

School Board Briefing/Proposed Action Report



Informational (no action required by Board) **Action Report** (Board will be required to take action)

DATE: June 12, 2015
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Charles Wright, Deputy Superintendent, cewright1@seattleschools.org;
Cashel Toner, Director of Early Learning, cctoner@seattleschools.org

I. TITLE

Seattle Preschool Program Service Agreement / City of Seattle Department of Education and Early Learning **For Introduction:** July 1, 2015
For Action: August 19, 2015

II. WHY BOARD ACTION IS NECESSARY

Per Board Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, Board action is necessary because the total amount of funds to be received under the Service Agreement exceeds \$250,000 per school year.

III. FISCAL IMPACT/REVENUE SOURCE

Revenue in the amount of \$647,991 will be received from the City of Seattle Department of Education and Early Learning to deliver high quality PreK in collaboration and alignment with the City of Seattle's Seattle Preschool Program. (No match is required or promised). The revenue source for this motion is the City of Seattle's Department of Education and Early Learning. The budget proposal, budget narrative, and Service Agreement are currently in development between the City of Seattle and Seattle Public Schools. Drafts of these documents are attached. Final documents will be completed for School Board Introduction.

In order to develop the projected costs for Seattle Schools to deliver preschool service, Seattle Schools Early Learning staff met with Seattle Schools' Budget staff to analyze program components and to determine projected costs. These projected costs were communicated to City Staff. The attached proposed budget and budget narrative speak to specific program costs.

The Seattle Preschool Program funding model is designed with a 75% base fund allocation and 25% performance pay framework. The Executive Committee offered feedback and asked staff to examine potential funding shortfalls and to address any funding shortfall with grant funds. The Department of Early Learning has secured grant funds to address the potential 25% shortfall and to provide support to partner with the Seattle Preschool Program.

Expenditure: N/A One-time Annual Other Source

IV. POLICY IMPLICATION

Board Policy No. 6114, Gifts, Grants, Donations, and Fundraising Proceeds, requires that acceptance of grant funding in excess of \$250,000 requires Board approval. This motion would allow the District to accept funds of \$647,991 from the City of Seattle.

V. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to accept Seattle Preschool Program grant funds from the City of Seattle Department of Education and Early Learning, in the amount of \$647,991, and authorize the Superintendent to enter into a Service Agreement with the City of Seattle Department of Education and Early Learning, in the form of the draft agreement attached to the Board Action Report, with any minor additions, deletions and modifications deemed necessary by the Superintendent and to take any necessary steps to implement this action.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on June 16, 2015, and the Committee _____.

VII. BACKGROUND INFORMATION

Summary of the Request

Staff request Board approval for 2 of the District's 66 preschool classrooms to participate in the City of Seattle's demonstration project, Seattle Preschool Program (SPP), aimed at raising the quality of preschool instruction and expanding access to high quality instruction to address the preparedness gap that often exists in families with low income and children of color. Staff also requests approval to create a new classroom funded through the Seattle Preschool Program, bringing the total to 3.

This agreement will support the existing PreKindergarten classroom at Bailey Gatzert Elementary including staffing, training and materials; one PreKindergarten classroom at Van Asselt Elementary, and one classroom at Original Van Asselt in the 2015-16 school year. Participation in years 2 through 4 of the demonstration project, while the City builds toward serving 2,000 children in 100 classrooms by 2018, would require additional Board approval. Currently, Seattle Schools offers Preschool experiences in 66 classrooms to 1,638 children.

The proposed Partnership Agreement between SPS and City of Seattle was scheduled for action on June 3. This motion is contingent upon the Board's approval of that motion. The Board and City Council have both now approved the Partnership Agreement.

Strategic Fit

The four-year demonstration project known as the Seattle Preschool Program (SPP) has significant implications for the Seattle Public Schools' vision of graduating 100% of its students ready for college, career, and life. A large body of scientific evidence has shown that the fundamental architecture of the brain is established before a child enters Kindergarten. As a result, in the absence of high quality preschool, many children enter with a preparedness gap. This gap can be seen in the Fall 2014 Kindergarten entry assessment results from Washington Kindergarten Inventory of Developing Skills (WaKIDS). These results indicate that of the 1875 children assessed in SPS' 31 highest poverty schools, only 58% met widely held expectations (WHE) for literacy and just 31% met WHE for math. This gap continues throughout grades 1-5. From 1st-5th grade, for example, African-American students' median MAP scores rose from the

26th to the 39th percentile in math, and during the same period, Hispanic/Latino students' median scores rose from the 28th to the 50th percentile. The SPP, if successful, will reduce and potentially eliminate the preparedness gap that currently exists for students entering the District's Kindergarten program, increasing the likelihood that SPS will move closer to achieving its vision for all students.

SPP Service Agreement Highlights

Staff is working closely with staff from the City of Seattle's Department of Education and Early Learning to refine a Service Agreement. We have highlighted some of the topics below. Staff is working to address a number of priorities voiced from the Board. The DRAFT Service Agreement is attached.

Cost

Staff heard Board feedback that in order for SPS to become a SPP service provider, SPP funds would need to be sufficient to cover all SPS projected costs related to offering PreK programming. In response to this feedback, we worked with the City to align the SPP funding model with SPS policies and projected costs. We anticipate that the Draft Service Agreement will reflect them being a provider is cost neutral to the District.

Data Sharing

SPS currently has a Data Sharing Agreement in effect to support the Families in Education Levy (FEL) work. The current FEL data sharing agreement will likely become a starting point for the new data sharing agreement that will be needed once the SPP evaluation strategy is finalized. Additionally, the SPS/SPP Partnership Agreement calls out the need for any evaluation strategy to be in compliance with the Family Educational Rights and Privacy Act (FERPA).

Enrollment

As outlined in the Partnership Agreement, the City intends to centrally manage applications for and enrollment in SPP for 2015-2019.

Bailey Gatzert:

Currently enrolled students will be grandfathered into the classroom 2015-2016

Van Asselt:

Seattle Schools will enroll students for the 2015-2016 school year.

Original Van Asselt:

Seattle Schools will enroll students for the 2015-2016 school year.

In 2016 Seattle Preschool Program classrooms will be enrolled by the City of Seattle.

Facilities

The three identified spaces have been vetted through the SPS Facilities Department and are projected to be viable to support PreKindergarten programming. The Bailey Gatzert space was a vacant classroom being used for storage and occasional small group activities. The Van Asselt space was occupied by a Community Based Organization (CBO) when the school opened. The CBO has given notice to close their program in June 2015. Original Van Asselt has a classroom space available. As with all SPS programs, space use is reviewed annually.

Long-Term Considerations

If the District chooses to become a service provider in 2015-16 or beyond, there will be many areas for learning in the demonstration project. These areas are not in the scope of this decision. However, we frame them here to acknowledge their importance, the need for future conversation, and our intention to keep the Board informed as we learn more. These areas include, but are not limited to:

Space/Facilities

Seattle Public Schools is experiencing significant enrollment growth and does not have adequate capacity to meet it. Given the opportunity that exists with SPP, the City will be leading conversations to identify space.

Enrollment Services

The City intends to centrally manage applications for and enrollment in SPP for 2015-2019. The City and District acknowledge that aligning enrollment services is a shared goal.

Educator Labor

As State decisions regarding educator labor costs evolve, the SPP budget will need to be reviewed to comply with state or federal laws.

VIII. STATEMENT OF ISSUE

The total of the funds awarded exceeds \$250,000 and, per Policy No. 6114, requires Board approval. This motion meets this requirement.

IX. ALTERNATIVES

Do not accept the funding or enter into a Service Agreement. This is not recommended as these funds provide much needed support for fulfilling the goals of the PreK-3rd Action Plan and addressing the three main goals of the District's Strategic Plan, in particular Goal 1, Strategy 3, "Commit to early learning education as the foundation for future academic success."

X. RESEARCH AND DATA SOURCES / BENCHMARKS

Research shows the power of PreK to prepare children for Kindergarten and graduation

There is strong evidence to show that young children who participate in high-quality PreK programs enter school more ready to learn than their peers:

- Several state studies have also documented significant cognitive and performance gains for children who receive PreK. In Georgia, children who attended the state's universal preschool program overcame the achievement gap they faced prior to enrolling in PreK by the time they finished Kindergarten. In Oklahoma, participation in PreK was a more powerful predictor of children's pre-reading and pre-writing scores than demographic variables such as race, family income, and mother's education level.
- Three major longitudinal studies which began in the 1960s and 1970s—the HighScope Perry Preschool Project, the Chicago Parent Centers, and the Abecedarian Project—show demonstrably positive effects of quality PreK on the future lives of young children.

These projects remain relevant because they tracked the short- and long-term progress of participants, including one study that followed former program participants and a control group through age forty. Of these youngsters 77% eventually graduated from high school, compared with 60% from the control group.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this motion, the District will complete a contract with the City of Seattle and move forward with setting up a PreK program at Van Asselt and Original Van Asselt. The Bailey Gatzert PreK classroom will transition to become a Seattle Preschool Program.

XII. ATTACHMENTS

- [Chart: Fall 2014 Seattle Public Schools WaKIDS Disaggregated Data: Percent of Students Exhibiting Characteristics of Entering Kindergartners by Race/Ethnicity](#)
- [Chart: How persistent are Early Learning Gaps? From 2/11/15 Board Work Session](#)
- [DRAFT Seattle Public Schools / City of Seattle Partnership Agreement](#)
- [Complete City of Seattle DRAFT Service Agreement](#) (for approval) (in development)
- [Budget Proposal](#) (in development)
- [Budget Narrative](#) (in development)