

SCHOOL BOARD ACTION REPORT



DATE: March 15, 2021
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Sherri Kokx, Chief of Staff, 206-252-0634
Keisha Scarlett, Chief Academic Officer, 206-252-0180
Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction, 206-252-0049
Heather Brown, Director Early Learning, 206-252-0093
James Bush, Chief of Equity Partnerships Engagement, 206-252-0513

For Introduction: March 24, 2021
For Action: April 7, 2021

1. TITLE

Approval of Families, Education, Preschool, and Promise (FEPP) Levy funding for Preschool Services for the 2021 – 2022 School Year.

2. PURPOSE

This Board Action Report approves the acceptance of grant funding totaling up to ~~\$7,673,831.009~~, 178,459.52 from the Families, Education, Preschool, and Promise Levy to provide Preschool Services by Seattle Public Schools (the District).

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept FEPP Levy grant funds from the City of Seattle Department of Education and Early Learning (DEEL) totaling up to ~~\$7,673,831.009~~, 178,459.52 for the 2021-22 school year to continue District operation of 29 Seattle Preschool Program (SPP) classrooms and open one new SPP classroom and four new full-day SPP Head Start classrooms for a total of 34 Seattle Public Schools SPP classrooms, with any minor additions, deletions and modifications deemed necessary by the Superintendent, and to take any necessary actions and enter into service agreements to accept the grant funds.

4. BACKGROUND INFORMATION

a. Background

Through the FEPP Levy, DEEL and the District's, Department of Early Learning have designed and implemented innovative preschool programming for a broad continuum of students. Currently, the District offers full-day, inclusive preschool in the SPP Plus model at nine schools for a total of eighteen classrooms. This inclusive SPP Plus programming allows students with disabilities to participate in high-quality preschool experiences with their same age peers.

In alignment with the Strategic Plan, this proposal focuses on reaching preschool age students furthest from educational justice. The proposed addition of 1 SPP classroom and conversion of 4 existing part day Head Start programs to full day SPP Head Start classrooms) provides more access to full day, inclusive programming.

The District has provided high-quality early learning preschool programs since 2015 through the City of Seattle Preschool Program Levy partnership. Beginning in 2017, the District has also provided high-quality, inclusive preschool programming in SPP Plus to young children with disabilities through special education services and supports. In 2020, the District piloted Head Start Plus to young children with disabilities through special education services and supports. Additionally, SPP has provided SPS funding for full-day Head Start preschool programming since 2017.

For the 2020-2021 school year, Early Learning Department piloted two Head Start Plus classrooms as part of the overall inclusion efforts. This blending of programming allows for more access to high-quality, full-day, inclusive classrooms for students in the Head Start program and furthest from educational justice.

In the 2020-21 school year, the SPS Early Learning Department serves 544 preschool students across 29 SPS SPP classrooms (5 SPP, 16 SPP Plus, 6 SPP Head Start, 2 SPP Head Start Plus).

1. 2020-2021 Continued Funding Supported

Arbor Heights SPP Plus (2 classrooms); Bailey Gatzert, SPP Plus (2 classrooms); B.F. Day, SPP Plus (2 classrooms); Boren STEM, SPP Plus (1 classroom); Broadview Thomson, Head Start full day (2 classrooms); Cedar Park, SPP (2 classrooms); Dearborn Park, SPP (1 classroom); Highland Park, SPP (1 classroom); John Muir, full day Head Start (1 classroom); Olympic Hills, SPP (1 classroom) and Head Start Plus (1 classroom); Rising Star, SPP Plus (2 classrooms); Roxhill @E.C. Hughes, full day Head Start (2 classrooms); Sand Point, SPP (1 classroom); South Shore, SPP Plus (3 classrooms); Thornton Creek, SPP Plus (2 classrooms) Emerson (full-day Head Start), West Seattle Elementary (SPP Plus and Head Start Plus), Olympic Hills (SPP Plus and Head Start Plus).

2. 2021-2022 Expansion Funding Requested

Northgate Elementary (full day Head Start), Cascadia Elementary (full day Head Start), Wing Luke Elementary (full day Head Start), Martin Luther King Elementary (full day Head Start), Magnolia Elementary (SPP).

3. Total Value School Year 2021-22: ~~\$7,673,831.009~~, 178,459.52

The current Partnership Agreement with DEEL acknowledges the critical early learning years with a commitment to inclusive programming. As outlined in the FEPP Levy 2019-20 Partnership Agreement “The City and SPS will annually

negotiate the number of SPP and SPP Plus classrooms that SPS will manage. Since 2015, SPS has provided high-quality early learning programs through SPP, and since 2017 has provided SPP Plus serving young children needing special education supports. SPS and DEEL will continue to work collaboratively on educational support services for children receiving special education services by strengthening the SPP Plus model, increasing the number of sites, and expanding the continuum of services for students with disabilities in inclusive settings; subject to capacity, space, and funding, and SPS' legal obligations. SPS is responsible for providing Free and Appropriate Public Education (FAPE) to students with disabilities. The Seattle Preschool Program will make the necessary program adjustments for SPS to comply with federal and state law applicable to serving students with disabilities. Working together, DEEL and SPS recognize the following priorities identified in the FEPP Ordinance:

- Invest in Seattle children, students, families, and communities who have been historically underserved to increase access to educational opportunities across the education continuum.
- Assure data-driven and outcomes-based decision making.
- Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
- Provide access to capacity-building opportunities among partner organizations for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.

Multiple agreements collectively define the working relationship between the District and the DEEL:

- Service Agreements. Service Agreements are contracts that define the specific roles and responsibilities of each party for each project/scope of work funded by the FEPP Levy. Service Agreements are renegotiated annually.
- General Agency Agreement (GAA). The District and DEEL negotiated a single GAA which establishes the general terms and conditions applicable to all Service Agreements. The GAA was signed on 10/21/2019 and will be incorporated into each Service Agreement without further negotiation or amendment, provided that DEEL and the District may mutually agree to amend the GAA from time to time.
- Data Sharing Agreement. The DSA will be a contract to share data according to certain terms and conditions. It is negotiated annually and describes the purpose and responsibilities of each party for the contract year with respect to data, including any funding.
- Partnership Agreement. The Partnership Agreement, signed on 04/24/2019, outlines the roles and responsibilities for DEEL and Seattle Public Schools with respect to the City of Seattle FEPP.

Contracted programs that meet implementation expectations and performance targets through annual review will continue to receive a performance pay award.

b. Alternatives

The alternative to this motion is to reject grant funds from the city of Seattle for the Seattle preschool program. This is not recommended as these funds provide support for fulfilling the district goal of eliminating opportunity gaps, in this case the kindergarten READINESS gap, as well as reaching students furthest from educational justice in alignment with the strategic plan.

c. Research

It is well documented that the beginning years of all children's lives are critical for building the early foundations of learning and wellness needed for success in school and later in life. During these years, children's brains develop rapidly, influenced by the experiences they share with their families, teachers, peers, and in their communities. There is strong evidence to show that young children who participate in high-quality preschool programs enter school more ready to learn than their peers. Access to high-quality preschool also benefits children and their communities throughout the course of their lives. High-quality preschool helps raise children's lifetime wages, high school graduation rates and years of education completed, reduce crime and teen pregnancy, and improve health outcomes.

The National Institute for Early Education Research at Rutgers University and Cultivate Learning at the University of Washington have conducted evaluations of the demonstration phase of the Seattle Preschool program. Reports from the SPP impact evaluation assessed classroom quality and children's learning. The evaluation includes information on the children served, children's learning and development during the school year, and program quality across the Seattle Preschool Program to date. The 2019 NIEER Report, *Pre-k in American Cities* analyzed ten key policies that are recognized as standards for highly effective programs, demonstrating that SPP has kept pace with other highly regarded city-wide programs in Boston, New York and San Antonio, and was the only city to earn 10/10 quality benchmarks. In the 2020 national report, Seattle was again awarded the Silver Medal for meeting all 10 of NIEER's benchmarks; to win a gold medal, a city must have at least 30 percent of a city's 4-year-old children enrolled in a locally- or state-funded pre-K program.

Research also indicates that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains. Children with and without disabilities, can make significant developmental and learning progress in inclusive settings. Children with and without disabilities in inclusive early childhood programs also demonstrate stronger social- emotional skills than their peers in separate settings. Meaningful inclusion in high-quality early childhood programs can support children with disabilities in reaching their full potential resulting in broad societal benefits.

In 2015, the US Department of Education submitted a policy statement that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. Coinciding with this position statement, SPS Early Learning

Department convened a Preschool Taskforce at the direction of the SPS Board. DEEL, as well as other community stakeholders participated on the Taskforce. The taskforce produced a Preschool Taskforce Final Report and inclusion statement directing both entities to pilot and expand inclusive preschool programs. In 2017, SPP Plus was piloted in four SPS preschool classrooms and has since expanded, currently operating 18 SPP Plus classrooms across the district.

The Head Start Administration for Children and Families (OHS) states that decades of scientific research document the strong and lasting impact of high-quality early learning experiences on child outcomes. Head Start’s mission is to promote the school readiness of young children from low-income families. Research suggests that having high-quality, full school day and full school year care is particularly important for low-income children to succeed in kindergarten and beyond. Based on this research, OHS is working to expand the number of children who participate in full school day and full school year or continuous programs. Currently there is only funding for up to 45% of all national programs.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of an amount of revenue up to ~~\$7,484,445.009~~, 178,459.52 (current 29 classroom cost + estimated cost for ~~three~~five new classrooms for a total of 34 classrooms). Under current estimates, no funding from the General Fund would be needed for the 2021-22 school year.

The revenue source for this motion is the City of Seattle Families, Education, Preschool, and Promise Levy.

DEEL and the District will negotiate Service Agreements for the Seattle Preschool Program classrooms with the City of Seattle to fund programming throughout the remaining terms of the Families, Education, Preschool, and Promise.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Building and improving the Seattle Preschool Program through community engagement has been an ongoing process shared between community, various departments within SPS, and the City of Seattle. These are actions undertaken to gather family and community input to inform program decision-making:

- A Preschool Taskforce was formed in May 2016 at the request of the SPS School Board. One of its main tasks was to assess the risks and benefits of sustaining and expanding preschool offerings in SPS, and to make recommendations on the development of special education inclusion preschool classrooms. The final recommendations in the Preschool Taskforce Final Report submitted in January 2017 to the Superintendent, continue to inform our decisions as we expand access to SPS preschool.
- With the implementation of the SPP Plus pilot in 2017, the Early Learning Department has provided monthly Early Learning Workgroup opportunities for preschool staff to provide input and feedback that helps inform program decision making and considerations for improvement. In accordance with the 2019-2022 Certificated Bargaining Agreement MOU for preschool, the Early Learning Department has continued to hold Early Learning Work Group meetings monthly to address collective program, department, and district goals.
- Since the Spring of 2017 the City of Seattle DEEL conducts an annual Family Survey which is distributed to all SPP families. For the 2020-21 school year, DEEL collected a brief snapshot of families' experiences with remote learning. 1,029 families received the survey, 43% (446) of families responded. Of those families, 70% found synchronous learning sessions helpful and enjoyable to their child, and 85% of families found asynchronous home learning activities helpful and clear.
- Head Start sites included in this proposal are conditional until parent and community input, gathered via the local Policy Council, is considered. Policy Council governance responsibilities include voting on program design and operation, and long- and short-term planning goals and objectives. Further alignment with local and community wide needs are ensured by the annual community-wide strategic planning and needs assessment and self-assessment.

7. EQUITY ANALYSIS

FEPP is a targeted investment approach that will articulate and support the Seattle Excellence Strategic Plan and other district initiatives. The district will continue to partner with DEEL to ensure that a racial equity analyses process is fully integrated into FEPP levy award processes and investments. The City of Seattle used the racial equity toolkit to inform the development of the FEPP ordinance and collaborated with the district to engage with the SPS racial equity tool in the development of the FEPP levy implementation & evaluation plan and FEPP levy partnership agreement. FEPP levy funding will prioritize programs that advance educational equity for historically underserved groups including African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugees and

immigrants, homeless, English language learners, and LGBTQ students. The city and SPS also share a commitment to high quality, inclusive early learning environments for children with disabilities.

Working together, the city, acting primarily through the department of education and early learning (DEEL), and SPS will pursue the priorities identified in the FEPP ordinance:

- Invest in Seattle children, students, families, and communities who have been historically underserved to increase access to educational opportunities across the education continuum.
- Assure data-driven and outcomes-based decision making.
- Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
- Provide access to capacity-building opportunities among partner organizations for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.

As outlined in the city of Seattle and SPS FEPP levy partnership agreement, DEEL and SPS have a commitment to partnering with families and communities to foster authentic student, family, and community relationships, promote academic success, and center family and community voice in schools. DEEL and SPS will maximize partnerships with community, cultural, and language-based organizations, and assure access to a diversity of resources that strengthen families and communities across Seattle, and further achievement of FEPP outcomes.

Examples of stakeholder engagement and partnership with families include the following:

- Head start policy council
- SPS early learning workgroup
- Annual SPP family survey
- SPP family support funding
- Prek family connection meetings (start of school)
- Preschool family conferences (fall/spring)
- SPS principal engagement and support
- SPS learning support teams
- Special education PTSA
- SPS community partnerships
- Seattle care and learning workgroup
- FEPP levy oversight committee
- FEPP levy annual progress reports
- SPS board directors and meetings

We continue to work in partnership with DEEL to ensure that racial equity analysis is grounded in all decision-making processes through a defined SPS and DEEL workgroup structure. Committed to serving students furthest from educational justice, workgroup members including SPS and DEEL leadership, will meet monthly to ensure strategic alignment, authorize work,

make critical decisions, share information, data, and highlight successes and challenges. Each year we evaluate our success measures and incorporate course corrections to ensure equitable outcomes.

8. STUDENT BENEFIT

The programming funded by the FEPP levy will provide many benefits to students by providing access to, and services across a culturally responsive continuum beginning with high-quality early learning services and preschool classrooms across our district that prepare children for success in kindergarten, physical and mental health programming to support learning in grades K-12, college and job-readiness experiences that promote high school graduation, and access to post-secondary opportunities, education, and training.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Policy No. 4265, School and Community Partnerships indicates it is the policy of the Seattle School Board to create partnerships between Seattle Public Schools and the community. The Board is committed to the creation and implementation of effective school-community partnerships that enhance academic outcomes by providing high-quality services and instruction before, after and during the school day. Seattle Public Schools seeks to foster partnerships that further the District's vision, mission, and goals.

Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, requires Board approval to accept grant funds exceeding \$250,000.00.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit and Finance Committee meeting on Monday March 15, 2021. The Committee reviewed the motion and moved this item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, SPS Early Learning Department and each new school will move forward with implementation plans, teachers will be hired, enrollment will begin, materials for new classrooms will be purchased and staff members will be oriented.

13. ATTACHMENTS

- Email letter from DEEL stating intent to expand and fund – SPS Seattle Preschool Program for 2021-22 SY (for reference) 3/5/21 Update Email with additional HS Classroom award
- SPS Seattle Preschool Program Proposal 2021-2022 (for reference)

From: Dela Cruz, Leilani <Leilani.DelaCruz@seattle.gov>
Sent: Thursday, March 4, 2021 5:01 PM
To: Brown, Heather A <habrown@seattleschools.org>
Cc: Liang-Aguirre, Monica <Monica.Liang-Aguirre@seattle.gov>; Mao Svy <mao.svy@seattle.gov>; Sara Chmielarski <Sara.Chmielarski@seattle.gov>
Subject: RE: SPP Expansion Notification
Importance: High

Dear Heather,

We have good news to share! DEEL will be able to approve one additional classroom each at MLK Elementary and Wing Luke Elementary. This means that we are able to fully fund your original request.

Please let me know if you have any questions.

Sincerely,

Leilani Dela Cruz, MSW (she/her/hers) | Early Learning Operations manager
Seattle Department of Education and Early Learning
☎ 206.684.3395 | Mobile 206.280.6294 | Fax 206.386.1900 ✉
leilani.delacruz@seattle.gov

From: Dela Cruz, Leilani <Leilani.DelaCruz@seattle.gov>
Sent: Thursday, February 25, 2021 8:01 PM
To: Brown, Heather A <habrown@seattleschools.org>
Cc: Liang-Aguirre, Monica <Monica.Liang-Aguirre@seattle.gov>; Svy, Mao <Mao.Svy@seattle.gov>; Chmielarski, Sara <Sara.Chmielarski@seattle.gov>
Subject: SPP Expansion Notification

Dear Heather,

We are pleased to inform you that DEEL has selected your agency for SPP Expansion for the 2021-22 SY. However, we were not able to fully fund your request. We will fund the following classrooms/sites:

- One classroom at Cascadia Elementary School
- One classroom at Northgate Elementary School
- One SPP classroom at Magnolia Elementary School

You will be contacted soon by DEEL staff to discuss 1) SPP enrollment and 2) contract negotiations.

Thank you very much for the time and effort you and your staff have invested in completing your successful application. DEEL is very excited for this partnership and believe your work will have a positive impact on Seattle children

Sincerely,



Monica Liang-Aguirre
Director of Early Learning
Department of Education and Early Learning
City of Seattle



Leilani Dela Cruz, MSW (she/her/hers) | Early Learning Operations manager
Seattle Department of Education and Early Learning

☎ 206.684.3395 | Mobile 206.280.6294 | Fax 206.386.1900 ✉ leilani.delacruz@seattle.gov

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Our mission is to transform the lives of Seattle's children, youth, and families through strategic investments in education.

Seattle is a welcoming City because we believe in inclusion and equity. City employees do not ask about citizenship status and serve all residents regardless of immigration status. Immigrants and refugees are welcome here.

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Seattle Public Schools
 Seattle Preschool Program Site Proposal
 2021-22 School Year

Current 2020-21 SPS SPP Sites:

SITE	PROGRAM MODEL	CLASSROOMS	ENROLLMENT
ARBOR HEIGHTS	SPP PLUS	2	36 (10 SPED)
BAILEY GATZERT	SPP PLUS	2	36 (10 SPED)
BF DAY	SPP PLUS	2	36 (10 SPED)
BOREN STEM	SPP PLUS	1	18 (5 SPED)
BROADVIEW THOMSON	SPP HEAD START	2	40
CEDAR PARK	SPP	2	40
DEARBORN PARK	SPP	1	20
EC HUGHES	SPP HEAD START	2	40
EMERSON	SPP HEAD START	1	20
HIGHLAND PARK	SPP	1	20
JOHN MUIR	SPP HEAD START	1	20
OLYMPIC HILLS	SPP/HEAD START PLUS	2	36 (10 SPED)
SAND POINT	SPP	1	20
RISING STAR @ AAA	SPP PLUS	2	36 (10 SPED)
SOUTH SHORE	SPP PLUS	3	54 (15 SPED)
THORNTON CREEK	SPP PLUS	2	36 (10 SPED)
WEST SEATTLE	SPP/HEAD START PLUS	2	36 (10 SPED)
		29	544 (90 SPED)

Proposed 2021-22 NEW SPS SPP Sites:

SITE	PROGRAM MODEL	CLASSROOMS	ENROLLMENT
CASCADIA	SPP HEAD START	1	20
MAGNOLIA	SPP	1	20
MLK	SPP HEAD START	1	20
NORTHGATE	SPP HEAD START	1	20
WING LUKE	SPP HEAD START	1	20
	TOTAL	5	100

TOTAL Proposed 2021-22 SPS SPP Sites:

TOTAL 2021-22	PROGRAM MODEL	CLASSROOMS	ENROLLMENT
	SPP	6	120
	SPP PLUS	16	288 (80 SPED)
	SPP HEAD START	10	200
	SPP HEAD START PLUS	2	36 (10 SPED)
	TOTAL	34	644 (90 SPED)

TOTAL Proposed 2021-22 SPS SPP Sites:

SITE	PROGRAM MODEL	CLASSROOMS	ENROLLMENT
ARBOR HEIGHTS	SPP PLUS	2	36 (10 SPED)
BAILEY GATZERT	SPP PLUS	2	36 (10 SPED)
BF DAY	SPP PLUS	2	36 (10 SPED)
BOREN STEM	SPP PLUS	1	18 (5 SPED)
BROADVIEW THOMSON	SPP HEAD START	2	40
CASCADIA	SPP HEAD START	1	20
CEDAR PARK	SPP	2	40
DEARBORN PARK	SPP	1	20
EC HUGHES	SPP HEAD START	2	40
EMERSON	SPP HEAD START	1	20
HIGHLAND PARK	SPP	1	20
JOHN MUIR	SPP HEAD START	1	20
MAGNOLIA	SPP	1	20
MLK	SPP HEAD START	1	20
NORTHGATE	SPP HEAD START	1	20
OLYMPIC HILLS	SPP/HEAD START PLUS	2	36 (10 SPED)
RISING STAR @ AAA	SPP PLUS	2	36 (10 SPED)
SAND POINT	SPP	1	20
SOUTH SHORE	SPP PLUS	3	54 (15 SPED)
THORNTON CREEK	SPP PLUS	2	36 (10 SPED)
WEST SEATTLE	SPP/HEAD START PLUS	2	36 (10 SPED)
WING LUKE	SPP HEAD START	1	20
TOTAL		34	644 (90 SPED)

Proposed 2021-26 SPP Expansion Sites:

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
1 JOHN MUIR	1 CASCADIA	2 LESCHI	1 JOHN MUIR	2 RAINER VIEW	2 JOHN RODGERS
1 EMERSON	1 MAGNOLIA	1 T MARSHALL	2 KIMBALL	2 LOWELL	2 MONTLAKE
1 W. SEATTLE	1 MLK	1 BOREN STEM	1 NORTHGATE		2 ALKI
	1 NORTHGATE				
	1 WING LUKE				
3 TOTAL	5 TOTAL	4 TOTAL	4 TOTAL	4 TOTAL	6 TOTAL