our students.

MHITS: Monitoring Clinical Outcomes

MHITS also allows PHSKC and individual sponsors to monitor the mental health outcomes and treatment response of students from the individual to population level.

- ▶ Among students currently active in MHITS (n=1502):
 - ▶ 31% (252/804) of students in tx 10+ weeks had 50% or better improvement in depression symptoms (PHQ9)
 - ▶ 29% (230/804) of students in tx 10+ weeks 50% or better improvement anxiety symptoms (GAD)

These results exceed the national benchmarks for clinical trials and clinical quality improvement initiatives for treatment of adolescent depression and anxiety (NCQA/NCINQ)



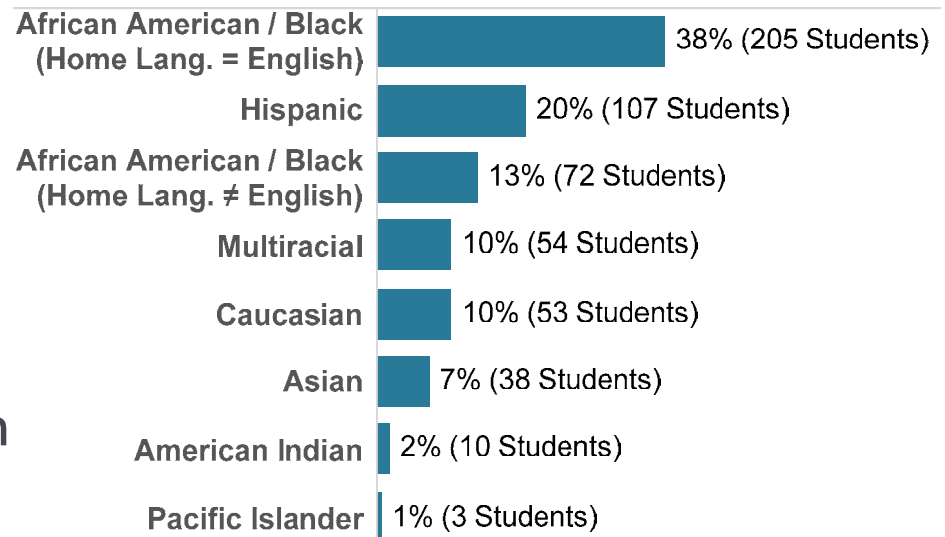
Family Support Programs



2014-15 Family Support Program

- ▶ \$1.3m investment
- ▶ 31 Elementary Schools Served
- ▶ 556 Students Served
- ▶ Services included:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Transition Support
 - ▶ Mental and Physical Health Referral Services

K-5th Grade Students served by Family Support Workers



Mid-Year FSW Attendance Results

MEASURE: % of students absent fewer than 5 days during first semester

RESULTS:

- ✓ **Exceeded attendance performance target**
- ▶ Improved performance from previous year (7% point increase)

Mid-Year FSW Program Implementation Updates

- ▶ Database development/ case file standardization
- ▶ New Medicaid Administrative Claiming (MAC) contract
- ▶ Structured site visits
- ▶ Transportation challenges due to cuts
- ▶ Community collaborations to support increase in homeless students



Community-Based Family Support
Program



2014-15 Community-Based Family Support Program (CBFS)

- ▶ \$437k investment
- ▶ 3 Funded Providers
- ▶ 110 Students Served
- ▶ Services Provided:
 - ▶ Case Management
 - ▶ School-to-Family Connections
 - ▶ Mental and Physical Health Referral Services
 - ▶ Transition Support

Provider	Target # Focus Students
Chinese Information and Service Center (CISC)	40 Chinese English Language Learners in 1 st – 5 th grade
Refugee Women’s Alliance (ReWA)	40 Latino and Somali English Language Learners in 1 st – 5 th grade
Seattle Indian Health Board (SIHB)	30 Native American Elementary Students in 1 st – 5 th grade

Mid-Year CBFS Attendance Results

MEASURE: % of students absent fewer than 5 days during first semester

RESULTS:

- ✓ **2 of 3 providers met $\geq 90\%$ of their performance target**
- ▶ **Overall highest attendance rate: CISC (100% of students served absent fewer than 5 days during first semester)**

Mid-Year CBFS Program Implementation Updates

▶ Successes:

- ▶ First CBFS retreat
- ▶ District data
- ▶ SPS Partnerships
- ▶ Enhancing program quality

▶ Challenges:

- ▶ Onboarding new CBFS staff
- ▶ Transportation
- ▶ Space constraints



Summer Learning

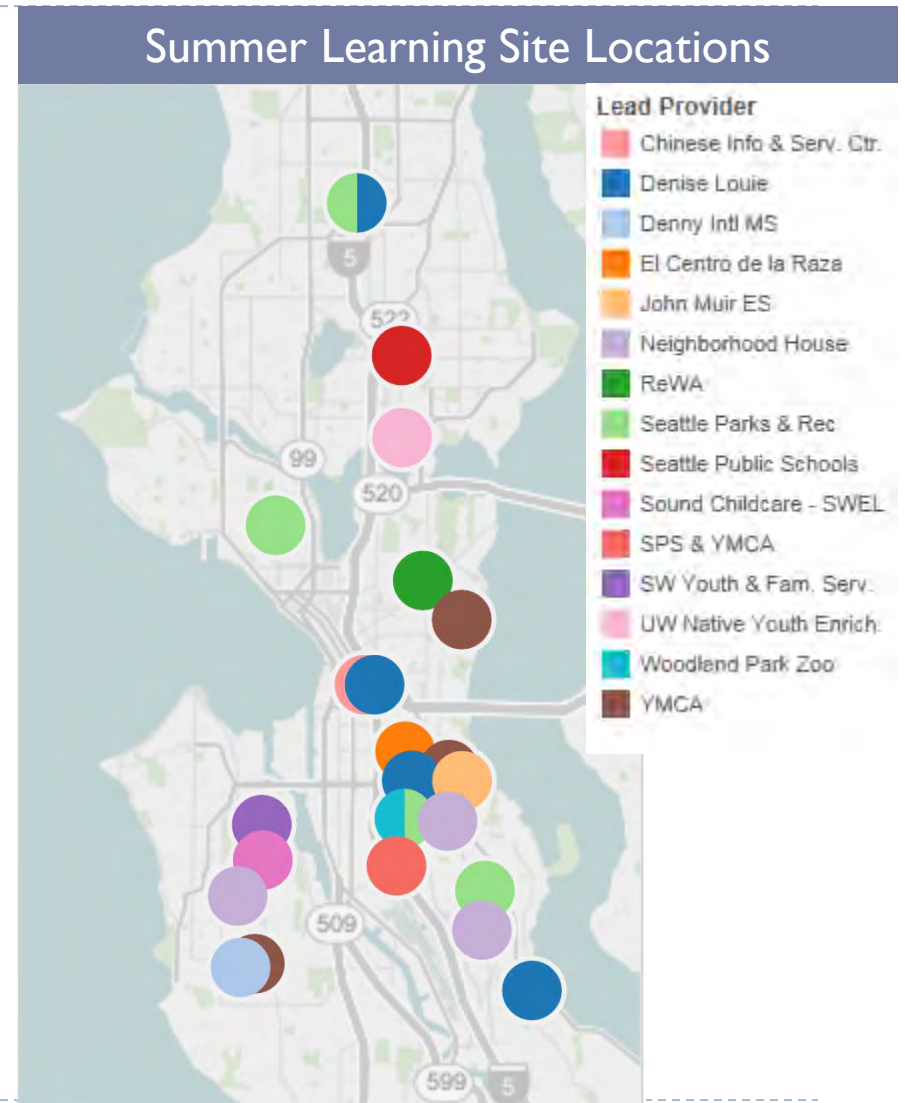


Summer Learning – Summer 2015

- ▶ \$1.9m investment
- ▶ 16 programs across 25 sites
- ▶ 1,500 anticipated students served

New Awards – Effective Summer 2015

- ▶ **Elementary:**
 - ▶ Neighborhood House
 - ▶ Chinese Information & Service Center
- ▶ **Middle:**
 - ▶ Denny International Middle School
(Additional funds to expand programming to 7th and 8th grades)
 - ▶ UW Native Youth Enrichment Program





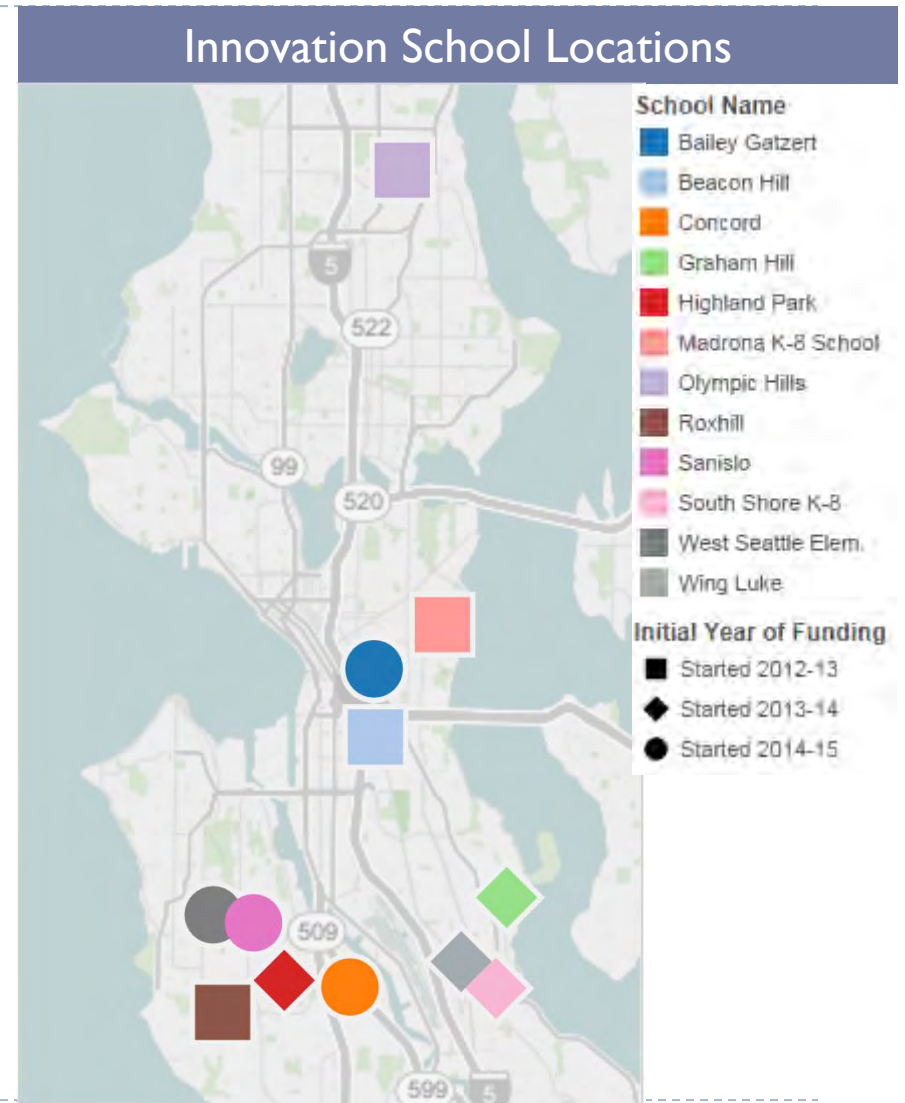
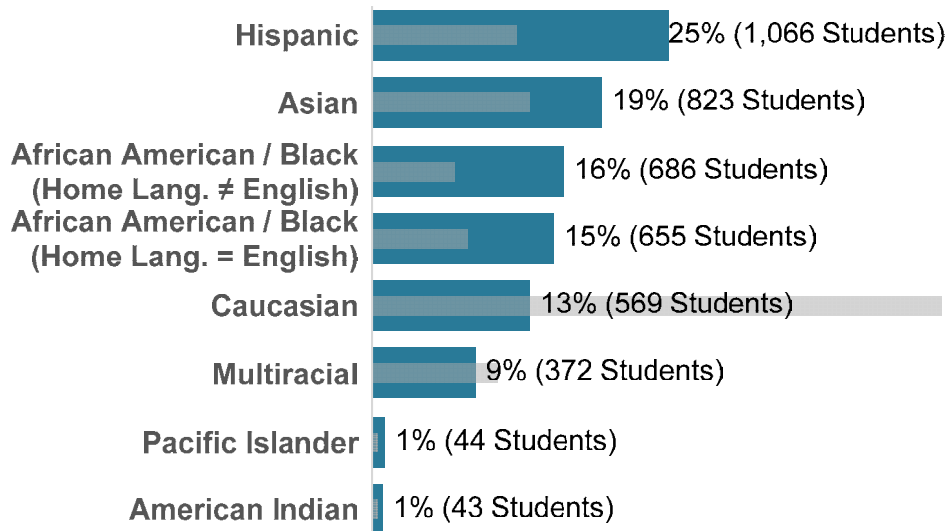
K-12 School Investments



2014-15 Elementary Innovation Programs

- ▶ \$3.97m investment
- ▶ 12 innovation schools (\$310k each)
- ▶ Four new sites joined in 2014-15

Kth – 5th Grade Students in Levy Innovation Schools vs. District Schools



Mid-Year Elementary Innovation Attendance Results

MEASURE: % of students absent fewer than 5 days during first semester

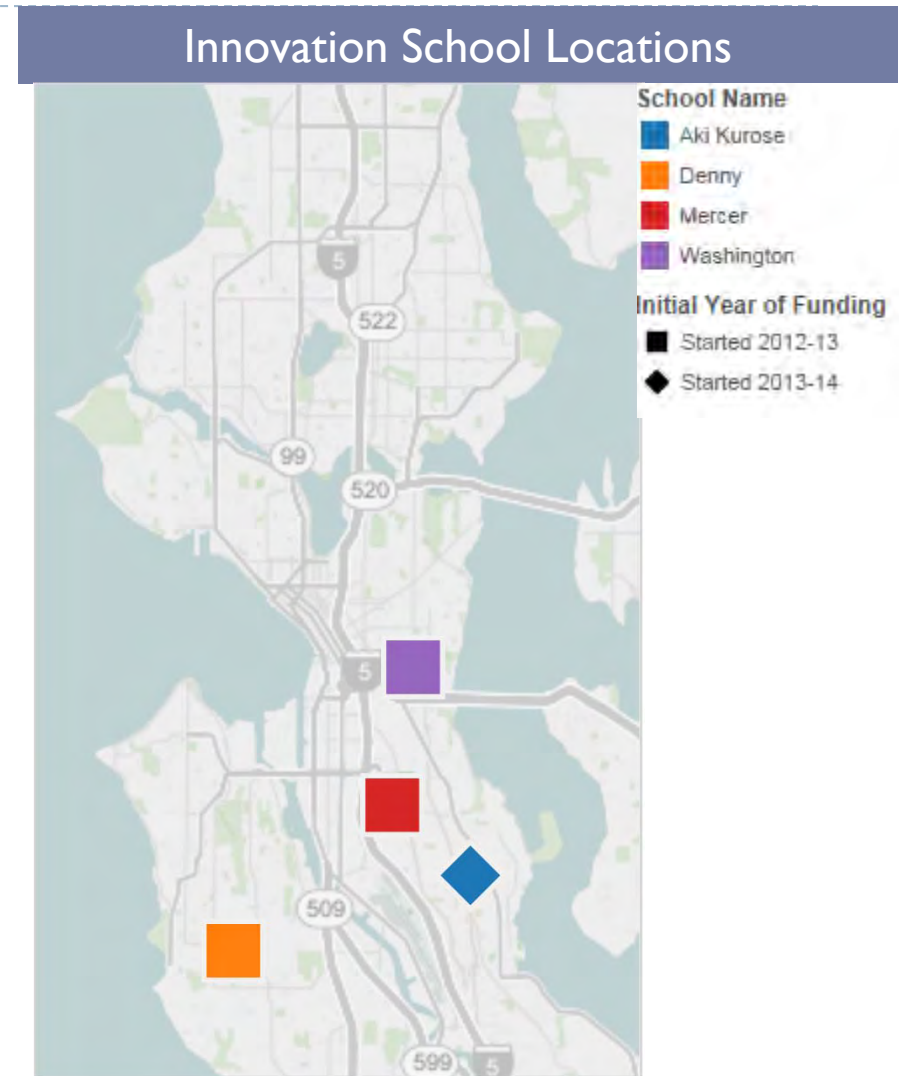
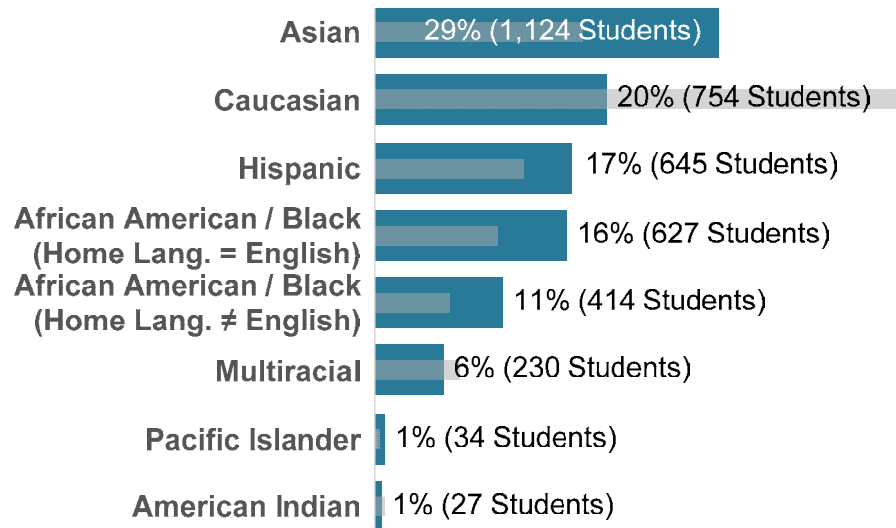
RESULTS:

- ✓ **11 of 12 schools (92%) met $\geq 90\%$ of their performance target**
- ▶ 8 of 12 schools improved performance from previous year
- ▶ Madrona K-8 did not meet the highest performance band and did not improve from previous year
- ▶ Overall highest attendance rate (Grades K-5) = Beacon Hill
- ▶ Greatest improvement = Bailey Gatzert (+15% points from previous year)

2014-15 Middle School Programs - Innovation

- ▶ \$3.0m investment
- ▶ Four Innovation middle schools (\$562k)

6th – 8th Grade Students in Levy Innovation Schools vs. District Schools



Mid-Year Middle School Innovation Attendance Results

MEASURE: % of students absent fewer than 5 days during first semester

RESULTS:

- ✓ **3 of 4 schools (75%) met $\geq 90\%$ of their performance target**
- ▶ Aki achieved 85% of performance target, performance declined slightly from previous year
- ▶ Greatest improvement = Denny (+4% points from previous year)

Mid-Year Middle School Innovation Core Courses Results

MEASURE: % of students passing all core courses during first semester

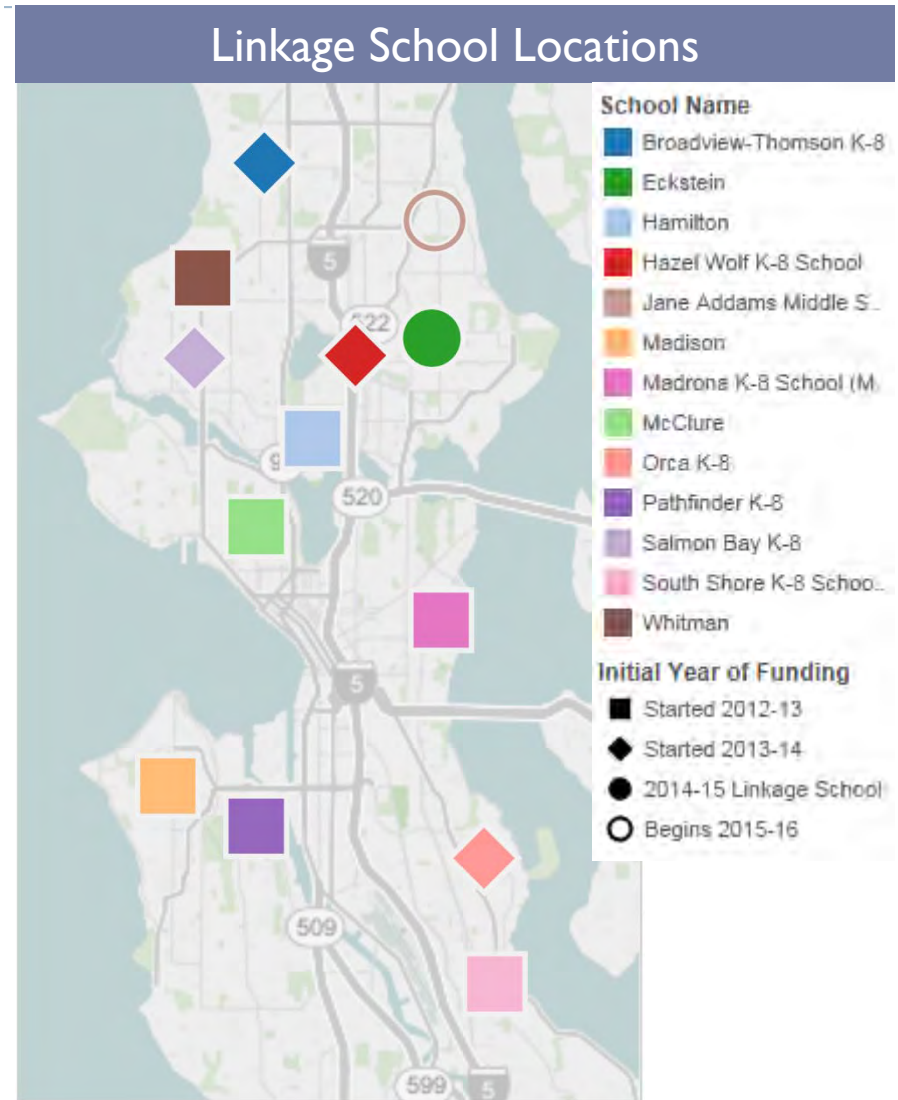
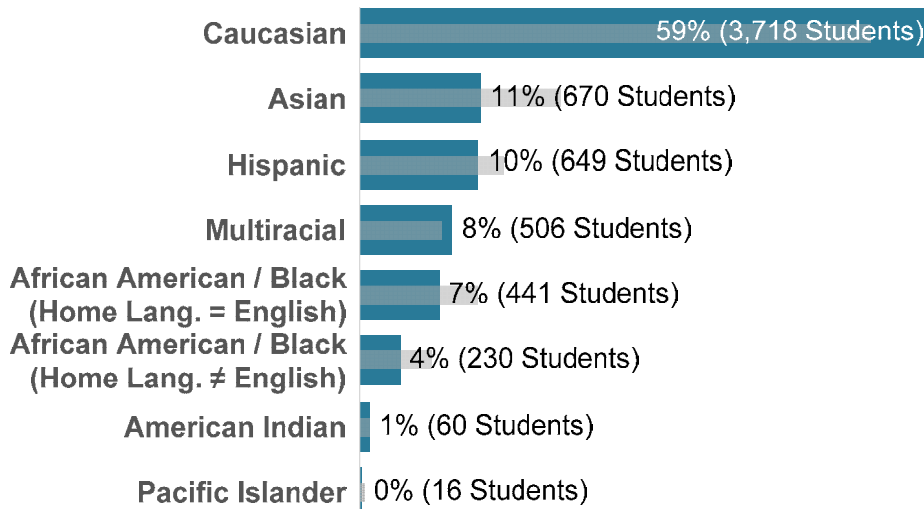
RESULTS:

- ✓ **2 of 2 schools (100%) met $\geq 90\%$ of their performance target**
- ▶ Aki maintained impressive 95% of students passing core courses
- ▶ Washington improved to 85% of students meeting the goal (+5% points from previous year)

2014-15 Middle School Programs-Linkage

- ▶ \$1.34m investment
- ▶ 12 Linkage middle schools (\$52k - \$250k each)

6th – 8th Grade Students in Levy Linkage Schools vs. District Schools



Mid-Year Middle School Linkage Attendance Results

MEASURE: % of students absent fewer than 5 days during first semester

RESULTS:

↔ **4 of 6 schools (67%) met $\geq 90\%$ of their performance target**

- ▶ 2 schools met $< 90\%$ of performance target; performance declined from previous year
- ▶ Greatest improvement = Madison (+14% points from previous year)

Mid-Year Middle School Linkage Core Courses Results

MEASURE: % of students passing all core courses during first semester

RESULTS:

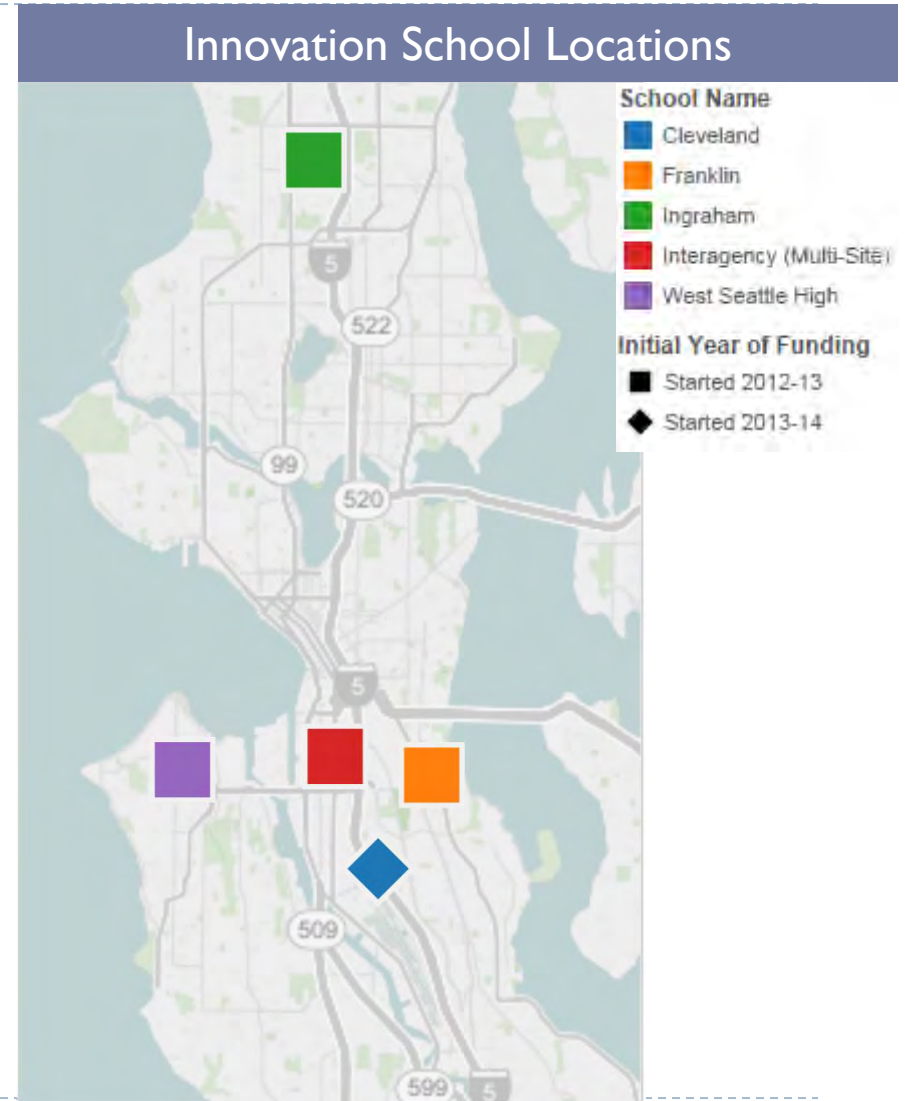
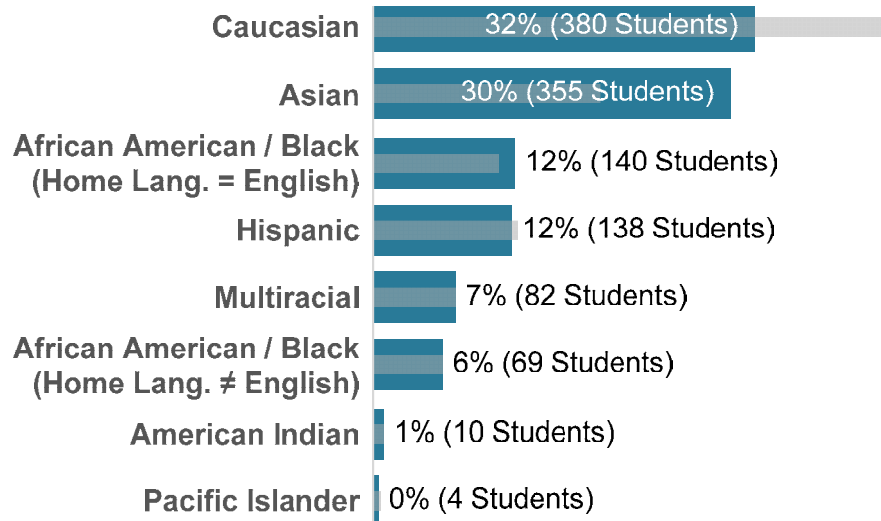
✓ 5 of 5 schools (100%) met $\geq 90\%$ of their performance target

- ▶ All schools' performance improved from previous year
- ▶ Growth in 3 Linkage schools outpaced comparable District population
- ▶ Greatest improvement = Broadview-Thomson (+6% points from previous year)

2013-14 High School Programs

- ▶ \$1.94m investment
- ▶ Five Innovation high schools (\$367k each)

First-Time 9th Grade Students in Levy Innovation Schools vs. District Schools



Mid-Year High School Innovation Attendance Results

MEASURE: % of students absent fewer than 5 days during first semester

RESULTS*:

- ✓ **4 of 4 schools (100%) met $\geq 90\%$ of their performance target**
- ▶ All schools' performance improved from previous year; growth same or better than District for all
- ▶ Greatest improvement = Cleveland (+6% points from previous year)

*(*Results summary excludes Interagency)*

Mid-Year High School Innovation Core Courses Results

MEASURE: % of students passing all core courses during first semester

RESULTS*:

- ✓ **4 of 4 schools (100%) met $\geq 90\%$ of their performance target**
- ▶ All schools' performance improved from previous year; growth same or better than District for 3 of 4 schools
- ▶ Cleveland and Ingraham experienced greatest growth (+9% points from previous year)

*(*Results summary excludes Interagency)*

Mid-Year Interagency High School Results

- ▶ Refined process for identifying 9th graders to more accurately track focus population and monitor school's impact

- ▶ **RESULTS:**

- ✓ **Met $\geq 90\%$ of English Language Arts and Math passing courses performance targets**

- ⇔ **Within 80% of attendance performance target**

- ▶ Year-over-year improvement:

- ▶ +13% points in students passing 1+ math course(s)
 - ▶ +4% points in students passing 1+ English language arts course(s)
 - ▶ +2% points in students attending 70%+ of enrolled days

Mid-Year Elementary School Implementation Updates

▶ **Key Initiatives**

- ▶ Teacher and Leadership Academies and Labs
- ▶ English Language Arts (ELA) Tools of the Trade
- ▶ English Language Learners (ELL) best instructional practice
- ▶ Professional Learning Communities
- ▶ RULER
- ▶ Attendance Matters!

▶ **Successes**

- ▶ Attendance
- ▶ Collaboration on progress monitoring and intervention strategies
- ▶ School Level Innovation: Wing Luke: Early Rise to Success

▶ **Next Steps**

- ▶ Teacher and Leadership Academies and Labs (Year 2)
- ▶ Kindergarten Transition Programs
- ▶ College and Career Readiness Program Development and Implementation
- ▶ CCSS - deepening knowledge and skill for student achievement
- ▶ Motivating all learners through a Culturally Responsive Framework

Mid-Year Middle School Implementation Updates

▶ **Key Initiatives**

- ▶ Cross Fertilization of CCSS Instructional Strategies
 - ▶ Tools of the Trade Literacy Workshop
 - ▶ Assessment and Grading for Learning Mini-Conference
 - ▶ Part-time Literacy Facilitator/SBA Math & Literacy Prep/Columbia TC Workshops
- ▶ EMP(OWER) Math
- ▶ School-wide Social/Emotional Strategies

▶ **Successes**

- ▶ Collaboration on CCSS Implementation
- ▶ College and Career Readiness Components
- ▶ Data Snapshots
- ▶ School-level Innovation

▶ **Next Steps**

- ▶ Review SBA results to set PD priorities/summer collaborative planning
- ▶ EMP(OWER) Math Year #2
- ▶ Strategies to integrate social emotional learning into school day

Mid-Year High School Implementation Updates

▶ **Key Initiatives**

- ▶ Student Led Conferences
- ▶ Summer Bridge – 8th to 9th grade transition
- ▶ Partnerships with Community Based Organizations

▶ **Successes**

- ▶ Ownership of learning
- ▶ Attendance improvement; Relationship building student-student, student-staff & staff-staff
- ▶ Wrap around support for students, families, and staff

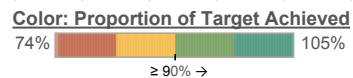
▶ **Next Steps**

- ▶ Continued encouragement of family engagement
- ▶ Differentiated professional development for HS to support their continued analysis and use of data

School Year 2014-15 Families and Education Levy Semester One Results

City of Seattle Department of Education & Early Learning | May 2015

Measure	Investment	Grantee	Focus Students	N	Target	2014-15 Grantee Results		Change from Prev. Yr.		
						Grantee Target	District Avg.	Grantee	District	
Fewer Than Five Absences	ES Innovation	Bailey Gatzert	K-5 Af. Am. & Latino	245	66%	76%		15%	3%	
		Beacon Hill	K - 5	480	87%	84%		-1%	0%	
		Concord	K - 5	404	72%	70%		3%	0%	
		Graham Hill	K - 5	367	77%	70%		-3%	0%	
		Highland Park	K - 5	367	73%	70%		2%	0%	
		Madrona K-5	K - 5	200	81%	65%		-1%	0%	
		Olympic Hills	K - 5	294	74%	66%		2%	0%	
		Roxhill	K - 5	352	77%	77%		4%	0%	
		Sanislo	K - 5	273	75%	74%		3%	0%	
		South Shore	Gr. 3 - 5	191	88%	80%		-7%	1%	
		West Seattle ES	K - 5	411	65%	69%		8%	0%	
	Wing Luke	K - 1	117	69%	67%		6%	0%		
	MS Innovation	Aki	Af. Am. & Latino	357	63%	54%		-3%	2%	
Denny		6 - 8	920	68%	68%		4%	-1%		
Mercer		6 - 8	1069	77%	76%		2%	-1%		
Washington		6 - 8	1131	69%	65%		0%	-1%		
MS Linkage	Hamilton	Math L1/L2	90	65%	58%		-2%	2%		
	Madison	Math L1/L2	169	56%	62%		14%	2%		
	Madrona	6 - 8	92	74%	65%		-6%	-1%		
	McClure	Math L1/L2	90	59%	54%		1%	2%		
	Orca	Math L1/L2	76	73%	68%		0%	2%		
	Whitman	6	294	73%	67%		-1%	-1%		
HS Innovation	Cleveland	First-time 9	193	69%	71%		6%	2%		
	Franklin	First-time 9	349	70%	71%		5%	2%		
	Ingraham	First-time 9	353	72%	71%		2%	2%		
	West Seattle	First-time 9	249	64%	63%		3%	2%		
Passing Core Courses	MS Innovation	Aki	6 - 8	729	96%	95%		0%	1%	
		Washington	Math L1/L2	332	86%	85%		5%	2%	
	MS Linkage	Broadview-Thoms.	6 - 8	204	85%	87%		6%	1%	
		Eckstein	7 - 8	569	97%	97%		1%	1%	
		Madison	Math L1/L2	170	89%	88%		1%	2%	
		Salmon Bay	Math L1/L2	92	87%	92%		4%	2%	
		South Shore	6 - 8	263	93%	94%		5%	1%	
	HS Innovation	Cleveland	First-time 9	190	88%	95%		9%	3%	
		Franklin	First-time 9	352	83%	80%		4%	3%	
		Ingraham	First-time 9	353	91%	92%		9%	3%	
		West Seattle	First-time 9	251	89%	85%		1%	3%	
	Fewer Than Five Absences	CBFS	CISC	1 - 5	40	95%	100%		5%	Not Applicable
			ReWA	1 - 5	39	88%	69%		5%	
Sea. Indian Health			1 - 5	28	61%	57%		-1%		
FSW		Fam. Support Prog.	K-5 FSW students	538	62%	66%		7%		
Passing ≥1 ELA Class	HS Innovation	Interagency	All 9	121	80%	80%		4%		
Passing ≥1 Math Class	HS Innovation	Interagency	All 9	122	83%	81%		13%		
Indiv. Attend. ≥ 70%	HS Innovation	Interagency	9 - Enrolled 20+ days	139	43%	35%		2%		

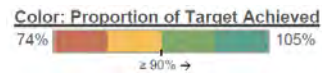


*Data provided by Seattle Public Schools (March 2015). Results reflect First Semester activity. Questions? Please contact Education@Seattle.Gov.

A Guide to Reading the Families and Education Levy Semester One Results Summary

School Year 2014-15 Families and Education Levy Semester One Results City of Seattle Department of Education & Early Learning | May 2015

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		Wing Luke	K - 1	117	69%	67%		6%	0%



Bar denotes percent of students meeting the measure. The black bar signifies the grantee's measure target and the number denotes the grantee's actual performance. If the colored bar exceeds the black line; the grantee has exceeded the target. The blue bar denotes the district average for the specified subgroup. In this example, 80% of South Shore's 3-5th graders had fewer than five absences during semester one which was greater than the district average for 3-5th graders, but less than the grantee's target or goal of 88% of students meeting the measure. Bar color represents the proportion of target met. Green bars signify $\geq 90\%$ of target met (goal) and therefore 100% of eligible performance pay awarded. Yellow/red bars denote $\leq 90\%$ of target met and some proportion of eligible performance pay awarded. Grantees are awarded performance pay based on percent of target attained. Funds are awarded on a sliding scale by 10% increments.

Column shows percentage point change from previous year for the grantee's identified subgroup. In this example, the percent of K-1st grade students enrolled at Wing Luke absent fewer than five days during the first semester in SY 2014-15 improved by 6 percentage points from first semester in SY 2013-14. Green bars denote percentage point increase in actual performance compared to previous year. Yellow and red bars denote decrease in performance compared to previous year.

Column shows percentage point change from previous year for similar Seattle Public Schools' students. In this example, the percent of Seattle Public Schools' K-1st grade students absent fewer than five days during the first semester in SY 2014-15 did not change from first semester in SY 2013-14 (0%).

In this example, 67% of Wing Luke's K-1st graders had fewer than five absences. The actual performance (67%) is less than the target (69% - black line) and less than the district average (blue line - just to the right of the black line). The performance bar is colored green because Wing Luke still attained $\geq 90\%$ of its target and therefore earned 100% of its eligible performance pay.

KEY TERMS:

- **"Measure"** – Indicator or outcome being assessed. First semester measures include: 1) Attendance - % students with fewer than five absences and 2) Courses - % students passing core courses unless otherwise stated.
- **"Investment"** The Levy investment area or program (i.e. Elementary School Innovation, Middle School Linkage, Middle School Innovation, and High School Innovation)
- **"Grantee"** – School or organization receiving Levy funding.
- **"Focus Students"** – The group of students being evaluated by the measure.
- **"N"** – The total number of students being evaluated by the measure.
- **"Target"** or **"Grantee Target"** – Each grantee receives a customized target or goal for their performance measure. Targets are based upon the grantee's baseline trend data and are intended to be ambitious, but attainable.

SPP Update, Levy Oversight Committee, May 12, 2015

Overview:

The DEEL Early Learning Team is on-track to contract with community and school-based providers to open SPP classrooms in September. DEEL staff have:

1. Released the RFI to identify and select providers. The RFI was due Thursday, May 7.
2. Drafted the Partnership Agreement with the School District and presented it to the School Board for review and approval.
3. Drafted the MOU with the Washington State Department of Early Learning (DEL).
4. Hired Third Sector Intelligence (3SI) to develop the Comprehensive Evaluation Strategy.
5. Met with representatives from the Gates Foundation.

1. SPP Providers/Classrooms for 2015–16

With the approval of the Mayor and in alignment with the SPP Implementation Plan approved by ordinance, DEEL has proceeded with a lean RFI process. In comparison to past RFI processes, the application contains fewer questions requiring narrative responses. We expected that applicants would be able to complete the application within an hour or two and would not have to hire consultants.

The RFI Timeline

Date Due (approximate)	Item	Complete
7 April 2015	Request for Letter of Intent released	X
10 April 2015	Implementation Plan bill signing	X
14 April 2015	Community information sessions (2)	X
20 April 2015	RFI released	X
28 April 2015	RFI Information Session	X
4 May 2015	RFI questions deadline	X
7 May 2015	RFI response deadline	X
22 May 2015	SPP RFI announcement of successful proposer(s)	
30 May 2015	Provider agencies announced	
1 June 2015	Student enrollment outreach	
30 June 2015	SPP RFI anticipated contract negotiations complete	
Ongoing after June 2015	Student enrollment	
September 2015	Launch SPP	

A preliminary review of RFI responses indicates **6 providers are applying for 19 SPP classrooms serving a total of 340 children**. These figures do not include any Seattle Public Schools classrooms. Our targets for next school year were 14 classrooms serving 280 children. In addition, **7 providers applied for 142 SPP Pathway slots** that would help them move toward SPP eligibility. Funding is available for approximately 60 of these slots.

The bottom line is that SPP will deliver 14 classrooms beginning in September. Building towards 39 classrooms for 2016-17 will be more of a challenge, but is attainable. The SPP Pathway, the structuring and use of the SPP facilities improvement and renovations funds, and collaborating with SPS will allow DEEL to pursue multiple avenues for capacity building in the early learning community.

2. Partnership Agreement with Seattle Public Schools

The Ordinance 124509 requires a Partnership Agreement (Agreement) with Seattle Public Schools prior to allocating and funds to SPS. The Agreement must be approved by the City Council and the School District. Teams from the City and SPS have met six times to discuss the parameters of the Agreement.

Partnership Agreement -- Process

The District	The City
<ul style="list-style-type: none"> • The proposed Agreement was submitted to the School Board Executive Committee on Friday, May 1 and posted online. • The Board Executive Committee met on May 7, and forwarded the Agreement to the full Board for consideration. Key District staff were present. • The Seattle Public Schools’ entire Board of Directors meets on May 20. The Board will consider Agreement at this meeting. 	<ul style="list-style-type: none"> • The proposed Agreement will be sent to the Levy Oversight Committee (LOC) and reviewed on May 12. • After the LOC reviews the Agreement, it is expected to be transmitted to the City Council on May 19.

Notes:

- The following materials have been prepared: the proposed Agreement (Attachment 1), a joint letter of support (Attachment 2) from Mayor Murray and Superintendent Nyland, and a joint press release (Attachment 3). The City and District distributed the press release on Tuesday, **May 5**.
- The Agreement clarifies that neither the City nor the District will be expected to use public funds in ways that conflict with their intended purposes. The City and the District will negotiate how much the District will be reimbursed to support SPP functions (administrative support functions only).¹ Assuming the District chooses to participate as a provider, it will receive the same reimbursement levels as community providers.
- The District has agreed to allow the City to assign ID numbers to children that will be used as their SPS Student ID numbers if they matriculate.
- The School Board will make the final decision about whether to move forward with SPP. DEEL staff have also been told that the Board will not consider participation in SPP until after the Partnership Agreement is approved.

3. Memorandum of Understanding with DEL for SPP

Process: DEEL drafted the MOU (Attachment 4). DEL and DEEL have a very productive working relationship and the process is going very smoothly. The MOU will likely be signed soon.

Content: The MOU requires an annual work plan due by June 1 each year. The work plan for the 2015-16 school year is under development and will include sections on kindergarten readiness, shared resources, workforce development, and efficiency/communication processes.

¹ For example, the City pays the District approximately \$100K in connection with the Data Sharing Agreement to support the Families and Education Levy. This statement is saying that If District resources are required for SPP, the City will pay for these resources – most likely in the form of staff time.

4. *Comprehensive Evaluation Strategy*

The Comprehensive Evaluation Strategy, due to the City Council on August 3, will include plans for on-going quality assurance, process evaluation, and impact evaluation. As directed by Resolution 31527, it must be designed and executed by external evaluation experts.

The RFP evaluation panel unanimously recommended contracting with Third Sector Intelligence (3SI) because:

- 3SI has the local knowledge and connections necessary to ensure that this project leverages all available resources.
- They were confident that the 3SI team could design a plan for quality assurance that would help the program succeed.

The 3SI group is based in Washington and has teamed with experts from the National Institute for Early Education Research (NIEER), the University of Washington (UW), and APA Consulting. The two main strengths of the 3SI proposal were its approach to the Comprehensive Evaluation Strategy and its plan for helping DEEL build a useful approach to on-going quality assurance. The team as a whole is intimately familiar with Early Achievers, DEL policies and practices, UPK ramp-up and impact evaluation, and the data that is available in Washington State and how to access it. They emphasized their abilities to leverage information available from other agencies and to create new processes from scratch if needed. They were confident and well-versed in everything DEEL hopes to accomplish over the next year in relation to evaluating SPP.

The ***Third Sector Intelligence, Inc. (3SI)*** team includes:

- Chris Strausz-Clark, Managing Principal, 3SI
- Maria Gingerich, Senior Manager, 3SI
- Phil Sirinides, Senior Advisor to 3SI, (Senior Researcher at University of Pennsylvania)
- Valisa Smith, Senior Advisor to 3SI, (Principal VMS Consulting)
- Jim Minervino, Senior Advisor to 3SI
- Joelle Gruber, Consultant, 3SI
- Jon Oakdale, Principal, 3SI
- Ruth Lett, Consultant, 3SI
- Josh Halfon, Analyst, 3SI
- Steve Barnett, Director, NIEER
- Milagros Nores, Associate Director of Research, NIEER
- Alissa Lange, Assistant Research Professor, NIEER
- Jessica Francis, Research Fellow, NIEER
- Gail Joseph, Associate Professor of Educational Psychology, UW
- Janet S. Soderberg, Director of Research and Evaluation, CQEL
- Anne Mitchell, Consultant, APA Consulting
- Simon Workman, Associate, APA Consulting

Contract negotiation is underway.

Supporting Materials:

Attachment 1: Draft Partnership Agreement with SPS

Attachment 2: Joint Letter of Support from Mayor Murray and Superintendent Nyland

Attachment 3: Joint Press Release about the Partnership Agreement

Attachment 4: Draft MOU with DEL

Attachment 1: Draft Partnership Agreement with SPS

**PARTNERSHIP AGREEMENT
BETWEEN
SEATTLE SCHOOL DISTRICT NO. 1
AND
CITY OF SEATTLE**

This Partnership Agreement ("Agreement") is entered into effective June 1, 2015 between Seattle School District No. 1, a Washington municipal corporation ("District") and the City of Seattle, an incorporated city in Washington State ("City") for the purpose of outlining the roles and responsibilities of the parties' cooperative relationship. The overriding goal is to provide access to quality preschool for all 3- and 4-year-old Seattle children through the successful implementation of the Seattle Preschool Program ("SPP").

Background

In May 2014, Mayor Edward B. Murray and the Seattle City Council proposed a taxpayer-funded levy (Ordinance 124509) to support the Seattle Preschool Program, a four-year demonstration project to provide "accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement" (City of Seattle Proposition 1B, preamble). The Mayor also submitted an Action Plan that describes the demonstration project and its core guiding principles.

In November 2014, Seattle voters approved the demonstration project that will build toward serving 2,000 children in 100 classrooms by the 2018-2019 school year through a mixed-delivery contracting model. The vision of the City is to contract with Seattle Public Schools, community-based organizations, and preschool provider cooperatives to provide preschool services and to braid and blend publicly-supported funds to create a high-quality, voluntary, accessible preschool program for Seattle's children.

Section 12 of Ordinance 124509 requires that there be a Partnership Agreement between the City of Seattle and Seattle School District as the District chooses to participate in this program.

"The Partnership Agreement shall set forth the parties' roles and responsibilities for achieving the desired outcomes for Preschool Services.² It shall outline how the City and the School District shall work collaboratively to the benefit of children in preschool."

² As per City of Seattle Ordinance 124509, "Preschool Services" means the array of programs and activities referred to in Section 1 and Section 5 of this ordinance as well as in both the Action Plan and Implementation Plan, with such modifications as the City Council may from time to time authorize by ordinance.

The Agreement must be approved by the Seattle City Council and the Seattle Public Schools Board of Directors, and must be in effect before SPP levy proceeds may be spent on District programs or functions.

The SPP Implementation Plan was approved by the City Council on April 6, 2015 and signed by Mayor Edward B. Murray on April 10, 2015. As a companion to the SPP Action Plan, the Implementation Plan sets forth the principles and policies for the SPP and details requirements, application procedures, funding mechanisms, and evaluation criteria for SPP-funded programs and services.

Relevant aspects of the aforementioned requirements are restated herein to provide context for the terms of this Agreement.

Preamble

We, the City and the District, embrace the understanding that quality early learning programs are critical for closing the readiness gap experienced by Seattle's students. We recognize that early learning programs are not at this time included in Washington State's kindergarten through 12th grade mandate to school districts. At the same time, the District has included early learning elements in its strategic plan in recognition of the importance of quality early learning to achieving equitable outcomes for our students.

By overwhelmingly passing the Seattle Preschool Program Levy, Seattle voters clearly expressed their desire that the community take broader responsibility for helping students achieve in school. They expect SPP to help accomplish the broad race and social justice equity goals adopted by the City and the District.

These goals can be accomplished only in partnership with the City, the District, and the community. Successful high quality early learning programs across the country have depended on such strong partnerships. Evidence from other cities clearly shows that school districts must be involved to ensure that the successful outcomes experienced by children in quality preschool environments sustain their long-term, positive impacts.

Collaboration means we agree to share resources and expertise through the preschool to 3rd grade continuum. The School District has expertise in instruction, assessment, professional development, and enrollment practices. Seattle early learning providers, as participants in the Seattle Early Education Collaborative (SEEC), have expertise with appropriate developmental practices for preschool age children, assessments of child development in multiple domains, professional development in curricula appropriate for preschool age children, and community engagement and family partnerships. By aligning these resources and expertise, we will increase the capacity of the City and the District to serve the growing number of families in our community and address the public demand for equitable educational outcomes for our children.

Results

Funds are being invested to improve school readiness as measured by the Teaching Strategies Gold (TSG) and WaKIDS assessments. Additional measures will be developed as a Comprehensive Evaluation

Strategy³ is adopted as required by the City Council. The ultimate goal is to improve school performance as measured by third grade reading, fourth grade math, and a reduction in the race-based disproportionalities in student achievement.

Principles

All City SPP levy funds are awarded to achieve measurable outcomes.

Agreements and Funding

Whereas the District and the City recognize their respective roles in the education of Seattle's children, and whereas the District and the City acknowledge their accountability to public funding sources and to the residents of Seattle, the costs associated with programs within the purview of either entity assumed by the other entity will be negotiated through formal agreements. The parties agree that neither City nor District funds will be used in ways that divert funds intended for exclusive purposes. As the District opts to contract with the City to provide preschool services, the costs associated with these services shall be reimbursed in accordance with the City's standard reimbursement for providers of preschool services.

City funds will not be used to supplant state, District, or federal funds for District functions, nor will the District divert District funds solely intended for K-12 or purposes to provide SPP services.

Alignment, Educational Continuity, and Kindergarten Transitions

The City and the District will work cooperatively to develop effective structures, procedures, and practices to promote positive preschool-to-kindergarten transitions for all SPP students in order to improve academic results for children.

³ As per City of Seattle Resolution 31527, "Section 3. If the ballot measure proposed in C.B. 118114 is approved or passed by the voters of Seattle, the Mayor shall submit a Comprehensive Evaluation Strategy ("Evaluation Strategy") to the City Council for review and approval by ordinance no later than ~~June 1, 2015~~ August 3, 2015.* The Evaluation Strategy for the program shall be designed with independent evaluation experts. The Evaluation Strategy will use both process and impact evaluations, as well as on-going continuous quality improvement controls. The Evaluation Strategy shall address what, when, and how evaluations will be carried out and identify dates for submitting completed evaluations to the City Council. The Evaluation Strategy will also identify the key evaluation questions to be answered for each type of evaluation undertaken. In addition to outlining the types of process and impact evaluations that will be undertaken to gauge preschool and provider quality and child impacts, the Evaluation Strategy shall include a process evaluation specifically designed to assess the City's administration, oversight, scale up, and implementation of its Seattle Preschool Program beginning no later than the end of Year 1 of program implementation with an initial report due at the end of Year 2 and an update due at the end of Year 3. All evaluations shall be conducted by independent, external evaluation expert(s). Ideally, the Evaluation Strategy will identify on-going research partnerships with institutions with noted expertise in early learning and evaluation." *City Council granted the Department of Education and Early Learning an extension to August.

Partnership and Collaboration

Whereas the SPP Implementation Plan states that “[the City] will work directly with Seattle Public Schools to determine the District’s participation level each year” and consistent with Section 9 of Ordinance 124509, which states that the City may contract directly with the District, the City and the District, with the approval of District administration and Board of Directors, will negotiate the number of SPP classrooms the District will contract to manage annually.

Roles and Responsibilities

City Responsibilities:

The City and the District will biannually assess the costs associated with the District’s administrative responsibilities in relation to SPP and negotiate an agreement. The City will reimburse all costs due to the District as negotiated through this biannual agreement. The aforementioned agreement does not include the costs providing preschool services through SPP.

Whereas continuous quality improvements and evaluation of results are critical to the success of SPP, to the extent possible, the City will include district-appointed representatives in conversations about emerging policies, plans, and course corrections.

Whereas SPP includes a Comprehensive Evaluation Strategy designed in partnership with evaluation experts, due to City Council in August 2015, the City will ensure that all proposed evaluations: use approaches that lead to minimal disruption to students, District staff, and classrooms; comply with the Family Educational Rights and Privacy Act (FERPA); and have institutional review board approval.⁴

Whereas SPP requires developmental screening, the City will work with the District to identify student special education needs and, with parent/guardian consent, communicate identified needs to the District to aid in planning. Additionally, the City will provide the District with summary reports (at the aggregate level) about children’s SPP attendance and support District staff to plan for the needs of incoming students.

Though the City intends to centrally manage applications for and enrollment in SPP for the 2015–2019 SPP demonstration phase, it will work with the District to create enrollment access in district facilities. Additionally, the City will work with the District to create a plan for decentralized enrollment for SPP beginning in the 2019–2020 school year, or sooner if feasible.

⁴ The purpose of an institutional review board (IRB) is to assure, both in advance and by periodic review, that appropriate steps are taken to protect the rights and welfare of humans participating in a research study. The goal is to protect human subjects from physical or psychological harm. For more information, see:

<http://www.hhs.gov/ohrp/assurances/index.html>.

Whereas participation in Early Achievers, Washington's Tiered Quality Rating and Improvement System, is a prerequisite for SPP, the City will work with the District and the State Department of Early Learning to support a collaborative approach to involving the District in these quality systems.

The City agrees that throughout the term of this partnership, City employees with unsupervised access to children will have current records of a background check by the Washington State Patrol and Federal Bureau of Investigation, including fingerprint clearance per RCW 28A.400.303 and RCW 43.43.834. It is the responsibility of the City to make sure that all necessary background checks have been conducted before individuals are assigned to work in a District school or building. If a positive criminal history is reported, the City will share that with the District and the District shall make a final determination as to whether that particular employee may be assigned to a District school. All City employees, while working in or visiting District buildings, must comply with all District policies.

District Responsibilities:

Whereas access to professional development and planning time for teachers and staff is critical to the success of SPP, the District will work with the Seattle Education Association (SEA) to ensure the District can meet the requirements of SPP. The City will pay the costs related to the professional development of SPP teachers in District-operated sites.

Whereas the City and the District intend to create a seamless system of publicly-funded education for all of Seattle's children, the District will provide designated identification numbers to the City for assignment to preschool participants. If the children transition to Seattle Public School kindergartens, every effort will be made to use these numbers as their Seattle Public Schools student ID numbers.

Whereas continuous quality improvements and evaluation of results are critical to the success of the District, to the extent possible, the District will include City-appointed representatives in conversations about emerging policies, plans, and course corrections pertaining to early learning.

Whereas the District is the local education association (LEA) responsible for the provision of services to children under the federal Individuals with Disabilities Education Act (20 U.S.C. §1412(a)(3)), the District will accept Child Find referrals from SPP programs to evaluate children for special education needs.

The District will communicate all relevant District policies pertaining to City employees and others working or visiting District buildings by August 1 prior to each school year.

District-Operated SPP Program Responsibilities:

Whereas SPP provider agencies are required to adhere to program standards and requirements detailed in the SPP Action and Implementation Plans, as a provider of preschool services for SPP, the District will adhere to all SPP quality requirements including, but not limited to: participating in Early Achievers, requiring and reporting teacher qualifications in the MERIT system, and participating in the evaluation of SPP.

Whereas the City requires, funds, and provides training on either HighScope® or Creative Curriculum® for Preschool, Fifth Edition, and, whereas the District currently uses the HighScope curriculum, the District will develop job categories for HighScope-trained and Creative Curriculum-trained teachers to ensure stable staffing of SPP teachers in District-operated classrooms.

Whereas the City requires embedded coaching in all SPP classrooms and professional development for all SPP teachers and assistant teachers, instructional staff from District-operated SPP programs will participate in professional development and coaching to the extent that the requirements do not violate District responsibilities under the law or collective bargaining agreement(s). Any conflicts shall be explicitly noted and addressed in the District's preschool service provider contract, negotiated prior to becoming a preschool service provider for SPP. The District will work with the Seattle Education Association to negotiate coach access to preschool teachers in District-operated SPP classrooms. Coaching will not be used for District teacher evaluation purposes, but will be solely for the purpose of teacher growth and achievement of student outcomes.

Whereas the City and the District are acutely aware of District space-constraints and community concerns over the allocation of space in District-managed buildings, the District is eligible to apply for City funding for facilities improvements, expansions, and renovations for the purposes of providing City-funded early learning programs. Certain rules and restrictions will apply in the event that funds are awarded.

General Provisions

Unless otherwise amended, this Agreement shall be for the period commencing upon adoption by the Seattle City Council and the District and ending on August 31, 2019.

The City and the School District shall each act in good faith and shall carry out the terms of the Agreement as expeditiously as possible. The City's responsibilities will be carried out through the Department of Education and Early Learning.

This Agreement and any subsequent amendments must be authorized by a resolution adopted by the Seattle City Council and by a resolution adopted by the Seattle Public Schools Board of Directors.

SPP Update, Levy Oversight Committee, May 12, 2015

Either the City or the District may propose amendments to this Agreement consistent with the Seattle Preschool Program Levy Action Plan and Implementation Plan adopted by the City Council by ordinance; Seattle Public Schools Strategic Plan; and Seattle Public Schools Policies and Procedures.

By signing below, each signatory represents that it has the authority to execute this Partnership Agreement.

SEATTLE SCHOOL DISTRICT NO. 1

CITY OF SEATTLE

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

Attachment 2: Joint Letter of Support from Mayor Murray and Superintendent Nyland

April XX, 2015

Executive Committee of the Seattle Public Schools Board of Directors
Seattle School District
Attention: Board of Directors
MS 11-010
PO Box 34165
Seattle, WA 98124-1165

City of Seattle Preschool Program Levy Oversight Committee
Seattle Department of Education and Early Learning
700 5th Ave, Suite 1600
PO Box 94665
Seattle, WA 98124-1165

Re: The City of Seattle and Seattle Public Schools Partnership Agreement

Dear Executive Committee and Levy Oversight Committee:

It is with great pleasure that we present, for your consideration, a draft Partnership Agreement between the City of Seattle and Seattle Public Schools related to implementation of the Seattle Preschool Program. In November 2014, Seattle voters approved the demonstration phase of a universal preschool program with voter support of over 69%. We heard their message clearly—our City supports high-quality, affordable early learning for all.

This Agreement represents another step toward eliminating the opportunity gap. Since the passage of the first Families and Education Levy, the City and the District have been collaborating to support Levy-funded programs and services to improve academic outcomes for students who need it most. With every iteration of the Levy, the City and the District have improved processes and solidified our partnership.

We would like to thank District and City staff for their cooperation and coordination in drafting this Partnership Agreement and ensuring that District and City interests were considered and protected. The City and the District have vested interests in ensuring the quality of children's experiences and academic success from early childhood through college, but we also have a responsibility to ensure public monies are used as intended. This Agreement affirms these commitments.

The attached Partnership Agreement:

- ✓ Emphasizes the **collaborative relationship between the City and the District** in the education of our youngest students and reiterates the City's intention to negotiate District participation as an SPP provider annually.

- ✓ Recognizes our shared commitment to reaching **mutually beneficial agreements with equitable funding structures**.
- ✓ Acknowledges our joint goal of promoting practices that **support positive preschool-to—kindergarten transitions** for all SPP children to improve academic outcomes.

Our community deserves an aligned approach with seamless transitions and coordinated efforts and we thank you for your dedication to our City and participation in this process. Given our goal of launching 14 high-quality preschool classes in September, we are eager for you to review this Partnership Agreement and refer it to the Seattle Public Schools Board of Directors and the Seattle City Council in May 2015. We hope you see fit to move this Agreement forward.

We believe that this Partnership Agreement will protect the interests of all concerns and take advantage of the opportunities presented by the Seattle Preschool Program.

Sincerely,

Superintendent Larry Nyland

Mayor Edward B. Murray

Attachment 3: Joint Press Release about the Partnership Agreement

NEWS RELEASE

Date, 2015

FOR IMMEDIATE RELEASE:

Contact: Rachel Schulkin, Community Outreach, (206) 684-3942, rachel.schulkin@seattle.gov

Seattle Schools, City begin work to solidify Seattle Preschool partnership

SEATTLE (May 5, 2015) – The Seattle Department of Education and Early Learning and Seattle Public Schools have developed a draft [partnership agreement](#) on how they will work together on the Seattle Preschool Program.

Both the District and City have worked hard to ensure that the Seattle’s first steps toward a universal preschool system will complement and enhance K-12 education. The City and District share a goal of closing the readiness and achievement gaps that persist for many of Seattle’s students.

“Collaboration with our school district partners is key to the success of this program,” said Mayor Ed Murray. “Seattle Preschool Program is designed to prepare students to be ready for school. Through strong partnership with the Seattle Public Schools, we can ensure positive outcomes for preschoolers and also sustain that success.”

“Seattle Public Schools is looking forward to a partnership with the City of Seattle and the Washington State Department of Early Learning to increase access to preschool for Seattle’s 3 and 4 year olds and aligning pre-K systems,” said Seattle Public Schools Superintendent Larry Nyland. “The city and district have vested interests in ensuring the quality of children’s experiences and the continuity of that quality from early childhood through college.”

The partnership agreement outlines how the City and District will work together to share resources and expertise as students move from preschools into early elementary settings. The agreement includes provisions on shared professional development, assessment tools, curricula, and community and family engagement strategies.

The partnership agreement also discusses how the district might operate Seattle Preschool Program classrooms, a development already approved by the Seattle City Council.

The Seattle City Council, the Seattle Public Schools Board of Directors and the Seattle Preschool Program Levy Oversight Committee must review and approve the new partnership agreement before it is implemented.

~MoS~

Attachment 4: Draft MOU with DEL

Seattle Department of Education and Early Learning

&

Washington Department of Early Learning

Memorandum of Understanding

BACKGROUND

Across the country, economic and racial disparities persist in third-grade reading levels, fourth-grade math levels, and high school graduation rates. Disparities linked to family income and race evident early in life can persist throughout a student's academic career. While some children have ample opportunities to develop school-ready social and pre-academic skills, many do not. On average, children from low-income families and children of color have fewer opportunities to become appropriately prepared for the social and academic challenges of the kindergarten through 12th grade system than do their peers. From the time children enter school, there is a "readiness gap." This gap is about opportunity. In Seattle and Washington State, it is our goal to ensure that every child has the opportunity and support needed to thrive in school and life.

In Washington, the Washington Kindergarten Inventory of Developing Skills (WaKIDS) is used to gather information about children's developing skills as they enter kindergarten. Observations are completed in six domains: social-emotional, physical, language, cognitive, literacy, and math. WaKIDS data show that of the over 40,000 children who were assessed in Washington during the 2014–15 school year, 60% of them entered kindergarten below expected levels in one or more of these domains; 29% were below expected levels in three or more domains. In Seattle and across Washington State, these deficits were more pronounced for children of color.

Over the last decade, it has become clear from both scientific and economic perspectives that investments in high-quality early learning lead to better academic and life outcomes for children and families. High-quality early learning helps prepare all children to enter school with the skills they need to succeed.

THE SEATTLE DEPARTMENT OF EDUCATION AND EARLY LEARNING

The mission of the City of Seattle's Department of Education and Early Learning (DEEL) is to ensure that all Seattle children have the opportunity to succeed in school and in life and to graduate from high school ready for college or a career.

In May 2014, Mayor Edward B. Murray and the Seattle City Council proposed a taxpayer-funded levy ([Ordinance 124509](#)) to support the Seattle Preschool Program, a four-year demonstration project to provide "accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement" (City of Seattle Proposition 1B, preamble). The Mayor also submitted an [Action Plan](#) that describes the demonstration project and the core guiding principles. In November 2014, Seattle voters approved the demonstration project that will build toward **servicing 2,000 children in 100 classrooms by the 2018-2019 school year** through a mixed-delivery contracting model. The

vision of the City is to contract with the Seattle Public Schools, community-based organizations, and preschool provider cooperatives (hubs) as preschool providers and to braid and blend publicly-supported

The [SPP Implementation Plan](#) was approved by the City Council on April 6, 2015 and signed by Mayor Edward B. Murray on April 10, 2015. As a companion to the SPP Action Plan, the Implementation Plan sets forth the principles and policies for the SPP and details requirements, application procedures, funding mechanisms, and evaluation criteria for SPP-funded programs and services.

WASHINGTON STATE DEPARTMENT OF EARLY LEARNING

The Washington State Department of Early Learning (DEL) was created in 2006⁵ to help ensure all children in Washington reach their potential. The Department is dedicated to working with partners to build a world-class early learning system in which children and families have access to programs, support and resources they need. The quality of life and economy in Washington depends upon children who grow up healthy, confident and capable. DEL offers voluntary, comprehensive, high-quality early learning programs and support to families and early learning professionals. The Department's vision is for "Children in Washington start kindergarten healthy, capable, and confident in their ability to learn and succeed." DEL's programs and services include:

- Early Childhood and Assistance Program (ECEAP) which provides state-funded preschool services for low-income children.
- Early Achievers – Washington's quality rating and improvement system which provides resources and supports to high-quality, highly rated licensed child care sites.
- Working Connections Child Care which provides child care subsidies to eligible families.
- Child Care licensing which ensures that licensed child care meets health, safety and other quality standards.

PREAMBLE

The goal of the Seattle Preschool Program is to eliminate the kindergarten readiness gap for all children.

The City of Seattle's DEEL and Washington State's DEL support and promote common strategies and principles to achieve this ultimate goal. Both City and State dedicate resources to:

- Increase access to high-quality preschool for target populations.
- Focus investment in high-quality preschool elements, including:
 - Highly-qualified preschool teaching staff,
 - Research-based curriculum with fidelity implementation,
 - Full day preschool services which offer adequate intensity to support socio-emotional and pre-academic school readiness outcomes, and
 - Individualized services which meet the needs of students.
- Support high-quality, effective instruction by increasing:
 - The use of research-based curricula in State- and City-funded and managed preschool programs.
 - The number of preschool teachers with Bachelors' Degrees in Early Childhood Education in Seattle.

⁵ Statutory authority: DEL duties are outlined in RCW 43.215.02

- The intentionality of professional development and instructional coaching through data-driven planning, decision-making, and course corrections.

VISION

The goals of this Memorandum of Understanding are to maximize quality and access through coordinated efforts that reinforce and build on each other and to maximize resources and avoid duplication between City- and State-managed resources to:

- Increase the quality of preschool programs in Seattle, as measured by the DEL's Early Achievers quality framework.
- Collaborate with federal, state, and local partners to support the blending and braiding of all revenue streams to increase the capacity of school- and community-based preschool providers' to meet requirements and participate in multiple programs seamlessly.
- Increase partnerships and referrals to increase access for all children in Seattle.
- Increase coordinated use of data to track and analyze programmatic processes and impacts to inform course corrections.

PRINCIPLES

- **Joint Leadership:** *DEEL and DEL shall support both local and statewide quality efforts, increasing awareness of the benefits and support for the expansion of high-quality preschool in Washington.*
- **Shared Lessons:** *DEEL and DEL shall learn from both City- and State-managed initiatives, strategies, and supports, including effective practices & systems that lead to the provision of high-quality services and ineffective practices that inform course corrections.*
- **Integrated efforts:** *DEEL and DEL shall work together to integrate or layer joint resources and efforts toward common goals. Duplication shall be avoided through communication and partnership.*
- **Communication:** *DEEL and DEL shall identify regular opportunities to meet, agree on joint strategies, problem-solve, and provide updates on issues of joint concern.*

PARTNERSHIP COMMUNICATION PLAN

DEEL and DEL shall execute a mutually agreeable work plan on an annual basis, to be completed by June 1 for the forthcoming school year. This work plan shall include:

- Desired outcomes
- Roles and responsibilities of each agency in achieving outcomes and measurable indicators of success
- A schedule of checkpoints for measuring progress on indicators
- Communication protocols

The two entities will meet quarterly to review the status, update, and clarify the annual work plan.

SPP Update, Levy Oversight Committee, May 12, 2015

By signing below, each signatory represents that it has the authority to execute this Partnership Agreement.

WASHINGTON DEPT OF EARLY LEARNING

SEATTLE DEPT OF EDUCATION AND EARLY LEARNING

SIGNATURE

SIGNATURE

PRINTED NAME

PRINTED NAME

TITLE

TITLE

DATE

DATE

<end>

PARTNERSHIP AGREEMENT
SEATTLE SCHOOL DISTRICT NO. 1 AND CITY OF SEATTLE
SUMMARY

Background: Section 12 of Ordinance 124509 requires that there be a Partnership Agreement between the City of Seattle and Seattle School District as the District chooses to participate in this program. The Agreement must be approved by the Seattle City Council and the Seattle Public Schools Board of Directors, and must be in effect before SPP levy proceeds may be spent on District programs or functions.

Preamble: We, the City and the District, embrace the understanding that quality early learning programs are critical for closing the readiness gap experienced by Seattle's students. ... These goals can be accomplished only in partnership with the City, the District, and the community.

Results: Funds are being invested to improve school readiness as measured by the Teaching Strategies Gold (TSG) and WaKIDS assessments. Additional measures will be developed as a Comprehensive Evaluation Strategy is adopted as required by the City Council. The ultimate goal is to improve school performance as measured by third grade reading, fourth grade math, and a reduction in the race-based disproportionalities in student achievement.

Principles

All City SPP levy funds are awarded to achieve measurable outcomes.

Agreements and Funding: The costs associated with programs within the purview of either entity assumed by the other entity will be negotiated through formal agreements. ... City funds will not be used to supplant state, District, or federal funds for District functions, nor will the District divert District funds solely intended for K-12 purposes to provide SPP services.

Alignment, Educational Continuity, and Kindergarten Transitions: The City and the District will work cooperatively to develop effective structures, procedures, and practices to promote positive preschool-to-kindergarten transitions for all SPP students in order to improve academic results for children.

Partnership and Collaboration: With the approval of District administration and Board of Directors, will negotiate the number of SPP classrooms the District will contract to manage annually.

The City will:

- Biannually assess the costs associated with the District's administrative responsibilities in relation to SPP and negotiate an agreement.
- Include district-appointed representatives in conversations about emerging policies, plans, and course corrections.

- Ensure that all proposed evaluations: use approaches that lead to minimal disruption to students, District staff, and classrooms; comply with the Family Educational Rights and Privacy Act (FERPA); and have institutional review board approval.
- Work with the District to identify student special education needs and, with parent/guardian consent, communicate identified needs to the District to aid in planning.
- Provide the District with summary reports (at the aggregate level) about children’s SPP attendance and support District staff to plan for the needs of incoming students.
- Work with the District to create enrollment access in district facilities.
- Work with the District to create a plan for decentralized enrollment for SPP beginning in the 2019–2020 school year, or sooner if feasible.
- Work with the District and the State Department of Early Learning to support a collaborative approach to involving the District in these quality systems.
- Ensure that all City employees, while working in or visiting District buildings, must comply with all District policies.

The District will:

- Work with the Seattle Education Association (SEA) to ensure the District can meet the requirements of SPP. The City will pay the costs related to the professional development of SPP teachers in District-operated sites.
- Provide designated identification numbers to the City for assignment to preschool participants.
- Include City-appointed representatives in conversations about emerging policies, plans, and course corrections pertaining to early learning.
- Accept Child Find referrals from SPP programs to evaluate children for special education needs.
- Communicate all relevant District policies pertaining to City employees and others working or visiting District buildings by August 1 prior to each school year.

If the District elects to participate in SPP, the District will:

- Adhere to all SPP quality requirements.
- Develop job categories for HighScope-trained and Creative Curriculum-trained teachers to ensure stable staffing of SPP teachers in District-operated classrooms.
- Allow instructional staff from District-operated SPP programs to participate in professional development and coaching to the extent that the requirements do not violate District responsibilities under the law or collective bargaining agreement(s).
- Be eligible to apply for City funding for facilities improvements, expansions, and renovations for the purposes of providing City-funded early learning programs.

General Provisions: This Agreement and any subsequent amendments must be authorized by a resolution adopted by the Seattle City Council and by a resolution adopted by the Seattle Public Schools Board of Directors.



City of Seattle
Edward B. Murray, Mayor



Superintendent Larry Nyland

May 5, 2015

Executive Committee of the Seattle Public Schools Board of Directors
Seattle School District
Attention: Board of Directors
MS 11-010
PO Box 34165
Seattle, WA 98124-1165

City of Seattle Levy Oversight Committee
Seattle Department of Education and Early Learning
700 5th Ave, Suite 1700
PO Box 94665
Seattle, WA 98124-6965

Re: City of Seattle and Seattle Public Schools Partnership Agreement

Dear Executive Committee and Levy Oversight Committee:

It is with great pleasure that we present, for your consideration, a draft Partnership Agreement between the City of Seattle and Seattle Public Schools related to implementation of the Seattle Preschool Program. In November 2014, Seattle voters approved the demonstration phase of a universal preschool program with voter support of over 69%. We heard their message clearly – our City supports high-quality, affordable early learning for all.

This Agreement represents another step toward eliminating the opportunity gap. Since the passage of the first Families and Education Levy, the City and the District have been collaborating to support Levy-funded programs and services to improve academic outcomes for students who need it most. With every iteration of the Levy, the City and the District have improved processes and solidified our partnership.

We would like to thank District and City staff for their cooperation and coordination in drafting this Partnership Agreement and ensuring that District and City interests were considered and protected. The City and the District have vested interests in ensuring the quality of children's experiences and academic success from early childhood through college, but we also have a responsibility to ensure public monies are used as intended. This Agreement affirms these commitments.

The attached Partnership Agreement:

- ✓ Emphasizes the **collaborative relationship between the City and the District** in the education of our youngest students and reiterates the City's intention to negotiate District participation as an SPP provider annually.
- ✓ Recognizes our shared commitment to reaching **mutually beneficial agreements with equitable funding structures**.
- ✓ Acknowledges our joint goal of promoting practices that **support positive preschool-to-kindergarten transitions** for all SPP/SPS children to improve academic outcomes.


Our community deserves an aligned approach with seamless transitions and coordinated efforts, and we thank you for your dedication to our City and participation in this process. Given our goal of launching 14 high-quality preschool classes in September, we are eager for you to review this Partnership Agreement and refer it to the Seattle Public Schools Board of Directors and the Seattle City Council in May 2015. We hope you see fit to move this Agreement forward.

We believe that this Partnership Agreement will protect the interests of all concerned and take advantage of the opportunities presented by the Seattle Preschool Program.

Sincerely,



Superintendent Larry Nyland



Mayor Edward B. Murray