



City of Seattle
Edward B. Murray
Mayor

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CITY CLERK

July 29, 2014

Honorable Tim Burgess
President
Seattle City Council
City Hall, 2nd Floor

Dear Council President Burgess,

Since the Seattle City Council's passage of the Seattle Preschool Program (SPP) Ordinance 124509 and adoption of companion Resolution 31527, the Office for Education (OFE) has worked quickly to meet deadlines associated with developing an implementation plan for the City Council's consideration.

Ordinance 124509 and Resolution 31527 directed the Office for Education, the Office of Immigrant and Refugee Affairs, the Office of Civil Rights, and the Office of Policy and Innovation to convene an interdepartmental team to provide an "RSJI Toolkit Plan" to the City Council. Additionally, the City Council requested OFE to create a Race and Social Justice Initiative (RSJI) toolkit for program development prior to embarking on SPP implementation planning.

To meet these goals this interdepartmental team has met numerous times and accomplished the following:

- Participated in an inter-departmental team consisting of representatives from OCR and OIRA.
- Received a basic training in the RSJI Toolkit process.
- Briefed the interdepartmental team about the development and outreach process that has informed the Seattle Preschool Program Action Plan.
- Used the RSJI Toolkit structure to describe RSJI activities that have taken place to date in the SPP development process.
- Evaluated the work to date through an RSJI lens and created a list of remaining concerns.
- Designed a toolkit structure that is tailored to the Seattle Preschool Program.
- Recommended that this toolkit be applied to discussions and decisions that are made within the implementation planning process.
- Made recommendations of how implementation planning can be structured to make toolkit analyses most successful.

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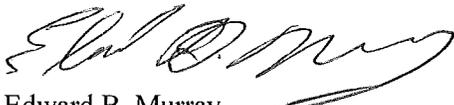
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The RSJI toolkit will incorporate the various perspectives of families, teachers, and communities of color. The toolkit asks how SPP policies or decisions provide opportunities for or potentially harm communities of color, and requests solutions for how adjustments can be made to mitigate any harm. It will also clearly document concerns that still remain. The toolkit is designed to be applied by teams who represent the voices of various communities of color and who will be participating in implementation planning.

The interdepartmental team recommends that the toolkit work be integrated within implementation planning, rather than a stand-alone process that would take place prior to implementation planning as stipulated by City Council in the Resolution and Ordinance. While this is a deviation from the City Council's direction, the interdepartmental team believes the toolkit could be most effective if applied to program decisions as they are being made with stakeholder communities represented at the table. The council's goal of ensuring that RSJI toolkit analyses directly influence decisions made during made implementation will be accomplished. Each RSJI analysis will be documented in writing.

Attached is a copy of the RSJI toolkit adapted for the Seattle Preschool Program. Preceding the toolkit are documents describing the SPP toolkit development process and outlining how the toolkit will be used throughout implementation planning.

Thank you for your consideration,



Edward B. Murray
Mayor

Attachment

Seattle Preschool Program Racial Equity Toolkit

Development Process

An interdepartmental team consisting of representatives from OCR, OFE, and HSD, and OIRA convened to create a RSJI toolkit that would be tailored to the needs of the Seattle Preschool Program.

This interdepartmental team met three times, along with supplemental phone and email check-ins.

The following tasks were accomplished:

- A basic training in the RSJI Toolkit process.
- Briefed the interdepartmental team about the development and outreach process that has informed the Seattle Preschool Program Action Plan.
- Used the RSJI Toolkit structure to describe RSJI activities that have taken place to date in the SPP development process.
- Evaluated the work to date through an RSJI lens and created a list of what RSJI questions concerning SPP still remain.
- Developed a RSJI Toolkit structure that can be used throughout SPP implementation planning.
- Developed a structure through which implementation planning teams can utilize the toolkit and document their analysis while developing program standards and policies.
- Developed a list of implementation areas where toolkit analysis will be particularly useful for identifying racial disparities.

RSJI Toolkit Implementation Plan

The RSJI Toolkit designed for the Seattle Preschool Program will be primarily utilized during implementation planning to help analyze potential policies and practices in terms of their accessibility and effectiveness for various racial, economic, cultural, ethnic and linguistic communities.

The interdepartmental team proposed a structure through which implementation planning teams will analyze proposed policies and standards using the SPP RSJI toolkit, and how these analyses will be integrated into implementation plans.

SPP Implementation Steering Committee

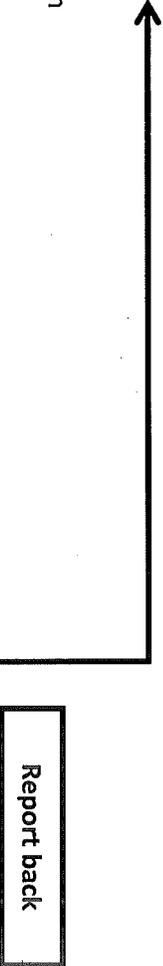
- Oversee implementation planning
- Oversee RSJI toolkit implementation

SPP Implementation subcommittees

- Facilitators will be given instruction on how to use the RSJI toolkit designed for SPP
- Use SPP RSJI Toolkit to analyze developed practices and policies

SPP RSJI IDT

- Developed SPP specific RSJI toolkit
- Will reconvene if additional support or guidance is needed around SPP RSJI Toolkit use within Seattle Preschool Program



Seattle Preschool Program Stakeholder involvement plan

Stakeholders on implementation Steering Committee

The implementation steering committee will consist of members who are integral partners in the success of the Seattle Preschool Program. This group will be trained to use the Seattle Preschool Program RSJI toolkit and will ensure that analyses are being done on proposed implementation plans that may have racial equity impacts. Efforts will be made to create a Steering Committee that reflects the diversity of the City of Seattle and its young children. Recruitment will focus on creating a committee of early learning stakeholders that holds active and strong connections to various racial, ethnic, and linguistic communities.

Stakeholders on implementation subcommittees

Subcommittee members will be recruited from various early learning organizations, city departments, and groups that work to positively impact the lives of young children. Recruitment efforts will be aimed to ensure that subcommittees reflect the diverse backgrounds and perspectives of the children of Seattle. Recruitment will focus on creating committees of early learning stakeholders that holds active and strong connections to various racial, ethnic, and linguistic communities.

Vetting of implementation proposals with stakeholder communities

As part of the SPP RSJI Toolkit utilization process, SPP subcommittee members will be asked to take various proposed policies and practices and elicit feedback from the organizations and groups of which they are members. This feedback will be documented and shared back to the subcommittee to ensure that stakeholder and community feedback is utilized so that implementation plans will be tailored to be accessible and supportive to the communities that they serve.

Specific stakeholder groups considered in SPP RSJI Toolkit analysis

The SPP RSJI team determined that certain racial and ethnic subgroups would be important to name and consider when using the toolkit analysis. This list was created to be a starting point for implementation planning subcommittees, and as additional specific communities or subgroups arise these groups should be named and included within the toolkit process.

Public meetings and briefings

Throughout the implementation planning process there will be several opportunities for the public to be informed about the process of designing the Seattle Preschool Program. These meetings will include updates on SPP RSJI Toolkit analyses that have taken place and the outcome of these analyses.

Seattle Preschool Program Racial Equity Toolkit

Aspect of implementation being assessed:

Description:

Data needed:

City departments involved:

Main contact:

STEP 1: IDENTIFY STAKEHOLDERS

Please check which stakeholder groups are impacted by this decision. After each group checked, indicate any sub-groups. (Some likely and significant sub-groups are listed; please add/change as needed.)

Stakeholder Group	Sub-groups	
<input type="checkbox"/> Families	African American families, Latino families, Immigrant and refugee families, Native American families (Other groups that may be considered: specific racial, ethnic and geographic groups; homeless families; families in child welfare system; speak language other than English, low income families etc.)	
<input type="checkbox"/> Teachers	(e. g., specific racial, ethnic and geographic groups; alternate route teachers, School District, speak language other than English, etc.)	
<input type="checkbox"/> Providers	(e. g., directors, publicly funded centers, privately funded centers, Family Childcare Centers, School District, etc.)	

STEP 2: IDENTIFY BIAS

Your response to the following question will help provide clarity on which perspectives you have among the group doing this analysis and which you do not, to frame your own understanding as well as any additional outreach and engagement that may be needed.

1. What voices or perspectives are represented within your group (either through personal backgrounds or communities to which you are personally or professionally connected)? What voices are not represented within your group?

STEP 3: IDENTIFY BENEFITS/BURDENS, OPPORTUNITIES/HARMS

For each stakeholder sub-group, please fill in the following chart. (Please insert additional rows or make additional copies of this chart, as needed.)

Stakeholder Sub-group	Identify Benefits or Harms	What is the community saying?	How to Advance Opportunity and/or Minimize Harm	

STEP 4. EVALUATION & REPORTING

Which specific issue(s) will you evaluate and report on to the City, public and specific stakeholder sub-groups? How will you evaluate the impacts over time and remain accountable to the specific stakeholder sub-groups identified and engaged through this process? What concerns remain and why? How will evaluation and reporting be equitable and accessible?

Stakeholder Sub-group	Identify Questions That Remain and Why	Evaluation & Reporting Process	Who Will Report, How & Timeline

APPENDIX A – PRIMARY ISSUES

The following are the primary issues to consider for SPP RSJI Toolkit analysis as of July 2014; these may change over time.

Program Quality Standards (for participation)

- Provider eligibility
- Family engagement (in this process, workshops, home-to-school connection, parent teacher conferences, etc.)
- Professional development (trainings that are not part of degrees, coaching)
- Ensuring teacher voice

Finance

- Enrollment portal (how you pay, tuition co-pay calculator)
- Provider reimbursement
- Disbursement of facility and capital improvement funds

Enrollment and Communication

- Outreach (strategies to reach and recruit priority populations identified in plan) and communication
- Slot allocation (communications around receiving and not receiving slots)

Teacher quality

- Meeting requirements (BA, state teaching certificate option for higher pay)
 - Higher education access and affordability
 - Alternate route (teacher with BA in another field can get teaching credential through accelerated pathway)
- Waiver process (teacher who does not meet degree requirements can demonstrate skills/mastery)
- Ensuring teacher voice