

Ordinance No. 124509

Council Bill No. 118114

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

Related Legislation File:

Date Introduced and Referred: <u>6/2/14</u>	To: (committee): <u>Committee on Preschool for All</u>
Date Re-referred:	To: (committee):
Date Re-referred:	To: (committee):
Date of Final Action: <u>6/23/14</u>	Date Presented to Mayor: <u>6/24/14</u>
Date Signed by Mayor: <u>6/27/14</u>	Date Returned to City Clerk: <u>6/30/14</u>
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Date Veto Published:	Date Passed Over Veto:
Date Veto Sustained:	Date Returned Without Signature:

The City of Seattle – Legislative Department

Council Bill/Ordinance sponsored by:

Mayor
Mike D. Herrell
Commissioner

SyBagshaw
Jean Goodwin
Janet

Committee Action:

Date	Recommendation	Vote								
6/6/2014	Pass as Amended	<table><tr><td>TB</td><td>TK</td></tr><tr><td>SB</td><td>JG</td></tr><tr><td>NL</td><td>KS</td></tr><tr><td>MO</td><td>BH</td></tr></table> 8-0-0	TB	TK	SB	JG	NL	KS	MO	BH
TB	TK									
SB	JG									
NL	KS									
MO	BH									

This file is complete and ready for presentation to Full Council.

Full Council Action:

Date	Decision	Vote
<u>June 23, 2014</u>	<u>Passed as Amended</u>	<u>9-0</u>

Law Department

CITY OF SEATTLE

ORDINANCE 124509

COUNCIL BILL 118114

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

WHEREAS, participation in high-quality preschool improves academic performance and significantly increases graduation rates, thereby helping to ensure that future generations of children are well-prepared to enter an increasingly demanding and dynamic workforce; and

WHEREAS, high-quality preschool has been identified as a cost-effective means to address the achievement and opportunity gaps by preparing students for the academic and behavioral expectations of K-12 education; and

WHEREAS, several long-term evaluations, such as the High Scope Perry study, Abecedarian project, and the Chicago Child-Parent Center program, demonstrate that high-quality preschool leads not only to better academic achievement (such as higher reading scores and stronger high school graduation rates), but also to better health, higher-paying jobs, and lower rates of criminal behavior; and

WHEREAS, several jurisdictions, including Boston, San Francisco, the State of Oklahoma, the State of West Virginia, and 31 local districts in New Jersey, are already implementing high-quality preschool open to all children and, according to independent studies, the participating children are achieving the intended positive outcomes; and



1 WHEREAS, the Washington State Department of Early Learning is promoting alignment of
2 local government efforts with the Washington Preschool Program; and

3 WHEREAS, the Mayor and City Council will require the Seattle Preschool Program providers to
4 comply with all Washington State licensing provisions intended to ensure the safety of
5 children and families, including those related to criminal background checks, fire safety
6 and health standards; and

7 WHEREAS, on September 23, 2013, the City Council passed Resolution 31478, which called for
8 developing a voluntary high-quality preschool program available in Seattle; and

9 WHEREAS, Resolution 31478 directed the Office for Education (OFE), with the assistance of
10 independent consultants, to present to the Council a single written action plan with
11 proposed parameters of the high-quality preschool program; and

12 WHEREAS, the Executive has proposed a single written Seattle Preschool Program Action Plan;

13 NOW, THEREFORE,

14 **BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:**

15 Section 1. Statement of Adoption, Policy and Intent. The City Council seeks to create a
16 comprehensive approach to City-supported preschool (the "Seattle Preschool Program") through
17 adoption and funding of the Seattle Preschool Program Action Plan ("Action Plan") and
18 requiring adoption of a Seattle Preschool Program Implementation Plan ("Implementation
19 Plan").

20 A. The City Council adopts and incorporates the Action Plan into this ordinance in its
21 entirety. The Action Plan includes, but is not limited to, the following core strategies for the
22 Seattle Preschool Program:

- 23 1. Achieving quality through evidence-based successful practices.
- 24 2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and
25 community providers.
- 26 3. Making participation in the program voluntary for providers and participants.



1 4. Achieving the ultimate goal of serving all eligible and interested 4-year-olds and all 3-
2 year-olds from families making less than 300% of the federal poverty level in Seattle.

3 5. Providing free tuition for children from families earning at or below 300% of the
4 federal poverty level.

5 6. Setting tuition on a sliding scale for families earning more than 300% of the federal
6 poverty level with at least some level of subsidy for all families.

7 7. Establishing high standards for teacher education and training and supporting teachers
8 in attaining these standards through tuition assistance and embedded professional development.

9 8. Compensating staff at levels designed to attract and retain well-prepared teachers and
10 to provide fair compensation for a traditionally poorly compensated sector of our economy.

11 9. Informing programmatic improvement through ongoing, independent evaluation.

12 B. Levy Proceeds will be used for a four-year demonstration phase of the Seattle
13 Preschool Program. Evidence-based strategies, developments in the early learning field, and best
14 practices related to high-quality preschool may evolve over the course of the demonstration
15 phase. The City Council may, as it deems necessary to strengthen the quality, outcomes, reach or
16 efficiency of the Seattle Preschool Program, amend the Seattle Preschool Program Action Plan
17 and core strategies and priorities for Levy investments through future Council ordinance. The
18 City shall seek the recommendation of the Committee established in Section 7 of this ordinance
19 prior to introducing any such future ordinance.

20 C. The City Council's intent is that the City shall determine the most appropriate manner
21 in which to effectuate the Action Plan and above core strategies through design and adoption of
22 the Implementation Plan and, as necessary, amendment of the Action Plan. Policy, funding
23 priorities and specific requirements related to all substantive aspects of the Seattle Preschool
24 Program, including but not limited to Preschool Services, tuition, teacher and staff qualifications,
25 training, professional development, and compensation, and communication between the City and
26 preschool teachers and staff, shall be made by the City, in consultation with the Oversight



Committee where appropriate, and shall be consistent with this ordinance, the Action Plan and Implementation Plan.

D. The City Council endorses the following Priorities for Funding, consistent with the Action Plan:

Priorities for Levy Funding:

The Action Plan recommends the Seattle Preschool Program begin with a four-year demonstration phase-in. In addition to the program's requirements to ensure preschool that is high-quality and is on track to achieve the positive outcomes for the participating children, the following priorities apply to the schedule of phasing in the Seattle Preschool Program subject to amendment by future Council ordinance:

1. Supporting programs which are able to braid and/or blend funding from multiple sources in order to allow Seattle Preschool Program funds to serve more children.
2. Serving Four-year olds, because they are first to enter kindergarten, and Three-year olds from low-income families (under 300% of the Federal Poverty Level) in mixed-age and mixed-income classrooms.
3. Supporting programs located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments as well as areas with high concentrations of low-income households, English Language Learners, and incoming kindergartners.
4. Contracting with Seattle School District No. 1 ("School District").
5. Supporting programs providing extended day and summer services for interested families or offering dual language Preschool Services.

Section 2. Definitions. As used in this ordinance, the following words when capitalized have the following meanings:

A. "Action Plan" means the Seattle Preschool Program Action Plan submitted by the Executive consistent with City Council Resolution 31478 and attached here as Attachment A.

B. "City" means The City of Seattle.

C. "Full Day" means at least six hours per day.

D. "Implementation Plan" means the Seattle Preschool Program Implementation Plan described in Resolution 31527 and Section 8 of this ordinance.

E. "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.

F. "Proceeds" means that portion of regular property taxes levied and collected as authorized by voter approval pursuant to this ordinance that are above the limits on levies provided for in RCW 84.55.010, and all interest and other earnings derived from that portion of the Levy.

G. "Three-year olds" means children who are Seattle residents and who are three-years old on August 31st prior to the beginning of the school year of enrollment.

H. "Four-year olds" means children who are Seattle residents and who are four-years old on August 31st prior to the beginning of the school year of enrollment.



1 Section 3. Levy of Regular Property Taxes - Submittal. The City hereby submits to the
2 qualified electors of the City a proposition as authorized by RCW 84.55.050 to exceed the levy
3 limitation on regular property taxes contained in Chapter 84.55 RCW, as it now exists or may
4 hereafter be amended, for property taxes levied in 2014 through 2017 for collection in 2015
5 through 2018, respectively, raising up to \$58,266,518 in aggregate over a period of up to four
6 years. The proposition shall be limited so that the City shall not levy more than \$14,566,630 in
7 the first year, in addition to the maximum amount of regular property taxes it would have been
8 limited to by RCW 84.55.010 in the absence of voter approval under this ordinance, plus other
9 authorized lid lifts. Proceeds shall be used to fund the Seattle Preschool Program, including
10 providing Preschool Services for Seattle children and their families consistent with the
11 comprehensive approach to City-supported preschool described in this ordinance, the Action
12 Plan, the Implementation Plan, and any amendments thereto adopted by future Council
13 ordinance. Pursuant to RCW 84.55.050(4), the maximum regular property taxes that may be
14 levied in 2018 for collection in 2019 and in later years shall be computed as if the levy lid in
15 RCW 84.55.010 had not been lifted under this ordinance.

16 Section 4. Application of Proceeds. A new City Fund, the Preschool Services Fund, is
17 created in the City Treasury. Unless otherwise directed by ordinance, Proceeds shall be
18 deposited in the Preschool Services Fund and be used for the purposes of this ordinance. The
19 Director of the Office for Education, or successor department, shall have responsibility for
20 administering the Fund. The Director of Finance, or the Director's designee, is authorized to
21 create subfunds or accounts within the Preschool Services Fund as may be needed or appropriate
22 to implement the purposes of this ordinance. Proceeds may be temporarily deposited or invested
23 in such manner as may be lawful for the investment of City money, and interest and other
24 earnings shall be used for the same purposes as the Proceeds.

25 Section 5. Preschool Services. Preschool Services funded by Proceeds are intended to
26 promote elementary school preparedness, developmentally-appropriate learning activities, and
27



1 professional development for program providers. Levy investments shall be implemented
2 according to this ordinance, the Action Plan and the Implementation Plan and shall include at a
3 minimum the following:

4 A. School Readiness. Major program elements include full day high-quality
5 preschool for Three-year olds and Four-year-olds.
6

7 B. Program Support: Professional Development and Training. Major program
8 elements include professional development, coaching, and mentoring of instructional
9 staff on an ongoing basis; training for preschool directors and program supervisors;
10 available training for teachers in areas of specific expertise including inclusion, bilingual
11 education, cultural competence, and training and consultation to ameliorate challenging
12 behaviors; and successful transitions from home or other care situations and to
13 kindergarten. The design and implementation of such professional development and
14 training programs shall be made by the City, in consultation with the Oversight
15 Committee described in Section 7 of this ordinance where appropriate, and consistent
16 with this ordinance, the Action Plan and Implementation Plan.
17

18 C. Capacity building. Major program elements include tuition support and degree
19 pathway advising for teaching staff to attain required educational credentials from
20 accredited institutions of higher education, facility construction, renovations, and
21 improvements as needed, classroom start-up, and organizational capacity building.
22

23 D. Research and Evaluation. Major program elements include not only external,
24 independent evaluation of both program implementation, and short- and long-term
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1 evaluation of outcomes and programmatic impacts, but also the creation of necessary data
2 systems.

3 E. Administration. Major elements include City staff or contracted services to
4 oversee quality assurance, enrollment management, contract monitoring, policy and
5 planning, community outreach, and reporting results.
6

7 In the annual City budget or by separate ordinance, the City's legislative authority shall from
8 year to year determine the Preschool Services and funding allocations that will most effectively
9 achieve the Levy goals and outcomes in accordance with Chapter 35.32A RCW. Within a budget
10 year, the City is authorized to reallocate unexpended and unencumbered funds from one core
11 strategy to another by making operating budget transfers consistent with Seattle Municipal Code
12 (SMC) 5.08.020. Before the Executive submits any proposed changes in Levy funding by
13 ordinance, the Executive will seek the recommendation of the Oversight Committee described in
14 Section 7 of this ordinance. If it chooses to, the Executive may seek recommendations from other
15 persons or entities. Unexpended appropriations of Proceeds shall carry forward to subsequent
16 fiscal years until they are exhausted or abandoned by ordinance.

17 Section 6. Providers. To be eligible to contract with the City to provide preschool
18 through this program, qualified organizations must meet the following criteria, in addition to any
19 criteria established under the Implementation Plan called for in Section 8 and Resolution 31527:

20 A. They must be licensed by the Washington State Department of Early Learning to
21 provide preschool services (or exempt from licensing requirements by virtue of being a
22 public school or institution of higher education).

23 B. They must participate in the Washington State Early Achievers Program, or a
24 successor program, and receive a rating of three or higher in the Quality Rating and
25 Improvement System.
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1 C. They must meet minimum requirements for the Classroom Assessment Scoring
2 System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-
3 R) scores as determined through the implementation planning process.

4 Section 7. Oversight Committee. Conditioned upon voter approval of the ballot
5 proposition submitted by this ordinance, there is established an Oversight Committee
6 ("Committee") to make recommendations on the design and funding of Levy programs and to
7 monitor the progress of Levy programs in meeting Levy outcomes and goals. The Committee
8 shall be the sole entity with designated authority to make official recommendations on these
9 subjects to the City.

10 A. The Committee shall make recommendations on the Implementation Plan called
11 for in Section 8 and Resolution 31527 and on the Partnership Agreement called for in
12 Section 11.

13 B. The Committee shall each year:

- 14 1. By February, review the annual report of Levy outcomes and indicators for the
15 previous school year;
- 16 2. By April, review mid-year indicators of progress for the first half of the current
17 school year;
- 18 3. By May, review and advise on proposed course corrections, program
19 modifications, or program eliminations;
- 20 4. By September, review and advise the City Council on proposed expenditures and
21 reallocations, including the annual Levy budget; and
- 22 5. Periodically review and advise on program evaluations.

23 C. The Council requires that the Executive seek the recommendation of the
24 Committee before the Executive submits to the Council the Implementation Plan and the
25 Partnership Agreement. If it chooses to, the Executive may seek recommendations from
26 other persons or entities.



1 D. The Committee shall consist of the twelve members of the Families and
2 Education Levy Oversight Committee established by Ordinance 123567 with the addition
3 of four Seattle residents with an interest in and understanding of Preschool Services as
4 listed in Section 5. The Mayor shall appoint all four of the resident Committee members.
5 All members appointed by the Mayor shall be confirmed by the City Council.

6 E. The four resident members shall be appointed to four-year terms. Upon the
7 resignation, retirement, death, incapacity or removal of a Committee member, the Mayor
8 may appoint a replacement for the balance of the term. The Mayor may remove any
9 member who is absent from two or more consecutive meetings without cause. The Mayor
10 may remove any member for other good cause shown or to ensure compliance with
11 subsection F of this section.

12 F. The four resident members should have professional, personal, or research
13 experience associated with the growth and development of children, including their
14 preschool needs. The City will also seek candidates to serve on the Committee who have
15 an understanding of and experience working with those who have historically not had
16 access to high-quality preschool programs.

17 G. At all times no more than one of the four additional committee members shall be
18 an officer, director, board member, trustee, partner or employee of an entity that receives
19 or competes for funding under this ordinance; or be a member of the immediate family
20 of, or an individual residing with, an officer, director, board member, trustee, partner or
21 employee of an entity that receives or competes for funding under this ordinance; or be a
22 person seeking or having an arrangement concerning future employment with an entity
23 that receives or competes for funding under this ordinance. For the purposes of this
24 ordinance an individual's "immediate family" means an individual's spouse or domestic
25 partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic
26 partner, brother-in-law, sister-in-law, parent, parent of a spouse or domestic partner, a



1 person for whom the individual is a legal guardian, or a person claimed as a dependent on
2 the individual's most recently filed federal income tax return. Subject to the preceding
3 sentence and applicable law, an individual serving as an officer, director, board member,
4 trustee, partner or employee of an entity that receives or competes for funding under this
5 ordinance, or who has an interest in such an entity, shall not thereby be disqualified from
6 serving on the Committee, but shall fully disclose any such relationships and shall not
7 vote on any matter in which the interest of such entity is directly involved. For purposes
8 of this section, "entity" does not include a City department or office. The provisions of
9 this section are in addition to the requirements of SMC chapter 4.16.

10 H. The Committee will generally meet every other month or as needed beginning
11 January 2015. The Office for Education, or successor department, shall provide staff and
12 logistical support for the Committee. Members shall serve without pay. The Committee
13 shall continue in existence through December 31, 2018, and thereafter if so provided by
14 ordinance.

15 Section 8. Implementation Plan. As provided for in Resolution 31527, the
16 Implementation Plan shall be approved and adopted by future ordinance prior to program
17 implementation. The ordinance that adopts the initial Implementation Plan shall identify when
18 Council will be required to approve changes by ordinance.

19 Section 9. Implementing Agreements. If this proposition is approved by the voters, the
20 City may carry out the Preschool Services with City staff or by direct agreements with the
21 School District, with Public Health – Seattle & King County, the State of Washington, and Head
22 Start and Early Childhood Education and Assistance Program providers. Additionally, the City
23 may enter into direct agreements with the providers of the curricula specified under the
24 Implementation Plan, and may enter into agreements with consultants through the process under
25 SMC 20.50. Any other Preschool Services shall be carried out through agreements entered into
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1 through a process described in the Implementation Plan, which will set out the complete process
2 and schedule for how the additional programs and services will be selected and contracted.

3 The Mayor or the Mayor's designee is authorized to enter into agreements for Preschool Services
4 as provided in Section 5. When using a request for proposal or request for investment process,
5 the City shall perform outreach to small, economically disadvantaged businesses, including those
6 owned by women and minorities. City agreements with other public entities shall encourage
7 those entities to actively solicit bids for the subcontracting of any goods or services, when such
8 subcontracting is required or appropriate, from qualified small businesses, including those owned
9 by women and minorities. All City agreements for Preschool Services shall require the
10 contracting entities to comply with all then-applicable requirements for non-discrimination in
11 employment in federal, state, and City of Seattle laws and regulations.

12 Section 10. Communications. The City will facilitate communications with and
13 feedback from teachers and staff of providers, provider organizations, parents/guardians, the
14 School District, other governmental entities, impacted community groups, and other relevant
15 parties on professional development, workforce development, training programs, updated
16 policies, race and social justice impacts, and other information regarding the Seattle Preschool
17 Program, and other pertinent information related to the field of early learning in general. The
18 City has discretion in determining the best method in which to accomplish these
19 communications. The City must issue a report on its communications efforts and offer possible
20 strategies to respond to feedback it receives for consideration in the Implementation Plan, and
21 on an annual basis, at a minimum, thereafter.

22 Section 11. Race and Social Justice Analysis. A Race and Social Justice Analysis, as
23 outlined in Resolution 31527, must be conducted before, and inform the development of, the
24 Implementation Plan.



1 Section 12. City of Seattle/Seattle School District No.1 Partnership Agreement. As the
2 Seattle School participates in the Seattle Preschool Program, there shall be a Partnership
3 Agreement(s) ("Partnership Agreement") developed by the City and the School District in which
4 the roles and responsibilities of the City and the School District in implementing Preschool
5 Services are established. The Partnership Agreement shall set forth the parties' roles and
6 responsibilities for achieving the desired outcomes for Preschool Services. It shall outline how
7 the City and the School District shall work collaboratively to the benefit of children in preschool.
8 The Partnership Agreement shall cover items including, but not limited to, data sharing
9 necessary to implement program evaluations and course corrections, standards for delivery of
10 services, curriculum alignment and other proactive measures to ensure effective transitions from
11 preschool to kindergarten and higher grades, and the sharing of facilities. The City cannot enter
12 into the Partnership Agreement, or materially amend the Partnership Agreement, until the
13 Partnership Agreement or the amendment, as the case may be, is approved by the City Council
14 and the School District. Proceeds may be spent on School District programs or functions only in
15 accordance with an effective Partnership Agreement.

16 Section 13. Reporting. The Director of the Office for Education, or successor department,
17 will prepare and submit to the Oversight Committee, City Council, the Mayor, and residents of
18 Seattle annual progress reports on the implementation of the Preschool Services covering each of
19 the core strategies in the Action Plan.

20 Section 14. Election - Ballot Title. The City Council and Mayor find that this ordinance
21 is on the same subject as proposed in Initiative 107 - early learning. The City Council has
22 rejected Initiative 107 and proposes this ordinance as an alternative measure on the same subject
23 pursuant to City Charter Article IV, Section 1. The City Council directs that the City Clerk file
24 this ordinance with the Director of Elections of King County, Washington, as ex officio
25 supervisor of elections, requesting that the Director of Elections call and conduct a special
26 election in the City in conjunction with the state general election to be held on November 4,



2014, for the purpose of submitting to the qualified electors of the City the proposition set forth in this ordinance pursuant to City Charter Article IV, Section 1 and applicable law as an alternative measure different from Initiative 107 but dealing with the same subject. The City Clerk is directed to certify to the King County Director of Elections the ballot title approved by the City Attorney in accordance with his responsibilities under RCW 29A.36.071 and RCW 29A.72.050. The following ballot title statement of subject and concise description are submitted to the City attorney for his consideration:

The City of Seattle's Proposition concerns the City's plan to provide early learning preschool for children.

This proposition funds the City's preschool plan (Ordinance 118114) with the goal of providing safe, high-quality, affordable, and voluntary early learning preschool. The plan requires use of proven strategies, support and training for teachers, tuition support, and evaluation of results in preschools licensed for safety. This proposition authorizes regular property taxes above RCW 84.55 limits, allowing additional 2015 collection of up to \$14,566,630 (approximately 11 cents per \$1,000 assessed value) and \$58,266,518 over four years.

Section 15. Ratification. Certification of such proposition by the City Clerk to the King County Director of Elections in accordance with law prior to the date of such election on November 4, 2014, and any other act consistent with the authority and prior to the effective date of this ordinance, are hereby ratified and confirmed.

Section 16. Severability. In the event any one or more of the provisions of this ordinance shall for any reason be held to be invalid, such invalidity shall not affect any other provision of this ordinance or the levy of the taxes authorized herein, but this ordinance and the authority to levy those taxes shall be construed and enforced as if such invalid provisions had not been contained herein; and any provision which shall for any reason be held by reason of its extent to be invalid shall be deemed to be in effect to the extent permitted by law.




Section 17. Comprehensive law. This ordinance is intended to establish a complete and comprehensive framework for the creation, implementation, and development of a Seattle public preschool program.

Section 18. Conflicting laws. In the event any one or more of the provisions of this ordinance shall for any reason be held to be in conflict with any prior or concurrent enactment of law, this ordinance shall govern.

Section 19. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.


Upon submission to the vote of the people, if approved, this ordinance shall then take full effect ten days after proclamation by the Mayor of such approval.

Passed by the City Council the 23rd day of June, 2014, and signed by me in open session in authentication of its passage this 23rd day of June, 2014.



President _____ of the City Council

Approved by me this 27 day of June, 2014.



Edward B. Murray, Mayor

Filed by me this 30th day of June, 2014.



Monica H. Simmons

Monica Martinez Simmons, City Clerk

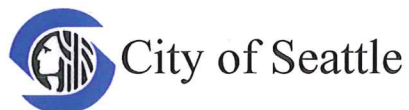
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Attachment A: Seattle Preschool Program Action Plan



SEATTLE PRESCHOOL PROGRAM ACTION PLAN

A blueprint for narrowing the
opportunity and achievement gap



INDEX



“There is nothing more morally important that I will do as Mayor in the next four years than creating a high quality preschool program for three- and four-year-olds in Seattle.”

- Mayor Ed Murray

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INTRODUCTION

“A LARGE BODY OF SCIENTIFIC EVIDENCE HAS SHOWN THAT THE FUNDAMENTAL ARCHITECTURE OF THE BRAIN IS ESTABLISHED BEFORE A CHILD ENTERS KINDERGARTEN. THESE EARLY YEARS OF A CHILD’S LIFE ARE AN IMPORTANT WINDOW OF OPPORTUNITY FOR SOCIAL AND COGNITIVE DEVELOPMENT.

The right environments, experiences, and investments in these years can produce a lifetime of benefits. Failure to adequately support young children combined with the adversity that all too many children face can lead to academic failure, troubled lives, low wages, and poor health in later years.

Families who wish to provide good early educational experiences for their children frequently find it difficult to do on their own. Quality preschool programs are expensive, and working parents that need long hours of child care may conclude that a good early education is out of reach. In Seattle, over a quarter of all 3- and 4-year-olds live in families with incomes below 200% of federal poverty level (\$47,700 for a family of four in 2014). Families struggling to make ends meet may find they have limited child care options. ...

The evidence of the importance of early education for brain development and lifetime success combined with the inadequate quality of much early care and education has inspired numerous public policy initiatives to support high-quality, universal preschool. Yet in most states the vast majority of 3- and 4-year-olds have no access to public preschool programs. Increasingly, local communities, including Boston, San Antonio, and Washington, D.C., have been unwilling to wait for state or federal government action and have moved ahead with their own programs.

On September 23, 2013, Seattle City Council joined these cities by unanimously passing...Resolution 31478, which endorsed voluntary, high-quality preschool for all 3- and 4-year-old children. ... The ultimate goal of this program is to offer every family the opportunity to enroll their children in a preschool program that will provide strong support for each child’s learning and development in partnership with parents and caregivers. This will better prepare Seattle’s children to succeed in school and enhance equal opportunity for later life success.”

BERK in partnership with Columbia City Consulting, Dr. Ellen Frede and Dr. W. Steven Barnett,
Recommendations for Seattle’s Preschool for All Action Plan, 2014



THE SEATTLE CONTEXT

Over the last decade, it has become clear that the education “gap” is about more than achievement on standardized tests. From the time children enter school, there is a “preparedness gap.” While some children have ample opportunities to develop school-ready social and pre-academic skills, many others do not. The education “gap” is about opportunity. In Seattle, it is our goal to ensure that every child has the opportunity to thrive in school and life.

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 K-12 system than their peers. Due at least in part to this opportunity gap, in Seattle today, economic and racial disparities persist in third grade reading levels, fourth grade math levels, and high school graduation rates. According to former President of the American Educational Research Association, professor, and researcher Gloria Ladson-Billings, the “historical, economic, sociopolitical, and moral decisions and policies that characterize our society have created an education debt”¹ — a debt formed by annually compounding disparities.

We must address these disparities now, for the sake of our children and our children’s children. Social justice cannot wait as more debt accrues. Now is the time to create opportunities for success. Now is the time to close the opportunity and preparedness gaps.

We now know that disparities linked to family income and race evident early in life can persist throughout a student’s academic career. Here in Washington, the Washington Kindergarten Inventory of Developing Skills (WaKIDS) is used to gather information about children’s developing skills as they enter kindergarten.

AS A FINANCIAL INVESTMENT,
THE RATE OF RETURN FOR
FUNDING HIGH-QUALITY
PRESCHOOL IS ESTIMATED TO
RANGE BETWEEN \$3 TO \$7
FOR EVERY \$1 INVESTED.

Observations are completed in six domains: social-emotional, physical, language, cognitive, literacy, and math. WaKIDS data show that of the over 38,000 children who were assessed in the 2013-14 school year, almost 60% of children entered kindergarten below expected levels in one or more of these domains and almost 29% were below expected levels in three or more domains. These deficits were more pronounced for children from low-income families than peers from higher-income families.

Until race and family income no longer predict aggregate school performance, investments must be made to

THE SEATTLE CONTEXT

ameliorate these inequities. **Research shows that attending a high-quality preschool program can make a positive difference in a child's life, irrespective of the child's socioeconomic background, race, or gender. For this reason and others, the City of Seattle is dedicated to ensuring all children have high-quality early learning opportunities.**

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

The High/Scope Perry Preschool longitudinal study documents better life outcomes for children who received one year of high-quality preschool education. Forty years after participation, benefits for participants have been shown to include higher incomes and educational attainment and lower rates of incarceration as compared with non-participating peers. James Heckman, Nobel laureate and economist at the University of Chicago writes:

“Longitudinal studies demonstrate substantial positive effects of early environmental enrichment on a range of cognitive and non-cognitive skills, schooling achievement, job performance and social behaviors, long after the interventions ended.”² More recent independent studies have confirmed the tangible academic and social benefits of high-quality preschool implemented on a large scale in Boston, Tulsa, New Jersey, and other jurisdictions.

In addition to providing benefits for individuals and families, high-quality early childhood education programs have been shown to be profitable investments for society as a whole. As a financial investment, the rate of return for funding high-quality preschool is estimated to range between \$3 and \$7 for every \$1 invested. The best current evidence suggests that for every dollar spent, the average impact on cognitive and achievement outcomes of quality preschool is larger than the average impact of other well-known educational interventions.³

Over the last few years states and cities have begun to respond to these scientific and economic imperatives by focusing on early childhood education. States including New Jersey, Oklahoma, and Georgia and cities such as Boston and San Antonio are investing in preschool programs. Washington State has also invested in early learning by creating the Department of Early Learning and developing a Quality Rating and Improvement System, known as Early Achievers, to help early learning programs offer high-quality care by providing resources for preschool and child care providers to support children's learning and development.

In Seattle, we have learned from many of these efforts. We are streamlining the City's current early learning functions and investments into a single organizational unit. Over the past eight months we have developed a

THE SEATTLE CONTEXT

proposal for the Seattle Preschool Program, focusing on evidence-based approaches to support beneficial outcomes for children, their families, and our city as a whole.

In support of this effort, we have relied on advice and planning support from numerous engaged community members and experts in the field. The City contracted with BERK, in partnership with noted local experts, John Bancroft and Tracey Yee, as well as national experts, Dr. Ellen Frede and Dr. W. Steven Barnett, to develop a set of research-based recommendations for Seattle's Preschool Program.

Drafts of these recommendations were reviewed by eleven national and local experts in education. Over 100 representatives from Seattle's early learning communities participated on six workgroups. Outreach meetings were held with over 60 community groups and attended by hundreds of Seattleites.

Feedback gathered through workgroups and outreach has been used by the consultants to contextualize their recommendations and will continue to inform the City throughout the implementation of the Seattle Preschool Program.

¹ Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.

² Heckman, J. J. (2008). Schools, skills, and synapses. *Economic Inquiry*, 46(3), 289-324.

³ Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., ... Zaslow, M. J. (2013). Investing in our future: The evidence base for preschool education. Policy brief, Society for Research in Child Development and the Foundation for Child Development. Retrieved from the Foundation for Child Development website: [fcd-us.org/sites/default/files/Evidence Base on Preschool Education FINAL.pdf](http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf)

MAYOR MURRAY'S PROPOSAL

With Seattle context in mind, Mayor Murray will transmit legislation to City Council proposing the following:

- » A four-year, \$58 million levy to fund a demonstration phase of the Seattle Preschool Program that will build toward serving 2,000 children in 100 classrooms by 2018.
- » The cost will be \$43.36 a year or \$3.61 a month to the average homeowner in Seattle.
- » The plan is anchored in evidence-based practice, acknowledging that program quality is vital to success.
- » The program will be provided through a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
- » The program will be voluntary for providers and participants.
- » The program will have the ultimate goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.
- » Tuition will be free for children from families earning at or below 300% of the federal poverty level.
- » Tuition will be on a sliding scale for families earning more than 300% of the federal poverty level with at least some level of subsidy for all families.
- » The program establishes high standards for teacher education and training and fully supports teachers in attaining these standards through tuition assistance and embedded professional development.
- » Staff compensation levels are designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.
- » The program creates a feedback loop to inform programmatic improvement through ongoing, independent evaluation.

This proposal is built on the high-quality parameters of the BERK Recommendations and those of City Council Resolution 31478. The implementation schedule is realistic, so that the necessary quality is truly achieved before the Seattle Preschool Program is expanded. Lessons learned through the four-year demonstration phase of the Seattle Preschool Program will guide our actions in coming years as we work toward achieving our goal of expanding access to affordable, high-quality preschool to Seattle's three- and four-years-olds.

This Administration looks forward to working with partners across the educational continuum to collaborate in making other strategic, evidence-based investments to eradicate the opportunity, achievement, and preparedness gaps.



CORE GUIDING PRINCIPLES

The plan is evidence-based. If implemented with fidelity, it will **narrow, even eliminate, the opportunity and preparedness gaps** and deliver significant academic gains for the children of Seattle.

REFLECTED IN:

- ☒ Curricula that is proven effective, play-based, and focused on social-emotional and academic development
- ☒ Staff education and professional development requirements
- ☒ Classroom size and dosage of instruction

The plan will demonstrate **meaningful collaboration and key partnerships** with Seattle Public Schools, the Washington State Department of Early Learning, community-based preschool providers, early childhood development providers, and other stakeholders to deliver an effective and coordinated program that leverages existing resources.

REFLECTED IN:

- ☒ Use of the State of Washington's Department of Early Learning Quality Rating and Improvement System, known as Early Achievers
- ☒ Head Start and Early Childhood Education and Assistance Program (ECEAP) collaborations
- ☒ A partnership agreement with Seattle Public Schools

The plan includes a **realistic and practical timeline** to achieve and sustain high-quality preschool.

REFLECTED IN:

- ☒ Quality before quantity approach – 2,000 kids enrolled by 2018
- ☒ 4-year levy demonstration phase
- ☒ Goal of serving all eligible and interested children within 20 years

CORE GUIDING PRINCIPLES

The program will be **affordable for low- and middle-income families**, ensuring that cost will not be a barrier to participation in high-quality preschool.

REFLECTED IN:

- ☑ Sliding scale for tuition
- ☑ Families earning at or below 300% of the Federal Poverty Level (\$71,550 for a family of four in 2014) will receive free tuition for each child enrolled
- ☑ Families earning more than 300% of the Federal Poverty Level will pay a per child tuition fee based on the family's total household size and income
- ☑ Within any given household size, families with higher incomes will pay a progressively higher share of the per child tuition fee
- ☑ Families with total household income at or above 760% of the Federal Poverty Level will be limited to a 5% tuition credit per child

The plan calls for **ongoing monitoring and evaluation** to ensure we meet our school readiness, quality, and achievement goals.

REFLECTED IN:

- ☑ A comprehensive evaluation strategy for the program, designed with independent evaluation experts
- ☑ Ongoing assessments of classroom quality, which includes making full use of existing assessment infrastructure
- ☑ Use of developmentally-appropriate, performance-based assessments
- ☑ External evaluations of implementation and outcomes

The Seattle Preschool Program is **voluntary**. It is voluntary for families and it is voluntary for providers.

CORE GUIDING PRINCIPLES

The plan provides for the **support and resources** to meet the high-quality standards and expectations of the program.

REFLECTED IN:

- ☒ Competitive salaries for Seattle Preschool Program teachers
- ☒ Coaches and training for teachers and instructors
- ☒ Tuition support for education and certifications
- ☒ Range of pathways and portals for providers to access support and resources

Beyond classroom instruction, the initial phase **will include an additional set of policies, services, and program elements**, that may be modified or enhanced in future phases of the program.

REFLECTED IN:

- ☒ Setting a 15- to 20-year full implementation goal of serving 80% of all 4-year-olds and all 3-year-olds from families earning less than 300% of the federal poverty level in Seattle
- ☒ Use of Seattle's Race and Social Justice Initiative toolkit and the provision of funding for consultant services to review workforce capacity, identify the needs of refugee and immigrant communities, and offer strategies to create pathways to high-quality early learning opportunities
- ☒ Screenings for developmental and behavioral concerns
- ☒ The provision and leveraging of mental health resources so that teachers can meet the needs of all children

PROGRAM STANDARDS

Organizational Model

The City of Seattle will build and manage a preschool program that utilizes a mixed-delivery approach. The City will contract with organizations that meet program standards and expectations, as outlined herein and in the Implementation Plan (which will be developed by the City of Seattle's Office for Education to detail the standards presented here). The City anticipates partnering with:

- Seattle Public Schools
- Community-based preschool providers
- Hub organizations that provide administrative support to a variety of cooperating providers

After initial program start-up, the City will work to develop a Family Child Care (FCC) Pilot to assess whether and how partnering with FCC providers can be implemented in a way that achieves, in a cost-effective manner, the same quality standards as other types of providers.

Organizational Eligibility

To be eligible to contract with the City to provide preschool through this program, qualified organizations will need to meet the following criteria:

- They must be licensed by the Washington State Department of Early Learning to provide preschool services (or exempt from licensing requirements by virtue of being a public school or institution of higher education).
- They must participate in the Early Achievers Program, hold a rating of Level 3 or above, and meet minimum requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as determined through the Implementation Planning process.

In order to participate in the program, organizations must commit to:

- Providing two or more preschool classrooms
- Ensuring that all children in contracted classrooms are Seattle residents
- Adhering to the program standards listed herein

PROGRAM STANDARDS

Contracting Priorities

Contracting with Seattle Public Schools will be a priority. Additionally, priority will be given to qualified organizations meeting the standards listed herein that:

- Have the capacity to provide more preschool classrooms for the program.
- Make care available before and after preschool classroom hours, on holidays, and over the summer.
- Provide dual language programs.
- Have higher ratings in Early Achievers and higher scores in CLASS and ECERS-R.
- Are located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments, as well as those with high concentrations of low-income households, English language learners, and incoming kindergartners.
- Provide preschool services through Head Start or Early Childhood Education and Assistance Program (ECEAP).
- Have existing contracts with the City to provide preschool services.

Teacher-Student Ratio and Class Size

- The maximum class size is 20, with a ratio of 1 adult for every 10 children. In the average classroom, we anticipate one Lead Teacher and one Instructional Assistant.
- In classrooms where more than 6 of the students are considered to be members of a “special population” as defined in the Implementation Plan (for example, children in foster/kinship care or other areas of child welfare system, English language learners, children who receive special education services), additional instructional staff support will be provided for the classroom.

PROGRAM STANDARDS

Student eligibility

The program will be open to Seattle residents who:

- Are 4-years-old on August 31st prior to the beginning of a school year of enrollment, or
- Are 3-years-old on August 31st from families with income equal to 300% of Federal Poverty Level or below.

As the program is ramping up, priority will be given to:

- Children who are currently enrolled in preschool with a contracted organization.
- Children whose sibling is currently enrolled in the Seattle Preschool Program and would be concurrently enrolled with the sibling in the year of enrollment.
- Children living in close proximity to available program classrooms.
- Children who are 4-years-old relative to children who are 3-years-old, both during the initial enrollment process and when there is a wait list.

Dosage: Classroom Hours

Preschool classes will operate on a full-day schedule. In a typical week, this will mean 5 days a week and 6 hours per day. Children will attend preschool 180 days per year.

Language Support

Dual language programs that meet the qualifications of the Seattle Preschool Program and are representative of Seattle's linguistic diversity will receive funding priority.

Bilingual lead teachers and instructional assistants who meet the competency criteria developed in the Implementation Plan will be fairly compensated for their expertise.

Students will be assessed in languages of instruction when feasible.

PROGRAM STANDARDS

Curricula

Providers will be required to adopt the approved curricula as detailed in the Implementation Plan.

After 2018, a curriculum waiver process will be considered for high-quality providers.

Staff Education Requirements

All newly hired staff will be required to meet the following standards:

- Director and/or Program Supervisor: Bachelor's Degree in Early Childhood Education or a BA with college-level coursework in Early Childhood Education. Expertise or coursework in educational leadership and business management is also required.
- Lead Teachers: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement.
- Assistant Teachers: Associate's Degree in Early Childhood Education or two years of coursework in Early Childhood Education meeting Washington State Core Competencies for Early Care and Educational Professionals.
- Coaches: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement. "Endorsements" in selected curricula are also required.

Current staff will be given 4 years to meet these requirements. The City will work with local colleges and universities to develop an alternate route program for teachers with Bachelor's Degrees in fields other than Early Childhood Education. The City will also develop an alternative process through which experienced, high-quality lead teachers — as defined in the Implementation Plan — may be granted waivers.

Compensation will vary based on degree attainment, State certification status, and experience. Lead teachers who meet the education/certification requirements above will be paid on par with public school teachers.

PROGRAM STANDARDS

Staff Professional Development

The City's professional development model is coaching intensive. Coaches who have been "certified" or "endorsed" in the selected curricula will provide:

- On-site curriculum support (reflective coaching) to teachers, center directors, and program supervisors.
- Off-site training.

Additionally, training will be provided in areas of need, likely including:

- Best practices in inclusion, bilingual education, cultural relevancy, and classroom management for Lead Teachers and Instructional Assistants.
- Best practices in reflective coaching, educational leadership, and business management for Directors and Program Supervisors.

Additionally, the City will coordinate with the Washington State Department of Early Learning to leverage professional development resources available to providers through the Early Achievers Program.

Developmentally Appropriate, Inclusive Support

The Seattle Preschool Program will have a "Zero Expulsion and Suspension Policy." The Program will take an integrated approach to supporting children's social and emotional growth by providing developmentally appropriate curriculum resources and professional development and coaching to all contracted organizations.

Furthermore, the City will:

- Support screenings, such as: The Early Screening Inventory-Revised Version (ESI-R), the Ages and Stages Questionnaire (ASQ), and/or the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).
- Provide in-class support for teachers from coaches or mental health professionals as needed.
- Support teachers in effectively meeting the needs of all children, especially those who exhibit challenging behaviors.
- Work alongside Seattle Public Schools Special Education department to meet the needs of children with Individualized Educational Plans (IEPs).

PROGRAM STANDARDS

Family Engagement

The Seattle Preschool Program will:

- Prioritize a universal family engagement approach that integrates intentional parent/child activities and promotes academic, social, and emotional school readiness.
 - » Families will be provided with evidence-based activities, which could include proven home-learning activities, tied to the chosen curriculum models.
 - » Providers will host events throughout the school year to connect families to resources and information on topics such as child development and nutrition.
- Build on Early Achievers Strengthening Families framework to increase providers' foundational knowledge about the importance of parents and families in children's lives and the family's impact on child outcomes.
- Create a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.

Governance and Organizational Structure

The City of Seattle's Office for Education, or successor city agency, will administer the program.

The City will establish a Preschool Levy Oversight Body, which will be an expansion of the current Families and Education Levy Oversight Committee, to make recommendations on the design and funding of the program and to monitor the progress of the program in meeting its outcomes and goals.

PROGRAM STANDARDS

Kindergarten Transitions

The City will work with the Washington State Department of Early Learning and Seattle Public Schools and execute written agreements to:

- Align practices, responsibilities, and timelines and to address data sharing, academic expectations, curriculum alignment, and professional development.
- Ensure that families are connected with available information and resources.

Capacity Building

The City of Seattle is committed to developing Seattle Preschool Program workforce and helping existing preschool providers meet the quality standards herein and in the Implementation Plan.

To accomplish this, the City will:

- Provide funding for tuition assistance to program instructional and administrative staff to meet program standards.
- Fund facilities renovations, improvements, and start-up when needed.

Timeline, Ramp-Up and Cost

This Action Plan is for a 4-year demonstration phase of the Seattle Preschool Program. The City aims to serve over 2,000 of all eligible children by the 2018-2019 school year.

The Seattle Preschool Program will be submitted as an ordinance, pending the concurrence of City Council. A special election will be held in conjunction with the state general election on November 4, 2014 for the purpose of approving a four-year property tax levy. The net cost to the City is projected to be approximately \$58,000,000. The average per child reimbursement to providers is projected to be approximately \$10,700.

PROGRAM STANDARDS

Outcomes and Evaluations

The City of Seattle's Office for Education, or successor city agency, in partnership with independent experts in early learning and evaluation, will develop a Comprehensive Evaluation Strategy (CES) based on the recommendations for quality assurance and program evaluation provided by BERK. The CES will outline an approach to and timeline for conducting and reporting both process and efficacy evaluations.

The process evaluation will assess the City's administration and oversight of the Seattle Preschool Program, the quality of providers contracted to provide preschool in the Seattle Preschool Program, and the fidelity of the implementation of program standards outlined herein and in the Implementation Plan. The efficacy evaluation will provide valid estimates of the effectiveness of the program in achieving its goal of improving children's preparedness for kindergarten with sufficient precision to guide decisions about the program. Toward this end, the CES will define key research questions, outline an approach to data collection and analysis, and create a timeline for reporting the results of evaluations to the Mayor, City Council, the Levy Oversight Committee, and the public. All evaluations will be conducted by independent, external experts in early learning and evaluation.

MOVING FORWARD

This plan and the Recommendations for Seattle's Preschool for All Action Plan, a report commissioned by the City of Seattle and completed by BERK in partnership with Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett will be transmitted to City Council in May 2014 in response to City Council Resolution 31478.

Two pieces of legislation are expected to result from this plan: a ballot measure ordinance and a resolution that would approve this Action Plan.

Pending City Council approval of the ballot measure ordinance, the City Clerk will file an ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of elections, requesting that the Director of Elections call and conduct a special election in the City in conjunction with the state general election to be held on November 4, 2014, for the purpose of submitting to the qualified electors of the City the proposition set forth in the ordinance.

The City of Seattle's Office for Education will develop an Implementation Plan that addresses all program standards outlined herein. The Implementation Plan will be included in an ordinance package to be approved by City Council by 2015.



ESTIMATED PROGRAM BUDGET

EXPENDITURES	2015	2016	2017	2018	2019 (8 months)	
School Readiness	\$1,053,928	\$4,731,254	\$10,162,059	\$17,108,285	\$14,555,521	\$47,611,047
Program Support	\$247,675	\$742,874	\$1,392,357	\$2,160,650	\$1,654,922	\$6,198,478
Capacity Building	\$1,342,346	\$2,597,576	\$2,806,910	\$2,913,052	\$1,942,479	\$11,602,363
Research & Evaluation	\$918,614	\$687,115	\$759,817	\$819,711	\$599,242	\$3,784,499
Administration	\$1,711,616	\$2,116,001	\$2,328,807	\$2,576,965	\$1,792,728	\$10,526,117
Total expenditures	\$5,274,179	\$10,874,819	\$17,449,950	\$25,578,664	\$20,544,891	\$79,722,504

REVENUES						
Tuition	\$140,860	\$683,367	\$1,541,202	\$2,554,823	\$2,158,020	\$7,078,272
Head Start	\$42,137	\$170,537	\$304,969	\$445,646	\$361,514	\$1,324,802
ECEAP	\$80,041	\$323,940	\$579,297	\$846,517	\$686,706	\$2,516,502
Step Ahead	\$177,707	\$721,659	\$1,297,670	\$1,892,597	\$1,524,477	\$5,614,111
Families & Education Levy Leveraged Funds	\$113,533	\$447,855	\$765,035	\$1,086,811	\$879,798	\$3,293,031
Working Connections Child Care (WCCC)	\$41,632	\$164,767	\$283,446	\$400,014	\$318,259	\$1,208,117
Child Care Assistance Program (CCAP)	\$16,880	\$65,212	\$107,297	\$134,230	\$90,882	\$414,500
Child and Adult Care Food Program (CACFP)	\$38,383	\$186,212	\$419,965	\$696,168	\$588,042	\$1,928,770
Total revenues	\$651,174	\$2,763,549	\$5,298,880	\$8,056,805	\$6,607,697	\$23,378,106

Difference (Net Program Cost)	\$4,623,006	\$8,111,271	\$12,151,070	\$17,521,858	\$13,937,194	\$56,344,398
+ 3% contingency:	\$138,690	\$243,338	\$364,532	\$525,656	\$418,116	\$1,690,332
TOTAL:	\$4,761,696	\$8,354,609	\$12,515,602	\$18,047,514	\$14,355,310	\$58,034,730

Actual revenues and expenditures may vary depending on factors such as enrollment and the sliding scale fee schedule.

ESTIMATED PROGRAM BUDGET

Notes

1. A four-year levy would collect \$58,034,730 over four years (2015-2018), with approximately \$14.5 million collected annually. This budget represents how the funds collected will be invested over five calendar years (through the end of the 2018-19 school year). The 2019 budget represents eight months of expenditures (January through August 2019).
2. The 2015 budget assumes a full year of expenditures, including program ramp up costs in early 2015. The preschool program would begin at the start of the 2015-16 school year.
3. The budget assumes the following estimated number of children would be served through the 2018-19 school year:

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
3-year-olds	90	259	461	660
4-year-olds	190	521	939	1,340
Total	280	780	1,400	2,000
Classrooms	14	39	70	100

SLIDING SCALE FEE SCHEDULE

Household Income	-----HOUSEHOLD SIZE-----						
	2	3	4	5	6	7	8
\$30,000	Free	Free	Free	Free	Free	Free	Free
\$35,000	Free	Free	Free	Free	Free	Free	Free
\$40,000	Free	Free	Free	Free	Free	Free	Free
\$45,000	Free	Free	Free	Free	Free	Free	Free
\$50,000	\$875	Free	Free	Free	Free	Free	Free
\$55,000	\$963	Free	Free	Free	Free	Free	Free
\$60,000	\$1,200	\$1,050	Free	Free	Free	Free	Free
\$65,000	\$1,950	\$1,138	Free	Free	Free	Free	Free
\$70,000	\$2,450	\$1,225	Free	Free	Free	Free	Free
\$75,000	\$2,813	\$1,500	\$1,313	Free	Free	Free	Free
\$80,000	\$3,000	\$2,400	\$1,400	Free	Free	Free	Free
\$85,000	\$3,825	\$2,975	\$1,488	\$1,488	Free	Free	Free
\$90,000	\$4,050	\$3,150	\$1,800	\$1,575	Free	Free	Free
\$95,000	\$4,275	\$3,563	\$1,900	\$1,663	Free	Free	Free
\$100,000	\$4,750	\$3,750	\$3,000	\$1,750	\$1,750	Free	Free
\$105,000	\$4,988	\$4,725	\$3,675	\$2,100	\$1,838	Free	Free
\$110,000	\$5,225	\$4,950	\$4,125	\$2,200	\$1,925	\$1,925	Free
\$115,000	\$5,463	\$5,175	\$4,313	\$3,450	\$2,013	\$2,013	Free
\$120,000	\$10,173	\$5,400	\$4,500	\$4,200	\$2,400	\$2,100	Free
\$125,000	\$10,173	\$5,938	\$5,625	\$4,375	\$2,500	\$2,188	\$2,188
\$130,000	\$10,173	\$6,175	\$5,850	\$4,875	\$3,900	\$2,600	\$2,275
\$135,000	\$10,173	\$6,413	\$6,075	\$5,063	\$4,725	\$2,700	\$2,363
\$140,000	\$10,173	\$6,650	\$6,300	\$5,250	\$4,900	\$2,800	\$2,450
\$145,000	\$10,173	\$6,888	\$6,525	\$5,438	\$5,075	\$4,350	\$2,900
\$150,000	\$10,173	\$7,125	\$7,125	\$6,750	\$5,625	\$4,500	\$3,000
\$155,000	\$10,173	\$10,173	\$7,363	\$6,975	\$5,813	\$5,425	\$3,100
\$160,000	\$10,173	\$10,173	\$7,600	\$7,200	\$6,000	\$5,600	\$3,200
\$165,000	\$10,173	\$10,173	\$7,838	\$7,425	\$6,188	\$5,775	\$4,950
\$170,000	\$10,173	\$10,173	\$8,075	\$7,650	\$7,650	\$6,375	\$5,950
\$175,000	\$10,173	\$10,173	\$8,313	\$8,313	\$7,875	\$6,563	\$6,125
\$180,000	\$10,173	\$10,173	\$8,550	\$8,550	\$8,100	\$6,750	\$6,300
\$185,000	\$10,173	\$10,173	\$10,173	\$8,788	\$8,325	\$6,938	\$6,938
\$190,000	\$10,173	\$10,173	\$10,173	\$9,025	\$8,550	\$8,550	\$7,125
\$195,000	\$10,173	\$10,173	\$10,173	\$9,263	\$8,775	\$8,775	\$7,313
\$200,000	\$10,173	\$10,173	\$10,173	\$9,500	\$9,500	\$9,000	\$7,500

The Sliding Scale Fee illustrates the approximate annual tuition fees families will pay on a per child basis. Additional detail regarding the underlying slide scale fee assumptions are detailed in the fiscal note. The adopted sliding scale fee may be modified over time via ordinance to account for any changes in program costs and provider reimbursement rates.

ACKNOWLEDGEMENTS

Mayor Murray would like to acknowledge the hard work and dedicated planning that has gone into creating this Action Plan.

Special thanks to:

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BERK Consulting

Dr. Ellen Frede, Acelero Learning

Dr. W. Steven Barnett, National Institute for Early Education Research

John Bancroft, Columbia City Consulting

Tracey Yee, Columbia City Consulting

Staff from:

Mayor's Office, City of Seattle

Seattle City Council, City of Seattle

Office for Education, City of Seattle

City Budget Office, City of Seattle

Human Services Department, City of Seattle

Public Health - Seattle & King County

Seattle Public Schools

Washington State Department of Early Learning

The City also extends its appreciation to the Seattle Early Education Collaborative and the Seattle early learning community for their continued support and cooperation.



FISCAL NOTE FOR NON-CAPITAL PROJECTS

Department:	Contact Person/Phone:	CBO Analyst/Phone:
Department of Neighborhoods	Donnie Grabowski / 206-233-2603	Forrest Longman / 684-0331

Legislation Title:

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

Summary of the Legislation:

The proposed ordinance would submit a \$58 million, four-year Seattle Preschool Program Levy ("Levy") package to Seattle voters for their approval in the fall of 2014. The proposed Levy would be raised under the provisions of RCW 84.55.060, which allows a city to obtain voter approval to exceed the "lid" on regular property taxes for any purposes. Levy proceeds would be intended for the following preschool services programs for the period September 2015-August 2019:

- 1) **School Readiness.** Major program elements include full day high-quality preschool for Three-year olds and Four-year olds.
- 2) **Program Support: Professional Development and Training.** Major program elements include professional development, coaching and mentoring of instructional staff on an ongoing basis; training for preschool directors and program supervisors; available training for teachers in areas of specific expertise including inclusion, bilingual education, cultural competence, and training and consultation to ameliorate challenging behaviors; successful transitions from home or other care situations and to kindergarten.
- 3) **Capacity building.** Major program elements include tuition support and degree pathway advising for teaching staff to attain required educational credentials from accredited institutions of higher education, facility construction, renovations, and improvements as needed, classroom start-up, and organizational capacity building.

- 4) **Research and Evaluation.** Major program elements include not only external, independent evaluation of both program implementation, and short- and long-term evaluation of outcomes and programmatic impacts, but also the creation of necessary data tracking systems.
- 5) **Administration.** Major elements include City staff or contracted services to oversee quality assurance, enrollment management, contract monitoring, policy and planning, community outreach, and reporting results.

Background:

In September 2013, the City Council unanimously passed Resolution 31478, which outlined a set of tasks associated with advancing efforts to achieve voluntary, high-quality preschool for three- and four-year olds in Seattle. The Resolution requested a gap analysis report, which was presented to the City Council in January 2014 and estimated that there are about 12,000 three- and four-year-old children in Seattle, with approximately 63% to 73% of them, respectively, in childcare. The Resolution also requested an action plan, proposing parameters of a voluntary, high-quality program. Following a competitive process, the City selected a team comprised of Berk Consulting, Inc., Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett ("the Consultants") to develop recommendations for the City's action plan, an interactive financial model to cost out the action plan's recommendations, and an outreach summary report. The Office for Education conducted extensive outreach to the community between February and April in multiple formats (workshops, community meetings, targeted outreach to the early learning community) to provide feedback and input during the development of the recommendations for the City's action plan. The Consultants submitted a final draft of the recommendations in early May. Following this, the Executive created the Seattle Preschool Program Action Plan, which includes several of the Consultant recommendations on quality and program elements but also includes new recommendations for City Council's consideration. The Seattle Preschool Program Action Plan is included as an attachment to Resolution 31527.

X This legislation has financial implications.

Appropriations: N/A

Appropriations Notes: This ordinance includes no appropriations. The budget authority needed to implement the Seattle Preschool Program will be considered as part of the annual budget process or through other ordinances. Levy revenues will support future appropriations.

Anticipated Revenue/Reimbursement Resulting from this Legislation: N/A

Revenue/Reimbursement Notes: This ordinance creates no revenue. However, if the proposed Levy is passed, it will provide revenues totaling \$58,034,730 over four years. The Levy rate and average cost to a homeowner of the proposed Levy are highlighted in Attachment 1 to this fiscal note.

In addition, this legislation assumes the City will receive a variety of revenues from other



sources to help off-set program costs, including tuition. Tuition will be free for families earning up at 300% of the Federal Poverty Level (FPL). This is a change from the proposed legislation, in which tuition was free for families earning up to 200% of FPL. According to the Office for Education (OFE) staff, this change should not negatively impact tuition revenue projections shown in the adopted Action Plan.

The new sliding scale fee includes the following underlying assumptions:

Federal poverty levels and % applied to gross family income									
% of FPL	At or below 300%	301%- 359%	360%- 399%	400%- 419%	420%- 459%	460%- 519%	520%- 619%	620%- 760%	760% and above
% of gross income to be paid towards tuition	Free	1.75%	2%	3%	3.50%	3.75%	4.50%	4.75%	95% of tuition

It is unknown how many families at particular income levels will participate, thus, there is some inherent uncertainty in the tuition revenue projections. Revenues from other revenue sources also have a certain amount of uncertainty as they are based on estimates of participation rates of lower-income children.

**Total Regular Positions Created, Modified, or Abrogated through this Legislation,
Including FTE Impact: N/A**

Position Notes: This ordinance creates no new positions. Implementation of the Seattle Preschool Program will require a number of new positions. Positions will be added as part of the annual budget process or through other ordinances. Seattle Preschool Program Levy revenues will provide the funding for these positions.

Spending/Cash Flow: N/A

Spending/Cash Flow Notes:

Projected Expenditure and Revenues for the Seattle Preschool Program Levy are included in Attachment 2.

Other Implications:

a) Does the legislation have indirect financial implications, or long-term implications?

As noted above, this legislation does not directly result in appropriation or position changes, but if it is approved by City Council and a ballot measure is approved by Seattle's citizens, the average cost to a Seattle homeowner will increase during the four-year levy.

b) What is the financial cost of not implementing the legislation?

The City would not be able to provide high-quality, voluntary preschool to three- and four-year-olds and help them be better prepared for school and life.

c) Does this legislation affect any departments besides the originating department?

No.

d) What are the possible alternatives to the legislation that could achieve the same or

similar objectives?

There are no other funding sources available to the City that will accomplish these objectives.

e) Is a public hearing required for this legislation?

A City Council public hearing is scheduled on Thursday, May 29.

f) Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?

No.

g) Does this legislation affect a piece of property?

No.

h) Other Issues: None.

List attachments to the fiscal note below:

Attachment 1: Levy Rate and Annual Cost to Homeowner

Attachment 2: Projected Expenditures and Revenues for the 2014 Seattle Preschool Program
Levy



Attachment 1: Levy Rate and Annual Cost to Homeowner

Total Levy Amount: \$58,266,518

Tax Year	Assessed Value Estimate (\$ billions)	% Growth	Annual Levy Amount	Rate per \$1,000 of Assessed Value	Annual Cost to Owner of Median Residential Assessed Value	Median Residential Assessed Value
2014	\$128.21	9.57%				
2015	\$138.44	7.98%	\$14,566,630	\$0.105	\$43.36	\$412,078
2016	\$144.36	4.28%	\$14,566,630	\$0.101	\$43.74	\$433,506
2017	\$149.73	3.72%	\$14,566,630	\$0.097	\$43.86	\$450,847
2018	\$153.15	2.28%	\$14,566,630	\$0.095	\$44.38	\$466,626



Attachment 2: Projected Expenditures and Revenues for 2014 Seattle Preschool Program Levy

Levy Expenditures:	2015	2016	2017	2018	2019	Total
School Readiness	\$1,053,928	\$4,731,254	\$10,162,059	\$17,108,285	\$14,555,521	\$47,611,047
Program Support: Professional Development and Training	\$247,675	\$742,874	\$1,392,357	\$2,160,650	\$1,654,922	\$6,198,478
Capacity Building	\$1,342,346	\$2,597,576	\$2,806,910	\$2,913,052	\$1,942,479	\$11,602,363
Research and Evaluation	\$918,614	\$687,115	\$759,817	\$819,711	\$599,242	\$3,784,499
Administration	\$1,711,616	\$2,116,001	\$2,328,807	\$2,576,965	\$1,792,728	\$10,526,117
Total:	\$5,274,179	\$10,874,819	\$17,449,950	\$25,578,664	\$20,544,891	\$79,722,504
Revenues:						
Tuition	\$140,860	\$683,367	\$1,541,202	\$2,554,823	\$2,158,020	\$7,078,272
Head Start	\$42,137	\$170,537	\$304,969	\$445,646	\$361,514	\$1,324,802
ECEAP	\$80,041	\$323,940	\$579,297	\$846,517	\$686,706	\$2,516,502
Step Ahead	\$177,707	\$721,659	\$1,297,670	\$1,892,597	\$1,524,477	\$5,614,111
Families and Education Levy Leveraged Funds:	\$113,533	\$447,855	\$765,035	\$1,086,811	\$879,798	\$3,293,031
Working Connections Child Care (WCCC):	\$41,632	\$164,767	\$283,446	\$400,014	\$318,259	\$1,208,117
Child Care Assistance Program (CCAP):	\$16,880	\$65,212	\$107,297	\$134,230	\$90,882	\$414,500
Child and Adult Care Food Program (CACFP):	\$38,383	\$186,212	\$419,965	\$696,168	\$588,042	\$1,928,770
Total:	\$651,174	\$2,763,549	\$5,298,880	\$8,056,805	\$6,607,697	\$23,378,106
Difference (Net Program Cost)	\$4,623,006	\$8,111,271	\$12,151,070	\$17,521,858	\$13,937,194	\$56,344,398
+ 3% contingency:	\$138,690	\$243,338	\$364,532	\$525,656	\$418,116	\$1,690,332
TOTAL:	\$4,761,696	\$8,354,609	\$12,515,602	\$18,047,514	\$14,355,310	\$58,034,730
ESTIMATED/ACTUAL REVENUES:						
	2015	2016	2017	2018	2019-2024	Total
Levy Legal Allocation (per Ordinance)	\$14,566,630	\$14,566,630	\$14,566,630	\$14,566,630	\$0	\$58,266,518
Estimated property taxes to be collected	\$14,286,440	\$14,440,923	\$14,476,260	\$14,505,565	\$325,543	\$58,034,730



City of Seattle
Edward B. Murray
Mayor

May 27, 2014

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

Dear Council President Burgess:

I am pleased to transmit the attached proposed Council Bill requesting a proposition be put forth to the voters to lift the property tax limit and levy additional taxes for the purpose of providing high-quality preschool services in Seattle. The Seattle Preschool Program Levy (levy) would generate \$58,266,518 over four years for the purpose of providing accessible, high-quality preschool services for Seattle's three- and four-year-old children to improve their readiness for school and to support their subsequent academic achievement. The proceeds from the levy would be invested in five areas including school readiness, program support, capacity building, research and evaluation, and administration. Over time, the ultimate goal of these investments is to ensure all of Seattle's children have the opportunity to thrive in school and life.

We now know that disparities linked to family income and race evident early in life can persist throughout a student's academic career. Here 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 38,000 children who were assessed in the 2013-14 school year, almost 60% of children entered kindergarten below expected levels in one or more of these domains and almost 29% were below expected levels in three or more domains. Deficits were more pronounced for children from low-income families than peers from higher-income families. Due at least in part to this preparedness gap, in Seattle today, economic and racial disparities persist in third grade reading levels, fourth grade math levels, and high school graduation rates. Until race and family income no longer predict aggregate school performance, investments must be made to ameliorate these inequities. Research shows that attending a high-quality preschool program can make a positive difference in a child's life, irrespective of the child's socioeconomic background, race, or gender. For this reason and others, I am dedicated to ensuring all children have high-quality early learning opportunities.

I believe implementing the Seattle Preschool Program will be one of the most important things we can achieve together during my time as Mayor. Lessons learned through the four-year demonstration phase of the Seattle Preschool Program will guide our actions in coming years as we work toward achieving our goal of expanding access to affordable, high-quality preschool to Seattle's three- and four-year-olds. Thank you for your consideration of this legislation. Should you have questions, please contact Holly Miller, Director, Office for Education, at 684-4508.

Sincerely,

Edward B. Murray
Mayor of Seattle

cc: Honorable Members of the Seattle City Council

Office of the Mayor
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www.seattle.gov/mayor



CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL 118114

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

WHEREAS, participation in high-quality preschool improves academic performance and significantly increases graduation rates, thereby helping to ensure that future generations of children are well-prepared to enter an increasingly demanding and dynamic workforce; and

WHEREAS, high-quality preschool has been identified as a cost-effective means to address the achievement and opportunity gaps by preparing students for the academic and behavioral expectations of K-12 education; and

WHEREAS, several long-term evaluations, such as the High Scope Perry study, Abecedarian project, and the Chicago Child-Parent Center program, demonstrate that high-quality preschool leads not only to better academic achievement (such as higher reading scores and stronger high school graduation rates), but also to better health, higher-paying jobs, and lower rates of criminal behavior; and

WHEREAS, several jurisdictions, including Boston, San Francisco, the State of Oklahoma, the State of West Virginia, and 31 local districts in New Jersey, are already implementing high-quality preschool open to all children and, according to independent studies, the participating children are achieving the intended positive outcomes; and

WHEREAS, the Washington State Department of Early Learning is promoting alignment of local government efforts with the Washington Preschool Program; and

WHEREAS, the Mayor and City Council will require the Seattle Preschool Program providers to comply with all Washington State licensing provisions intended to ensure the safety of children and families, including those related to criminal background checks, fire safety and health standards; and

WHEREAS, on September 23, 2013, the City Council passed Resolution 31478, which called for developing a voluntary high-quality preschool program available in Seattle; and

WHEREAS, Resolution 31478 directed the Office for Education (OFE), with the assistance of independent consultants, to present to the Council a single written action plan with proposed parameters of the high-quality preschool program; and

WHEREAS, the Executive has proposed a single written Seattle Preschool Program Action Plan;

NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Statement of Adoption, Policy and Intent. The City Council seeks to create a comprehensive approach to City-supported preschool (the "Seattle Preschool Program") through adoption and funding of the Seattle Preschool Program Action Plan ("Action Plan") and requiring adoption of a Seattle Preschool Program Implementation Plan ("Implementation Plan").

A. The City Council adopts and incorporates the Action Plan into this ordinance in its entirety. The Action Plan includes, but is not limited to, the following core strategies for the Seattle Preschool Program:

1. Achieving quality through evidence-based successful practices.
2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
3. Making participation in the program voluntary for providers and participants.

1 4. Achieving the ultimate goal of serving all eligible and interested 4-year-olds and all 3-
2 year-olds from families making less than 300% of the federal poverty level in Seattle.

3 5. Providing free tuition for children from families earning less than the 200% of the
4 federal poverty level.

5 6. Setting tuition on a sliding scale for families earning more than 200% of the federal
6 poverty level with at least some level of subsidy for all families.

7 7. Establishing high standards for teacher education and training and supporting teachers
8 in attaining these standards through tuition assistance and embedded professional development.

9 8. Compensating staff at levels designed to attract and retain well-prepared teachers and
10 to provide fair compensation for a traditionally poorly compensated sector of our economy.

11 9. Informing programmatic improvement through ongoing, independent evaluation.

12 B. Levy Proceeds will be used for a four-year demonstration phase of the Seattle
13 Preschool Program. Evidence-based strategies, developments in the early learning field, and best
14 practices related to high-quality preschool may evolve over the course of the demonstration
15 phase. The City Council may, as it deems necessary to strengthen the quality, outcomes, reach or
16 efficiency of the Seattle Preschool Program, amend the Seattle Preschool Program Action Plan
17 and core strategies and priorities for Levy investments through future Council ordinance. The
18 City shall seek the recommendation of the Committee established in Section 7 of this ordinance
19 prior to introducing any such future ordinance.

20 C. The City Council's intent is that the City shall determine the most appropriate manner
21 in which to effectuate the Action Plan and above core strategies through design and adoption of
22 the Implementation Plan and, as necessary, amendment of the Action Plan. Policy, funding
23 priorities and specific requirements related to all substantive aspects of the Seattle Preschool
24 Program, including but not limited to Preschool Services, tuition, teacher and staff qualifications,
25 training, professional development, and compensation, and communication between the City and
26 preschool teachers and staff, shall be made by the City, in consultation with the Oversight

Committee where appropriate, and shall be consistent with this ordinance, the Action Plan and Implementation Plan.

D. The City Council endorses the following Priorities for Funding, consistent with the Action Plan:

Priorities for Levy Funding:

The Action Plan recommends the Seattle Preschool Program begin with a four-year demonstration phase-in. In addition to the program's requirements to ensure preschool that is high-quality and is on track to achieve the positive outcomes for the participating children, the following priorities apply to the schedule of phasing in the Seattle Preschool Program subject to amendment by future Council ordinance:

1. Supporting programs which are able to braid and/or blend funding from multiple sources in order to allow Seattle Preschool Program funds to serve more children.
2. Serving Four-year olds, because they are first to enter kindergarten, and Three-year olds from low-income families (under 300% of the Federal Poverty Level) in mixed-age and mixed-income classrooms.
3. Supporting programs located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments as well as areas with high concentrations of low-income households, English Language Learners, and incoming kindergartners.
4. Contracting with Seattle School District No. 1 ("School District").
5. Supporting programs providing extended day and summer services for interested families or offering dual language Preschool Services.

Section 2. Definitions. As used in this ordinance, the following words when capitalized have the following meanings:

A. "Action Plan" means the Seattle Preschool Program Action Plan submitted by the Executive consistent with City Council Resolution 31478 and attached here as Attachment A.

B. "City" means The City of Seattle.

C. "Full Day" means at least six hours per day.

D. "Implementation Plan" means the Seattle Preschool Program Implementation Plan described in Resolution 31527 and Section 8 of this ordinance.

E. "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.

F. "Proceeds" means that portion of regular property taxes levied and collected as authorized by voter approval pursuant to this ordinance that are above the limits on levies provided for in RCW 84.55.010, and all interest and other earnings derived from that portion of the Levy.

G. "Three-year olds" means children who are Seattle residents and who are three-years old on August 31st prior to the beginning of the school year of enrollment.

H. "Four-year olds" means children who are Seattle residents and who are four-years old on August 31st prior to the beginning of the school year of enrollment.

1 Section 3. Levy of Regular Property Taxes - Submittal. The City hereby submits to the
2 qualified electors of the City a proposition as authorized by RCW 84.55.050 to exceed the levy
3 limitation on regular property taxes contained in Chapter 84.55 RCW, as it now exists or may
4 hereafter be amended, for property taxes levied in 2014 through 2017 for collection in 2015
5 through 2018, respectively, raising up to \$58,266,518 in aggregate over a period of up to four
6 years. The proposition shall be limited so that the City shall not levy more than \$14,566,630 in
7 the first year, in addition to the maximum amount of regular property taxes it would have been
8 limited to by RCW 84.55.010 in the absence of voter approval under this ordinance, plus other
9 authorized lid lifts. Proceeds shall be used to fund the Seattle Preschool Program, including
10 providing Preschool Services for Seattle children and their families consistent with the
11 comprehensive approach to City-supported preschool described in this ordinance, the Action
12 Plan, the Implementation Plan, and any amendments thereto adopted by future Council
13 ordinance. Pursuant to RCW 84.55.050(4), the maximum regular property taxes that may be
14 levied in 2018 for collection in 2019 and in later years shall be computed as if the levy lid in
15 RCW 84.55.010 had not been lifted under this ordinance.

16 Section 4. Application of Proceeds. A new City Fund, the Preschool Services Fund, is
17 created in the City Treasury. Unless otherwise directed by ordinance, Proceeds shall be
18 deposited in the Preschool Services Fund and be used for the purposes of this ordinance. The
19 Director of the Office for Education, or successor department, shall have responsibility for
20 administering the Fund. The Director of Finance, or the Director's designee, is authorized to
21 create subfunds or accounts within the Preschool Services Fund as may be needed or appropriate
22 to implement the purposes of this ordinance. Proceeds may be temporarily deposited or invested
23 in such manner as may be lawful for the investment of City money, and interest and other
24 earnings shall be used for the same purposes as the Proceeds.

25 Section 5. Preschool Services. Preschool Services funded by Proceeds are intended to
26 promote elementary school preparedness, developmentally-appropriate learning activities, and
27

professional development for program providers. Levy investments shall be implemented according to this ordinance, the Action Plan and the Implementation Plan and shall include at a minimum the following:

A. School Readiness. Major program elements include full day high-quality preschool for Three-year olds and Four-year-olds.

B. Program Support: Professional Development and Training. Major program elements include professional development, coaching, and mentoring of instructional staff on an ongoing basis; training for preschool directors and program supervisors; available training for teachers in areas of specific expertise including inclusion, bilingual education, cultural competence, and training and consultation to ameliorate challenging behaviors; and successful transitions from home or other care situations and to kindergarten. The design and implementation of such professional development and training programs shall be made by the City, in consultation with the Oversight Committee described in Section 7 of this ordinance where appropriate, and consistent with this ordinance, the Action Plan and Implementation Plan.

C. Capacity building. Major program elements include tuition support and degree pathway advising for teaching staff to attain required educational credentials from accredited institutions of higher education, facility construction, renovations, and improvements as needed, classroom start-up, and organizational capacity building.

D. Research and Evaluation. Major program elements include not only external, independent evaluation of both program implementation, and short- and long-term

1 evaluation of outcomes and programmatic impacts, but also the creation of necessary data
2 systems.

3 E. Administration. Major elements include City staff or contracted services to
4 oversee quality assurance, enrollment management, contract monitoring, policy and
5 planning, community outreach, and reporting results.
6

7 In the annual City budget or by separate ordinance, the City's legislative authority shall from
8 year to year determine the Preschool Services and funding allocations that will most effectively
9 achieve the Levy goals and outcomes in accordance with Chapter 35.32A RCW. Within a budget
10 year, the City is authorized to reallocate unexpended and unencumbered funds from one core
11 strategy to another by making operating budget transfers consistent with Seattle Municipal Code
12 (SMC) 5.08.020. Before the Executive submits any proposed changes in Levy funding by
13 ordinance, the Executive will seek the recommendation of the Oversight Committee described in
14 Section 7 of this ordinance. If it chooses to, the Executive may seek recommendations from other
15 persons or entities. Unexpended appropriations of Proceeds shall carry forward to subsequent
16 fiscal years until they are exhausted or abandoned by ordinance.

17 Section 6. Providers. To be eligible to contract with the City to provide preschool
18 through this program, qualified organizations must meet the following criteria, in addition to any
19 criteria established under the Implementation Plan called for in Section 8 and Resolution 31527:

20 A. They must be licensed by the Washington State Department of Early Learning to
21 provide preschool services (or exempt from licensing requirements by virtue of being a
22 public school or institution of higher education).

23 B. They must participate in the Washington State Early Achievers Program, or a
24 successor program, and receive a rating of three or higher in the Quality Rating and
25 Improvement System.
26

C. They must meet minimum requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as determined through the implementation planning process.

Section 7. Oversight Committee. Conditioned upon voter approval of the ballot proposition submitted by this ordinance, there is established an Oversight Committee ("Committee") to make recommendations on the design and funding of Levy programs and to monitor the progress of Levy programs in meeting Levy outcomes and goals. The Committee shall be the sole entity with designated authority to make official recommendations on these subjects to the City.

A. The Committee shall make recommendations on the Implementation Plan called for in Section 8 and Resolution 31527 and on the Partnership Agreement called for in Section 11.

B. The Committee shall each year:

1. By February, review the annual report of Levy outcomes and indicators for the previous school year;
2. By April, review mid-year indicators of progress for the first half of the current school year;
3. By May, review and advise on proposed course corrections, program modifications, or program eliminations;
4. By September, review and advise the City Council on proposed expenditures and reallocations, including the annual Levy budget; and
5. Periodically review and advise on program evaluations.

C. The Council requires that the Executive seek the recommendation of the Committee before the Executive submits to the Council the Implementation Plan and the Partnership Agreement. If it chooses to, the Executive may seek recommendations from other persons or entities.

1 D. The Committee shall consist of the twelve members of the Families and
2 Education Levy Oversight Committee established by Ordinance 123567 with the addition
3 of four Seattle residents with an interest in and understanding of Preschool Services as
4 listed in Section 5. The Mayor shall appoint all four of the resident Committee members.
5 All members appointed by the Mayor shall be confirmed by the City Council.

6 E. The four resident members shall be appointed to four-year terms. Upon the
7 resignation, retirement, death, incapacity or removal of a Committee member, the Mayor
8 may appoint a replacement for the balance of the term. The Mayor may remove any
9 member who is absent from two or more consecutive meetings without cause. The Mayor
10 may remove any member for other good cause shown or to ensure compliance with
11 subsection F of this section.

12 F. The four resident members should have professional, personal, or research
13 experience associated with the growth and development of children, including their
14 preschool needs. The City will also seek candidates to serve on the Committee who have
15 an understanding of and experience working with those who have historically not had
16 access to high-quality preschool programs.

17 G. At all times no more than one of the four additional committee members shall be
18 an officer, director, board member, trustee, partner or employee of an entity that receives
19 or competes for funding under this ordinance; or be a member of the immediate family
20 of, or an individual residing with, an officer, director, board member, trustee, partner or
21 employee of an entity that receives or competes for funding under this ordinance; or be a
22 person seeking or having an arrangement concerning future employment with an entity
23 that receives or competes for funding under this ordinance. For the purposes of this
24 ordinance an individual's "immediate family" means an individual's spouse or domestic
25 partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic
26 partner, brother-in-law, sister-in-law, parent, parent of a spouse or domestic partner, a

1 person for whom the individual is a legal guardian, or a person claimed as a dependent on
2 the individual's most recently filed federal income tax return. Subject to the preceding
3 sentence and applicable law, an individual serving as an officer, director, board member,
4 trustee, partner or employee of an entity that receives or competes for funding under this
5 ordinance, or who has an interest in such an entity, shall not thereby be disqualified from
6 serving on the Committee, but shall fully disclose any such relationships and shall not
7 vote on any matter in which the interest of such entity is directly involved. For purposes
8 of this section, "entity" does not include a City department or office. The provisions of
9 this section are in addition to the requirements of SMC chapter 4.16.

10 H. The Committee will generally meet every other month or as needed beginning
11 January 2015. The Office for Education, or successor department, shall provide staff and
12 logistical support for the Committee. Members shall serve without pay. The Committee
13 shall continue in existence through December 31, 2018, and thereafter if so provided by
14 ordinance.

15 Section 8. Implementation Plan. As provided for in Resolution 31527, the
16 Implementation Plan shall be approved and adopted by future ordinance prior to program
17 implementation. The ordinance that adopts the initial Implementation Plan shall identify when
18 Council will be required to approve changes by ordinance.

19 Section 9. Implementing Agreements. If this proposition is approved by the voters, the
20 City may carry out the Preschool Services with City staff or by direct agreements with the
21 School District, with Public Health – Seattle & King County, the State of Washington, and Head
22 Start and Early Childhood Education and Assistance Program providers. Additionally, the City
23 may enter into direct agreements with the providers of the curricula specified under the
24 Implementation Plan, and may enter into agreements with consultants through the process under
25 SMC 20.50. Any other Preschool Services shall be carried out through agreements entered into
26
27
28

1 through a process described in the Implementation Plan, which will set out the complete process
2 and schedule for how the additional programs and services will be selected and contracted.

3 The Mayor or the Mayor's designee is authorized to enter into agreements for Preschool Services
4 as provided in Section 5. When using a request for proposal or request for investment process,
5 the City shall perform outreach to small, economically disadvantaged businesses, including those
6 owned by women and minorities. City agreements with other public entities shall encourage
7 those entities to actively solicit bids for the subcontracting of any goods or services, when such
8 subcontracting is required or appropriate, from qualified small businesses, including those owned
9 by women and minorities. All City agreements for Preschool Services shall require the
10 contracting entities to comply with all then-applicable requirements for non-discrimination in
11 employment in federal, state, and City of Seattle laws and regulations.

12 Section 10. Communications. The City will facilitate communications with and feedback
13 from teachers and staff of providers, provider organizations, parents/guardians, the School
14 District, other governmental entities, impacted community groups, and other relevant parties on
15 professional development, workforce development, training programs, updated policies and other
16 information regarding the Seattle Preschool Program, and other pertinent information related to
17 the field of early learning in general. The City has discretion in determining the best method in
18 which to accomplish these communications.

19 Section 11. City of Seattle/Seattle School District No.1 Partnership Agreement. As the
20 Seattle School participates in the Seattle Preschool Program, there shall be a Partnership
21 Agreement(s) ("Partnership Agreement") developed by the City and the School District in which
22 the roles and responsibilities of the City and the School District in implementing Preschool
23 Services are established. The Partnership Agreement shall set forth the parties' roles and
24 responsibilities for achieving the desired outcomes for Preschool Services. It shall outline how
25 the City and the School District shall work collaboratively to the benefit of children in preschool.
26 The Partnership Agreement shall cover items including, but not limited to, data sharing

1 necessary to implement program evaluations and course corrections, standards for delivery of
2 services, curriculum alignment and other proactive measures to ensure effective transitions from
3 preschool to kindergarten and higher grades, and the sharing of facilities. The City cannot enter
4 into the Partnership Agreement, or materially amend the Partnership Agreement, until the
5 Partnership Agreement or the amendment, as the case may be, is approved by the City Council
6 and the School District. Proceeds may be spent on School District programs or functions only in
7 accordance with an effective Partnership Agreement.

8 Section 12. Reporting. The Director of the Office for Education, or successor department,
9 will prepare and submit to the Oversight Committee, City Council, the Mayor, and residents of
10 Seattle annual progress reports on the implementation of the Preschool Services covering each of
11 the core strategies in the Action Plan.

12 Section 13. Election - Ballot Title. The City Council directs that the City Clerk file this
13 ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of
14 elections, requesting that the Director of Elections call and conduct a special election in the City
15 in conjunction with the state general election to be held on November 4, 2014, for the purpose of
16 submitting to the qualified electors of the City the proposition set forth in this ordinance. The
17 City Clerk is directed to certify to the King County Director of Elections the ballot title approved
18 by the City Attorney in accordance with his responsibilities under RCW 29A.36.071. The
19 following ballot title is submitted to the City attorney for his consideration:

20 THE CITY OF SEATTLE

21
22 PROPOSITION NUMBER _____

23 REGULAR TAX LEVY INCLUDING

24 THE SEATTLE PRESCHOOL PROGRAM
25
26
27
28

The City of Seattle's Proposition concerns providing Preschool Services to improve school readiness for Seattle children.

This proposition would fund high-quality preschool programs, support and training for teachers, capacity building, and research and evaluation as provided in Ordinance _____. It authorizes regular property taxes above RCW 84.55 limits, allowing additional 2015 collection of up to \$14,566,630 (approximately \$0.11/\$1,000 assessed value) and up to \$58,266,518 over four years. In 2015, the total regular City tax rate, including this proposition, is limited to no more than \$3.60 per \$1,000 of assessed value.

Should this Levy be approved?

Levy, Yes

Levy, No

Section 14. Ratification. Certification of such proposition by the City Clerk to the King County Director of Elections in accordance with law prior to the date of such election on November 4, 2014, and any other act consistent with the authority and prior to the effective date of this ordinance, are hereby ratified and confirmed.

Section 15. Severability. In the event any one or more of the provisions of this ordinance shall for any reason be held to be invalid, such invalidity shall not affect any other provision of this ordinance or the levy of the taxes authorized herein, but this ordinance and the authority to levy those taxes shall be construed and enforced as if such invalid provisions had not been contained herein; and any provision which shall for any reason be held by reason of its extent to be invalid shall be deemed to be in effect to the extent permitted by law.

Section 16. Comprehensive law. This ordinance is intended to establish a complete and comprehensive framework for the creation, implementation, and development of a Seattle public preschool program.

1 Section 17. Conflicting laws. In the event any one or more of the provisions of this
2 ordinance shall for any reason be held to be in conflict with any prior or concurrent enactment of
3 law, this ordinance shall govern.

4 Section 18. This ordinance shall take effect and be in force 30 days after its approval by
5 the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it
6 shall take effect as provided by Seattle Municipal Code Section 1.04.020.

7 Upon submission to the vote of the people, if approved, this ordinance shall then take full
8 effect ten days after proclamation by the Mayor of such approval.

9 Passed by the City Council the ____ day of _____, 2014, and
10 signed by me in open session in authentication of its passage this
11 ____ day of _____, 2014.

12
13 _____
14 President _____ of the City Council

15
16 Approved by me this ____ day of _____, 2014.

17
18 _____
19 Edward B. Murray, Mayor

20
21 Filed by me this ____ day of _____, 2014.

22
23 _____
24 Monica Martinez Simmons, City Clerk

25 (Seal)

Attachment A: Seattle Preschool Program Action Plan



SEATTLE PRESCHOOL PROGRAM ACTION PLAN

A blueprint for narrowing the
opportunity and achievement gap



City of Seattle

PROPOSED BY MAYOR ED MURRAY

THIS VERSION IS NOT ADOPTED



INDEX



“There is nothing more morally important that I will do as Mayor in the next four years than creating a high quality preschool program for three- and four-year-olds in Seattle.”

- Mayor Ed Murray

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THIS VERSION IS NOT ADOPTED

INTRODUCTION

“A LARGE BODY OF SCIENTIFIC EVIDENCE HAS SHOWN THAT THE FUNDAMENTAL ARCHITECTURE OF THE BRAIN IS ESTABLISHED BEFORE A CHILD ENTERS KINDERGARTEN. THESE EARLY YEARS OF A CHILD’S LIFE ARE AN IMPORTANT WINDOW OF OPPORTUNITY FOR SOCIAL AND COGNITIVE DEVELOPMENT.

The right environments, experiences, and investments in these years can produce a lifetime of benefits. Failure to adequately support young children combined with the adversity that all too many children face can lead to academic failure, troubled lives, low wages, and poor health in later years.

Families who wish to provide good early educational experiences for their children frequently find it difficult to do on their own. Quality preschool programs are expensive, and working parents that need long hours of child care may conclude that a good early education is out of reach. In Seattle, over a quarter of all 3- and 4-year-olds live in families with incomes below 200% of federal poverty level (\$47,700 for a family of four in 2014). Families struggling to make ends meet may find they have limited child care options. ...

The evidence of the importance of early education for brain development and lifetime success combined with the inadequate quality of much early care and education has inspired numerous public policy initiatives to support high-quality, universal preschool. Yet in most states the vast majority of 3- and 4-year-olds have no access to public preschool programs. Increasingly, local communities, including Boston, San Antonio, and Washington, D.C., have been unwilling to wait for state or federal government action and have moved ahead with their own programs.

On September 23, 2013, Seattle City Council joined these cities by unanimously passing...Resolution 31478, which endorsed voluntary, high-quality preschool for all 3- and 4-year-old children. ... The ultimate goal of this program is to offer every family the opportunity to enroll their children in a preschool program that will provide strong support for each child’s learning and development in partnership with parents and caregivers. This will better prepare Seattle’s children to succeed in school and enhance equal opportunity for later life success.”

BERK in partnership with Columbia City Consulting, Dr. Ellen Frede and Dr. W. Steven Barnett,
Recommendations for Seattle’s Preschool for All Action Plan, 2014

THE SEATTLE CONTEXT

Over the last decade, it has become clear that the education “gap” is about more than achievement on standardized tests. From the time children enter school, there is a “preparedness gap.” While some children have ample opportunities to develop school-ready social and pre-academic skills, many others do not. The education “gap” is about opportunity. In Seattle, it is our goal to ensure that every child has the opportunity to thrive in school and life.

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 K-12 system than their peers. Due at least in part to this opportunity gap, in Seattle today, economic and racial disparities persist in third grade reading levels, fourth grade math levels, and high school graduation rates. According to former President of the American Educational Research Association, professor, and researcher Gloria Ladson-Billings, the “historical, economic, sociopolitical, and moral decisions and policies that characterize our society have created an education debt”¹ — a debt formed by annually compounding disparities.

We must address these disparities now, for the sake of our children and our children’s children. Social justice cannot wait as more debt accrues. Now is the time to create opportunities for success. Now is the time to close the opportunity and preparedness gaps.

We now know that disparities linked to family income and race evident early in life can persist throughout a student’s academic career. Here in Washington, the Washington Kindergarten Inventory of Developmental Skills (WaKIDS) is used to gather information about children’s developing skills as they enter kindergarten.

AS A FINANCIAL INVESTMENT,
THE RATE OF RETURN FOR
FUNDING HIGH-QUALITY
PRESCHOOL IS ESTIMATED TO
RANGE BETWEEN \$3 TO \$7
FOR EVERY \$1 INVESTED.

THIS VERSION IS NOT ADOPTED

Observations are completed in six domains: social-emotional, physical, language, cognitive, literacy, and math. WaKIDS data show that of the over 38,000 children who were assessed in the 2013-14 school year, almost 60% of children entered kindergarten below expected levels in one or more of these domains and almost 29% were below expected levels in three or more domains. These deficits were more pronounced for children from low-income families than peers from higher-income families.

Until race and family income no longer predict aggregate school performance, investments must be made to



THE SEATTLE CONTEXT

ameliorate these inequities. **Research shows that attending a high-quality preschool program can make a positive difference in a child's life, irrespective of the child's socioeconomic background, race, or gender. For this reason and others, the City of Seattle is dedicated to ensuring all children have high-quality early learning opportunities.**

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

The High/Scope Perry Preschool longitudinal study documents better life outcomes for children who received one year of high-quality preschool education. Forty years after participation, benefits for participants have been shown to include higher incomes and educational attainment and lower rates of incarceration as compared with non-participating peers. James Heckman, Nobel laureate and economist at the University of Chicago writes:

“Longitudinal studies demonstrate substantial positive effects of early environmental enrichment on a range of cognitive and non-cognitive skills, schooling achievement, job performance and social behaviors, long after the interventions ended.”² More recent independent studies have confirmed the tangible academic and social benefits of high-quality preschool implemented on a large scale in Boston, Tulsa, New Jersey, and other jurisdictions.

In addition to providing benefits for individuals and families, high-quality early childhood education programs have been shown to be profitable investments for society as a whole. As a financial investment, the rate of return for funding high-quality preschool is estimated to range between \$3 and \$7 for every \$1 invested. The best current evidence suggests that for every dollar spent, the average impact on cognitive and achievement outcomes of quality preschool is larger than the average impact of other well-known educational interventions.³

Over the last few years states and cities have begun to respond to these scientific and economic imperatives by focusing on early childhood education. States including New Jersey, Oklahoma, and Georgia and cities such as Boston and San Antonio are investing in preschool programs. Washington State has also invested in early learning by creating the Department of Early Learning and developing a Quality Rating and Improvement System, known as Early Achievers, to help early learning programs offer high-quality care by providing resources for preschool and child care providers to support children's learning and development.

In Seattle, we have learned from many of these efforts. We are streamlining the City's current early learning functions and investments into a single organizational unit. Over the past eight months we have developed a

THE SEATTLE CONTEXT

proposal for the Seattle Preschool Program, focusing on evidence-based approaches to support beneficial outcomes for children, their families, and our city as a whole.

In support of this effort, we have relied on advice and planning support from numerous engaged community members and experts in the field. The City contracted with BERK, in partnership with noted local experts, John Bancroft and Tracey Yee, as well as national experts, Dr. Ellen Frede and Dr. W. Steven Barnett, to develop a set of research-based recommendations for Seattle's Preschool Program.

Drafts of these recommendations were reviewed by eleven national and local experts in education. Over 100 representatives from Seattle's early learning communities participated on six workgroups. Outreach meetings were held with over 60 community groups and attended by hundreds of Seattleites.

Feedback gathered through workgroups and outreach has been used by the consultants to contextualize their recommendations and will continue to inform the City throughout the implementation of the Seattle Preschool Program.

THIS VERSION IS NOT ADOPTED

¹ Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.

² Heckman, J. J. (2008). Schools, skills, and synapses. *Economic Inquiry*, 46(3), 289-324.

³ Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., ... Zaslow, M. J. (2013). Investing in our future: The evidence base for preschool education. Policy brief, Society for Research in Child Development and the Foundation for Child Development. Retrieved from the Foundation for Child Development website: [fcd-us.org/sites/default/files/Evidence Base on Preschool Education FINAL.pdf](http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf)



MAYOR MURRAY'S PROPOSAL

With Seattle context in mind, Mayor Murray will transmit legislation to City Council proposing the following:

- » A four-year, \$58 million levy to fund a demonstration phase of the Seattle Preschool Program that will build toward serving 2,000 children in 100 classrooms by 2018.
- » The cost will be \$43.36 a year or \$3.61 a month to the average homeowner in Seattle.
- » The plan is anchored in evidence-based practice, acknowledging that program quality is vital to success.
- » The program will be provided through a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
- » The program will be voluntary for providers and participants.
- » The program will have the ultimate goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.
- » Tuition will be free for children from families earning less than the 200% of the federal poverty level.
- » Tuition will be on a sliding scale for families earning more than 200% of the federal poverty level with at least some level of subsidy for all families.
- » The program establishes high standards for teacher education and training and fully supports teachers in attaining these standards through tuition assistance and embedded professional development.
- » Staff compensation levels are designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.
- » The program creates a feedback loop to inform programmatic improvement through ongoing, independent evaluation.

This proposal is built on the high-quality parameters of the BERK Recommendations and those of City Council Resolution 31478. The implementation schedule is realistic, so that the necessary quality is truly achieved before the Seattle Preschool Program is expanded. Lessons learned through the four-year demonstration phase of the Seattle Preschool Program will guide our actions in coming years as we work toward achieving our goal of expanding access to affordable, high-quality preschool to Seattle's three- and four-years-olds.

This Administration looks forward to working with partners across the educational continuum to collaborate in making other strategic, evidence-based investments to eradicate the opportunity, achievement, and preparedness gaps.

CORE GUIDING PRINCIPLES

The plan is evidence-based. If implemented with fidelity, it will **narrow, even eliminate, the opportunity and preparedness gaps** and deliver significant academic gains for the children of Seattle.

REFLECTED IN:

- ☒ Curricula that is proven effective, play-based, and focused on social-emotional and academic development
- ☒ Staff education and professional development requirements
- ☒ Classroom size and dosage of instruction

The plan will demonstrate **meaningful collaboration and key partnerships** with Seattle Public Schools, the Washington State Department of Early Learning, community-based preschool providers, early childhood development providers, and other stakeholders to deliver an effective and coordinated program that leverages existing resources.

REFLECTED IN:

- ☒ Use of the State of Washington's Department of Early Learning Quality Rating and Improvement System, known as Early Achievers
- ☒ Head Start and Early Childhood Education and Assistance Program (ECEAP) collaborations
- ☒ A partnership agreement with Seattle Public Schools

The plan includes a **realistic and practical timeline** to achieve and sustain high-quality preschool.

REFLECTED IN:

- ☒ Quality before quantity approach – 2,000 kids enrolled by 2018
- ☒ 4-year levy demonstration phase
- ☒ Goal of serving all eligible and interested children within 20 years

CORE GUIDING PRINCIPLES

The program will be **affordable for low- and middle-income families**, ensuring that cost will not be a barrier to participation in high-quality preschool.

REFLECTED IN:

- ☑ Sliding scale for tuition
- ☑ Free for families up to 200% of federal poverty level (\$47,700 for a family of four)
- ☑ Families up to 600% of federal poverty level (\$143,100 for a family of four) pay no more than 40% of costs, with higher income families paying a greater share

The plan calls for **ongoing monitoring and evaluation** to ensure we meet our school readiness, quality, and achievement goals.

REFLECTED IN:

- ☑ A comprehensive evaluation strategy for the program, designed with independent evaluation experts
- ☑ Ongoing assessments of classroom quality, which includes making full use of existing assessment infrastructure
- ☑ Use of developmentally-appropriate, performance-based assessments
- ☑ External evaluations of implementation and outcomes

The Seattle Preschool Program is **voluntary**. It is voluntary for families and it is voluntary for providers.

CORE GUIDING PRINCIPLES

The plan provides for the **support and resources** to meet the high-quality standards and expectations of the program.

REFLECTED IN:

- ☑ Competitive salaries for Seattle Preschool Program teachers
- ☑ Coaches and training for teachers and instructors
- ☑ Tuition support for education and certifications
- ☑ Range of pathways and portals for providers to access support and resources

Beyond classroom instruction, the initial phase **will include an additional set of policies, services, and program elements**, that may be modified or enhanced in future phases of the program.

REFLECTED IN:

- ☑ Setting a 15- to 20-year full implementation goal of serving 80% of all 4-year-olds and all 3-year-olds from families earning less than 300% of the federal poverty level in Seattle
- ☑ Use of Seattle's Race and Social Justice Initiative toolkit and the provision of funding for consultant services to review workforce capacity, identify the needs of refugee and immigrant communities, and offer strategies to create pathways to high-quality early learning opportunities
- ☑ Screenings for developmental and behavioral concerns
- ☑ The provision and leveraging of mental health resources so that teachers can meet the needs of all children

THIS VERSION IS NOT ADOPTED



PROGRAM STANDARDS

Organizational Model

The City of Seattle will build and manage a preschool program that utilizes a mixed-delivery approach. The City will contract with organizations that meet program standards and expectations, as outlined herein and in the Implementation Plan (which will be developed by the City of Seattle's Office for Education to detail the standards presented here). The City anticipates partnering with:

- Seattle Public Schools
- Community-based preschool providers
- Hub organizations that provide administrative support to a variety of cooperating providers

After initial program start-up, the City will work to develop a Family Child Care (FCC) Pilot to assess whether and how partnering with FCC providers can be implemented in a way that achieves, in a cost-effective manner, the same quality standards as other types of providers.

Organizational Eligibility

To be eligible to contract with the City to provide preschool through this program, qualified organizations will need to meet the following criteria:

- They must be licensed by the Washington State Department of Early Learning to provide preschool services (or exempt from licensing requirements by virtue of being a public school or institution of higher education).
- They must participate in the Early Achievers Program, hold a rating of Level 3 or above, and meet minimum requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as determined through the Implementation Planning process.

In order to participate in the program, organizations must commit to:

- Providing two or more preschool classrooms
- Ensuring that all children in contracted classrooms are Seattle residents
- Adhering to the program standards listed herein

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Contracting Priorities

Contracting with Seattle Public Schools will be a priority. Additionally, priority will be given to qualified organizations meeting the standards listed herein that:

- Have the capacity to provide more preschool classrooms for the program.
- Make care available before and after preschool classroom hours, on holidays, and over the summer.
- Provide dual language programs.
- Have higher ratings in Early Achievers and higher scores in CLASS and ECERS-R.
- Are located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments, as well as those with high concentrations of low-income households, English language learners, and incoming kindergartners.
- Provide preschool services through Head Start or Early Childhood Education and Assistance Program (ECEAP).
- Have existing contracts with the City to provide preschool services.

Teacher-Student Ratio and Class Size

- The maximum class size is 20, with a ratio of 1 adult for every 10 children. In the average classroom, we anticipate one Lead Teacher and one Instructional Assistant.
- In classrooms where more than 6 of the students are considered to be members of a “special population” as defined in the Implementation Plan (for example, children in foster/kinship care or other areas of child welfare system, English language learners, children who receive special education services), additional instructional staff support will be provided for the classroom.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Student eligibility

The program will be open to Seattle residents who:

- Are 4-years-old on August 31st prior to the beginning of a school year of enrollment, or
- Are 3-years-old on August 31st from families with income equal to 300% of Federal Poverty Level or below.

As the program is ramping up, priority will be given to:

- Children who are currently enrolled in preschool with a contracted organization.
- Children whose sibling is currently enrolled in the Seattle Preschool Program and would be concurrently enrolled with the sibling in the year of enrollment.
- Children living in close proximity to available program classrooms.
- Children who are 4-years-old relative to children who are 3-years-old, both during the initial enrollment process and when there is a wait list.

Dosage: Classroom Hours

Preschool classes will operate on a full-day schedule. In a typical week this will mean 5 days a week and 6 hours per day. Children will attend preschool 180 days per year.

Language Support

Dual language programs that meet the qualifications of the Seattle Preschool Program and are representative of Seattle's linguistic diversity will receive funding priority.

Bilingual lead teachers and instructional assistants who meet the competency criteria developed in the Implementation Plan will be fairly compensated for their expertise.

Students will be assessed in languages of instruction when feasible.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Curricula

Providers will be required to adopt the approved curricula as detailed in the Implementation Plan.

After 2018, a curriculum waiver process will be considered for high-quality providers.

Staff Education Requirements

All newly hired staff will be required to meet the following standards:

- Director and/or Program Supervisor: Bachelor's Degree in Early Childhood Education or a BA with college-level coursework in Early Childhood Education. Expertise or coursework in educational leadership and business management is also required.
 - Lead Teachers: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement.
 - Assistant Teachers: Associate's Degree in Early Childhood Education or two years of coursework in Early Childhood Education meeting Washington State Core Competencies for Early Care and Educational Professionals.
 - Coaches: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement.
- "Endorsements" in selected curricula are also required.

Current staff will be given 4 years to meet these requirements. The City will work with local colleges and universities to develop an alternate route program for teachers with Bachelor's Degrees in fields other than Early Childhood Education. The City will also develop an alternative process through which experienced, high-quality lead teachers — as defined in the Implementation Plan — may be granted waivers.

Compensation will vary based on degree attainment, State certification status, and experience. Lead teachers who meet the education/certification requirements above will be paid on par with public school teachers.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Staff Professional Development

The City's professional development model is coaching intensive. Coaches who have been "certified" or "endorsed" in the selected curricula will provide:

- On-site curriculum support (reflective coaching) to teachers, center directors, and program supervisors.
- Off-site training.

Additionally, training will be provided in areas of need, likely including:

- Best practices in inclusion, bilingual education, cultural relevancy, and classroom management for Lead Teachers and Instructional Assistants.
- Best practices in reflective coaching, educational leadership, and business management for Directors and Program Supervisors.

Additionally, the City will coordinate with the Washington State Department of Early Learning to leverage professional development resources available to providers through the Early Achievers Program.

Developmentally Appropriate, Inclusive Support

The Seattle Preschool Program will have a "Zero Expulsion and Suspension Policy." The Program will take an integrated approach to supporting children's social and emotional growth by providing developmentally appropriate curriculum resources and professional development and coaching to all contracted organizations.

Furthermore, the City will:

- Support screenings, such as: The Early Screening Inventory-Revised Version (ESI-R), the Ages and Stages Questionnaire (ASQ), and/or the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).
- Provide in-class support for teachers from coaches or mental health professionals as needed.
- Support teachers in effectively meeting the needs of all children, especially those who exhibit challenging behaviors.
- Work alongside Seattle Public Schools Special Education department to meet the needs of children with Individualized Educational Plans (IEPs).

THIS VERSION IS NOT ADOPTED



PROGRAM STANDARDS

Family Engagement

The Seattle Preschool Program will:

Prioritize a universal family engagement approach that integrates intentional parent/child activities and promotes academic, social, and emotional school readiness.

Families will be provided with evidence-based activities, which could include proven home-learning activities, tied to the chosen curriculum models.

Providers will host events throughout the school year to connect families to resources and information on topics such as child development and nutrition.

Build on Early Achievers Strengthening Families framework to increase providers' foundational knowledge about the importance of parents and families in children's lives and the family's impact on child outcomes.

Create a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.

Governance and Organizational Structure

The City of Seattle's Office for Education, or successor city agency, will administer the program.

The City will establish a Preschool Levy Oversight Body, which will be an expansion of the current Families and Education Levy Oversight Committee, to make recommendations on the design and funding of the program and to monitor the progress of the program in meeting its outcomes and goals.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Kindergarten Transitions

The City will work with the Washington State Department of Early Learning and Seattle Public Schools and execute written agreements to:

Align practices, responsibilities, and timelines and to address data sharing, academic expectations, curriculum alignment, and professional development.

Ensure that families are connected with available information and resources.

Capacity Building

The City of Seattle is committed to developing Seattle Preschool Program workforce and helping existing preschool providers meet the quality standards herein and in the Implementation Plan.

To accomplish this, the City will:

Provide funding for tuition assistance to program instructional and administrative staff to meet program standards.

Fund facilities renovations, improvements, and start-up when needed.

Timeline, Ramp-Up and Cost

This Action Plan is for a 4-year demonstration phase of the Seattle Preschool Program. The City aims to serve over 2,000 of all eligible children by the 2018-2019 school year.

The Seattle Preschool Program will be submitted as an ordinance, pending the concurrence of City Council. A special election will be held in conjunction with the state general election on November 4, 2014 for the purpose of approving a four-year property tax levy. The net cost to the City is projected to be approximately \$58,000,000. The average per child reimbursement to providers is projected to be approximately \$10,700.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Outcomes and Evaluations

The City of Seattle's Office for Education, or successor city agency, in partnership with independent experts in early learning and evaluation, will develop a Comprehensive Evaluation Strategy (CES) based on the recommendations for quality assurance and program evaluation provided by BERK. The CES will outline an approach to and timeline for conducting and reporting both process and efficacy evaluations.

The process evaluation will assess the City's administration and oversight of the Seattle Preschool Program, the quality of providers contracted to provide preschool in the Seattle Preschool Program, and the fidelity of the implementation of program standards outlined herein and in the Implementation Plan. The efficacy evaluation will provide valid estimates of the effectiveness of the program in achieving its goal of improving children's preparedness for kindergarten with sufficient precision to guide decisions about the program. Toward this end, the CES will define key research questions, outline an approach to data collection and analysis, and create a timeline for reporting the results of evaluations to the Mayor, City Council, the Levy Oversight Committee, and the public. All evaluations will be conducted by independent, external experts in early learning and evaluation.

THIS VERSION IS NOT ADOPTED



MOVING FORWARD

This plan and the Recommendations for Seattle's Preschool for All Action Plan, a report commissioned by the City of Seattle and completed by BERK in partnership with Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett will be transmitted to City Council in May 2014 in response to City Council Resolution 31478.

Two pieces of legislation are expected to result from this plan: a ballot measure ordinance and a resolution that would approve this Action Plan.

Pending City Council approval of the ballot measure ordinance, the City Clerk will file an ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of elections, requesting that the Director of Elections call and conduct a special election in the City in conjunction with the state general election to be held on November 4, 2014, for the purpose of submitting to the qualified electors of the City the proposition set forth in the ordinance.

The City of Seattle's Office for Education will develop an Implementation Plan that addresses all program standards outlined herein. The Implementation Plan will be included in an ordinance package to be approved by City Council by 2015.

THIS VERSION IS NOT ADOPTED

PROGRAM BUDGET

EXPENDITURES	2015	2016	2017	2018	2019 (8 months)	
School Readiness	\$1,053,928	\$4,731,254	\$10,162,059	\$17,108,285	\$14,555,521	\$47,611,047
Program Support	\$247,675	\$742,874	\$1,392,357	\$2,160,650	\$1,654,922	\$6,198,478
Capacity Building	\$1,342,346	\$2,597,576	\$2,806,910	\$2,913,052	\$1,942,479	\$11,602,363
Research & Evaluation	\$918,614	\$687,115	\$759,817	\$819,711	\$599,242	\$3,784,499
Administration	\$1,711,616	\$2,116,001	\$2,328,807	\$2,576,965	\$1,792,728	\$10,526,117
Total expenditures	\$5,274,179	\$10,874,819	\$17,449,950	\$25,578,664	\$20,544,891	\$79,722,504

REVENUES						
Tuition	\$140,860	\$683,367	\$1,541,202	\$2,554,823	\$2,158,020	\$7,078,272
Head Start	\$42,137	\$170,537	\$304,969	\$445,646	\$361,514	\$1,324,802
ECEAP	\$80,041	\$323,940	\$579,297	\$846,517	\$686,706	\$2,516,502
Step Ahead	\$177,707	\$721,659	\$1,297,670	\$1,892,597	\$1,524,477	\$5,614,111
Families & Education Levy Leveraged Funds	\$113,533	\$447,855	\$765,035	\$1,086,811	\$879,798	\$3,293,031
Working Connections Child Care (WCCC)	\$41,632	\$164,767	\$283,446	\$400,014	\$318,259	\$1,208,117
Child Care Assistance Program (CCAP)	\$16,880	\$65,212	\$107,297	\$134,230	\$90,882	\$414,500
Child and Adult Care Food Program (CACFP)	\$38,383	\$186,212	\$419,965	\$696,168	\$588,042	\$1,928,770
Total revenues	\$651,174	\$2,763,549	\$5,298,880	\$8,056,805	\$6,607,697	\$23,378,106

Difference (Net Program Cost)	\$4,623,006	\$8,111,271	\$12,151,070	\$17,521,858	\$13,937,194	\$56,344,398
+ 3% contingency:	\$138,690	\$243,338	\$364,532	\$525,656	\$418,116	\$1,690,332
TOTAL:	\$4,761,696	\$8,354,609	\$12,515,602	\$18,047,514	\$14,355,310	\$58,034,730

THIS VERSION IS NOT ADOPTED



PROGRAM BUDGET

Notes

1. A four-year levy would collect \$58,034,730 over four years (2015-2018), with approximately \$14.5 million collected annually. This budget represents how the funds collected will be invested over five calendar years (through the end of the 2018-19 school year). The 2019 budget represents eight months of expenditures (January through August 2019).
2. The 2015 budget assumes a full year of expenditures, including program ramp up costs in early 2015. The preschool program would begin at the start of the 2015-16 school year.
3. The budget assumes the following estimated number of children would be served through the 2018-19 school year:

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
3-year-olds	90	259	461	660
4-year-olds	190	521	939	1,340
Total	280	780	1,400	2,000
Classrooms	14	39	70	100

THIS VERSION IS NOT ADOPTED

SLIDING SCALE FEE SCHEDULE

Seattle Preschool Sliding Scale Fee for Tuition

Household Income	-----HOUSEHOLD SIZE-----						
	2	3	4	5	6	7	8
\$30,000	Free	Free	Free	Free	Free	Free	Free
\$35,000	\$438	Free	Free	Free	Free	Free	Free
\$40,000	\$500	\$500	Free	Free	Free	Free	Free
\$45,000	\$675	\$563	Free	Free	Free	Free	Free
\$50,000	\$875	\$625	\$625	Free	Free	Free	Free
\$55,000	\$963	\$825	\$688	Free	Free	Free	Free
\$60,000	\$1,200	\$1,050	\$750	\$750	Free	Free	Free
\$65,000	\$1,950	\$1,138	\$975	\$813	\$813	Free	Free
\$70,000	\$2,450	\$1,225	\$1,050	\$875	\$875	Free	Free
\$75,000	\$2,813	\$1,500	\$1,313	\$1,125	\$938	\$938	Free
\$80,000	\$3,000	\$2,400	\$1,400	\$1,200	\$1,000	\$1,000	Free
\$85,000	\$3,825	\$2,975	\$1,488	\$1,488	\$1,275	\$1,063	\$1,063
\$90,000	\$4,050	\$3,150	\$1,800	\$1,575	\$1,350	\$1,125	\$1,125
\$95,000	\$4,275	\$3,563	\$1,900	\$1,663	\$1,425	\$1,425	\$1,188
\$100,000	\$4,750	\$3,750	\$3,000	\$1,750	\$1,750	\$1,500	\$1,250
\$105,000	\$4,988	\$4,725	\$3,675	\$2,100	\$1,838	\$1,575	\$1,575
\$110,000	\$5,225	\$4,950	\$4,125	\$2,200	\$1,925	\$1,925	\$1,650
\$115,000	\$5,463	\$5,175	\$4,313	\$3,450	\$2,013	\$2,013	\$1,725
\$120,000	\$5,700	\$5,400	\$4,500	\$4,200	\$2,400	\$2,100	\$1,800
\$125,000	\$5,938	\$5,938	\$5,625	\$4,375	\$2,500	\$2,188	\$2,188
\$130,000	\$6,500	\$6,175	\$5,850	\$4,875	\$3,900	\$2,600	\$2,275
\$135,000	\$6,750	\$6,413	\$6,075	\$5,063	\$4,725	\$2,700	\$2,363
\$140,000	\$7,000	\$6,650	\$6,300	\$5,250	\$4,900	\$2,800	\$2,450
\$145,000	\$8,700	\$6,888	\$6,525	\$5,438	\$5,075	\$4,350	\$2,900
\$150,000	\$9,000	\$7,125	\$7,125	\$6,750	\$5,625	\$4,500	\$3,000
\$155,000	\$9,300	\$7,363	\$7,363	\$6,975	\$5,813	\$5,425	\$3,100
\$160,000	\$9,600	\$7,600	\$7,600	\$7,200	\$6,000	\$5,600	\$3,200
\$165,000	\$9,900	\$8,250	\$7,838	\$7,425	\$6,188	\$5,775	\$4,950
\$170,000	\$10,165	\$8,500	\$8,075	\$7,650	\$7,650	\$6,375	\$5,950
\$175,000	\$10,165	\$8,750	\$8,313	\$8,313	\$7,875	\$6,563	\$6,125
\$180,000	\$10,165	\$9,450	\$8,550	\$8,550	\$8,100	\$6,750	\$6,300
\$185,000	\$10,165	\$10,165	\$8,788	\$8,788	\$8,325	\$6,938	\$6,938
\$190,000	\$10,165	\$10,165	\$9,025	\$9,025	\$8,550	\$8,550	\$7,125
\$195,000	\$10,165	\$10,165	\$9,263	\$9,263	\$8,775	\$8,775	\$7,313
\$200,000	\$10,165	\$10,165	\$10,000	\$9,500	\$9,500	\$9,000	\$7,500

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This table is an estimate of actual tuition costs. Actual tuition to be paid will be based on a percentage of actual income.



ACKNOWLEDGEMENTS

Mayor Murray would like to acknowledge the hard work and dedicated planning that has gone into creating this Action Plan.

Special thanks to:

Seattle City Council President Tim Burgess

BERK Consulting

Dr. Ellen Frede, Acelero Learning

Dr. W. Steven Barnett, National Institute for Early Education Research

John Bancroft, Columbia City Consulting

Tracey Yee, Columbia City Consulting

Staff from:

Mayor's Office, City of Seattle

Seattle City Council, City of Seattle

Office for Education, City of Seattle

City Budget Office, City of Seattle

Human Services Department, City of Seattle

Public Health - Seattle & King County

Seattle Public Schools

Washington State Department of Early Learning

The City also extends its appreciation to the Seattle Early Education Collaborative and the Seattle early learning community for their continued support and cooperation.

THIS VERSION IS NOT ADOPTED

FISCAL NOTE FOR NON-CAPITAL PROJECTS

Department:	Contact Person/Phone:	CBO Analyst/Phone:
Department of Neighborhoods	Donnie Grabowski / 206-233-2603	Forrest Longman / 684-0331

Legislation Title:

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

Summary of the Legislation:

The proposed ordinance would submit a \$58 million, four-year Seattle Preschool Program Levy ("Levy") package to Seattle voters for their approval in the fall of 2014. The proposed Levy would be raised under the provisions of RCW 84.55.060, which allows a city to obtain voter approval to exceed the "lid" on regular property taxes for any purposes. Levy proceeds would be intended for the following preschool services programs for the period September 2015-August 2019:

- 1) **School Readiness.** Major program elements include full day high-quality preschool for Three-year olds and Four-year olds.
- 2) **Program Support: Professional Development and Training.** Major program elements include professional development, coaching and mentoring of instructional staff on an ongoing basis; training for preschool directors and program supervisors; available training for teachers in areas of specific expertise including inclusion, bilingual education, cultural competence, and training and consultation to ameliorate challenging behaviors; successful transitions from home or other care situations and to kindergarten.
- 3) **Capacity building.** Major program elements include tuition support and degree pathway advising for teaching staff to attain required educational credentials from accredited institutions of higher education, facility construction, renovations, and improvements as needed, classroom start-up, and organizational capacity building.

THIS VERSION IS NOT ADOPTED



- 4) **Research and Evaluation.** Major program elements include not only external, independent evaluation of both program implementation, and short- and long-term evaluation of outcomes and programmatic impacts, but also the creation of necessary data tracking systems.
- 5) **Administration.** Major elements include City staff or contracted services to oversee quality assurance, enrollment management, contract monitoring, policy and planning, community outreach, and reporting results.

Background:

In September 2013, the City Council unanimously passed Resolution 31478, which outlined a set of tasks associated with advancing efforts to achieve voluntary, high-quality preschool for three- and four-year olds in Seattle. The Resolution requested a gap analysis report, which was presented to the City Council in January 2014 and estimated that there are about 12,000 three- and four-year-old children in Seattle, with approximately 63% to 73% of them, respectively, in childcare. The Resolution also requested an action plan, proposing parameters of a voluntary, high-quality program. Following a competitive process, the City selected a team comprised of Berk Consulting, Inc., Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett ("the Consultants") to develop recommendations for the City's action plan, an interactive financial model to cost out the action plan's recommendations, and an outreach summary report. The Office for Education conducted extensive outreach to the community between February and April in multiple formats (workshops, community meetings, targeted outreach to the early learning community) to provide feedback and input during the development of the recommendations for the City's action plan. The Consultants submitted a final draft of the recommendations in early May. Following this, the Executive created the Seattle Preschool Program Action Plan, which includes several of the Consultant recommendations on quality and program elements but also includes new recommendations for City Council's consideration. The Seattle Preschool Program Action Plan is included as an attachment to Resolution 31527.

X This legislation has financial implications.

Appropriations: N/A

Appropriations Notes: This ordinance includes no appropriations. The budget authority needed to implement the Seattle Preschool Program will be considered as part of the annual budget process or through other ordinances. Levy revenues will support future appropriations.

Anticipated Revenue/Reimbursement Resulting from this Legislation: N/A

Revenue/Reimbursement Notes: This ordinance creates no revenue. However, if the proposed Levy is passed, it will provide revenues totaling \$58,034,730 over four years. The Levy rate and average cost to a homeowner of the proposed Levy are highlighted in Attachment 1 to this fiscal note.

Total Regular Positions Created, Modified, or Abrogated through this Legislation,

Including FTE Impact: N/A

Position Notes: This ordinance creates no new positions. Implementation of the Seattle Preschool Program will require a number of new positions. Positions will be added as part of the annual budget process or through other ordinances. Seattle Preschool Program Levy revenues will provide the funding for these positions.

Spending/Cash Flow: N/A

Spending/Cash Flow Notes:

Projected Expenditure and Revenues for the Seattle Preschool Program Levy are included in Attachment 2.

Other Implications:

a) Does the legislation have indirect financial implications, or long-term implications?

As noted above, this legislation does not directly result in appropriation or position changes, but if it is approved by City Council and a ballot measure is approved by Seattle's citizens, the average cost to a Seattle homeowner will increase during the four-year levy.

b) What is the financial cost of not implementing the legislation?

The City would not be able to provide high-quality, voluntary preschool to three- and four-year-olds and help them be better prepared for school and life.

c) Does this legislation affect any departments besides the originating department?

No.

d) What are the possible alternatives to the legislation that could achieve the same or similar objectives?

There are no other funding sources available to the City that will accomplish these objectives.

e) Is a public hearing required for this legislation?

A City Council public hearing is scheduled on Thursday, May 29.

f) Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?

No.

g) Does this legislation affect a piece of property?

No.

h) Other Issues: None.

List attachments to the fiscal note below:

Attachment 1: Levy Rate and Annual Cost to Homeowner

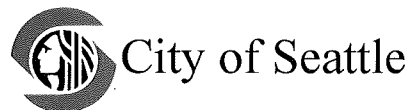
Attachment 2: Projected Expenditures and Revenues for the 2014 Seattle Preschool Program Levy

THIS VERSION IS NOT ADOPTED



SEATTLE PRESCHOOL PROGRAM ACTION PLAN

A blueprint for narrowing the
opportunity and achievement gap



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PROPOSED BY MAYOR ED MURRAY

INDEX



“There is nothing more morally important that I will do as Mayor in the next four years than creating a high quality preschool program for three- and four-year-olds in Seattle.”

- Mayor Ed Murray

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INTRODUCTION

“A LARGE BODY OF SCIENTIFIC EVIDENCE HAS SHOWN THAT THE FUNDAMENTAL ARCHITECTURE OF THE BRAIN IS ESTABLISHED BEFORE A CHILD ENTERS KINDERGARTEN. THESE EARLY YEARS OF A CHILD’S LIFE ARE AN IMPORTANT WINDOW OF OPPORTUNITY FOR SOCIAL AND COGNITIVE DEVELOPMENT.

The right environments, experiences, and investments in these years can produce a lifetime of benefits. Failure to adequately support young children combined with the adversity that all too many children face can lead to academic failure, troubled lives, low wages, and poor health in later years.

Families who wish to provide good early educational experiences for their children frequently find it difficult to do on their own. Quality preschool programs are expensive, and working parents that need long hours of child care may conclude that a good early education is out of reach. In Seattle, over a quarter of all 3- and 4-year-olds live in families with incomes below 200% of federal poverty level (\$47,700 for a family of four in 2014). Families struggling to make ends meet may find they have limited child care options. ...

The evidence of the importance of early education for brain development and lifetime success combined with the inadequate quality of much early care and education has inspired numerous public policy initiatives to support high-quality, universal preschool. Yet in most states the vast majority of 3- and 4-year-olds have no access to public preschool programs. Increasingly, local communities, including Boston, San Antonio, and Washington, D.C., have been unwilling to wait for state or federal government action and have moved ahead with their own programs.

On September 23, 2013, Seattle City Council joined these cities by unanimously passing...Resolution 31478, which endorsed voluntary, high-quality preschool for all 3- and 4-year-old children. ... The ultimate goal of this program is to offer every family the opportunity to enroll their children in a preschool program that will provide strong support for each child’s learning and development in partnership with parents and caregivers. This will better prepare Seattle’s children to succeed in school and enhance equal opportunity for later life success.”

BERK in partnership with Columbia City Consulting, Dr. Ellen Frede and Dr. W. Steven Barnett,
Recommendations for Seattle’s Preschool for All Action Plan, 2014

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THE SEATTLE CONTEXT

Over the last decade, it has become clear that the education “gap” is about more than achievement on standardized tests. From the time children enter school, there is a “preparedness gap.” While some children have ample opportunities to develop school-ready social and pre-academic skills, many others do not. The education “gap” is about opportunity. In Seattle, it is our goal to ensure that every child has the opportunity to thrive in school and life.

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 K-12 system than their peers. Due at least in part to this opportunity gap, in Seattle today, economic and racial disparities persist in third grade reading levels, fourth grade math levels, and high school graduation rates. According to former President of the American Educational Research Association, professor, and researcher Gloria Ladson-Billings, the “historical, economic, sociopolitical, and moral decisions and policies that characterize our society have created an education debt”¹ — a debt formed by annually compounding disparities.

We must address these disparities now, for the sake of our children and our children’s children. Social justice cannot wait as more debt accrues. Now is the time to create opportunities for success. Now is the time to close the opportunity and preparedness gaps.

We now know that disparities linked to family income and race evident early in life can persist throughout a student’s academic career. Here in Washington, the Washington Kindergarten Inventory of Developmental Skills (WaKIDS) is used to gather information about children’s developing skills as they enter kindergarten.

AS A FINANCIAL INVESTMENT,
THE RATE OF RETURN FOR
FUNDING HIGH-QUALITY
PRESCHOOL IS ESTIMATED TO
RANGE BETWEEN \$3 TO \$7
FOR EVERY \$1 INVESTED.

Observations are completed in six domains: social-emotional, physical, language, cognitive, literacy, and math. WaKIDS data show that of the over 38,000 children who were assessed in the 2013-14 school year, almost 60% of children entered kindergarten below expected levels in one or more of these domains and almost 29% were below expected levels in three or more domains. These deficits were more pronounced for children from low-income families than peers from higher-income families.

Until race and family income no longer predict aggregate school performance, investments must be made to

THE SEATTLE CONTEXT

ameliorate these inequities. **Research shows that attending a high-quality preschool program can make a positive difference in a child's life, irrespective of the child's socioeconomic background, race, or gender. For this reason and others, the City of Seattle is dedicated to ensuring all children have high-quality early learning opportunities.**

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

The High/Scope Perry Preschool longitudinal study documents better life outcomes for children who received one year of high-quality preschool education. Forty years after participation, benefits for participants have been shown to include higher incomes and educational attainment and lower rates of incarceration as compared with non-participating peers. James Heckman, Nobel laureate and economist at the University of Chicago writes:

“Longitudinal studies demonstrate substantial positive effects of early environmental enrichment on a range of cognitive and non-cognitive skills, schooling achievement, job performance and social behaviors, long after the interventions ended.”² More recent independent studies have confirmed the tangible academic and social benefits of high-quality preschool implemented on a large scale in Boston, Tulsa, New Jersey, and other jurisdictions.

In addition to providing benefits for individuals and families, high-quality early childhood education programs have been shown to be profitable investments for society as a whole. As a financial investment, the rate of return for funding high-quality preschool is estimated to range between \$3 and \$7 for every \$1 invested. The best current evidence suggests that for every dollar spent, the average impact on cognitive and achievement outcomes of quality preschool is larger than the average impact of other well-known educational interventions.³

Over the last few years states and cities have begun to respond to these scientific and economic imperatives by focusing on early childhood education. States including New Jersey, Oklahoma, and Georgia and cities such as Boston and San Antonio are investing in preschool programs. Washington State has also invested in early learning by creating the Department of Early Learning and developing a Quality Rating and Improvement System, known as Early Achievers, to help early learning programs offer high-quality care by providing resources for preschool and child care providers to support children's learning and development.

In Seattle, we have learned from many of these efforts. We are streamlining the City's current early learning functions and investments into a single organizational unit. Over the past eight months we have developed a

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THE SEATTLE CONTEXT

proposal for the Seattle Preschool Program, focusing on evidence-based approaches to support beneficial outcomes for children, their families, and our city as a whole.

In support of this effort, we have relied on advice and planning support from numerous engaged community members and experts in the field. The City contracted with BERK, in partnership with noted local experts, John Bancroft and Tracey Yee, as well as national experts, Dr. Ellen Frede and Dr. W. Steven Barnett, to develop a set of research-based recommendations for Seattle's Preschool Program.

Drafts of these recommendations were reviewed by eleven national and local experts in education. Over 100 representatives from Seattle's early learning communities participated on six workgroups. Outreach meetings were held with over 60 community groups and attended by hundreds of Seattleites.

Feedback gathered through workgroups and outreach has been used by the consultants to contextualize their recommendations and will continue to inform the City throughout the implementation of the Seattle Preschool Program.

¹ Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.

² Heckman, J. J. (2008). Schools, skills, and synapses. *Economic Inquiry*, 46(3), 289-324.

³ Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., ... Zaslow, M. J. (2013). Investing in our future: The evidence base for preschool education. Policy brief, Society for Research in Child Development and the Foundation for Child Development. Retrieved from the Foundation for Child Development website: [fcd-us.org/sites/default/files/Evidence Base on Preschool Education FINAL.pdf](http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf)

MAYOR MURRAY'S PROPOSAL

With Seattle context in mind, Mayor Murray will transmit legislation to City Council proposing the following:

- » A four-year, \$58 million levy to fund a demonstration phase of the Seattle Preschool Program that will build toward serving 2,000 children in 100 classrooms by 2018.
- » The cost will be \$43.36 a year or \$3.61 a month to the average homeowner in Seattle.
- » The plan is anchored in evidence-based practice, acknowledging that program quality is vital to success.
- » The program will be provided through a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
- » The program will be voluntary for providers and participants.
- » The program will have the ultimate goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.
- » Tuition will be free for children from families earning less than the 200% of the federal poverty level.
- » Tuition will be on a sliding scale for families earning more than 200% of the federal poverty level with at least some level of subsidy for all families.
- » The program establishes high standards for teacher education and training and fully supports teachers in attaining these standards through tuition assistance and embedded professional development.
- » Staff compensation levels are designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.
- » The program creates a feedback loop to inform programmatic improvement through ongoing, independent evaluation.

This proposal is built on the high-quality parameters of the BERK Recommendations and those of City Council Resolution 31478. The implementation schedule is realistic, so that the necessary quality is truly achieved before the Seattle Preschool Program is expanded. Lessons learned through the four-year demonstration phase of the Seattle Preschool Program will guide our actions in coming years as we work toward achieving our goal of expanding access to affordable, high-quality preschool to Seattle's three- and four-years-olds.

This Administration looks forward to working with partners across the educational continuum to collaborate in making other strategic, evidence-based investments to eradicate the opportunity, achievement, and preparedness gaps.

CORE GUIDING PRINCIPLES

The plan is evidence-based. If implemented with fidelity, it will **narrow, even eliminate, the opportunity and preparedness gaps** and deliver significant academic gains for the children of Seattle.

REFLECTED IN:

- ☑ Curricula that is proven effective, play-based, and focused on social-emotional and academic development
- ☑ Staff education and professional development requirements
- ☑ Classroom size and dosage of instruction

The plan will demonstrate **meaningful collaboration and key partnerships** with Seattle Public Schools, the Washington State Department of Early Learning, community-based preschool providers, early childhood development providers, and other stakeholders to deliver an effective and coordinated program that leverages existing resources.

REFLECTED IN:

- ☑ Use of the State of Washington's Department of Early Learning Quality Rating and Improvement System, known as Early Achievers
- ☑ Head Start and Early Childhood Education and Assistance Program (ECEAP) collaborations
- ☑ A partnership agreement with Seattle Public Schools

The plan includes a **realistic and practical timeline** to achieve and sustain high-quality preschool.

REFLECTED IN:

- ☑ Quality before quantity approach – 2,000 kids enrolled by 2018
- ☑ 4-year levy demonstration phase
- ☑ Goal of serving all eligible and interested children within 20 years

THIS VERSION IS NOT ADOPTED

CORE GUIDING PRINCIPLES

The program will be **affordable for low- and middle-income families**, ensuring that cost will not be a barrier to participation in high-quality preschool.

REFLECTED IN:

- ☒ Sliding scale for tuition
- ☒ Free for families up to 200% of federal poverty level (\$47,700 for a family of four)
- ☒ Families up to 600% of federal poverty level (\$143,100 for a family of four) pay no more than 40% of costs, with higher income families paying a greater share

The plan calls for **ongoing monitoring and evaluation** to ensure we meet our school readiness, quality, and achievement goals.

REFLECTED IN:

- ☒ A comprehensive evaluation strategy for the program, designed with independent evaluation experts
- ☒ Ongoing assessments of classroom quality, which includes making full use of existing assessment infrastructure
- ☒ Use of developmentally-appropriate, performance-based assessments
- ☒ External evaluations of implementation and outcomes

The Seattle Preschool Program is **voluntary**. It is voluntary for families and it is voluntary for providers.

CORE GUIDING PRINCIPLES

The plan provides for the **support and resources** to meet the high-quality standards and expectations of the program.

REFLECTED IN:

- ☑ Competitive salaries for Seattle Preschool Program teachers
- ☑ Coaches and training for teachers and instructors
- ☑ Tuition support for education and certifications
- ☑ Range of pathways and portals for providers to access support and resources

Beyond classroom instruction, the initial phase **will include an additional set of policies, services, and program elements**, that may be modified or enhanced in future phases of the program.

REFLECTED IN:

- ☑ Setting a 15- to 20-year full implementation goal of serving 80% of all 4-year-olds and all 3-year-olds from families earning less than 300% of the federal poverty level in Seattle
- ☑ Use of Seattle's Race and Social Justice Initiative toolkit and the provision of funding for consultant services to review workforce capacity, identify the needs of refugee and immigrant communities, and offer strategies to create pathways to high-quality early learning opportunities
- ☑ Screenings for developmental and behavioral concerns
- ☑ The provision and leveraging of mental health resources so that teachers can meet the needs of all children

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Organizational Model

The City of Seattle will build and manage a preschool program that utilizes a mixed-delivery approach. The City will contract with organizations that meet program standards and expectations, as outlined herein and in the Implementation Plan (which will be developed by the City of Seattle's Office for Education to detail the standards presented here). The City anticipates partnering with:

- Seattle Public Schools
- Community-based preschool providers
- Hub organizations that provide administrative support to a variety of cooperating providers

After initial program start-up, the City will work to develop a Family Child Care (FCC) Pilot to assess whether and how partnering with FCC providers can be implemented in a way that achieves, in a cost-effective manner, the same quality standards as other types of providers.

Organizational Eligibility

To be eligible to contract with the City to provide preschool through this program, qualified organizations will need to meet the following criteria:

- They must be licensed by the Washington State Department of Early Learning to provide preschool services (or exempt from licensing requirements by virtue of being a public school or institution of higher education).
- They must participate in the Early Achievers Program, hold a rating of Level 3 or above, and meet minimum requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as determined through the Implementation Planning process.

In order to participate in the program, organizations must commit to:

- Providing two or more preschool classrooms
- Ensuring that all children in contracted classrooms are Seattle residents
- Adhering to the program standards listed herein

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Contracting Priorities

Contracting with Seattle Public Schools will be a priority. Additionally, priority will be given to qualified organizations meeting the standards listed herein that:

- Have the capacity to provide more preschool classrooms for the program.
- Make care available before and after preschool classroom hours, on holidays, and over the summer.
- Provide dual language programs.
- Have higher ratings in Early Achievers and higher scores in CLASS and ECERS-R.
- Are located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments, as well as those with high concentrations of low-income households, English language learners, and incoming kindergartners.
- Provide preschool services through Head Start or Early Childhood Education and Assistance Program (ECEAP).
- Have existing contracts with the City to provide preschool services.

Teacher-Student Ratio and Class Size

- The maximum class size is 20, with a ratio of 1 adult for every 10 children. In the average classroom, we anticipate one Lead Teacher and one Instructional Assistant.
- In classrooms where more than 6 of the students are considered to be members of a “special population” as defined in the Implementation Plan (for example, children in foster/kinship care or other areas of child welfare system, English language learners, children who receive special education services), additional instructional staff support will be provided for the classroom.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Student eligibility

The program will be open to Seattle residents who:

- Are 4-years-old on August 31st prior to the beginning of a school year of enrollment, or
- Are 3-years-old on August 31st from families with income equal to 300% of Federal Poverty Level or below.

As the program is ramping up, priority will be given to:

- Children who are currently enrolled in preschool with a contracted organization.
- Children whose sibling is currently enrolled in the Seattle Preschool Program and would be concurrently enrolled with the sibling in the year of enrollment.
- Children living in close proximity to available program classrooms.

Dosage: Classroom Hours

Preschool classes will operate on a full-day schedule. In a typical week, this will mean 5 days a week and 6 hours per day. Children will attend preschool 180 days per year.

Language Support

Dual language programs that meet the qualifications of the Seattle Preschool Program and are representative of Seattle's linguistic diversity will receive funding priority.

Bilingual lead teachers and instructional assistants who meet the competency criteria developed in the Implementation Plan will be fairly compensated for their expertise.

Students will be assessed in languages of instruction when feasible.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Curricula

Providers will be required to adopt the approved curricula as detailed in the Implementation Plan.

After 2018, a curriculum waiver process will be considered for high-quality providers.

Staff Education Requirements

All newly hired staff will be required to meet the following standards:

- Director and/or Program Supervisor: Bachelor's Degree in Early Childhood Education or a BA with college-level coursework in Early Childhood Education. Expertise or coursework in educational leadership and business management is also required.
- Lead Teachers: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement.
- Assistant Teachers: Associate's Degree in Early Childhood Education or two years of coursework in Early Childhood Education meeting Washington State Core Competencies for Early Care and Educational Professionals.
- Coaches: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement. "Endorsements" in selected curricula are also required.

Current staff will be given 4 years to meet these requirements. The City will work with local colleges and universities to develop an alternate route program for teachers with Bachelor's Degrees in fields other than Early Childhood Education. The City will also develop an alternative process through which experienced, high-quality lead teachers — as defined in the Implementation Plan — may be granted waivers.

Compensation will vary based on degree attainment, State certification status, and experience. Lead teachers who meet the education/certification requirements above will be paid on par with public school teachers.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Staff Professional Development

The City's professional development model is coaching intensive. Coaches who have been "certified" or "endorsed" in the selected curricula will provide:

- On-site curriculum support (reflective coaching) to teachers, center directors, and program supervisors.
- Off-site training.

Additionally, training will be provided in areas of need, likely including:

- Best practices in inclusion, bilingual education, cultural relevancy, and classroom management for Lead Teachers and Instructional Assistants.
- Best practices in reflective coaching, educational leadership, and business management for Directors and Program Supervisors.

Additionally, the City will coordinate with the Washington State Department of Early Learning to leverage professional development resources available to providers through the Early Achievers Program.

Developmentally Appropriate, Inclusive Support

The Seattle Preschool Program will have a "Zero Expulsion Policy." The Program will take an integrated approach to supporting children's social and emotional growth by providing developmentally appropriate curriculum resources and professional development and coaching to all contracted organizations. Furthermore, the City will:

- Support screenings, such as: The Early Screening Inventory-Revised Version (ESI-R), the Ages and Stages Questionnaire (ASQ), and/or the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).
- Provide in-class support for teachers from coaches or mental health professionals as needed.
- Support teachers in effectively meeting the needs of all children, especially those who exhibit challenging behaviors.
- Work alongside Seattle Public Schools Special Education department to meet the needs of children with Individualized Educational Plans (IEPs).

PROGRAM STANDARDS

Family Engagement

The Seattle Preschool Program will:

- Prioritize a universal family engagement approach that integrates intentional parent/child activities and promotes academic, social, and emotional school readiness.
 - » Families will be provided with evidence-based activities, which could include proven home-learning activities, tied to the chosen curriculum models.
 - » Providers will host events throughout the school year to connect families to resources and information on topics such as child development and nutrition.
- Build on Early Achievers Strengthening Families framework to increase providers' foundational knowledge about the importance of parents and families in children's lives and the family's impact on child outcomes.
- Create a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.

Governance and Organizational Structure

The City of Seattle's Office for Education, or successor city agency, will administer the program.

The City will establish a Preschool Levy Oversight Body, which will be an expansion of the current Families and Education Levy Oversight Committee, to make recommendations on the design and funding of the program and to monitor the progress of the program in meeting its outcomes and goals.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Kindergarten Transitions

The City will work with the Washington State Department of Early Learning and Seattle Public Schools and execute written agreements to:

- Align practices, responsibilities, and timelines and to address data sharing, academic expectations, curriculum alignment, and professional development.
- Ensure that families are connected with available information and resources.

Capacity Building

The City of Seattle is committed to developing Seattle Preschool Program workforce and helping existing preschool providers meet the quality standards herein and in the Implementation Plan.

To accomplish this, the City will:

- Provide funding for tuition assistance to program instructional and administrative staff to meet program standards.
- Fund facilities renovations, improvements, and start-up when needed.

Timeline, Ramp-Up and Cost

This Action Plan is for a 4-year demonstration phase of the Seattle Preschool Program. The City aims to serve over 2,000 of all eligible children by the 2018-2019 school year.

The Seattle Preschool Program will be submitted as an ordinance, pending the concurrence of City Council. A special election will be held in conjunction with the state general election on November 4, 2014 for the purpose of approving a four-year property tax levy. The net cost to the City is projected to be approximately \$58,000,000. The average per child reimbursement to providers is projected to be approximately \$10,700.

THIS VERSION IS NOT ADOPTED

PROGRAM STANDARDS

Outcomes and Evaluations

The City of Seattle's Office for Education, or successor city agency, in partnership with independent experts in early learning and evaluation, will develop a Comprehensive Evaluation Strategy (CES) based on the recommendations for quality assurance and program evaluation provided by BERK. The CES will outline an approach to and timeline for conducting and reporting both process and efficacy evaluations.

The process evaluation will assess the City's administration and oversight of the Seattle Preschool Program, the quality of providers contracted to provide preschool in the Seattle Preschool Program, and the fidelity of the implementation of program standards outlined herein and in the Implementation Plan. The efficacy evaluation will provide valid estimates of the effectiveness of the program in achieving its goal of improving children's preparedness for kindergarten with sufficient precision to guide decisions about the program. Toward this end, the CES will define key research questions, outline an approach to data collection and analysis, and create a timeline for reporting the results of evaluations to the Mayor, City Council, the Levy Oversight Committee, and the public. All evaluations will be conducted by independent, external experts in early learning and evaluation.

THIS VERSION IS NOT ADOPTED

MOVING FORWARD

This plan and the Recommendations for Seattle's Preschool for All Action Plan, a report commissioned by the City of Seattle and completed by BERK in partnership with Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett will be transmitted to City Council in May 2014 in response to City Council Resolution 31478.

Two pieces of legislation are expected to result from this plan: a ballot measure ordinance and a resolution that would approve this Action Plan.

Pending City Council approval of the ballot measure ordinance, the City Clerk will file an ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of elections, requesting that the Director of Elections call and conduct a special election in the City in conjunction with the state general election to be held on November 4, 2014, for the purpose of submitting to the qualified electors of the City the proposition set forth in the ordinance.

The City of Seattle's Office for Education will develop an Implementation Plan that addresses all program standards outlined herein. The Implementation Plan will be included in an ordinance package to be approved by City Council by 2015.

THIS VERSION IS NOT ADOPTED

PROGRAM BUDGET

EXPENDITURES	2015	2016	2017	2018	2019 (8 months)	
School Readiness	\$1,053,928	\$4,731,254	\$10,162,059	\$17,108,285	\$14,555,521	\$47,611,047
Program Support	\$247,675	\$742,874	\$1,392,357	\$2,160,650	\$1,654,922	\$6,198,478
Capacity Building	\$1,342,346	\$2,597,576	\$2,806,910	\$2,913,052	\$1,942,479	\$11,602,363
Research & Evaluation	\$918,614	\$687,115	\$759,817	\$819,711	\$599,242	\$3,784,499
Administration	\$1,711,616	\$2,116,001	\$2,328,807	\$2,576,965	\$1,792,728	\$10,526,117
Total expenditures	\$5,274,179	\$10,874,819	\$17,449,950	\$25,578,664	\$20,544,891	\$79,722,504

REVENUES						
Tuition	\$140,860	\$683,367	\$1,541,202	\$2,554,823	\$2,158,020	\$7,078,272
Head Start	\$42,137	\$170,537	\$304,969	\$445,646	\$361,514	\$1,324,802
ECEAP	\$80,041	\$323,940	\$579,297	\$846,517	\$686,706	\$2,516,502
Step Ahead	\$177,707	\$721,659	\$1,297,670	\$1,892,597	\$1,524,477	\$5,614,111
Families & Education Levy Leveraged Funds	\$113,533	\$447,855	\$765,035	\$1,086,811	\$879,798	\$3,293,031
Working Connections Child Care (WCCC)	\$41,632	\$164,767	\$283,446	\$400,014	\$318,259	\$1,208,117
Child Care Assistance Program (CCAP)	\$16,880	\$65,212	\$107,297	\$134,230	\$90,882	\$414,500
Child and Adult Care Food Program (CACFP)	\$38,383	\$186,212	\$419,965	\$696,168	\$588,042	\$1,928,770
Total revenues	\$651,174	\$2,763,549	\$5,298,880	\$8,056,805	\$6,607,697	\$23,378,106

Difference (Net Program Cost)	\$4,623,006	\$8,111,271	\$12,151,070	\$17,521,858	\$13,937,194	\$56,344,398
+ 3% contingency:	\$138,690	\$243,338	\$364,532	\$525,656	\$418,116	\$1,690,332
TOTAL:	\$4,761,696	\$8,354,609	\$12,515,602	\$18,047,514	\$14,355,310	\$58,034,730

THIS VERSION IS NOT ADOPTED

PROGRAM BUDGET

Notes

1. A four-year levy would collect \$58,034,730 over four years (2015-2018), with approximately \$14.5 million collected annually. This budget represents how the funds collected will be invested over five calendar years (through the end of the 2018-19 school year). The 2019 budget represents eight months of expenditures (January through August 2019).
2. The 2015 budget assumes a full year of expenditures, including program ramp up costs in early 2015. The preschool program would begin at the start of the 2015-16 school year.
3. The budget assumes the following estimated number of children would be served through the 2018-19 school year:

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
3-year-olds	90	259	461	660
4-year-olds	190	521	939	1,340
Total	280	780	1,400	2,000
Classrooms	14	39	70	100

Sliding Scale for Tuition *estimated slot cost to providers

Minimum federal poverty level	Maximum federal poverty level	% of avg cost	Annual copay amount (2014)	Max household income, family of 4
0%	110%	0%	0	\$23,850
110%	130%	0%	0	\$31,005
130%	185%	0%	0	\$44,123
185%	200%	0%	0	\$47,700
200%	250%	5%	\$535	\$59,625
250%	300%	10%	\$1,071	\$71,550
300%	400%	20%	\$2,142	\$95,400
400%	500%	30%	\$3,212	\$119,250
500%	600%	40%	\$4,283	\$143,100
600%	700%	50%	\$5,354	\$166,950
700%	800%	60%	\$6,425	\$190,800
800%	900%	70%	\$7,495	\$214,650
900%	1000%	80%	\$8,566	\$238,500
1000%		90%	\$9,637	n/a

***\$10,708**

ACKNOWLEDGEMENTS

Mayor Murray would like to acknowledge the hard work and dedicated planning that has gone into creating this Action Plan.

Special thanks to:

Seattle City Council President Tim Burgess

BERK Consulting

Dr. Ellen Frede, Acelero Learning

Dr. W. Steven Barnett, National Institute for Early Education Research

John Bancroft, Columbia City Consulting

Tracey Yee, Columbia City Consulting

Staff from:

Mayor's Office, City of Seattle

Seattle City Council, City of Seattle

Office for Education, City of Seattle

City Budget Office, City of Seattle

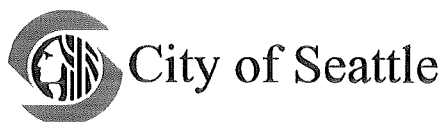
Human Services Department, City of Seattle

Public Health – Seattle & King County

Seattle Public Schools

Washington State Department of Early Learning

The City also extends its appreciation to the Seattle Early Education Collaborative and the Seattle early learning community for their continued support and cooperation.



CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL 118114

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition to lift the limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

WHEREAS, participation in high-quality preschool improves academic performance and significantly increases graduation rates, thereby helping to ensure that future generations of children are well-prepared to enter an increasingly demanding and dynamic workforce; and

WHEREAS, high-quality preschool has been identified as a cost-effective means to address the achievement and opportunity gaps by preparing students for the academic and behavioral expectations of K-12 education; and

WHEREAS, several long-term evaluations, such as the High Scope Perry study, Abecedarian project, and the Chicago Child-Parent Center program, demonstrate that high-quality preschool leads not only to better academic achievement (such as higher reading scores and stronger high school graduation rates), but also to better health, higher-paying jobs, and lower rates of criminal behavior; and

WHEREAS, several jurisdictions, including Boston, San Francisco, the State of Oklahoma, the State of West Virginia, and 31 local districts in New Jersey, are already implementing high-quality preschool open to all children and, according to independent studies, the participating children are achieving the intended positive outcomes; and

WHEREAS, the Washington State Department of Early Learning is promoting alignment of local government efforts with the Washington Preschool Program; and

WHEREAS, the Mayor and City Council will require the Seattle Preschool Program providers to comply with all Washington State licensing provisions intended to ensure the safety of children and families, including those related to criminal background checks, fire safety and health standards; and

WHEREAS, on September 23, 2013, the City Council passed Resolution 31478, which called for developing a voluntary high-quality preschool program available in Seattle; and

WHEREAS, Resolution 31478 directed the Office for Education (OFE), with the assistance of independent consultants, to present to the Council a single written action plan with proposed parameters of the high-quality preschool program; and

WHEREAS, the Executive has proposed a single written Seattle Preschool Program Action Plan;

NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Statement of Adoption, Policy and Intent. The City Council seeks to create a comprehensive approach to City-supported preschool (the "Seattle Preschool Program") through adoption and funding of the Seattle Preschool Program Action Plan ("Action Plan") and requiring adoption of a Seattle Preschool Program Implementation Plan ("Implementation Plan").

A. The City Council adopts and incorporates the Action Plan into this ordinance in its entirety. The Action Plan includes, but is not limited to, the following core strategies for the Seattle Preschool Program:

1. Achieving quality through evidence-based successful practices.
2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
3. Making participation in the program voluntary for providers and participants.

1 4. Achieving the ultimate goal of serving all eligible and interested 4-year-olds and all 3-
2 year-olds from families making less than 300% of the federal poverty level in Seattle.

3 5. Providing free tuition for children from families earning less than the 200% of the
4 federal poverty level.

5 6. Setting tuition on a sliding scale for families earning more than 200% of the federal
6 poverty level with at least some level of subsidy for all families.

7 7. Establishing high standards for teacher education and training and supporting teachers
8 in attaining these standards through tuition assistance and embedded professional development.

9 8. Compensating staff at levels designed to attract and retain well-prepared teachers and
10 to provide fair compensation for a traditionally poorly compensated sector of our economy.

11 9. Informing programmatic improvement through ongoing, independent evaluation.

12 B. The City Council may, as it deems necessary to strengthen the Seattle Preschool
13 Program or for efficient investment of Levy Proceeds, amend the Action Plan and these core
14 strategies through future Council ordinance.

15 C. The City Council's intent is that the City shall determine the most appropriate manner
16 in which to effectuate the Action Plan and above core strategies through design and adoption of
17 the Implementation Plan and, as necessary, amendment of the Action Plan. Policy, funding
18 priorities and specific requirements related to all substantive aspects of the Seattle Preschool
19 Program, including but not limited to Preschool Services, tuition, teacher and staff qualifications,
20 training, professional development, and compensation, and communication between the City and
21 preschool teachers and staff, shall be made by the City, in consultation with the Oversight
22 Committee where appropriate, and shall be consistent with this ordinance, the Action Plan and
23 Implementation Plan.

24 D. The City Council endorses the following Priorities for Funding, consistent with the
25 Action Plan:

Priorities for Levy Funding:

The Action Plan recommends the Seattle Preschool Program begin with a four-year demonstration phase-in. In addition to the program's requirements to ensure preschool that is high-quality and is on track to achieve the positive outcomes for the participating children, the following priorities apply to the schedule of phasing in the Seattle Preschool Program subject to amendment by future Council ordinance:

1. Supporting programs which are able to braid and/or blend funding from multiple sources in order to allow Seattle Preschool Program funds to serve more children.
2. Serving Four-year olds, because they are first to enter kindergarten, and Three-year olds from low-income families (under 300% of the Federal Poverty Level) in mixed-age and mixed-income classrooms.
3. Supporting programs located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments as well as areas with high concentrations of low-income households, English Language Learners, and incoming kindergartners.
4. Contracting with Seattle School District No. 1 ("School District").
5. Supporting programs providing extended day and summer services for interested families or offering dual language Preschool Services.

Section 2. Definitions. As used in this ordinance, the following words when capitalized have the following meanings:

1 A. "Action Plan" means the Seattle Preschool Program Action Plan submitted by the
2 Executive consistent with City Council Resolution 31478 and attached here as
3 Attachment A.

4 B. "City" means The City of Seattle.

5 C. "Full Day" means at least six hours per day.

6 D. "Implementation Plan" means the Seattle Preschool Program Implementation Plan
7 described in Resolution 31527 and Section 8 of this ordinance.
8

9 E. "Preschool Services" means the array of programs and activities referred to in
10 Section 1 and Section 5 of this ordinance as well as in both the Action Plan and
11 Implementation Plan, with such modifications as the City Council may from time to time
12 authorize by ordinance.
13

14 F. "Proceeds" means that portion of regular property taxes levied and collected as
15 authorized by voter approval pursuant to this ordinance that are above the limits on levies
16 provided for in RCW 84.55.010, and all interest and other earnings derived from that
17 portion of the Levy.
18

19 G. "Three-year olds" means children who are Seattle residents and who are three-
20 years old on August 31st prior to the beginning of the school year of enrollment.

21 H. "Four-year olds" means children who are Seattle residents and who are four-years
22 old on August 31st prior to the beginning of the school year of enrollment.
23

24 Section 3. Levy of Regular Property Taxes - Submittal. The City hereby submits to the
25 qualified electors of the City a proposition as authorized by RCW 84.55.050 to exceed the levy
26 limitation on regular property taxes contained in Chapter 84.55 RCW, as it now exists or may
27

hereafter be amended, for property taxes levied in 2014 through 2017 for collection in 2015 through 2018, respectively, raising up to \$58,266,518 in aggregate over a period of up to four years. The proposition shall be limited so that the City shall not levy more than \$14,566,630 in the first year, in addition to the maximum amount of regular property taxes it would have been limited to by RCW 84.55.010 in the absence of voter approval under this ordinance, plus other authorized lid lifts. Proceeds shall be used to fund the Seattle Preschool Program, including providing Preschool Services for Seattle children and their families consistent with the comprehensive approach to City-supported preschool described in this ordinance, the Action Plan, the Implementation Plan, and any amendments thereto adopted by future Council ordinance. Pursuant to RCW 84.55.050(4), the maximum regular property taxes that may be levied in 2018 for collection in 2019 and in later years shall be computed as if the levy lid in RCW 84.55.010 had not been lifted under this ordinance.

Section 4. Application of Proceeds. A new City Fund, the Preschool Services Fund, is created in the City Treasury. Unless otherwise directed by ordinance, Proceeds shall be deposited in the Preschool Services Fund and be used for the purposes of this ordinance. The Director of the Office for Education, or successor department, shall have responsibility for administering the Fund. The Director of Finance, or the Director's designee, is authorized to create subfunds or accounts within the Preschool Services Fund as may be needed or appropriate to implement the purposes of this ordinance. Proceeds may be temporarily deposited or invested in such manner as may be lawful for the investment of City money, and interest and other earnings shall be used for the same purposes as the Proceeds.

Section 5. Preschool Services. Preschool Services funded by Proceeds are intended to promote elementary school preparedness, developmentally-appropriate learning activities, and professional development for program providers. Levy investments shall be implemented according to this ordinance, the Action Plan and the Implementation Plan and shall include at a minimum the following:

1 A. School Readiness. Major program elements include full day high-quality
2 preschool for Three-year olds and Four-year-olds.

3 B. Program Support: Professional Development and Training. Major program
4 elements include professional development, coaching, and mentoring of instructional
5 staff on an ongoing basis; training for preschool directors and program supervisors;
6 available training for teachers in areas of specific expertise including inclusion, bilingual
7 education, cultural competence, and training and consultation to ameliorate challenging
8 behaviors; and successful transitions from home or other care situations and to
9 kindergarten. The design and implementation of such professional development and
10 training programs shall be made by the City, in consultation with the Oversight
11 Committee described in Section 7 of this ordinance where appropriate, and consistent
12 with this ordinance, the Action Plan and Implementation Plan.

13 C. Capacity building. Major program elements include tuition support and degree
14 pathway advising for teaching staff to attain required educational credentials from
15 accredited institutions of higher education, facility construction, renovations, and
16 improvements as needed, classroom start-up, and organizational capacity building.

17 D. Research and Evaluation. Major program elements include not only external,
18 independent evaluation of both program implementation, and short- and long-term
19 evaluation of outcomes and programmatic impacts, but also the creation of necessary data
20 systems.
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1 E. Administration. Major elements include City staff or contracted services to
2 oversee quality assurance, enrollment management, contract monitoring, policy and
3 planning, community outreach, and reporting results.

4 In the annual City budget or by separate ordinance, the City's legislative authority shall from
5 year to year determine the Preschool Services and funding allocations that will most effectively
6 achieve the Levy goals and outcomes in accordance with Chapter 35.32A RCW. Within a budget
7 year, the City is authorized to reallocate unexpended and unencumbered funds from one core
8 strategy to another by making operating budget transfers consistent with Seattle Municipal Code
9 (SMC) 5.08.020. Before the Executive submits any proposed changes in Levy funding by
10 ordinance, the Executive will seek the recommendation of the Oversight Committee described in
11 Section 7 of this ordinance. If it chooses to, the Executive may seek recommendations from other
12 persons or entities. Unexpended appropriations of Proceeds shall carry forward to subsequent
13 fiscal years until they are exhausted or abandoned by ordinance.

14 Section 6. Providers. To be eligible to contract with the City to provide preschool
15 through this program, qualified organizations must meet the following criteria, in addition to any
16 criteria established under the Implementation Plan called for in Section 8 and Resolution 31527:

17 A. They must be licensed by the Washington State Department of Early Learning to
18 provide preschool services (or exempt from licensing requirements by virtue of being a
19 public school or institution of higher education).

20 B. They must participate in the Washington State Early Achievers Program, or a
21 successor program, and receive a rating of three or higher in the Quality Rating and
22 Improvement System.

23 C. They must meet minimum requirements for the Classroom Assessment Scoring
24 System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-
25 R) scores as determined through the implementation planning process.

1 Section 7. Oversight Committee. Conditioned upon voter approval of the ballot
2 proposition submitted by this ordinance, there is established an Oversight Committee
3 ("Committee") to make recommendations on the design and funding of Levy programs and to
4 monitor the progress of Levy programs in meeting Levy outcomes and goals. The Committee
5 shall be the sole entity with designated authority to make official recommendations on these
6 subjects to the City.

7 A. The Committee shall make recommendations on the Implementation Plan called
8 for in Section 8 and Resolution 31527 and on the Partnership Agreement called for in
9 Section 11.

10 B. The Committee shall each year:

- 11 1. By February, review the annual report of Levy outcomes and indicators for the
12 previous school year;
- 13 2. By April, review mid-year indicators of progress for the first half of the current
14 school year;
- 15 3. By May, review and advise on proposed course corrections, program
16 modifications, or program eliminations;
- 17 4. By September, review and advise the City Council on proposed expenditures and
18 reallocations, including the annual Levy budget; and
- 19 5. Periodically review and advise on program evaluations.

20 C. The Council requires that the Executive seek the recommendation of the
21 Committee before the Executive submits to the Council any of the following: the
22 Implementation Plan, the Partnership Agreement, amendments to the Action Plan, or any
23 proposed changes in Levy funding requiring Council approval by ordinance. If it chooses
24 to, the Executive may seek recommendations from other persons or entities.

25 D. The Committee shall consist of the twelve members of the Families and
26 Education Levy Oversight Committee established by Ordinance 123567 with the addition

1 of four Seattle residents with an interest in and understanding of Preschool Services as
2 listed in Section 5. The Mayor shall appoint all four of the resident Committee members.
3 All members appointed by the Mayor shall be confirmed by the City Council.

4 E. The four resident members shall be appointed to four-year terms. Upon the
5 resignation, retirement, death, incapacity or removal of a Committee member, the Mayor
6 may appoint a replacement for the balance of the term. The Mayor may remove any
7 member who is absent from two or more consecutive meetings without cause. The Mayor
8 may remove any member for other good cause shown or to ensure compliance with
9 subsection F of this section.

10 F. The four resident members should have professional, personal, or research
11 experience associated with the growth and development of children, including their
12 preschool needs. The City will also seek candidates to serve on the Committee who have
13 an understanding of and experience working with those who have historically not had
14 access to high-quality preschool programs.

15 G. At all times no more than one of the four additional committee members shall be
16 an officer, director, board member, trustee, partner or employee of an entity that receives
17 or competes for funding under this ordinance; or be a member of the immediate family
18 of, or an individual residing with, an officer, director, board member, trustee, partner or
19 employee of an entity that receives or competes for funding under this ordinance; or be a
20 person seeking or having an arrangement concerning future employment with an entity
21 that receives or competes for funding under this ordinance. For the purposes of this
22 ordinance an individual's "immediate family" means an individual's spouse or domestic
23 partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic
24 partner, brother-in-law, sister-in-law, parent, parent of a spouse or domestic partner, a
25 person for whom the individual is a legal guardian, or a person claimed as a dependent on
26 the individual's most recently filed federal income tax return. Subject to the preceding
27

1 sentence and applicable law, an individual serving as an officer, director, board member,
2 trustee, partner or employee of an entity that receives or competes for funding under this
3 ordinance, or who has an interest in such an entity, shall not thereby be disqualified from
4 serving on the Committee, but shall fully disclose any such relationships and shall not
5 vote on any matter in which the interest of such entity is directly involved. For purposes
6 of this section, "entity" does not include a City department or office. The provisions of
7 this section are in addition to the requirements of SMC chapter 4.16.

8 H. The Committee will generally meet every other month or as needed beginning
9 January 2015. The Office for Education, or successor department, shall provide staff and
10 logistical support for the Committee. Members shall serve without pay. The Committee
11 shall continue in existence through December 31, 2018, and thereafter if so provided by
12 ordinance.

13 Section 8. Implementation Plan. As provided for in Resolution 31527, the
14 Implementation Plan shall be approved and adopted by future ordinance prior to program
15 implementation. The ordinance that adopts the initial Implementation Plan shall identify when
16 Council will be required to approve changes by ordinance.

17 Section 9. Implementing Agreements. If this proposition is approved by the voters, the
18 City may carry out the Preschool Services with City staff or by direct agreements with the
19 School District, with Public Health – Seattle & King County, the State of Washington, and Head
20 Start and Early Childhood Education and Assistance Program providers. Additionally, the City
21 may enter into direct agreements with the providers of the curricula specified under the
22 Implementation Plan, and may enter into agreements with consultants through the process under
23 SMC 20.50. Any other Preschool Services shall be carried out through agreements entered into
24 through a process described in the Implementation Plan, which will set out the complete process
25 and schedule for how the additional programs and services will be selected and contracted.

1 The Mayor or the Mayor's designee is authorized to enter into agreements for Preschool Services
2 as provided in Section 5. When using a request for proposal or request for investment process,
3 the City shall perform outreach to small, economically disadvantaged businesses, including those
4 owned by women and minorities. City agreements with other public entities shall encourage
5 those entities to actively solicit bids for the subcontracting of any goods or services, when such
6 subcontracting is required or appropriate, from qualified small businesses, including those owned
7 by women and minorities. All City agreements for Preschool Services shall require the
8 contracting entities to comply with all then-applicable requirements for non-discrimination in
9 employment in federal, state, and City of Seattle laws and regulations.

10 Section 10. Communications. The City will facilitate communications with and feedback
11 from teachers and staff of providers, provider organizations, parents/guardians, the School
12 District, other governmental entities, impacted community groups, and other relevant parties on
13 professional development, workforce development, training programs, updated policies and other
14 information regarding the Seattle Preschool Program, and other pertinent information related to
15 the field of early learning in general. The City has discretion in determining the best method in
16 which to accomplish these communications.

17 Section 11. City of Seattle/Seattle School District No.1 Partnership Agreement. As the
18 Seattle School participates in the Seattle Preschool Program, there shall be a Partnership
19 Agreement(s) ("Partnership Agreement") developed by the City and the School District in which
20 the roles and responsibilities of the City and the School District in implementing Preschool
21 Services are established. The Partnership Agreement shall set forth the parties' roles and
22 responsibilities for achieving the desired outcomes for Preschool Services. It shall outline how
23 the City and the School District shall work collaboratively to the benefit of children in preschool.
24 The Partnership Agreement shall cover items including, but not limited to, data sharing
25 necessary to implement program evaluations and course corrections, standards for delivery of
26 services, curriculum alignment and other proactive measures to ensure effective transitions from

1 preschool to kindergarten and higher grades, and the sharing of facilities. The City cannot enter
2 into the Partnership Agreement, or materially amend the Partnership Agreement, until the
3 Partnership Agreement or the amendment, as the case may be, is approved by the City Council
4 and the School District. Proceeds may be spent on School District programs or functions only in
5 accordance with an effective Partnership Agreement.

6 Section 12. Reporting. The Director of the Office for Education, or successor department,
7 will prepare and submit to the Oversight Committee, City Council, the Mayor, and residents of
8 Seattle annual progress reports on the implementation of the Preschool Services covering each of
9 the core strategies in the Action Plan.

10 Section 13. Election - Ballot Title. The City Council directs that the City Clerk file this
11 ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of
12 elections, requesting that the Director of Elections call and conduct a special election in the City
13 in conjunction with the state general election to be held on November 4, 2014, for the purpose of
14 submitting to the qualified electors of the City the proposition set forth in this ordinance. The
15 City Clerk is directed to certify to the King County Director of Elections the ballot title approved
16 by the City Attorney in accordance with his responsibilities under RCW 29A.36.071. The
17 following ballot title is submitted to the City attorney for his consideration:

18 THE CITY OF SEATTLE

19
20 PROPOSITION NUMBER _____

21 REGULAR TAX LEVY INCLUDING

22 THE SEATTLE PRESCHOOL PROGRAM

23
24 The City of Seattle's Proposition concerns providing Preschool Services to improve school
25 readiness for Seattle children.

This proposition would fund high-quality preschool programs, support and training for teachers, capacity building, and research and evaluation as provided in Ordinance _____. It authorizes regular property taxes above RCW 84.55 limits, allowing additional 2015 collection of up to \$14,566,630 (approximately \$0.11/\$1,000 assessed value) and up to \$58,266,518 over four years. In 2015, the total regular City tax rate, including this proposition, is limited to no more than \$3.60 per \$1,000 of assessed value.

Should this Levy be approved?

Levy, Yes

Levy, No

Section 14. Ratification. Certification of such proposition by the City Clerk to the King County Director of Elections in accordance with law prior to the date of such election on November 4, 2014, and any other act consistent with the authority and prior to the effective date of this ordinance, are hereby ratified and confirmed.

Section 15. Severability. In the event any one or more of the provisions of this ordinance shall for any reason be held to be invalid, such invalidity shall not affect any other provision of this ordinance or the levy of the taxes authorized herein, but this ordinance and the authority to levy those taxes shall be construed and enforced as if such invalid provisions had not been contained herein; and any provision which shall for any reason be held by reason of its extent to be invalid shall be deemed to be in effect to the extent permitted by law.

Section 16. Comprehensive law. This ordinance is intended to establish a complete and comprehensive framework for the creation, implementation, and development of a Seattle public preschool program.

1 Section 17. Conflicting laws. In the event any one or more of the provisions of this
2 ordinance shall for any reason be held to be in conflict with any prior or concurrent enactment of
3 law, this ordinance shall govern.

4 Section 18. This ordinance shall take effect and be in force 30 days after its approval by
5 the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it
6 shall take effect as provided by Seattle Municipal Code Section 1.04.020.

7 Upon submission to the vote of the people, if approved, this ordinance shall then take full
8 effect ten days after proclamation by the Mayor of such approval.

9 Passed by the City Council the ____ day of _____, 2014, and
10 signed by me in open session in authentication of its passage this
11 ____ day of _____, 2014.

12
13 _____
14 President _____ of the City Council

15
16 Approved by me this ____ day of _____, 2014.

17
18 _____
19 Edward B. Murray, Mayor

20
21 Filed by me this ____ day of _____, 2014.

22
23 _____
24 Monica Martinez Simmons, City Clerk

25 (Seal)

Attachment A: Seattle Preschool Program Action Plan

THIS VERSION IS NOT ADOPTED

STATE OF WASHINGTON -- KING COUNTY

--SS.

313546
CITY OF SEATTLE, CLERKS OFFICE

No. 124509,510,511,512,513

Affidavit of Publication

The undersigned, on oath states that he is an authorized representative of The Daily Journal of Commerce, a daily newspaper, which newspaper is a legal newspaper of general circulation and it is now and has been for more than six months prior to the date of publication hereinafter referred to, published in the English language continuously as a daily newspaper in Seattle, King County, Washington, and it is now and during all of said time was printed in an office maintained at the aforesaid place of publication of this newspaper. The Daily Journal of Commerce was on the 12th day of June, 1941, approved as a legal newspaper by the Superior Court of King County.

The notice in the exact form annexed, was published in regular issues of The Daily Journal of Commerce, which was regularly distributed to its subscribers during the below stated period. The annexed notice, a

CT: TITLE ONLY ORDINANCE

was published on

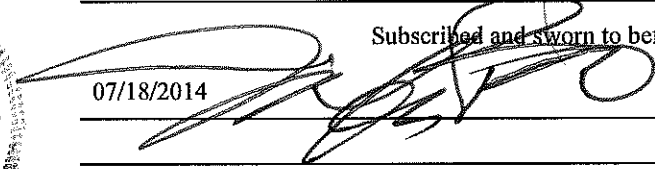
07/18/14

The amount of the fee charged for the foregoing publication is the sum of \$127.08 which amount has been paid in full.



Affidavit of Publication


Subscribed and sworn to before me on


07/18/2014

Notary public for the State of Washington,
residing in Seattle

State of Washington, King County

City of Seattle

Title Only Ordinance

The full text of the following legislation, passed by the City Council on June 23, 2014, and published below by title only, will be mailed upon request, or can be accessed at <http://clerk.seattle.gov>. For information on upcoming meetings of the Seattle City Council, please visit <http://www.seattle.gov/council/calendar>.

Contact: Office of the City Clerk at (206) 684-8344.

ORDINANCE NO. 124509

AN ORDINANCE relating to funding and providing preschool services for Seattle children; requesting that a special election be held concurrent with the November 4, 2014 general election for submission to the qualified electors of the City of a proposition

to lift the limit on regular property taxes under Chapter 84.56 RCW and authorize the City to levy additional taxes for up to four years for the purpose of providing accessible high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement; adopting the Seattle Preschool Program Action Plan; requiring the adoption of an Implementation Plan by the City Council; authorizing creation of a new subfund; directing the application of levy proceeds; establishing eligibility requirements for providers; creating an oversight committee; authorizing implementing agreements for this levy lid lift commonly known as the Seattle Preschool Program Levy; providing for the facilitation of communication between the City and affected groups; providing for a partnership agreement with Seattle School District No. 1; requiring annual progress reports; proposing a ballot title; and ratifying and confirming certain prior acts.

ORDINANCE NO. 124510

AN ORDINANCE relating to City employment; establishing a compensation program for the Seattle Police Chief; specifying provisions for the administration of said compensation program; providing for reimbursement of relocation expenses for the 2014 Seattle Police Chief appointee; authorizing a severance agreement with the 2014 Seattle Police Chief appointee; and ratifying and confirming prior acts.

ORDINANCE NO. 124511

AN ORDINANCE relating to the City's purchase of an interest in real property at 901 Rainier Avenue South, Seattle, Washington owned by Compass Housing Alliance; authorizing the purchase and acceptance of an easement with restrictive covenants from Compass Housing Alliance to provide for the provision of social and community services on the property for a period of fifteen years; authorizing related agreements and actions; and ratifying and confirming prior acts.

ORDINANCE NO. 124512

AN ORDINANCE appropriating money to pay certain audited claims and ordering the payment thereof.

ORDINANCE NO. 124513

AN ORDINANCE relating to land use and zoning; amending the Official Land Use Map at pages 133 and 145 to rezone land in the North Rainier Hub Urban Village and expand the boundaries of the Mount Baker Station Area Overlay District; and amending Sections 23.48.004, 23.48.009, 23.48.011, 23.48.012, 23.48.014, 23.48.024, 23.48.032, 23.48.034, 23.58A.040, and 23.84A.048 and adding a new section 23.61.018 to describe bonus provisions for additional floor area within the Mount Baker Station Area Overlay District; implement standards for a Mount Baker Overlay District Special Standards Area; modify maximum parking limit requirements; change the definition of "Zone, residential" to include SMR; and modify and add maps for Chapter 23.48.

Date of publication in the Seattle Daily Journal of Commerce, July 18, 2014.

7/18(313546)