

Resolution No. ~~3501~~ 3478

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

Related Legislation File: \_\_\_\_\_

|   |   |
|---|---|
| Date Introduced and Referred:<br>9.3.13                     | To: (committee):<br>Government Performance<br>and Finance |
| Date Re-referred:   | To: (committee):  |
| Date Re-referred:   | To: (committee):  |
| Date of Final Action:<br>9/23/13                            | Date Presented to Mayor:<br>_____                         |
| Date Signed by Mayor:<br>_____                              | Date Returned to City Clerk:<br>9/23/13                   |
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## The City of Seattle – Legislative Department

Resolution sponsored by: Roby

### Committee Action:

| Date | Recommendation                                 | Vote                                      |
|------|--|---|
| 9/18 | Adopt <sup>V.2</sup> <sup>DMS</sup> as Amended | TB<br>SC<br>NL<br>SB<br>RC<br>MO<br>6-0-0 |

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

### Full Council Action:

| Date           | Decision | Vote                  |
|----------------|----------|-----------------------|
| Sept. 23, 2013 | Adopted  | 8-0 (excused: bodden) |

Law Department



**CITY OF SEATTLE**  
**RESOLUTION 31478**

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

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

WHEREAS, on June 17, 2013 the University of Washington's Institute for Learning and Brain Sciences (I-LABS) and national education expert Dr. Steven Barnett of the National Institute for Early Education Research at Rutgers University presented their research to the City Council and made the case for investing in high-quality preschool for all children; 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, proficiency in reading by 3<sup>rd</sup> grade is a key indicator of whether children will graduate from high school and the Seattle School District's most recent scorecard shows that approximately 25% of students are not proficient on the State's 3<sup>rd</sup> grade reading test and approximately 23% of our students do not graduate from high school, with significantly worse statistics for our African American, Hispanic, Native American, and immigrant youth; and

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



1 WHEREAS, access to universal preschool is a step toward overcoming the city's gender wage  
2 gap by making it easier for parents to hold jobs and attend school and will help to  
overcome gender inequality in Seattle's workforce; and

3 WHEREAS, in an increasingly competitive global economy many Seattle area employers are  
4 requiring applicants to have a high school diploma and a college degree and a 2010 study  
5 estimates that 67 percent of jobs in Washington will require a college degree by 2018;  
and

6 WHEREAS, the extensive research of economist and Nobel laureate Dr. James Heckman,  
7 summarized in his 2013 book Giving Kids a Fair Chance, validates that investing in  
8 children before kindergarten is much more cost-effective than spending tax dollars on  
reactive interventions that attempt to address problems after they have taken root later in  
life; and

9 WHEREAS, Washington State Senate Bill 6759, signed into law March 29, 2010, directed the  
10 Office of the Superintendent of Public Instruction and the Department of Early Learning  
11 to convene a technical working group that, after much study and deliberation, issued its  
"Final Recommendations" in November 2011 calling for universal preschool for children  
12 ages three and four; and

13 WHEREAS, BERK Consulting completed an updated "Community Needs Assessment" in May  
14 2013 and a "Community Mapping Report" in June 2013 in an attempt to inventory the  
early learning programs in Seattle funded by the local, state, and federal governments and  
15 found an increase in the cost of childcare as well as a lack of coordination among the  
different programs; and

16 WHEREAS, according to recent Census figures and the BERK Consulting reports, there are  
17 approximately 13,000 three and four year olds residing in the City of Seattle, with  
18 approximately 30% (4,000) in families earning less than 200% of the Federal Poverty  
Level (\$47,100 is 200% FPL for a family of four in 2013), and with as many as half  
19 (2,000) of those children not enrolled in any preschool program; and

20 WHEREAS, parents and other caregivers should have a wide range of high-quality preschool  
21 options based on their personal values and priorities and should also have the freedom  
and choice not to enroll their children in preschool; and

22 WHEREAS, children already enrolled in preschool and childcare are in programs that vary  
23 greatly in terms of quality yet independent research demonstrates that only programs of  
24 high quality produce long-lasting positive results and a significant return on investment;  
and



1 WHEREAS, independent research has established that high-quality preschool typically includes  
2 well-qualified teachers, a sufficient number of days and hours of classroom time for the  
3 children, a sufficiently low student-to-teacher ratio, and an evidence-based curriculum  
4 that supports the "whole child," including play-based learning, development of social-  
5 emotional skills, and meaningful engagement by parents/guardians; and

6 WHEREAS, the National Institute of Early Education Research (NIEER) and the State's 2011  
7 Early Learning Technical Working Group support preschool for all children rather than  
8 programs *targeted* to low-income families because targeted programs fail to enroll not  
9 only many low-income families due to confusion over eligibility requirements but also  
10 children with risk factors, such as exposure to domestic violence, poor health, social-  
11 emotional challenges, and limited English-speaking skills not necessarily tied to income;  
12 and

13 WHEREAS, independent research demonstrates that a universal program that brings together  
14 children from families of all income levels for high-quality preschool can benefit children  
15 of all income levels by enhancing social-emotional skills that contribute toward a  
16 stronger foundation for academic achievement; and

17 WHEREAS, funding sufficient for high-quality universal preschool from the federal government  
18 or State government is highly unlikely due to current political divisions in the U.S.  
19 Congress and the State legislature; and

20 WHEREAS, the City Council supports the goal of making voluntary, high-quality preschool  
21 available and affordable to all of Seattle's children and is initiating this work plan to  
22 make significant progress toward this goal; NOW, THEREFORE

23 **BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE THAT:**

24 **Section 1. Endorsing Voluntary, High-Quality Preschool for All Three and Four Year**  
25 **Old Children.** The City Council supports the goal of instituting a program to make voluntary  
26 high-quality preschool available and affordable to all of Seattle's three and four year old children  
27 (the "Seattle Program" or the "Program") and outlines a Work Plan in this Resolution to make  
28 significant progress toward this goal.

For the purposes of this Resolution high-quality preschool incorporates evidence-based  
practices consistent with the November 2011 "Final Recommendations" of the Washington State



1 Early Learning Technical Workgroup and the National Institute for Early Education Research  
2 (NIEER) and typically includes well-qualified teachers, a sufficient number of days and hours of  
3 classroom time for the children, a sufficiently low student-to-teacher ratio, and an evidence-  
4 based curriculum that supports the “whole child,” including play-based learning, development of  
5 social-emotional skills, and meaningful engagement by parents/guardians.

6 For the purposes of this Resolution, three and four year olds are those who have reached  
7 their respective ages by August 31 (the cut-off date used by Seattle Public Schools) as well as  
8 children who turn five after August 31 and are not enrolled in kindergarten.

9 **Section 2. Work Plan.** The Council requests that the City’s Office for Education (OFE)  
10 implement the Work Plan outlined in this Resolution and report back to the Council Committee  
11 that oversees education matters according to the timeframe and manner prescribed in this  
12 Resolution.

13 **Section 3. Analysis of Enrollment Gap and Quality Gap.** Quantifying the precise number  
14 of Seattle’s three and four year olds enrolled in high-quality preschool programs and determining  
15 the amount of public subsidy already invested per child requires additional research due to the  
16 fact that existing child care and early learning programs serve children of different ages, receive  
17 multiple sources of funding, and have different program designs. The Council requests that OFE,  
18 with the assistance of experienced consultant(s), present a “Gap Analysis” to the Council by  
19 December 31, 2013 that answers the following questions:

20 A. How many three year olds and how many four year olds are enrolled in each child  
21 care and preschool program in Seattle (privately funded or subsidized by the local,  
22 state, or federal governments) and

23 B. How many three and four year olds are not enrolled in any formal child care or  
24 preschool programs?



1 C. For subsections A and B above, the Gap Analysis should include demographic details  
2 to the extent the data is available, such as family income, race, geographic location of  
3 the families, and any other relevant factors that would be helpful in designing the  
4 Program.

5 D. Based on input from parents/guardians including, but not limited to, surveys of  
6 parents/guardians, what are the reasons their children do or do not attend preschool?  
7 How many of those whose children do not currently attend preschool would likely  
8 enroll their children if high-quality preschool were available and affordable?

9 E. What is the *average* total cost per child enrolled for *each* of the child care or  
10 preschool programs that receive government subsidies?

11 **Section 4. A Voluntary, High-Quality Preschool Program for All Three and Four Year**  
12 **Old Children in Seattle.** Because independent research demonstrates that a child's foundation for  
13 academic success begins well before kindergarten, public programs serving children before  
14 kindergarten should be focused on the most effective evidence-based practices for learning. To  
15 provide all Seattle children with the best possible tools for long-term success, public policy  
16 leaders should strive to close the preschool gaps in *both* enrollment and quality.

17 After the completion of the Gap Analysis (described in Section 3), the Council and OFE  
18 will consult with experts in evidence-based early learning programs, current providers of early  
19 learning programs and their representatives, the Seattle School District, and parents and  
20 guardians to gather perspective and recommendations for the design and implementation of the  
21 Seattle Program. The experts consulted should include, but not be limited to, an early learning  
22 professional possessing practical experience with evidence-based programs designed for English  
23 language learners as well as an academic researcher with extensive training and experience in  
24 evaluation and assessment methods used for early learning programs.

1 The Council requests that OFE and, if OFE so chooses, with the assistance of  
2 independent consultant(s) with early learning expertise, present to the Council by April 18, 2014  
3 a single written action plan ("Action Plan") with proposed parameters for a voluntary high-  
4 quality preschool program open to all three and four year old children in Seattle that incorporates  
5 evidence-based practices as articulated by the National Institute for Early Education Research  
6 and the November 2011 "Final Recommendations" of the Washington State Early Learning  
7 Technical Workgroup. The Action Plan will address and make recommendations related to the  
8 following:

9 A. Coverage. Confirm the feasibility of funding a voluntary high-quality preschool  
10 program in Seattle with the following "universal" coverage:

- 11 1. Free tuition and support for households earning 200% or less of the Federal  
12 Poverty Level (200% FPL for a family of four in 2013 is \$47,100) and a  
13 sliding scale of fees for households earning above 200% of the FPL (the  
14 higher the household income, the higher the financial contribution from the  
15 household) or a similar subsidy structure.
- 16 2. High-quality preschool for all four year olds in Seattle as the first phase and a  
17 second phase of providing high-quality preschool to all three year olds.
- 18 3. The Program should include flexibility to implement the second phase more  
19 quickly if significant non-City funding becomes available for programs  
20 considered by the City to be high-quality. For example, if the federal  
21 government or the state government provides sufficient resources for a high-  
22 quality program serving all four year olds in Seattle, then Seattle's Program  
23 could shift automatically to serve three year olds.

24 B. Evidence-Based Practices for High-Quality. The quality standards of the Program  
25 shall be consistent with the November 2011 "Final Recommendations" of the  
26



Washington State Early Learning Technical Workgroup and the National Institute of Early Education and Research (NIEER). The Action Plan shall include specific recommended standards a service provider must meet and maintain in order to receive funding that may become available through the Program, including:

1. Provider/Operator Eligibility.
2. Classroom Hours Per Day, Per Week, and Per Year.
3. Class Size.
4. Teacher/Child Ratio.
5. Teacher Qualifications, Credentials, and Compensation.
6. Ongoing Professional Development for Teachers.
7. Curricula that reflect evidence-based practices, which are likely to include purposeful play-based learning and social-emotional development that lay a lasting foundation for strong future academic and life achievement.
8. Family Engagement: Evidence-based strategies to support ongoing meaningful engagement of parents/guardians in each child's education.
9. Health: Additional services from the Program to support child development such as health screenings for vision, hearing, dental, immunizations, nutrition, and mental health.
10. English Language Learners: It is important that the high-quality Program be provided in a culturally appropriate manner, particularly for children whose primary language is not English.
11. Additional Challenges: Additional services from the Program, such as home visitation and other forms of support, should be considered for children facing additional challenges such as those with developmental disabilities, household





1 income below the Federal Poverty Level as well as those who are homeless or  
2 from immigrant or refugee families.  
3

4 C. High Quality Average Cost Estimates

- 5 1. Recognizing that costs vary depending on many factors, such as barriers to  
6 enrollment and socio-economic conditions, what is the estimated total  
7 investment per child, on *average*, needed to provide high-quality preschool in  
8 Seattle at a level sufficient to produce the positive, long-lasting outcomes as  
9 determined in part by independent researchers such as those at the National  
10 Institute for Early Education Research?  
11 2. Based on input from the early learning provider community, what would they  
12 need to improve access to high quality early learning?  
13 3. For each of the existing programs noted in the Gap Analysis, what is the  
14 estimated cost to raise the level of quality, to the extent practicable, to the  
15 level of quality as determined in subsection (C)(1) above and what is the  
16 estimated cost, considering any likely increases in the City's population, to  
17 enroll the estimated number of un-enrolled three year olds and four year olds  
18 in Seattle?

19 D. Process for Funding and Administration. The Council intends that:

- 20 1. OFE will award funding to service providers based on the quality and  
21 effectiveness of the proposed preschool services, use of evidence-based  
22 practices, the provider's ability to track and report outcome data, and  
23 participation in Washington State's Early Achievers program. In measuring  
24 outcomes, OFE will make appropriate adjustments for preschools that  
25  
26



specialize in serving children with additional challenges, such as those described in Subsections B(10) and B(11) above.

2. OFE will coordinate the funding and administration of the Seattle Program and all other city programs with existing State and federal programs currently serving three and four year olds in order to increase, where necessary, the quality of those State- and federally-funded programs to the same quality level of the Seattle Program.
3. OFE will be responsible for coordinating the Program with other local, state, and federal early childhood programs and services as well as with the Seattle Public Schools to ensure alignment and continuity of early childhood experiences and successful transitions from infant and toddler programs into preschool and into kindergarten, as well as data sharing and data system integration, referrals for children and families with special needs, and alignment of curriculum.
4. The Action Plan shall include other recommendations, as necessary, for the funding and administration process.

E. Phase In. The Council intends that:

1. The Action Plan shall recommend how the Program will be phased in to allow a reasonable amount of time to build capacity for providers and, if necessary, to identify additional facilities throughout the City. This shall include recommendations for how Program funds could be used to assist existing providers in enhancing their delivery of early learning services to improve child outcomes.
2. The Action Plan shall include recommendations for when the phasing would be considered complete and the program deemed to have achieved the goal of

1 offering voluntary high-quality preschool to all three and four year old  
2 children.

3 3. The Action Plan shall include recommendations for how to prioritize children  
4 on a waiting list for the Program.

5 4. The Action Plan shall include other recommendations for phasing in the  
6 Program, but any new preschool not currently receiving government funding  
7 will be required to meet the standards of the Program immediately upon  
8 receiving funding.

9 F. Outcome Goals, Benchmarks, and Evaluation. The Council intends that the Action  
10 Plan will also include recommendations related to:

- 11 1. Baseline data to be collected;
- 12 2. Long-term outcomes expected and the associated theory of change for  
13 achieving those outcomes;
- 14 3. The indicators and benchmarks the providers and City will measure to ensure  
15 positive results are being achieved.
- 16 4. A system to allow for feedback and improvement.
- 17 5. A specific and overarching evaluation strategy that incorporates evaluation at  
18 the outset to ensure rigorous and credible evaluations that can be conducted to  
19 assess both implementation and impact. Evaluations shall be conducted by  
20 experienced and independent evaluators approved by the City Council which  
21 will enable the Seattle Program to serve as an evidence-based, national model  
22 that could lead to voluntary high-quality preschool programs in cities  
23 throughout Washington State and the nation.
- 24 6. A plan for obtaining upfront and ongoing parent/guardian opinions and  
25 perspective to provide OFE with input and feedback from families on the  
26



quality and variety of early learning services offered by the Program so OFE  
can make improvements, as needed.

**Section 5. Estimated Costs and Options for Funding.**

A. Cost Estimates. Based on the Program parameters recommended pursuant to this  
Resolution, the Council requests the OFE to estimate the costs of the Program. The  
Action Plan should assume sufficient funding for independent evaluations which,  
when combined with the City's administration costs for the Program, does not exceed  
15% of the total Program.

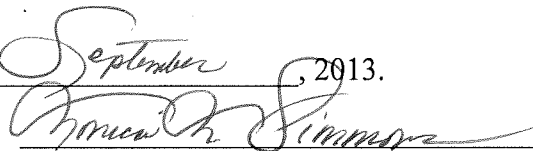
B. Funding Options. The Council requests that the OFE recommend to the Council  
options for funding the Seattle Program, such as funding from the City's General  
Fund, fees, a local property tax levy lid lift, and/or other innovative funding options,  
including a calendar for implementing those options in a timely manner.

Adopted by the City Council the 23<sup>rd</sup> day of September, 2013, and  
signed by me in open session in authentication of its adoption this 23<sup>rd</sup> day  
of September, 2013.



President \_\_\_\_\_ of the City Council

Filed by me this 23<sup>rd</sup> day of September, 2013.



(Seal)

Monica Martinez Simmons, City Clerk

Attachment A: Key Sources of Information (for reference purposes only)





ATTACHMENT A

Key Sources of Information  
for Preschool for All  
**for reference purposes only**

(in alphabetical order by author's last name)

Barnett, W. S. "Long-Term Cognitive and Academic Effects of Early Childhood Education on Children in Poverty." *Preventive Medicine*, 27(2) (1998), 204-207.

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Barnett, W. S. "Early Care and Education in America: Why Pre-K For All is Sound Economic Policy." *Seattle City Council Briefing*. Presentation conducted from Seattle City Hall, Seattle, WA. June 17, 2013.

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Barnett, W.S. bio: <http://nieer.org/about/people/w-steven-barnett>.

Barnett, W.S., Jun Kwanghee, Youn, Min-Jong, & Frede, Ellen. "Abbott [New Jersey] Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up." National Institute for Early Education Research, Rutgers-The State University of New Jersey. 2013.

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Berk Consulting. "Community Needs Assessment Update 2013: Head Start, ECEAP, & Step Ahead Preschool Programs." Seattle, WA: Berk. May 1, 2013.

[http://www.seattle.gov/council/attachments/2013\\_0501%20Community%20Needs%20Assessment\\_Final%20BERK.pdf](http://www.seattle.gov/council/attachments/2013_0501%20Community%20Needs%20Assessment_Final%20BERK.pdf)

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Galinsky, E. "The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference?" Report for the Committee for Economic Development. February 2006.

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Gormley, Jr. William, Gayer, Ted, Phillips, Deborah, & Dawson, Brittany. "The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness." Center for Research on Children.

Washington, D.C.: Georgetown University, 2014.

[http://www.crocus.georgetown.edu/reports/executive\\_summary\\_11\\_04.pdf](http://www.crocus.georgetown.edu/reports/executive_summary_11_04.pdf)



1 Heckman, J. J. *Giving Kids A Fair Chance: A Strategy That Works*. Boston, MA: The MIT Press, 2013.  
2 <http://mitpress.mit.edu/books/giving-kids-fair-chance>

3 Heckman, J. J. & Masterov, D.V. "The Productivity Argument for Investing in Young Children." *Review*  
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6 HighScope. "Lifetime effects: The HighScope Perry Preschool Study through age 40." 2005.  
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8 Muennig, P., Roberston, D., Johnson, G., Campbell, F., Pungello, E. P., & Neidell, M. "The Effect of an  
9 Early Education Program on Adult Health: the Carolina Abecedarian Project Randomized Controlled  
10 Trial." *American Journal of Public Health*, 101(3), 512-516. 2011.  
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16 [data/52324\\_Updating\\_the\\_Economic\\_Impacts\\_of\\_the\\_HighScope\\_Perry\\_Preschool\\_Program.pdf](http://www.sagepub.com/upm-data/52324_Updating_the_Economic_Impacts_of_the_HighScope_Perry_Preschool_Program.pdf)

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21 [arge](http://www.seattlechannel.org/videos/video.asp?ID=2011347&file=1&start=4:49&stop=69:26&vidSize=large)

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24 Weiland, Christina and Hirokazu Yoshikawa. "Impacts of Prekindergarten Program on Children's  
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[ml.html](http://seattletimes.com/html/opinion/2021764293_christinaweilandhirokazuyoshikawaopedpreschool05x.html)

Wong, Vivian, Cook, Thomas, Barnett, W.S., Jun, Kwanghee. "An Effectiveness-Based Evaluation of  
Five State Pre-Kindergarten Programs Using Regression Discontinuity." Northwestern University and  
National Institute for Early Education Research, Rutgers-The State University of New Jersey.  
2007. <http://nieer.org/resources/research/EvaluationFiveStates.pdf>



## **FISCAL NOTE FOR NON-CAPITAL PROJECTS**

| <b>Department:</b> | <b>Contact Person/Phone:</b> | <b>CBO Analyst/Phone:</b> |
|--------------------|------------------------------|---------------------------|
| Legislative        | Alex Pedersen / 684-5341     | n.a.                      |

### **Legislation Title:**

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

### **Summary of the Legislation:**

The Resolution states the City Council support for the goal of making voluntary high-quality preschool available and affordable to all of Seattle's three and four year old children (the "Seattle Program" or the "Program") and outlines a Work Plan in this Resolution to make significant progress toward this goal.

### **Background:**

(Include a brief description of the purpose and context of legislation and include record of previous legislation and funding history, if applicable.)

- On June 17, 2013 the University of Washington's Institute for Learning and Brain Sciences (I-LABS) and national education expert Dr. Steven Barnett of the National Institute for Early Education Research at Rutgers University presented their research to the City Council and made the case for investing in high-quality preschool for all children.
- 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.
- 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.
- Funding sufficient for high-quality universal preschool from the federal government or State government is highly unlikely due to current political divisions in the U.S. Congress and the State legislature.
- Note: For the purposes of this Resolution, three and four year olds are those who have reached their respective ages by August 31 (the cut-off date used by Seattle Public Schools) and children who turn five after August 31 and are not enrolled in kindergarten.

Please check one of the following:

**X This legislation does not have any financial implications.\***

(Please skip to "Other Implications" section at the end of the document and answer questions a-h. Earlier sections that are left blank should be deleted. Please delete the instructions provided in parentheses at the end of each question.)

\* Please see additional information under Question (a) below.

**This legislation has financial implications.**

(If the legislation has direct fiscal impacts (e.g., appropriations, revenue, positions), fill out the relevant sections below. If the financial implications are indirect or longer-term, describe them in narrative in the "Other Implications" Section. Please delete the instructions provided in parentheses at the end of each title and question.)

\* Please see additional information under Question (a) below.

**Appropriations:**

(This table should reflect appropriations that are a direct result of this legislation. In the event that the project/programs associated with this ordinance had, or will have, appropriations in other legislation please provide details in the Appropriation Notes section below. If the appropriation is not supported by revenue/reimbursements, please confirm that there is available fund balance to cover this appropriation in the note section.)

| Fund Name and Number | Department | Budget Control Level* | 2013 Appropriation | 2014 Anticipated Appropriation |
|----------------------|------------|-----------------------|--------------------|--------------------------------|
| TOTAL                |            |                       |                    |                                |

\*See budget book to obtain the appropriate Budget Control Level for your department.

Appropriations Notes: Not applicable.

**Anticipated Revenue/Reimbursement Resulting from this Legislation:**

(This table should reflect revenues/reimbursements that are a direct result of this legislation. In the event that the issues/projects associated with this ordinance/resolution have revenues or reimbursements that were, or will be, received because of previous or future legislation or budget actions, please provide details in the Notes section below the table.)

| Fund Name and Number | Department | Revenue Source | 2013 Revenue | 2014 Revenue |
|----------------------|------------|----------------|--------------|--------------|
| TOTAL                |            |                |              |              |

Revenue/Reimbursement Notes: Not applicable.

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

(This table should only reflect the actual number of positions affected by this legislation. In the event that positions have been, or will be, created as a result of other legislation, please provide details in the Notes section below the table.)





| Position Title and Department | Position # for Existing Positions | Fund Name & # | PT/FT | 2013 Positions | 2013 FTE | 2014 Positions* | 2014 FTE* |
|-------------------------------|-----------------------------------|---------------|-------|----------------|----------|-----------------|-----------|
|                               |                                   |               |       |                |          |                 |           |
|                               |                                   |               |       |                |          |                 |           |
|                               |                                   |               |       |                |          |                 |           |
| <b>TOTAL</b>                  |                                   |               |       |                |          |                 |           |

\* 2014 positions and FTE are total 2014 position changes resulting from this legislation, not incremental changes. Therefore, under 2014, please be sure to include any continuing positions from 2013.

Position Notes:

**Do positions sunset in the future?** Not applicable.

(If yes, identify sunset date)

**Spending/Cash Flow:**

(This table should be completed only in those cases where part or all of the funds authorized by this legislation will be spent in a different year than when they were appropriated (e.g., as in the case of certain grants and capital projects). Details surrounding spending that will occur in future years should be provided in the Notes section below the table.)

| Fund Name & # | Department | Budget Control Level* | 2013 Expenditures | 2014 Anticipated Expenditures |
|---------------|------------|-----------------------|-------------------|-------------------------------|
|               |            |                       |                   |                               |
| <b>TOTAL</b>  |            |                       |                   |                               |

\* See budget book to obtain the appropriate Budget Control Level for your department.

Spending/Cash Flow Notes: Not applicable.

**Other Implications:**

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

(If yes, explain them here.)

Yes.

While the Resolution by itself requires no appropriations or new positions, the work plan is likely to lead a "gap analysis" report which could cost approximately \$25,000 to \$45,000 in consulting work. In addition, the work plan is likely to lead to the engagement of an expert consultant for 2014 to assist in designing a voluntary high-quality preschool program.

The Resolution also has the Council and OFE consulting experts to assist in suggesting options for funding voluntary high-quality preschool for 3 and 4 year old children in Seattle.



Independent research demonstrates that only programs of high quality produce long-lasting positive results and a significant return on investment. In his 2013 State of the Union Address, President Obama called for universal pre-school for four-year olds and said, *"Study after study shows that, the sooner a child begins learning, the better he or she does down the road...Every dollar we invest in high-quality early education can save more than seven dollars later on – by boosting graduation rates, reducing teen pregnancy, even reducing violent crime;"*

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

(Estimate the costs to the City of not implementing the legislation, including estimated costs to maintain or expand an existing facility or the cost avoidance due to replacement of an existing facility, potential conflicts with regulatory requirements, or other potential costs.)

Not applicable.

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

(If so, please list the affected department(s), the nature of the impact (financial, operational, etc), and indicate which staff members in the other department(s) are aware of the proposed legislation.)

The City's Office for Education would facilitate the gathering and reporting of information requested by the Resolution. Some programs for children are administered by the City's Department of Human Services, which would also need to provide information on its programs.

**d) What are the possible alternatives to the legislation that could achieve the same or similar objectives?** (Include any potential alternatives to the proposed legislation, such as reducing fee-supported activities, identifying outside funding sources for fee-supported activities, etc.)

Not applicable.

**e) Is a public hearing required for this legislation?**

(If yes, what public hearing(s) have been held to date, and/or what public hearing(s) are planned for the future?)

No.

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

(For example, legislation related to sale of surplus property, condemnation, or certain capital projects with private partners may require publication of notice. If you aren't sure, please check with your lawyer. If publication of notice is required, describe any steps taken to comply with that requirement.)

No.

**g) Does this legislation affect a piece of property?**

(If yes, and if a map or other visual representation of the property is not already included as an exhibit or attachment to the legislation itself, then you must include a map and/or other visual representation of the property and its location as an attachment to the fiscal note. Place a note on the map attached to the fiscal note that indicates the map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.)

No.



**h) Other Issues:** None at this time.

**List attachments to the fiscal note below:** Attached to the Resolution is a list of some key sources used to inform the Resolution and is *for reference purposes only*.

**CITY OF SEATTLE**  
**RESOLUTION 31478**

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

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

WHEREAS, on June 17, 2013 the University of Washington's Institute for Learning and Brain Sciences (I-LABS) and national education expert Dr. Steven Barnett of the National Institute for Early Education Research at Rutgers University presented their research to the City Council and made the case for investing in high-quality preschool for all children; 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, proficiency in reading by 3<sup>rd</sup> grade is a key indicator of whether children will graduate from high school and the Seattle School District's most recent scorecard shows that approximately 25% of students are not proficient on the State's 3<sup>rd</sup> grade reading test and approximately 23% of our students do not graduate from high school, with significantly worse statistics for our African American, Hispanic, Native American, and immigrant youth; and

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



1 WHEREAS, in an increasingly competitive global economy many Seattle area employers are  
2 requiring applicants to have a high school diploma and a college degree and a 2010 study  
3 estimates that 67 percent of jobs in Washington will require a college degree by 2018;  
4 and

5 WHEREAS, the extensive research of economist and Nobel laureate Dr. James Heckman,  
6 summarized in his 2013 book Giving Kids a Fair Chance, validates that investing in  
7 children before kindergarten is much more cost-effective than spending tax dollars on  
8 reactive interventions that attempt to address problems after they have taken root later in  
9 life; and

10 WHEREAS, Washington State Senate Bill 6759, signed into law March 29, 2010, directed the  
11 Office of the Superintendent of Public Instruction and the Department of Early Learning  
12 to convene a technical working group that, after much study and deliberation, issued its  
13 "Final Recommendations" in November 2011 calling for universal preschool for children  
14 ages three and four; and

15 WHEREAS, BERK Consulting completed an updated "Community Needs Assessment" in May  
16 2013 and a "Community Mapping Report" in June 2013 in an attempt to inventory the  
17 early learning programs in Seattle funded by the local, state, and federal governments and  
18 found an increase in the cost of childcare as well as a lack of coordination among the  
19 different programs; and

20 WHEREAS, according to recent Census figures and the BERK Consulting reports, there are  
21 approximately 13,000 three and four year olds residing in the City of Seattle, with  
22 approximately 30% (4,000) in families earning less than 200% of the Federal Poverty  
23 Level (\$47,100 is 200% FPL for a family of four in 2013), and with as many as half  
24 (2,000) of those children not enrolled in any preschool program; and

25 WHEREAS, parents and other caregivers should have a wide range of high-quality preschool  
26 options based on their personal values and priorities and should also have the freedom  
27 and choice not to enroll their children in preschool; and

28 WHEREAS, children already enrolled in preschool and childcare are in programs that vary  
greatly in terms of quality yet independent research demonstrates that only programs of  
high quality produce long-lasting positive results and a significant return on investment;  
and

WHEREAS, independent research has established that high-quality preschool typically includes  
well-qualified teachers, a sufficient number of days and hours of classroom time for the  
children, a sufficiently low student-to-teacher ratio, and an evidence-based curriculum

that supports the “whole child,” including play-based learning, development of social-emotional skills, and meaningful engagement by parents/guardians; and

WHEREAS, the National Institute of Early Education Research (NIEER) and the State’s 2011 Early Learning Technical Working Group support preschool for all children rather than programs *targeted* to low-income families because targeted programs fail to enroll not only many low-income families due to confusion over eligibility requirements but also children with risk factors, such as exposure to domestic violence, poor health, social-emotional challenges, and limited English-speaking skills not necessarily tied to income; and

WHEREAS, independent research demonstrates that a universal program that brings together children from families of all income levels for high-quality preschool can benefit children of all income levels by enhancing social-emotional skills that contribute toward a stronger foundation for academic achievement; and

WHEREAS, funding sufficient for high-quality universal preschool from the federal government or State government is highly unlikely due to current political divisions in the U.S. Congress and the State legislature; and

WHEREAS, the City Council supports the goal of making voluntary, high-quality preschool available and affordable to all of Seattle’s children and is initiating this work plan to make significant progress toward this goal; NOW, THEREFORE

**BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE THAT:**

**Section 1. Endorsing a Voluntary, High-Quality Preschool for All Three and Four Year Old Children.** The City Council supports the goal of instituting a program to make voluntary high-quality preschool available and affordable to all of Seattle’s three and four year old children (the “Seattle Program” or the “Program”) and outlines a Work Plan in this Resolution to make significant progress toward this goal.

For the purposes of this Resolution high-quality preschool incorporates evidence-based practices consistent with the November 2011 “Final Recommendations” of the Washington State Early Learning Technical Workgroup and the National Institute for Early Education Research (NIEER) and typically includes well-qualified teachers, a sufficient number of days and hours of

1 classroom time for the children, a sufficiently low student-to-teacher ratio, and an evidence-  
2 based curriculum that supports the “whole child,” including play-based learning, development of  
3 social-emotional skills, and meaningful engagement by parents/guardians.

4 For the purposes of this Resolution, three and four year olds are those who have reached  
5 their respective ages by August 31 (the cut-off date used by Seattle Public Schools) as well as  
6 children who turn five after August 31 and are not enrolled in kindergarten.

7 **Section 2. Work Plan.** The Council requests that the City’s Office for Education (OFE)  
8 implement the Work Plan outlined in this Resolution and report back to the Council Committee  
9 that oversees education matters according to the timeframe and manner prescribed in this  
10 Resolution.

11 **Section 3. Analysis of Enrollment Gap and Quality Gap.** Quantifying the precise number  
12 of Seattle’s three and four year olds enrolled in high-quality preschool programs and determining  
13 the amount of public subsidy already invested per child requires additional research due to the  
14 fact that existing child care and early learning programs serve children of different ages, receive  
15 multiple sources of funding, and have different program designs. The Council requests that OFE,  
16 with the assistance of experienced consultant(s), present a “Gap Analysis” to the Council by  
17 December 31, 2013 that answers the following questions:

18 A. How many three year olds and how many four year olds are enrolled in each child  
19 care and preschool program in Seattle (privately funded or subsidized by the local,  
20 state, or federal governments) and

21 B. How many three and four year olds are not enrolled in any child care or preschool  
22 programs?

23 C. For subsections A and B above, the Gap Analysis should include demographic details  
24 to the extent the data is available, such as family income, race, geographic location of  
25  
26

the families, and any other relevant factors that would be helpful in designing the Program.

- D. Based on surveys of parents/guardians of children who do not currently attend preschool, what are the reasons their children do not attend preschool and how many would likely enroll their children if high-quality preschool were available and affordable?
- E. What is the *average* total cost per child enrolled for *each* of the child care or preschool programs that receive government subsidies?
- F. Recognizing that costs vary depending on many factors, such as barriers to enrollment and socio-economic conditions, what is the estimated total investment per child, on *average*, needed to provide high-quality preschool in Seattle at a level sufficient to produce the positive, long-lasting outcomes as determined in part by independent researchers such as those at the National Institute for Early Education Research?
- G. What is the current geographic distribution of high-quality preschool services in the city compared to the distribution of three and four year old children?
- H. For each of the existing programs, what is the estimated cost to raise the level of quality, to the extent practicable, to the level of quality as determined in subsection F above and what is the estimated cost, considering any likely increases in the City's population, to enroll the estimated number of un-enrolled three year olds and four year olds in Seattle?

**Section 4. Expert Advisory Team.** It is the Council's intent to appoint an Expert Advisory Team ("Team") to advise the OFE and the Council, as requested, on the design and the proposed implementation of the Seattle Program as outlined in this Resolution.



- 1 A. The Team shall include nine experts in child development and early learning,  
2 including members with knowledge of and experience with current early learning  
3 programs in Seattle. At least one member of the Team must have practical  
4 experience with evidence-based programs designed specifically for English Language  
5 Learners. At least one member of the Team must have extensive training and  
6 experience in the evaluation and assessment methods used for early learning  
7 programs.
- 8 B. The Team shall advise both OFE and the Council.
- 9 C. Team members will serve as volunteers without compensation. The Council will  
10 appoint all nine members by December 20, 2013. The Team will automatically  
11 disband and end its advisory work by December 31, 2014 unless extended by specific  
12 action of the Council.
- 13 D. The Team will receive staff support from OFE.

14 **Section 5. A Voluntary, High-Quality Preschool Program for All Three and Four Year**  
15 **Old Children in Seattle.** Because independent research demonstrates that a child's foundation for  
16 academic success begins well before kindergarten, public programs serving children before  
17 kindergarten should be focused on the most effective evidence-based practices for learning. To  
18 provide all Seattle children with the best possible tools for long-term success, public policy  
19 leaders should strive to close the preschool gaps in *both* enrollment and quality.

20 The Council requests that OFE, in consultation with the Expert Advisory Team and  
21 current providers of high-quality preschool programs in Seattle and, if OFE so chooses, with the  
22 assistance of independent consultant(s) with early learning expertise, present to the Council by  
23 April 18, 2014 a single written action plan ("Action Plan") with proposed parameters for a  
24 voluntary high-quality preschool program open to all three and four year old children in Seattle  
25 that incorporates evidence-based practices as articulated by the National Institute for Early  
26

1 Education Research and the November 2011 “Final Recommendations” of the Washington State  
2 Early Learning Technical Workgroup. The Action Plan will address and make recommendations  
3 related to the following:

4 A. Coverage. Confirm the feasibility of funding a voluntary high-quality preschool  
5 program in Seattle with the following “universal” coverage:

- 6 1. Free tuition and support for households earning 200% or less of the Federal  
7 Poverty Level (200% FPL for a family of four in 2013 is \$47,100) and a  
8 sliding scale of fees for households earning above 200% of the FPL (the  
9 higher the household income, the higher the financial contribution from the  
10 household) or a similar subsidy structure.
- 11 2. High-quality preschool for all four year olds in Seattle as the first phase and a  
12 second phase of providing high-quality preschool to all three year olds.
- 13 3. The Program should include flexibility to implement the second phase more  
14 quickly if significant non-City funding becomes available for programs  
15 considered by the City to be high-quality. For example, if the federal  
16 government or the state government provides sufficient resources for a high-  
17 quality program serving all four year olds in Seattle, then Seattle’s Program  
18 could shift automatically to serve three year olds.

19 B. Evidence-Based Practices for High-Quality. The quality standards of the Program  
20 shall be consistent with the November 2011 “Final Recommendations” of the  
21 Washington State Early Learning Technical Workgroup. The Action Plan shall  
22 include specific recommended standards a service provider must meet and maintain  
23 in order to receive funding that may become available through the Program,  
24 including:

- 25 1. Provider/Operator Eligibility.

2. Classroom Hours Per Day, Per Week, and Per Year.
3. Class Size.
4. Teacher/Child Ratio.
5. Teacher Qualifications, Credentials, and Compensation.
6. Ongoing Professional Development for Teachers.
7. Curricula that reflect evidence-based practices, which are likely to include purposeful play-based learning and social-emotional development that lay a lasting foundation for strong future academic and life achievement.
8. Family Engagement: Evidence-based strategies to support ongoing meaningful engagement of parents/guardians in each child's education.
9. Health: Additional services from the Program to support child development such as health screenings for vision, hearing, dental, immunizations, nutrition, and mental health.
10. English Language Learners: It is important that the high-quality Program be provided in a culturally appropriate manner, particularly for children whose primary language is not English.
11. Additional Challenges: Additional services from the Program, such as home visitation and other forms of support, should be considered for children facing additional challenges such as those with developmental disabilities, household income below the Federal Poverty Level as well as those who are homeless or from immigrant or refugee families.

C. Process for Funding and Administration. The Council intends that:

1. OFE will award funding to service providers based on the quality and effectiveness of the proposed preschool services, use of evidence-based practices, the provider's ability to track and report outcome data, and

1 participation in Washington State's Early Achievers program. In measuring  
2 outcomes, OFE will make appropriate adjustments for preschools that  
3 specialize in serving children with additional challenges, such as those  
4 described in Subsections B(10) and B(11) above.

- 5 2. OFE will coordinate the funding and administration of the Seattle Program  
6 and all other city programs with existing State and federal programs currently  
7 serving three and four year olds in order to increase, where necessary, the  
8 quality of those State- and federally-funded programs to the same quality level  
9 of the Seattle Program.
- 10 3. OFE will be responsible for coordinating the Program with other local, state,  
11 and federal early childhood programs and services as well as with the Seattle  
12 Public Schools to ensure alignment and continuity of early childhood  
13 experiences and successful transitions from infant and toddler programs into  
14 preschool and into kindergarten, as well as data sharing and data system  
15 integration, referrals for children and families with special needs, and  
16 alignment of curriculum.
- 17 4. The Action Plan shall include other recommendations, as necessary, for the  
18 funding and administration process.

19 D. Phase In. The Council intends that:

- 20 1. The Action Plan shall recommend how the Program will be phased in to allow  
21 a reasonable amount of time to build capacity for providers and, if necessary,  
22 to identify additional facilities throughout the City. This shall include  
23 recommendations for how Program funds could be used to assist existing  
24 providers in enhancing their delivery of early learning services to improve  
25 child outcomes.

- 1           2. The Action Plan shall include recommendations for when the phasing would  
2           be considered complete and the program deemed to have achieved the goal of  
3           offering voluntary high-quality preschool to all three and four year old  
4           children.
- 5           3. The Action Plan shall include recommendations for how to prioritize children  
6           on a waiting list for the Program.
- 7           4. The Action Plan shall include other recommendations for phasing in the  
8           Program, but any new preschool not currently receiving government funding  
9           will be required to meet the standards of the Program immediately upon  
10          receiving funding.

11          E. Outcome Goals, Benchmarks, and Evaluation. The Council intends that the Action  
12          Plan will also include recommendations related to:

- 13           1. Baseline data to be collected;
- 14           2. Long-term outcomes expected and the associated theory of change for  
15           achieving those outcomes;
- 16           3. The indicators and benchmarks the providers and City will measure to ensure  
17           positive results are being achieved.
- 18           4. A system to allow for feedback and improvement.
- 19           5. A specific and overarching evaluation strategy that incorporates evaluation at  
20           the outset to ensure rigorous and credible evaluations that can be conducted to  
21           assess both implementation and impact. Evaluations shall be conducted by  
22           experienced and independent evaluators approved by the City Council which  
23           will enable the Seattle Program to serve as an evidence-based, national model  
24           that could lead to voluntary high-quality preschool programs in cities  
25           throughout Washington State and the nation.

6. A plan for obtaining upfront and ongoing parent/guardian opinions and perspective to provide OFE with input and feedback from families on the quality and variety of early learning services offered by the Program so OFE can make improvements, as needed.

**Section 6. Estimated Costs and Options for Funding.**

- A. Cost Estimates. Based on the Program parameters recommended pursuant to this Resolution, the Council requests the OFE to estimate the costs of the Program. The Action Plan should assume sufficient funding for independent evaluations which, when combined with the City's administration costs for the Program, does not exceed 15% of the total Program.
- B. Funding Options. The Council requests that the OFE recommend to the Council options for funding the Seattle Program, such as funding from the City's General Fund, fees, a local property tax levy lid lift, and/or other innovative funding options, including a calendar for implementing those options in a timely manner.

Adopted by the City Council the \_\_\_\_ day of \_\_\_\_\_, 2013, and signed by me in open session in authentication of its adoption this \_\_\_\_ day of \_\_\_\_\_, 2013.

\_\_\_\_\_  
President \_\_\_\_\_ of the City Council

Filed by me this \_\_\_\_ day of \_\_\_\_\_, 2013.

(Seal)

\_\_\_\_\_  
Monica Martinez Simmons, City Clerk

Attachment A: Key Sources of Information (for reference purposes only)

ATTACHMENT A

Key Sources of Information  
for Preschool for All  
**for reference purposes only**

(in alphabetical order by author's last name)

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Barnett, W.S., Jun Kwanghee, Youn, Min-Jong, & Frede, Ellen. "Abbott [New Jersey] Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up." National Institute for Early Education Research, Rutgers-The State University of New Jersey. 2013.

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THIS VERSION IS NOT ADOPTED



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Heckman, J. J. & Masterov, D.V. "The Productivity Argument for Investing in Young Children." *Review of Agricultural Economics* 29(3), 446-493. 2007.

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HighScope. "Lifetime effects: The HighScope Perry Preschool Study through age 40." 2005.

<http://www.highscope.org/content.asp?contentid=219>

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###

THIS VERSION IS NOT ADOPTED





## **FISCAL NOTE FOR NON-CAPITAL PROJECTS**

**Department:****Contact Person/Phone:****CBO Analyst/Phone:**

|             |                          |      |
|-------------|--------------------------|------|
| Legislative | Alex Pedersen / 684-5341 | n.a. |
|-------------|--------------------------|------|

**Legislation Title:**

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

**Summary of the Legislation:**

The Resolution states the City Council support for the goal of making voluntary high-quality preschool available and affordable to all of Seattle's three and four year old children (the "Seattle Program" or the "Program") and outlines a Work Plan in this Resolution to make significant progress toward this goal.

**Background:**

(Include a brief description of the purpose and context of legislation and include record of previous legislation and funding history, if applicable.)

- On June 17, 2013 the University of Washington's Institute for Learning and Brain Sciences (I-LABS) and national education expert Dr. Steven Barnett of the National Institute for Early Education Research at Rutgers University presented their research to the City Council and made the case for investing in high-quality preschool for all children.
- 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.
- 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.
- Funding sufficient for high-quality universal preschool from the federal government or State government is highly unlikely due to current political divisions in the U.S. Congress and the State legislature.
- Note: For the purposes of this Resolution, three and four year olds are those who have reached their respective ages by August 31 (the cut-off date used by Seattle Public Schools) and children who turn five after August 31 and are not enrolled in kindergarten.

THIS VERSION IS NOT ADOPTED

Please check one of the following:

**X This legislation does not have any financial implications.\***

(Please skip to "Other Implications" section at the end of the document and answer questions a-h. Earlier sections that are left blank should be deleted. Please delete the instructions provided in parentheses at the end of each question.)

\* Please see additional information under Question (a) below.

**This legislation has financial implications.**

(If the legislation has direct fiscal impacts (e.g., appropriations, revenue, positions), fill out the relevant sections below. If the financial implications are indirect or longer-term, describe them in narrative in the "Other Implications" Section. Please delete the instructions provided in parentheses at the end of each title and question.)

\* Please see additional information under Question (a) below.

**Appropriations:**

(This table should reflect appropriations that are a direct result of this legislation. In the event that the project/programs associated with this ordinance had, or will have, appropriations in other legislation please provide details in the Appropriation Notes section below. If the appropriation is not supported by revenue/reimbursements, please confirm that there is available fund balance to cover this appropriation in the note section.)

| Fund Name and Number | Department | Budget Control Level* | 2013 Appropriation | 2014 Anticipated Appropriation |
|----------------------|------------|-----------------------|--------------------|--------------------------------|
|                      |            |                       |                    |                                |
| <b>TOTAL</b>         |            |                       |                    |                                |

\*See budget book to obtain the appropriate Budget Control Level for your department.

Appropriations Notes:

Not applicable.

**Anticipated Revenue/Reimbursement Resulting from this Legislation:**

(This table should reflect revenues/reimbursements that are a direct result of this legislation. In the event that the issues/projects associated with this ordinance/resolution have revenues or reimbursements that were, or will be, received because of previous or future legislation or budget actions, please provide details in the Notes section below the table.)

| Fund Name and Number | Department | Revenue Source | 2013 Revenue | 2014 Revenue |
|----------------------|------------|----------------|--------------|--------------|
|                      |            |                |              |              |
| <b>TOTAL</b>         |            |                |              |              |

Revenue/Reimbursement Notes:

Not applicable.

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

(This table should only reflect the actual number of positions affected by this legislation. In the event that positions have been, or will be, created as a result of other legislation, please provide details in the Notes section below the table.)

| Position Title and Department | Position # for Existing Positions | Fund Name & # | PT/FT | 2013 Positions | 2013 FTE | 2014 Positions* | 2014 FTE* |
|-------------------------------|-----------------------------------|---------------|-------|----------------|----------|-----------------|-----------|
|                               |                                   |               |       |                |          |                 |           |
|                               |                                   |               |       |                |          |                 |           |
|                               |                                   |               |       |                |          |                 |           |
| <b>TOTAL</b>                  |                                   |               |       |                |          |                 |           |

\* 2014 positions and FTE are total 2014 position changes resulting from this legislation, not incremental changes. Therefore, under 2014, please be sure to include any continuing positions from 2013.

**Position Notes:**

**Do positions sunset in the future?** Not applicable.

(If yes, identify sunset date)

**Spending/Cash Flow:**

(This table should be completed only in those cases where part or all of the funds authorized by this legislation will be spent in a different year than when they were appropriated (e.g., as in the case of certain grants and capital projects). Details surrounding spending that will occur in future years should be provided in the Notes section below the table.)

| Fund Name & # | Department | Budget Control Level* | 2013 Expenditures | 2014 Anticipated Expenditures |
|---------------|------------|-----------------------|-------------------|-------------------------------|
|               |            |                       |                   |                               |
| <b>TOTAL</b>  |            |                       |                   |                               |

\* See budget book to obtain the appropriate Budget Control Level for your department.

**Spending/Cash Flow Notes:**

Not applicable.

**Other Implications:**

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

(If yes, explain them here.)

Yes.

While the Resolution by itself requires no appropriations or new positions, the work plan is likely to lead a "gap analysis" report which could cost approximately \$25,000 to \$45,000 in consulting work. In addition, the work plan is likely to lead to the engagement of an expert consultant for 2014 to assist in designing a voluntary high-quality preschool program.

The Resolution also has the Council appointing a team of experts who will, in 2014, suggest options for funding voluntary high-quality preschool for 3 and 4 year old children in Seattle.

Independent research demonstrates that only programs of high quality produce long-lasting positive results and a significant return on investment. In his 2013 State of the Union Address, President Obama called for universal pre-school for four-year olds and said, "*Study after study shows that, the sooner a child begins learning, the better he or she does down the road...Every dollar we invest in high-quality early education can save more than seven dollars later on – by boosting graduation rates, reducing teen pregnancy, even reducing violent crime;*"

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

(Estimate the costs to the City of not implementing the legislation, including estimated costs to maintain or expand an existing facility or the cost avoidance due to replacement of an existing facility, potential conflicts with regulatory requirements, or other potential costs.)

Not applicable.

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

(If so, please list the affected department(s), the nature of the impact (financial, operational, etc), and indicate which staff members in the other department(s) are aware of the proposed legislation.)

The City's Office for Education would facilitate the gathering and reporting of information requested by the Resolution. Some programs for children are administered by the City's Department of Human Services, which would also need to provide information on its programs.

**d) What are the possible alternatives to the legislation that could achieve the same or similar objectives?** (Include any potential alternatives to the proposed legislation, such as reducing fee-supported activities, identifying outside funding sources for fee-supported activities, etc.)

Not applicable.

**e) Is a public hearing required for this legislation?**

(If yes, what public hearing(s) have been held to date, and/or what public hearing(s) are planned for the future?)

No.

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

(For example, legislation related to sale of surplus property, condemnation, or certain capital projects with private partners may require publication of notice. If you aren't sure, please check with your lawyer. If publication of notice is required, describe any steps taken to comply with that requirement.)

No.

**g) Does this legislation affect a piece of property?**

(If yes, and if a map or other visual representation of the property is not already included as an exhibit or attachment to the legislation itself, then you must include a map and/or other visual representation of the property and its location as an attachment to the fiscal note. Place a note on the map attached to the fiscal note that indicates the map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.)

No.

THIS VERSION IS NOT ADOPTED

**h) Other Issues:** None at this time.

**List attachments to the fiscal note below:** Attached to the Resolution is a list of some key sources used to inform the Resolution and is *for reference purposes only*.

**THIS VERSION IS NOT ADOPTED**



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STATE OF WASHINGTON -- KING COUNTY

--SS.

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303563

No.

CITY OF SEATTLE, CLERKS OFFICE

**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 12<sup>th</sup> day of June, 1941, approved as a legal newspaper by the Superior Court of King County.

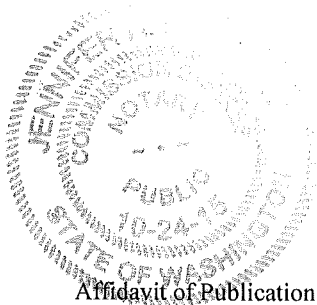
The notice in the exact form annexed, was published in regular issues of The Daily Journal of Commerce, which was regularly distributed to its subscribers during the below stated period. The annexed notice, a

CT:31478&31485 TITLE ONLY

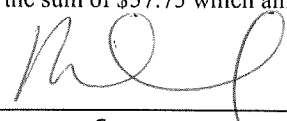
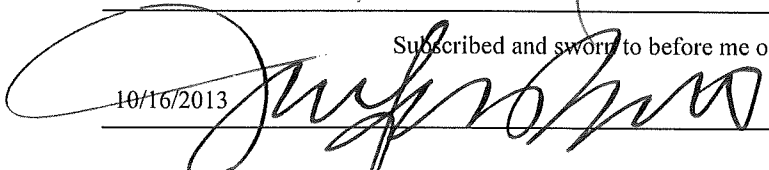
was published on

10/16/13

The amount of the fee charged for the foregoing publication is the sum of \$57.75 which amount has been paid in full.



Affidavit of Publication

  
Subscribed and sworn to before me on  
10/16/2013   
Notary public for the State of Washington,  
residing in Seattle

## State of Washington, King County

### City of Seattle

The full text of the following legislation, passed by the City Council on September 23, 2013, 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.

#### RESOLUTION NO. 31478

A RESOLUTION establishing the City Council's goal of making voluntary high-quality preschool available and affordable to all of Seattle's children and outlining an initial plan toward achieving this goal.

#### RESOLUTION NO. 31485

A RESOLUTION concerning the City of Seattle's interest in expanding access to economic opportunity by increasing construction employment and providing career ladders for those historically facing barriers to jobs in the construction industry, including women, people of color, and otherwise disadvantaged individuals, particularly those who are also Seattle residents; creating the ad hoc Construction Careers Advisory Committee to develop a report with recommendations to the Mayor and City Council on strategies to improve access to construction careers, including a targeted hire policy and pipeline and training programs; establishing membership criteria for the Committee; and setting forth a Committee process and schedule.

Date of publication in the Seattle Daily Journal of Commerce, October 16, 2013.

10/16(303563)