RECOMMENDATIONS FOR SEATTLE'S PRESCHOOL FOR ALL ACTION PLAN

Outreach Summary Report: Phase 2

BERK

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This document summarizes the stakeholder and community engagement activities **conducted from February 10, 2014** through **April 15, 2014** in support of the Preschool for All (PFA) Action Plan.

1.0   APPROACH TO COMMUNITY ENGAGEMENT

Community engagement was done in close partnership with the City of Seattle Office for Education (OFE) and had three primary approaches: Workgroups, Community Outreach, and Expert Consultations.

Workgroups. The City convened six workgroups to serve in an advisory capacity to the consulting team developing recommendations for the PFA Action Plan. While workgroup members were purposefully recruited through relevant organizations, their role in the workgroup was not necessarily as official representatives of their affiliated organizations. We also note that participation in the workgroups does not imply endorsement of the *Recommendations for Seattle's Preschool for All Action Plan* ("Recommended Action Plan") and we are grateful for the frank discussions and issues raised in these meetings. The six workgroup focus areas were:

- Finance

- Health

- Infrastructure

- Program Quality and Capacity

- Workforce Development

- Data Management

All workgroups except for Data Management met three times over the development of the Action Plan. (the Data Management workgroup communicated virtually). The initial meeting was an open information gathering session and the second meeting was structured around responding to specific questions raised by the Consultant team. The third meeting was an opportunity to provide substantive feedback on sections of the draft Recommended Action Plan, which constitutes the majority of the workgroup feedback summarized in this report. See Attachment A for more information on workgroup meetings.

Community Outreach. For community outreach, Rachel Schulkin of OFE met with over 80 organizations to gain an on-the-ground perspective of community needs and concerns. Organizations included preschool providers, advocates, unions, cultural groups, education coalitions, and others with an interest in Preschool for All. OFE put considerable effort into ensuring that the perspectives of stakeholders who represent the diversity of the Seattle community were included. See Attachment B for more information on community outreach meetings.

In addition, in March and April, OFE convened four public meetings to provide information about PFA and hear participants' thoughts on topics ranging from cost for families to teacher training to language and culture. The City provided childcare and dinner for participants. Meetings were held in Southwest Seattle (High Point Community Center), Southeast Seattle (South Shore preK-8 School), North Seattle (Northgate Community Center), and Central Seattle (Garfield Community Center).

The City also hosted PFA webpages under both the Seattle City Council and OFE. All meetings, including workgroups, were posted there along with local media coverage links and key documents.

Expert Consultations. The Consulting team scheduled individual consultations with stakeholders and experts in Washington State and nationally to solicit input on specific topics. These conversations ranged from lessons learned from the implementation of universal preschool programs in Boston and New Jersey, to learning more about what the research says on dual language learners and culture, to understanding the state's Quality Rating Improvement System (Early Achievers), including the political and policy context. These were highly targeted consultations and not intended to solicit general input from a diverse set of stakeholders and audiences. See Attachment C for more information on stakeholder and expert consultations.

2.0   PROCESS FOR INCORPORATING FEEDBACK

Consulting team members attended workgroup meetings and conducted the expert consultations directly. Workgroup leads prepared the notes summarizing the meetings, and the Consulting team was responsible for developing interview protocols and summarizing notes from expert consultations. Following each community outreach meeting, OFE sent the Consulting team notes organized by the question or prompt that was used to solicit feedback.

The Consulting team shared the notes from all three methods of community engagement amongst themselves using e-mail and Dropbox. Notes were also inserted directly into the Working Draft of the Recommended Action Plan for reference as the Plan was developed.

Through regular meetings with OFE, the Consulting team was able to get a more nuanced sense of what was communicated at these meetings. For example, perspectives or details that may not come across in the notes.

PART 1: COMMUNITY ENGAGEMENT

3.0   OVERARCHING THEMES

Throughout the stakeholder engagement process, the Consulting team identified several overarching themes from the conversations and meetings. These themes signaled the stakeholder community's general priorities and served as input into the design and development of the Recommended Action Plan, without being particular to any section. These themes are summarized below:

PFA should include all children

A key design challenge is to create a universal program for a population with widely varying needs and experiences. That said, the name of the program, Preschool for All, underscores how central the commitment to inclusiveness was from the start. Stakeholder engagement helped raise the needs of specific groups who should be thoughtfully considered in the design. Specifically, PFA should include, among others:

- Children with disabilities or developmental delays
- Children who are medically fragile
- Children in foster/kinship care or other areas of child welfare system
- Dual language learners
- Undocumented immigrants and refugees

PFA should allow providers autonomy over how they design their preschool

Common among child care providers was an interest in maintaining autonomy under PFA. Providers sought choices, flexibility, and decision-making authority over certain aspects of preschool services. In turn, parents reiterated this priority when discussing their choice of providers. In other words, stakeholders felt: "there is not just ONE way to teach a child." They also emphasized the need to build off of existing practices. Specific aspects important to autonomy were:

- Control over waitlists and enrollment
- Flexible curriculum requirements that allow layering
- Flexible class hours
- Parental choice of preschool types
- Room for innovation

PFA should consider diverse measures of quality preschool

Assessing the quality of teachers, student outcomes, providers, and curricula was a sensitive issue among stakeholders. Some supported evidence-based practices, while others felt that currently available research fails to capture the quality of models that are studied less often. A need for diverse measures, as well as holistic approaches to quality assessment, came through as design priorities for the Action Plan. Some thoughts raised on this topic were:

- Seek out parents' assessments of quality and make use of this information for program planning purposes.
  - o Understand that parents identify quality preschool as a place that gives teachers the ability to develop professionally and teach creatively, has low teacher turnover, has values that match their family, provides coaching beyond curriculum, and has teachers who "love kids."

- o Consider parent participation and satisfaction with PFA services as one measure of a quality preschool.
- Understand how existing quality assessments might not be standard for all teachers and providers.
  - o Use the research pyramid to determine quality practices (e.g. curriculum).
  - o Recognize that some providers feel that Early Achievers favors providers with more infrastructure, classrooms, and funding.
  - o Recognize that competency is defined differently by the state, the City, and universities.
  - o Consider the burden for programs to have to continue proving their quality (e.g. National Association for the Education of Young Children (NAEYC) vs. Early Achievers).
  - o Allow flexibility for programs to offer a rationale for not completing a required element on Early Achievers.
- Support teachers and providers on a pathway to quality. PFA can avoid pushing out great preschools by creating an on-ramp for as-yet underqualified teachers and providers to continue.
  - o Value cultural diversity, community engagement, training, language ability, and teaching experience, not just education.
  - o View preschool teaching as a career pathway.
  - o Consider financial assistance to meet degree requirements.

PFA should recognize that preschool is just one part of a child's development

Stakeholders raised the need to situate PFA in the larger context of a child's development. They suggested that an interface with birth-to-three services and public schools should be developed, as well as the interface between the classroom and the home.

4.0 STAKEHOLDER FEEDBACK ON THE ACTION PLAN

This section summarizes feedback and suggestions from workgroups and community outreach that was directly pertinent to the draft Recommended Action Plan. It also provides space for the Consulting team to explain how the feedback was ultimately addressed in the final Recommended Action Plan.

The following sections are organized according to the Recommended Action Plan's structure as signified by the (§). Within each section, the reader will find a short summary of the recommendations in the Action Plan, stakeholder feedback on the recommendations, specific suggestions for that section of the plan, and in *italics*, comments on whether and how the Consulting team incorporated the feedback.

Delivery System (§ Action Plan Section 2.0)

Action Plan Recommendation

After a comparative review of universal pre-K models and an analysis of the local child care landscape, the Recommended Action Plan outlines a model for delivering Preschool for All (PFA). The recommended model consists of a mixed delivery system in which child care providers apply to be able to provide PFA services, and suggested guidelines for the selection process, eligibility criteria, and contract/funding mechanisms. The Plan also suggests conducting a pilot study of Family Child Care (FCC) providers to determine the impact of FCCs on kindergarten readiness and school success. This study would then inform whether PFA should expand to include FCCs.

Stakeholder Feedback

Workgroup feedback on the delivery mechanisms centered on selection and eligibility, with emphasis on making the criteria more holistic and ensuring that the number of eligible providers can meet projected demand. They also raised the idea that alternate models, such as in-home care and bilingual programs, are better options for certain cultural groups. Specific questions were:

- How will "hub" providers be selected? *(Consulting team response: hub providers would be selected through the same process as individual providers. The hub organization would be responsible for its providers meeting all PFA standards.)*

- Where do Family, Friends and Neighbors (FFN) providers fit in this framework? *(Consulting team response: The term "Family, Friends and Neighbors (FFN)" often refers to informal care given to a child by anyone in those categories, or to "exempt caregivers" who are not licensed by the state. Since neither of these provider types are licensed, they would not be eligible to provide PFA services. If the question refers to licensed family child care (FCC) providers, we understand that this type of care is preferred by some families and is an important part of the child care community in Seattle. However, we do not know of research indicating strong outcomes for a preschool program using the FCC model. For this reason we have recommended conducting a pilot project that could tell us more about the model's effectiveness, and if successful, expand the pool of potential PFA providers.)*

- Where would an unlicensed, half-day, high Early Achievers scored provider fit in this framework? *(Consulting team response: To be licensed by the Department of Early Learning, providers must pass a criminal background check, attend initial and ongoing training, and work with a licensor to ensure that the center or home environment meets and maintains the state's health and safety standards. In addition, consulting team understands that a provider must be licensed in order to participate in Early Achievers. These are the reasons we suggest including only licensed providers in PFA. The Rationale section for Teacher-Student Ratio, Class Size, and Classroom Hours within the Recommended Action Plan speaks to why we are suggesting a full day/ six hour model.)*

The workgroups felt the FCC Pilot Study was a good idea, but were concerned about the large amount of funding and oversight it might require.

Community Outreach participants' concerns with the delivery system typically had to do with their position in the proposed system. With such a diverse range of models currently in existence, such as family, friend and neighbor care, co-operatives, and half-day care, it is not surprising that the providers' primary concern was where they might fit within the PFA. Beyond inclusion, many providers were concerned that PFA would not cover the full cost of care under their current model.

Early Achievers seemed to be generally unpopular among the Community Outreach participants. They viewed it as inadequate for culturally-sensitive assessment, administratively burdensome, and limiting on providers' autonomy to "do what's right" for their children. *(Consulting team response: the Early Achievers system has been rolled out fairly recently and as is often the case with all new things, opinions about it vary, and there is bound to be a period of adjustment to the new system. It is also our understanding that many providers are eager to participate in Early Achievers, and have already begun that process. Our team feels strongly that leveraging Early Achievers will be of high benefit – for more information see the Delivery System Rationale section within the Recommended Action Plan.)*

Community Outreach participants were also concerned with public agency oversight of the program and the means through which a "community voice" would be ensured in the oversight and governance structure. *(Consulting team response: our recommendations include establishing a PFA Oversight body that should include providers, community-based organizations, parents, and other relevant representatives. In addition, since the program will be publically funded and operated, members of the community will be able to access their elected representatives with any concerns about the program.)*

Programmatic Features (§ Action Plan Section 3.0)

Action Plan Recommendation

The Recommended Action Plan provides recommended guidelines across several programmatic features. Each section details background research, an assessment of the relevant local context, and options which feed into a recommendation backed by rationale.

Stakeholder Feedback

An overarching theme of feedback from the Workgroups was that it was difficult to evaluate specific parts of the plan without a broader sense of how the pieces "fit together." There are natural overlaps between some sections (for example, staff education requirements and professional development), which are sometimes alluded to, but not consistently made clear in the Plan.

Community Outreach feedback was largely comprised of inclusion and equity concerns, though there were often conflicting opinions about how to achieve those aims with the PFA program.

Student Eligibility (§ Action Plan Section 3.1)

Action Plan Recommendation

The Action Plan takes a phased approach to student eligibility. During the roll-out, priority would be given to children already enrolled at PFA qualified centers and those at Head Start and other programs serving low-income children meeting PFA standards. If demand exceeds available slots, a random selection process will determine which children can enroll. The Plan also recommends additional outreach efforts to inform low-income and immigrant families of the opportunity to apply for PFA.

Stakeholder Feedback

The workgroup feedback on eligibility centered on prioritization of eligible children, with a remaining question about the exact combination of selection criteria and lottery in the case that demand exceeds available slots. Based on the rationale that during early roll-out 4-year-olds are more likely to miss out on the opportunity for any preK at all, some felt the Plan should prioritize older children. *(Consulting team response: see Student Eligibility Rationale section within the Recommended Action Plan for why our team recommends focusing on 3- and 4-year-olds.)*

Community outreach meetings generated conflicting opinions about the appropriate prioritization of children, though they were generally aligned on the need to better include typically underserved populations. For example, does prioritizing low-income children alienate higher-income families and hamper the creation of an inclusive classroom? Related to this topic, providers sought to retain control over enrollment choices under the rationale that they are best positioned to determine what priority needs in their community are. *(Consulting team response: see Student Eligibility Rationale section within the Recommended Action Plan for why our team recommends serving mixed incomes.)*

Community Outreach participants were also concerned with how the PFA intake process would interface with available programs for the birth-to-three age range, to ensure a continuum of care. Some felt that PFA should go a step further and fully include younger children in the program. This concern appears

especially relevant for low-income and special needs populations. *(Consulting team response: While this is an important point which underscores the need for high quality care and programs across the spectrum of child's development, the PFA City Council resolution, and therefore our contract, required focusing on 3-and-4-year-old children. Presumably, PFA outreach staff will ensure that providers across the spectrum and the City are aware of PFA, and the program would link to birth-to-three programs and assure that children served in those programs would have a smooth transition into PFA.)*

Specific Suggestions

Specific suggestions regarding eligibility were:

- Peer-to-peer methods for outreach; public campaign for outreach, including bus advertisements and billboards. *(Consulting team response: excellent ideas to consider for implementation.)*

- Reserving specific slots within classrooms to ensure mixed-income. *(Consulting team response: We suggest including existing Head Start, ECEAP, and Step Ahead providers who already serve a large percentage of Seattle's low-income children into PFA. It will be important to develop strategies for enrolling children from families with higher income in the same classrooms as children enrolled in these income-determined programs, while assuring that children not in these programs have equal access to other PFA providers.)*

- Explore a mixed prioritization system such as that used in Issaquah Schools. *(Consulting team response: this is something to consider for implementation.)*

- Use a pure lottery system regardless of income. *(Consulting team response: we recommend a random selection process that does not prioritize based on income. In addition, we recommend that the city determine the specific attributes of the selection process once they know the configuration of the PFA program – during implementation.)*

- Engage with King County Early Intervention program. *(Consulting team response: this is something to consider for implementation.)*

Teacher-Student Ratio, Class Size, and Classroom Hours (§ Action Plan Section 3.2)

Action Plan Recommendation

The Action Plan recommends specific teacher-student ratios according to the age composition of the classrooms. It recommends a six-hour school day, five days a week, with options for wraparound care.

Stakeholder Feedback

Workgroups did not have much feedback on this section. The few questions that were raised were concerned with how existing quality programs that operate on half-day schedules or four-day-a-week schedules, for example, could fit into the PFA program.

Community outreach meetings raised many questions about the full day requirement in the PFA program. Many providers were interested in making the six-hour day more flexible, to perhaps include four-hour programs and wraparound care. The underlying concern for providers is autonomy –they have tailored their programs to meet the needs of their community and would like to preserve these customized models. *(Consulting team response: the Rationale for Teacher-Student Ratio, Class Size, and Classroom Hours within the Recommended Action Plan speaks to why we are suggesting a full day /six hour model.)*

Specific Suggestions

Stakeholder engagement did not yield specific suggestions for this element of the Plan.

Staff Education Requirements (§ Action Plan Section 3.3)

Action Plan Recommendation

The Action Plan recommends specific minimum education levels for provider staff in the Director, Teacher, Instructional Assistant, and Coach roles. Existing staff would have up to six years to meet the requirement while all new hires would have to meet the requirements immediately. The Plan ties staff salaries and benefits to the existing Seattle Public School (SPS) scale. The Plan also advocates for an alternate route for individuals with BA degrees in non-Early Childhood Education fields to work in PFA centers. Further, PFA should make additional pay available for dual-language staff.

Stakeholder Feedback

According to workgroup feedback, the staff education requirement's strengths lie in its consideration of multiple variables and its standardization of the industry, creating a "professionalizing" effect and opening a career path into K-12 work.

Feedback centered on striking the appropriate balance between high quality standards and inclusiveness. Concerns with inclusiveness emphasized the need to further develop alternative routes to meeting the requirements through work experience or a combination of education and experience. Other inclusive supports could be financial aid and multiple qualifying modes of education, such as online coursework. The workgroups were also concerned that inclusiveness could be affected by the pace of the roll-out of these requirements. For example, part-time students might not be able to achieve the required BA in four years. The underlying concern is that staff requirements could push out teachers who might be best at serving diverse populations, or constrain the supply of teachers overall. *(Consulting team response: after considering the feedback, we added an option for extending the timeline for additional two years for staff members who worked diligently and made clear progress toward the qualifications over the four years, but who for clearly justifiable reasons (e.g., family medical leave, courses were not offered at the college in a reasonable sequence) have not been able to complete the standard. In addition, we recommend a variety of measures to build and enhance educator capacity – see 4.2 Capacity Building section within the Recommended Action Plan.)*

Feedback also points to the need to differentiate requirements by type of staff. For example, site managers and directors would benefit from business and management training and coaches would benefit from training on teaching adults. ECE knowledge is a lesser area of need for these types of staff. *(Consulting team response: we agree and recommend different requirements by type of staff – see Recommendations section.)*

Community outreach meetings yielded similar concerns about the staff education requirements and the time and funding necessary to achieve them. They were also interested in the incentives for staff to meet these requirements, including, but not limited to benefits and pay scale for qualified teachers. Families support teachers, citing teacher pay and retention as markers for preschool quality in their minds. They were also interested in qualifications beyond degrees, such as language ability, warmth, safety, cultural match, and ease with children. *(Consulting team response: we believe that increasing teacher pay on par with the K-12 system is critical to professionalizing the ECE field. We have based our financial model assumptions on paying teachers with BAs in ECE salaries comparable with other publicly employed early learning teachers, and paying even higher salaries for teachers with a teaching credential. In addition, we recommend that PFA provide capacity building funding and professional development activities for educators.)*

Specific Suggestions

Specific recommendations were to:

- Conduct deeper analysis of the current workforce in terms of demographics, education, and experience. *(Consulting team response: considering the tight timeframe for developing our recommendations, we were not able to do this. However, it is something that should be considered by the City for implementation planning.)*

- Call out Highline and Green River Community Colleges' I-BEST programs as models (in addition to the University of Washington program). *(Consulting team response: we understand that these are highly regarded programs and recommend that the community colleges and four year colleges partner with the City to develop a Seattle PFA certificate, and work on other solutions to the challenges around teacher training. It is assumed that before PFA uses city funds to pay for teachers to earn higher qualification, they will access to resources such as I-BEST, because it is such an important and valuable program.)*

- Support via prep-time, and a graduated scale of salary and benefits for staff undergoing additional training. *(Consulting team response: this is included in our recommendations.)*

- Develop a means through which credits earned at community colleges can roll-over into higher education degree programs. *(Consulting team response: we agree that this is an important area to continue to work on – the City should advocate with higher education institutions to enable stacking of credits and credentials. Our team consulted with a number of higher education representatives and understands there is considerable activity in the area. However, it will be up to the state agencies to increase the articulation between AA and BA degrees.)*

- Explore PFA funding for loan forgiveness, scholarships, and other financial aid mechanisms to help staff meet these requirements. *(Consulting team response: educator capacity building by providing scholarship funds is included in our recommendations.)*

Curricula (§ Action Plan Section 3.4)

Action Plan Recommendation

The Recommended Action Plan recommends three evidence-based curricula for the PFA program. It also provides for the evolution of the field by suggesting the establishment of a Curriculum Selection Committee. Providers with the capacity and interest to do so could apply to have their curricula approved by the same committee using the established criteria.

Stakeholder Feedback

Workgroup feedback on the curricula recommendations generally fell into two categories. First, concerns or need for clarity regarding implementation. Specifically:

- How will PFA meet the training and capacity-building needs that are associated with moving teachers onto the recommended curricula? *(Consulting team response: we recommend a cadre of coaches based at OFE that are trained in specific curricula and can provide guidance and professional development to educators.)*

- When is the appropriate time for PFA providers to begin to be held accountable for implementing these curricula given the time necessary to garner buy-in from their customers and to train-up their workforce? *(Consulting team response: based on our experience, it takes approximately three years to become well versed in a new curriculum model. However, the primary purpose of assessing fidelity of implementation is for improvement, thus, measurement of curriculum implementation should begin as soon as teachers have received training.)*

- Are the selected curricula available in multiple languages of instruction? *(Consulting team response: Opening the World of Learning has a Spanish language version. Many resources for the HighScope Curriculum and for the Creative Curriculum are available in languages other than English, such as Korean and Spanish.)*

Second, the workgroups raised the issue of inclusion of other models of early education. They stressed that many parents make child care choices based not necessarily on research outcomes, but on values and beliefs. They felt that many child-centered and self-directed models would be excluded from PFA under this recommendation. Related to this, some Workgroup members had the sense that child care professionals *should* have a role in curriculum development, and not be simply implementers of a given curriculum. *(Consulting team response: our charge was to develop recommendations that could be supported by research. Parents clearly have a choice of whether to participate if the curriculum enacted does not fit their values. That being said, in the recommended models there are opportunities for teachers to adapt and implement activities in ways that are both consistent with the curriculum principles and responsive to children's interests and individual needs. Two of the recommended models are specifically designed to let topics of studies emerge from children's interests if desired. However, curricular scaffolds for teachers are provided to ensure that children participate in content-rich and intellectually challenging activities.)*

Community Outreach with providers showed that they were primarily interested in maintaining choice (for parents and providers) with regard to curriculum. This echoes their feedback related to hours and teacher-student ratios. Providers feel they have tailored their programming according to the needs of the community they serve, and want to maintain the autonomy to continue customizing their offerings. They see this as the best way to match the need and values in their community. *(Consulting team response: while we understand the desire for flexibility on the part of the providers, the charge for our team was to develop research-based recommendations, and these do not always align with current practices in the community. Participation in PFA will be voluntary for both providers and families – and it is expected that some will opt out of PFA based on the concerns mentioned above.)*

Specific Suggestions

Specific suggestions related to curricula were:

- Research and evaluate child-driven models based on agreed-upon quality indicators to be able to compare with the selected curricula. *(Consulting team response: this is something to consider for implementation.)*
- Establish guidelines for how to fund teacher training and paid time off to meet the curriculum requirements. *(Consulting team response: this is something to consider for implementation.)*

Staff Professional Development Requirements (§ Action Plan Section 3.5)

Action Plan Recommendation

The Action Plan recommends that the OFE serve as the hub for professional development related to the PFA program. It would directly provide professional development and establish a team of trainers specializing in the recommended curricula. These specialists would be responsible for developing professional development coursework and establishing on-site reflective coaching practices at PFA centers. The team of specialists would also be built to provide content expertise in inclusion, bilingual education, cultural competence, and addressing challenging behaviors.

Stakeholder Feedback

The workgroups recognized that the professional development program features are ambitious and applauded the inclusion of reflective coaching. Implementation concerns centered on funding the time required for teachers and staff to devote to these activities and structuring the courses more explicitly to be able to "stack" credits with larger certificate or degree programs. This desire for flexibility is driven by a concern that a professional development path that is too prescribed might push out certain populations or teaching perspectives. *(Consulting team response: our recommendations with regard to professional development are not overly prescriptive – we provide some overarching suggestions, but much of the professional development and training should be designed by PFA coaches during implementation.)*

Other concerns were generally in two categories: cultural competence and content. In the domain of cultural competence, the workgroup members raised the need to have diverse trainers and culturally-sensitive family engagement to first learn how children in various communities learn in the home environments and work from there. Related to content, workgroup members were interested in deeper inclusion of "soft" skills such as emotional intelligence and leadership skills. The potential role of senior teachers within centers who can act as a professional development resource or coach should also be recognized. *(Consulting team response: our recommendations recognize the need for training in cultural competency as well as emotional intelligence. This is also something to consider for implementation.)*

Community outreach meetings showed that providers were interested in more, better qualified coaching. Families prioritize teacher support. In fact, they ranked higher pay for teachers and teacher training as priorities over affordability. *(Consulting team response: our recommendations are reflective of these points.)*

Specific suggestions

Specific suggestions were:

- Require that trainers be connected to a way to create credit-bearing courses, such as partnership with the I-BEST programs at Highline and Green River Community Colleges. *(Consulting team response: we recommend that "arrangements should be made with local or online institutions of higher education for PD to be credit-bearing and counted toward a degree"; however, the City would need to work with community and technical colleges and higher education institutions to ensure that this takes place.)*

- Recommend coaches have prior classroom experience or that they spend two weeks annually in a classroom for professional development. *(Consulting team response: we recommend that the coaches have ECE expertise – this would include classroom experience. Spending time in the classrooms annually is an implementation consideration.)*

Appropriate Language Support (§ Action Plan Section 3.6)

Action Plan Recommendation

The Action Plan identifies several models for dual language classrooms, and advocates additional funding for qualified teachers. The Plan also identifies areas for continual assessment and adjustment including child progress within languages of instruction, quality of supports for bilingual acquisition and staff cultural competence.

Stakeholder Feedback

The workgroups mentioned encouraging whichever languages are present in the community, without restriction to those that align with Seattle Public Schools (SPS) immersion programs. *(Consulting team response: after considering this feedback, we changed our recommendations from aligning dual language programs with SPS immersion programs to ensuring that supported languages should be representative of the Seattle population.)*

Community outreach meetings showed a high level of interest in dual-language supports. The interest goes beyond the languages offered. Rather, language support is seen as a marker for a provider's support of overall cultural identity development.

Specific Suggestions

Specific recommendations were to:

- Not limit this program to the universal language options at SPS.

- Review the English Language Learners Action Plan for ideas.

- Cultural and language support should be considered an indicator of teacher quality akin to teacher education levels.

Meeting the Needs of All Children through Differentiated Support (§ Action Plan Section 3.7)

Action Plan Recommendation

The Action Plan's recommendations for children with special needs in PFA are based on supporting inclusion. It recommends additional resources for classrooms with children with special needs to benefit from reduced class sizes and additional self-contained direct services either from the OFE education specialists or appropriate external contracts. The Plan recommends a "zero expulsion" policy for all PFA providers and establishment of Memoranda of Understanding with the relevant local entities to ensure consistent services for all children.

Stakeholder Feedback

According to the workgroup members, consultation and coaching for all staff in identifying and supporting children with special needs is paramount. For example, cultural competence can help teachers disentangle special needs behavior from culturally-specific behavior. On the implementation side, the workgroups cautioned a need to be realistic about the costs associated with high-quality inclusion and the need to coordinate multiple local entities, including Public Health Seattle & King County, to ensure a continuum of care such that no child falls through the cracks. There is a consistent emphasis on not underestimating the cost of care associated with full inclusion. Without appropriate resources, special needs populations are often the first to be pushed out. Participants also suggested that Seattle Public Schools' Child Find program is backlogged and presents challenges in addressing needs of children with disabilities or developmental delays. *(Consulting team response: we suggest providing additional funding to reduce the class size and/or provide extra support for children who may need additional supports.)*

Workgroup members also commented that the overview text in this section could benefit from rewriting and an emphasis that "all children benefit from inclusive settings" instead of "some children…" *(Consulting team response: based on this feedback, we changed the language in this section.)*

Community outreach meetings showed a high degree of concern with special needs populations. They highlighted the fact that many conditions, trauma especially, begin much earlier than 3 years old, limiting PFA providers' efficacy.

Specific Suggestions

Specific suggestions were:

- Consider Positive Behavioral Intervention and Supports (PBIS) as a structural framework for tiered intervention strategies. All classrooms need Tier 1 supports and targeted skills instruction. Coach/consultants provide Tier 3. *(Consulting team response: this is included in our recommendations.)*

- Include children with special health/medical needs as a special needs group (diabetes, asthma, several allergies). *(Consulting team response: based on this feedback, we addressed this in our recommendations.)*

- Braid funding with Title 1, Early Childhood Education and Assistance Program (ECEAP), Head Start, City, and public health dollars. *(Consulting team response: in the financial interactive model, we included suggestions on braiding funding.)*

- Consult the Northwest Center as a model for delivery and for cost information. *(Consulting team response: this is something to consider for implementation. We hesitated to identify any particular program to be a model for PFA.)*

Family Engagement (§ Action Plan Section 3.8)

Action Plan Recommendation

The Action Plan recommends a universal family engagement approach that uses a "backpack" method to deliver home-learning activities supported by monthly parent meetings. It also recommends that provider staff intentionally identify and encourage model parent behavior to set an expectation of family engagement within the classroom. This engagement approach could build off of the Early Achiever's Strengthening Families framework. A referral plan across participating organizations would provide a route for families in crisis. Finally, a family engagement grant fund should be created that could be used by providers to design, develop, and provide family engagement activities.

Stakeholder Feedback

The workgroups had some more detailed information needs in this section, specifically on the Backpack Program, the Parent Leadership Training Institute (PLTI), social capital program strategies, staffing needs, and evidence for the approaches recommended herein. The workgroup expressed support for the parent-to-parent aspects of this approach, but some people reacted that there was not enough emphasis on collaboration with, and learning from, the families. They also raised the need for more holistic assessments of school readiness, including social-emotional readiness along with academic readiness.

There was a strong reaction against using ACES as a screening tool, based on lack of evidence, intent of the questionnaire design, and the potential for further trauma when administering it. *(Consulting team response: after considering this feedback, we removed ACES from our recommendations.)*

Workgroup members also pointed out the need for family support specialists. Many of the workgroup members were also strongly supportive of Head Start model of family engagement – using Family Support Coordinators to support children and families. *(Consulting team response: As reviewed in the research and rationale sections, there is little or no research showing effectiveness of the comprehensive*

family support system required in Head Start. However, what research does support is family engagement that is integrally related to the educational practices in the classroom. We use this research to form the bases of our recommendations.)

Participants in community outreach were also supportive of deeper and more structured parent engagement. There is the sense that the provision of family support services is an integral part of a commitment to serve *all* children. Again, ensuring that PFA be able to cover the full cost of care was raised as a concern with high quality family support. *(Consulting team response: see our response above. In addition, given this feedback, we changed our recommendations to include creation of a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.)*

Specific Suggestions

A specific suggestion was made to:

- Have one family support staff for two classrooms and provide that staff with high quality, comprehensive support so that they can provide support in a focused manner to the child. This will benefit that child's entire life rather than only their GPA. *(Consulting team response: see our response above. In addition, there are cost considerations: the addition of such a staff member would significantly increase the cost of PFA program.)*

- Consider home visit models as a way to engage families. Use home visiting as an opportunity to assess the child/family's home environment and to provide relevant family education on health issues. *(Consulting team response: research is now emerging that shows some benefits of certain well-designed home visiting programs for specific populations of parents and children (e.g. children with identified special needs, infants and toddlers), while other research comparing center-based approaches to home visiting shows consistently greater outcomes for center-based programs. Thus we cannot justify the cost of adding home visiting for some children while the majority of children are not being served.)*

Health Support (§ Action Plan Section 3.9)

Action Plan Recommendation

The Action Plan recommends that the City, Public Health Seattle & King County (PHSKC) Child Care Health Program, and Seattle Public Schools (SPS) work together to delineate health, developmental, and social-emotional screening and referral procedures. The recommendations also state that certain cervices should be provided and the three entities should delineate the particular roles and responsibilities in supporting teachers and families in providing these services.

Stakeholder Feedback

The workgroups expressed enthusiastic support for the general approach of expanding existing services provided by PHSKC contract, but sought more implementation details. Additional details should explain who has oversight, what would happen after screening in the classroom in terms of tracking and follow-up on identified children, and the exact roles and authority of different entities involved. The workgroups also wanted to see a broader discussion of health that includes dental health, nutrition, environmental health, and safety, and one that explicitly establishes a home-classroom link for maintaining health. There was a sense that this section was heavy on behavioral and mental health.

Families in community outreach cited health as a foundational element of the preschool experience. To them, health includes nutrition at school, as well as social-emotional development. This focus on the *whole* child's development was very important to the stakeholders.

(Consulting team response: based on this feedback, we revised the recommendations in this section. However, while we fully understand and recognize that health services are important, our recommendations first and foremost focused on educational aspects of PFA. We recommend that the City work with PHSKC and SPS on implementation details for health support.)

Specific Suggestions

Some specific suggestions were:

- Find out if the City has resources for Seattle Nutrition Action Consortium (SNAC) for all programs - Recommend allowing for alternate nutrition programs. *(Consulting team response: this is something to consider for implementation.)*

- Explore Access to Baby and Child Dentistry (ABCD) – Coordinate/link families without dental providers to ABCD. *(Consulting team response: we added this to our recommendations.)*

- Have a public health nurse with child care experience provide an environmental safety check at least once per year and then require the center to provide a resolution to the identified issues. *(Consulting team response: in our opinion, this can be completed as part of the structured classroom observations that should be conducted as part of PFA.)*

- Disagree with recommendation to implement tiered system of support in which PHSKC support only extreme behavior and mental health issues and all other social-emotional support provided by OFE education specialists. OFE Education Specialists' role is very different from the mental health consultant of Public Health. Their role is primarily to oversee implementation of the contract, funding, etc. Public Health mental health consultants and nurses are currently providing social-emotional support at all levels, including overall classroom and program support in this area. *(Consulting team response: we are recommending a change to the status quo, not merely extending what currently exists. OFE Education Specialists (aka PFA coaches) should be trained in curriculum models and specific positions should be filled with qualified professionals to provide expertise as inclusion specialists, bilingual education specialists, and experts in cultural competence and challenging behaviors. The role of the PFA coaches would be to provide support to providers in social-emotional domain and challenging behaviors, while PHSKC could assist with extreme behavior and mental health issues. More specific roles of PHSKC, city staff, and SPS should be developed during implementation planning.)*

Kindergarten Transition (§ Action Plan Section 3.10)

Action Plan Recommendation

The Action Plan builds on the existing partnership between the Seattle Public Schools (SPS) and the City for kindergarten transition success. It recommends establishment of a formal agreement between SPS and the City addressing data sharing, academic expectations, curriculum alignment, professional development, and space sharing. The Plan also advocates awareness around existing kindergarten transition programs.

Stakeholder Feedback

Community outreach participants were concerned with kindergarten transition plans, emphasizing the need to have a clear agreement with Seattle Public Schools. One participant raised the particular case example of a 5-year old who is not school-ready, and how PFA might continue to accommodate his or her needs. *(Consulting team response: this is something to consider for implementation.)*

Specific Suggestions

Stakeholder engagement did not yield specific suggestions for this element of the Plan.

Timeline, Phase-in, and Capacity Building (§ Action Plan Section 4.0)

This section of the Action Plan describes the pathway to "full implementation" of the program, covering the timeline, phase-in of requirements, and initiatives to build required capacity.

Phasing and Plan Alternatives (§ Action Plan Section 4.1)

Action Plan Recommendation

The Action Plan recommendations are for the City to set a goal of having preschool available as an option for all families. To make this a quantifiable goal based on an estimate of how many children that will entail, we suggest a goal of serving 80% of all 4-year-olds and 70% of all 3-year-olds. Any provider should have the opportunity to meet standards and join the Preschool for All (PFA) program so long as there is unmet demand for preschool.

Stakeholder Feedback

One workgroup comment highlighted the likelihood that during the transition some unlicensed part-time providers will cease operation before replacement capacity can be built up. This might disproportionately impact culturally-relevant capacity. *(Consulting team response: this could be a potential unintended consequence and something for the City to monitor during implementation. However, participating in PFA would be voluntary for both providers and families, and we expect that some providers will continue to operate without changing their models.)*

Community outreach participants were also very concerned that provider eligibility requirements might restrict available capacity. They raised many questions about potential displacement of, or redundancies with, existing child care programs such as comprehensive child care, Early Childhood Education and Assistance Program (ECEAP), and Head Start. *(Consulting team response: we recommend that the City works to create a unified preschool program for PFA instead of several disparate ones, such as Head Start, ECEAP, and Step Ahead. Our Recommended Action Plan is based on the premise that it will build on top of existing publicly funded programs, providing them with additional resources to enhance and expand services. PFA would not displace publicly funded programs, and will, in fact, greatly benefit if these programs are expanded.)*

Specific Suggestions

Stakeholder Engagement did not yield specific suggestions for this element of the Plan.

Capacity Building (§ Action Plan Section 4.2)

Action Plan Recommendation

The Action Plan recommends a three-pronged approach to building up the capacity necessary for a successful PFA program. First, build capacity within providers who are qualified for PFA at the outset. Second, create a maximum three-year "on-ramp" for potential PFA providers to build capacity, get licensed, and join the program. Third, prioritize "on ramping" for existing Step Ahead and ECEAP providers to ensure continuity for at-risk children. The plan provides more specific detail for capacity building within personnel and facilities, including making financial support available.

Stakeholder Feedback

With regard to the personnel capacity building strategy, the workgroups described the plan as appropriately flexible and well outlined. They have concerns about the Department of Early Learning's (DEL) existing capacity to serve as a resource for PFA, though it was recognized as a good idea. The workgroups also sought more detail about implementation such as who will conduct the pre- and post-assessments and who trains the coaches. *(Consulting team response: this is something to consider for implementation.)*

With regard to the facilities capacity building strategy, the workgroup sought more clarity on facility standards and details about funding for ongoing support and maintenance costs. There was some concern about Seattle Public Schools' (SPS) existing space issues and how partnership with PFA might further stress those resources. The workgroups also felt the Plan should better address pre-development needs such as architectural planning consultation and renovation assistance, preferably from architects specializing in early learning spaces. *(Consulting team response: based on this feedback, we added a recommendation to establish a Facilities Capacity Building Fund, as well as to assign PFA staff to assist with facility planning consultations. We also recommend that the City and SPS establish a workgroup to look at the options and implications for SPS providing space for PFA classrooms.)*

The community outreach participants also raised the issue of transportation, emphasizing that parents make child care decisions based on proximity, cost, and cultural matching rather than quality rating. The PFA program then faces the challenge of ensuring equitable access on the basis of geography and transportation access. *(Consulting team response: our financial model does assume that PFA will provide some funding to transport children to programs, in addition to any funding the school district provides through its Special Education Preschool Program. Many of the city's Head Start, ECEAP, and Step Ahead programs do not provide transportation to most enrolled families, and families do not have access to all the centers these programs run. The City will need to determine how much choice parents will have in selecting their PFA program once it knows where these programs are located and what the demand is.)*

Specific Suggestions

Specific suggestions for personnel capacity building were:

- Do a practice-based assessment to qualify a teacher instead of a degree. *(Consulting team response: many states have struggled with this approach but no rigorous and efficient method for implementing this has been put into policy. This is difficult because there are some excellent teachers who are not in a position to pursue a degree. However, the question of who conducts and pays for the assessments of children and classrooms is difficult to answer: Would the City train and hire objective observers over and above the ones already needed for ramp-up? How would selection bias in the children served in any given classroom be controlled for in the research design? How would targets be set? Who would conduct the child assessments and analysis to ensure there is no bias? How would that be paid for? We can find no feasible answer to these questions when the City must be accountable to the taxpayers.)*

- Include a test-only option for certification. *(Consulting team response: certification requirements are determined by the state, and do not have a test-only option for teacher certification.)*

Specific suggestions for facilities capacity building were:

- Do a debt-capacity analysis for providers' facilities improvement costs. *(Consulting team response: part of our recommendations for facilities capacity building is to provide technical assistance to providers wishing to develop facilities to provide PFA services. As we recommend in the Plan, the city should be able to assist providers with debt-capacity analysis.)*

- Conduct an inventory of existing facilities across providers and organizations with the intent of identifying spaces for conversion and larger existing buildings that can house a PFA program. *(Consulting team response: this is something to consider for implementation. In addition, the city will gain a great deal of information about the availability of inventory when it puts out its first request for qualifications to provide PFA.)*

- Explore integration of child care facility needs with urban planning – Vancouver, BC is a model in this area. *(Consulting team response: we suggest in the Capacity Building Section that City's Department of Planning and Development review its zoning and planning policies so that they encourage the development of PFA spaces. This is something to consider for implementation.)*

- Explore using a suburban model of collecting impact fees from developers to fund PFA facilities. *(Consulting team response: the City of Seattle had an incentive program that allowed additional floor area to be constructed beyond base height to floor area ratio (FAR) limits for office, hotel, and certain other developments. This incentive enabled developers to achieve additional FAR in exchange for providing a public good. Dedicating space for child care was one way to do this.)*

- Include requirements for outdoor play spaces as a standard for facilities. *(Consulting team response: this is in place already and is one of the challenges cited for siting providers in downtown locations. All PFA facilities will have to meet licensing requirements for outdoor play space.)*

- Explore the option of SPS opening a PFA building that filters into multiple elementary schools and possible leasing arrangements. *(Consulting team response: this is something to consider for implementation and discussion with SPS.)*

Outcomes and Evaluation (§ Action Plan Section 6.0)

Action Plan Recommendation

The Outcomes and Evaluation section of the Recommended Action Plan establishes a framework for building "continuous improvement" into the PFA program. This entails both ongoing monitoring within the system and externally contracted program evaluations, requiring baseline data collection at the onset.

Stakeholder Feedback

The workgroups appreciated the thoughtful layers of assessment built into this program. They sought more details on the schedule of the assessments and the decision-making behind the choice of assessment tools. The underlying concern with these questions is striking a balance between the utility of assessment and the burden it can represent to teachers and organizations. Further recognition of the training needed to administer these assessments was also pointed out. *(Consulting team response: this is something to consider for implementation.)*

The workgroups were concerned with data integration, making the collected information accessible and useful to other data and evaluation initiatives. *(Consulting team response: this is something to consider for implementation.)*

Community outreach did not provide feedback on outcomes and evaluation.

Specific suggestions offered in regard to outcomes and evaluations are:

- Use a unique student identifier for each student that reflects existing data systems (MERIT for example). *(Consulting team response: this is something to consider for implementation – would require coordination among several government entities.)*

- Include data sharing clauses in Memoranda of Understanding with partner organizations, especially Seattle Public Schools and state agencies. *(Consulting team response: this is included in our recommendations in Kindergarten Transition section.)*

- Connect with WaKIDS (all three parts). *(Consulting team response: we suggest connecting with WaKIDS in the Kindergarten transition section.)*

5.0   IMPLICATIONS OF STAKEHOLDER COMMENTS FOR IMPLEMENTATION

As the ultimate decision maker, the City will need to make choices about PFA during the work on implementation details. While working on these details, it will be important to keep the following broad points in mind as they were especially important to the community stakeholders that were consulted during this process:

- **Inclusiveness came up frequently and in different contexts**. Inclusiveness was raised related to income, language, immigrant status, children in foster/kinship care or other areas of child welfare system, children with disabilities or developmental delays, and children who are medically fragile. It will be important to keep this in mind as program design continues and the City should continue to provide venues to share information and solicit input.

- **Support for Early Achievers varies**, as many providers expressed dissatisfaction with the system and recommended that it not be used as a requirement for PFA. Our rationale for recommendations on Delivery Model (Section 2.6) outlines the reasons we recommend aligning with Early Achievers. However, it will be important for the City to recognize that Early Achievers is a new system that is experiencing growing pains and there may be some resistance at the beginning.

- **Keep program design flexible enough** so that the program can evolve as needs and circumstances change. Providers communicated a desire for some autonomy with respect to curriculum and other program elements. There should be a way for programs to test innovations or new practices and evaluate their efficacy in practice.

PART 2: STAKEHOLDER AND EXPERT CONSULTATIONS

Stakeholder and expert consultations allowed the Consulting team to engage individuals on very specific topics as needed. For example, Anne Mitchell, a national expert on early learning cost modeling, provided feedback on the scope of work for the financial model, and provided her thoughts on how to model certain elements. The specificity of these conversations makes it impractical to summarize the notes here. Instead, the Team has provided a detailed list of consultations and the topics covered in the Attachment C.

ATTACHMENT A. WORKGROUPS

Workgroup	Finance	Workforce Development	Infrastructure
Meeting details (number of attendees; date; location)	12; 1/28/14; Seattle Municipal Tower 20; 3/6/14; Seattle Municipal Tower 14; 4/3/14; Seattle Municipal Tower	12; 1/29/14; Sound Child Care Solutions 11; 2/20/14; Rainier Beach Library 11; 3/25/14; Montlake Community Center	4; 1/30/14; Green Lake Library 9; 2/25/14; High Point Community Center 7; 3/25/14; Department of Early Learning
Represented Organizations	• Adventure Day Care • Denise Louie Education Center • Human Services Department • Kids 1st - Seattle • Neighborhood House • Phinney Neighborhood Association • Public Health Seattle & King County • Seattle City Budget Office • Seattle City Employees' Retirement System • Seattle Human Services Department • Seattle Department of Finance & Administrative Services (FAS) • Seattle Office for Education (OFE) • Seattle Public Schools • SEIU 925 • Sound Child Care • University of Washington	• Child Care Resources • City of Seattle • Community Day School Association • Economic Opportunity Institute • Highline Community College • Kids 1st - Seattle • Kidus Montessori • North Seattle Community College • Puget Sound Educational Service District • Seattle Office of Economic Development • Seattle Human Services Department • Sound Child Care Solutions • Seattle Office for Education (OFE) • Seattle Public Schools • SEIU 925 • Small Faces • University of Washington • Whatcom Community College	• Black Child Development Institute - Seattle • Child Care Resources • Community Day School Association • Environmental Works • Seattle Associated Recreation Council • Seattle Human Services Department • Seattle Public Schools • Washington State Department of Early Learning

Workgroup	Health	Program Quality and Capacity		Data Management
Meeting details (attendance; date; location)	15; 1/30/14; Educare Early Learning Center	10; 1/28/14; West Seattle Library / 16; 1/30/14; Green Lake Library		Met virtually
	10; 2/20/14; Montlake Community Center	17; 2/25/14; High Point Community Center		
	18; 3/27/14; Montlake Community Center	25; 3/25/14; Department of Early Learning		
Members	• Causey's Learning Center • Coalition for Safety Health Early Learning • Community Day School Association • Haggard Nelson Child Care Resources (HNCR) • King County Department of Community & Human Services (DCHS) • King County Developmental Disabilities Division • NeighborCare Health • Neighborhood House • City of Seattle Office for Education • Public Health Seattle & King County • Puget Sound Educational Services District • Reach Out and Read Washington State • City of Seattle Human Services Department • Seattle Public Schools • Washington Dental Service Foundation	• Black Star Line • Child Care Resources • Children's Home Association • CDSA • City of Seattle • Community Center for Education Results • Community School of West Seattle • College Success Foundation • Denise Louie Education Center • Epiphany Early Learning • Haggard Nelson Child Care Resources • Hilltop Children's Center • King County Executive Office • Neighborhood House • North Seattle Community College • Our Beginning • PRIMM ABC	• Seattle Associated Recreation Council • Seattle City Council • Seattle Human Services Department • Seattle Office for Education (OFE) • Seattle Public Schools • Seattle Public Library • Shoreline School • Small Faces • Sound Child Care Solutions • Southeast Seattle Education Coalition • Teachers United • The Little School • Washington Department of Early Learning • Washington Dental Service Foundation • Wellspring • University of Washington • YMCA	

ATTACHMENT B. COMMUNITY OUTREACH CONTACTS

Community group	Seattle Early Education Collaborative	City of Seattle Human Services Department	Sound Child Care Solutions	Seattle Early Learning Collaborative PreK-3 Workgroup	The Denise Louie Education Center	PreK – 3 Collaborative	PCHP United Way Atlantic Street Center
Attendance; date	18; 1/9/14	16 ; 1/14/14	9 ; 1/14/14	15; 1/17/14	3; 1/22/14	N/A; 1/23/14	25; 1/23/14
Selected attending organizations	• Southwest Early Learning Bilingual Preschool/Sound Child Care Solutions • City of Seattle Office for Education • Seattle Public Schools • Neighborhood House • Community Day School Association • Causey's Learning Center • Public Health • Puget Sound Educational Service District • Child Care Resources • El Centro de la Raza	• City of Seattle Human Services Department	• Sound Child Care Solutions • Little Eagles Child Development Center	• City of Seattle Human Services Department • Community Day School Association • Seattle Public Schools • City of Seattle Office for Education • Seattle Public Schools EL • Causey's Learning Center	• Denise Louie Education Center	• Sign In list not available.	• Atlantic Street Center • Encompass • Neighborhood House • Southwest Youth and Family Services • City of Seattle • Kindering • Chinese Information and Service Center • Parent-Child Home National Office • El Centro de la Raza • New Futures • Navos • YWCA • Children's Home Society of Washington • United Way of King County

Community group	Early Learning Coalition	Seattle Public Schools Kindergarten Enrollment Night	Chinese Information and Service Center Staff	Chinese Information and Service Center Play & Learn Meeting	League of Education Voters	YMCA	Southeast Consortium Directors Group	Child Care Resources
Attendance; date	18 ; 1/23/14	N/A; 1/23/14	10 ; 1/24/14	N/A; 1/24/14	N/A; 1/25/14	16 ; 1/29/14	12; 1/29/14	23; 2/4/14
Selected attending organizations	• Chinese Information and Service Center • Seattle Public Schools • SOAR & FACES • Child Care Resources • Kindering • Interlake Child Care & Learning Center • Public Health Seattle & King County • King County Developmental Disabilities Division • Northwest Center Kids • SEIU 925 • Okund Consulting • Encompass • CDAGS/North Seattle Community College • Wellspring Family Services	• Sign In list not available.	• Chinese Information and Service Center staff	• Sign In list not available.	• League of Education Voters	• Parents and individuals	• PRIMM • Kidus Montessori ECDC • Causey's Learning Center • Seattle's Women's Commission • Wellspring Family Services • We Are The World • City of Seattle Office for Education • The JMA Group • City of Seattle • Seattle Public Schools	• Child Care Resources

Community group	Chinese Information and Service Center Play & Learn Meeting	League of Education Voters	YMCA	Southeast Consortium Directors Group	Child Care Resources	Seattle Faces	Community School of West Seattle
Attendance; date	N/A; 1/24/14	N/A; 1/25/14	16; 1/29/14	12; 1/29/214	23; 2/4/14	1 ; 2/6/14	11; 2/7/14
Selected attending organizations	• Sign In list not available.	• League of Education Voters	• Parents and individuals	• PRIMM • Kidus Montessori ECDC • Causey's Learning Center • Seattle's Women's Commission • Wellspring Family Services • We Are The World • Seattle Office for Education • The JMA Group • City of Seattle • Seattle Public Schools	• Child Care Resources	• Seattle Faces	• Community School of West Seattle

Community group	Afrique Service Center	Kidspace	Child Care Directors Association of Greater Seattle (CDAGS)	One America	Montessori Organizations	Child Care Resources – Family Services	African America Child Care Task Force
Attendance; date	1; 2/6/14	1; 2/10/14	8; 2/11/14	1; 2/10/14	9; 2/12/14	13; 2/12/14	4; 2/13/14
Selected attending organizations	• Afrique Service Center	• Kidspace	• Kids Co./CDAGS • North Seattle Community College • Beginnings Schools - Capitol Hill & Queen Anne • Wellspring Family Services • Small Faces Child Dev. Center • Community Day School	• One America	• Pacific NW Montessori Association • Washington Federation of Independent Schools	• Child Care Resources	• AACCTF • North Seattle Community College

Community group	Small Faces - Interlake	Community Day School Association	Puget Sound Educational Service District	ECEAP Policy Group	Southeast Seattle Education Coalition (SESEC)	SEEC - Early Learning Academy	Listen & Talk
Attendance; date	30; 2/14/14	11; 2/20/14	20; 2/18/14	18; 2/26/14	1; 3/20/14	1; 3/21/14	5; 4/1/14
Selected attending organizations	• Interlake Child Care & Learning Center • Small Faces Child Development Center	• CDSA	• PSESD • CCER • FWPS - Federal Way Public Schools • OSPI • Bezos Family Foundation • Highline Public Schools • Reach Out and Read • SOAR • Big Brothers Big Sisters • League of Education Voters • Tukwila School Board • Kent School District	• City of Seattle • El Centro de la Raza • PRIMM • Prospect • Refugee Women's Alliance • Tiny Tots • Refugee and Immigrant Family Center • UW Experimental Educational Unit • SeaMar	• SESEC	• SEEC-ELA	• Listen & Talk

Community group	Boys & Girls Club	Hilltop Children's Center	Neighborhood Summit	Pike Market Child Care	High Point Community Center	South Shore	Northgate Community Center	Garfield Community Center
Attendance; date	6; 4/1/14	30; 4/4/14	N/A; 4/5/14	N/A; 4/8/14	N/A; 3/13/14	N/A; 3/20/14	N/A; 3/27/14	N/A; 4/3/14
Selected attending organizations	• Boys and Girls Club	• Hilltop Children's Center	• Mayor's Office • Sign In list not available	• Pike Market Child Care	• No sign-in • Open meeting	• No sign-in • Open meeting	• No sign-in • Open meeting	• No sign-in • Open meeting

ATTACHMENT C. STAKEHOLDER AND EXPERT CONSULTATIONS

Name and Affiliation	Date	Interviewer(s)	Consultation Objective
Sonja Griffin City of Seattle Office for Education	2/6/14	John Bancroft	Overview of Step Ahead and other City programs
Anne Mitchell Alliance for Early Childhood Finance	2/10/14	Emmy McConnell and Lisa Sturdivant	Financial model input Review of draft Action Plan
Joellen Monson Childhaven	2/12/14	Natasha Fedo	EL provider - experts in care of abused or neglected children
Heather Moss and Juliet Morrison Washington Department of Early Learning	2/13/14	John Bancroft and Tracey Yee	PFA stakeholder Review of draft Action Plan
Cashel Toner Seattle Public Schools	2/13/14	Natasha Fedo, Allegra Calder, John Bancroft	Overview of SPS preschool programs Review of draft Action Plan
Deeann Puffert and Marty Jacobs Child Care Resources	2/14/14	John Bancroft	PFA stakeholder
Danielle Ewen DC Public Schools	2/19/14	John Bancroft	Delivery models
Dr. Jason Sachs Early Learning Department, Boston Public Schools	2/19/14	John Bancroft	Delivery models
Carla Bryant San Francisco Public Schools	2/21/14	John Bancroft	Delivery models Review of draft Action Plan
Dr. Miriam Calderon BUILD Initiative, formerly DC Public Schools	2/23/14	John Bancroft	Expert on school readiness, dual language learners, and assessment; Review of draft Action Plan
Erica Watson and Linda Garcia Seed of Life	3/5/14	Emmy McConnell	EL providers - financial model input
Juliana Procter Family Home Provider	3/7/14	Emmy McConnell	EL providers - financial model input
Dr. Susan Sandall and Dr. Ilene Schwartz University of Washington School of Education; Hering Center – formerly known as the Experimental Education Unit	3/7/14	John Bancroft	EL providers
Janice Deguchi Denise Louie Education Center	3/10/14	Emmy McConnell	EL provider - financial model input

Name and Affiliation	Date	Interviewer(s)	Consultation Objective
Steve Hurd Neighborhood House	3/10/14	Emmy McConnell	EL provider - financial model input
Liddy Wendell Hilltop Children's Center	3/11/14	Emmy McConnell	EL provider - financial model input
Jennifer Squires Whittier Kids Preschool	3/11/14	Emmy McConnell	EL provider - financial model input
Lori Chisholm Seattle Parks Preschool and Summer Camp	3/12/14	Emmy McConnell	EL providers - financial model input
Gene Gousie Head Start Operations Director, Puget Sound Educational Service District (PSESD)	3/13/14	Lisa Sturdivant	Financial model input - transportation
Diana Bender Consultant (previously Sound Child Care Solutions)	3/14/14	Emmy McConnell	Expert on Seattle early childhood services landscape
Dr. Gail Joseph University of Washington College of Education	3/18/14	Natasha Fedo, Tracey Yee, John Bancroft	Expert on curricula, professional development, and coaching Review of draft Action Plan
Dr. Gene Garcia Arizona State University, Mary Lou Fulton Teachers College		No interview – plan reviewer	Expert on cultural issues and dual language learners Review of draft Action Plan
Dr. Christina Weiland University of Michigan School of Education		No interview – plan reviewer	Expert on evaluation and Boston UPK Review of draft Action Plan
Dr. Hiro Yoshikawa New York University, Steinhardt School of Culture, Education, and Human Development		No interview – plan reviewer	Expert on early childhood development policy Review of draft Action Plan
Dr. Johnnie McKinley		No interview – plan reviewer	Expert on cultural issues Review of draft Action Plan
Dr. Debra Sullivan		No interview – plan reviewer	Expert on cultural issues and dual language learners Review of draft Action Plan