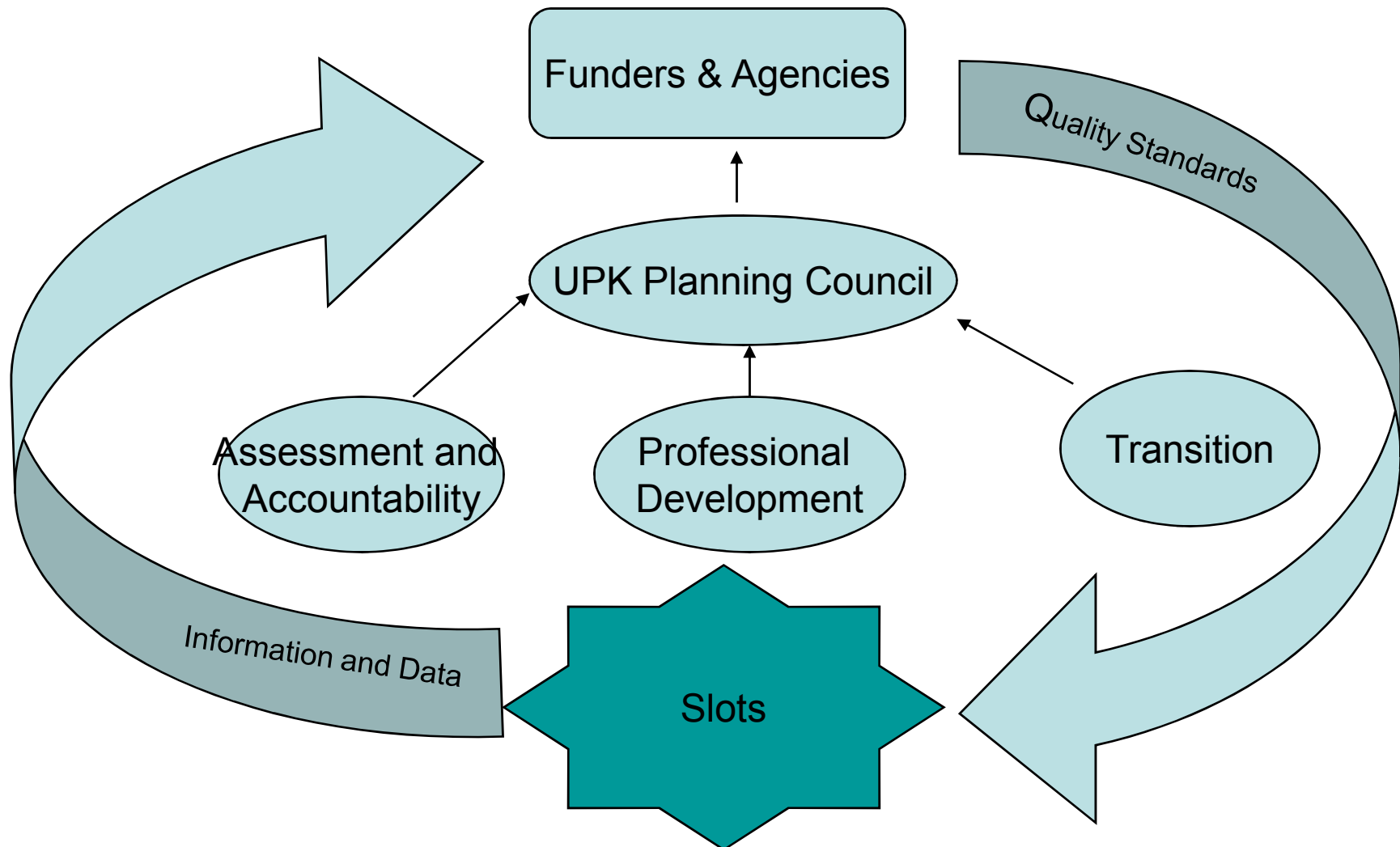


Emerging UPK Organizational Structure



Council and Sub-committee Members

Parents

City of Seattle

- Human Services Department
 - Comprehensive Child Care Program
 - ECEAP
 - Step Ahead (City Funded)
- Office for Education

Community Representatives

- Child Care Resources
- Equity Coaching for Change Educators
- North Seattle Community College
- University of Washington
 - College of Education
 - Curriculum and Instruction
 - Early Learning and Family Services
 - Psychology
 - Special Education
 - Jumpstart

Providers

- Community Day School Association (CDSA)
- Chinese Information Services Center (CISC)
- Denise Louie Child Development Program
- First African Methodist Episcopal (FAME) Child Development Program
- Neighborhood House Child Development Program
- Seattle Public Schools Head Start
- Seeds of Life Child Development Center
- United Indians of All Tribe Foundation Child Development Program (UIATF)

Seattle Public Schools

- Department of Equity, Race & Student Learning
 - Family and Community Partnerships Project
 - Family Support Workers Project
 - Ready-to-Learn Project
- Enrollment Services
- Early Learning
- Office of Community Learning

Planning Council Task

- **Create a UPK Model (process or program) that ensures every four year old enters kindergarten school ready**
- What is Universal Preschool (UPK)?
 - What does the research say?
 - What models are currently available?
 - What is the best model for Seattle?
 - How much will it cost?
- Identify the best methodology to ensure School Readiness

Seattle Ideal Preschool Model

System of Attraction

Parents

- Free to lower income families
- Incentives, convenience

Providers

- Financing & support to meet quality standards

Mixed Delivery Model
within larger early learning system

Seattle UPK for Four Year Olds

*Existing & New Early Learning Providers
Who Meet Quality Standards*

K-3

School Ready
Children

Links to:
Health, Early
Intervention,
Family Support

High Quality

- Standards-driven
- Rigorous requirements/support for teacher preparation and professional development
- Classroom, site & program evaluation/CQI
- Kindergarten transition

Accountable

- Measurement of child & program outcomes
- Kindergarten readiness assessment
- Strict financial reporting
- Reports to public on impact of investment



strengthening the roots of education

Seattle Early Education Collaborative

SETTING STRATEGY

- Results of Discovery Process
 - Seattle has sufficient preschool slots in most neighborhoods
 - Seattle needs multiple methods to serve population i.e., center base, home base, play-n-learn
 - Seattle providers have varying levels of quality
 - To encourage Seattle providers to participate in the State's QRIS system, Seattle must invest in professional development
 - Start with preschool programs serving low-income children
 - Improving quality requires a tight connection between assessment and professional development
- Seattle's Universal Preschool Emphasis
 - ASSESSMENT and ACCOUNTABILITY
 - PROFESSIONAL DEVELOPMENT
 - TRANSITION
 - SLOTS: Enhance Quality of Current Programs

Work Groups' Structure

PELP Model cont.

- Elements

- **Instructional Core:** *teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content.*
- **Structure:** The predominant norms, values, and attitudes that define and drive behavior.
- **Strategy:** A coherent set of actions an agency deliberately undertakes to strengthen the instructional core with the objective of raising student performance city-wide.
- **Stakeholders:** The parents, providers, and support people inside and outside of an agency.
- **System:** Structures help define how the work gets done.
- **Resources:** Managing the flow of financial resources throughout the organization is important, but resources also include people and physical assets such as technology and data.
- **Environment:** An agency's environment includes all the external factors that can have an impact on strategy, operations, and performance (i.e. regulations and statutes, contracts, funding and politics).

Recommendation #1: Credible Community Engagement

- City of Seattle's Response
 - Participants (specific to the group)
 - Agencies
 - Providers
 - Support
 - Community
 - Individuals Interested in Early Learning
 - Facilitators
 - Respected by the Community
 - Reflection of the community at large
 - Reflective of the community
 - » Immigrant
 - » Bi-racial
 - » African American
 - » Indian
 - » Teachers – Practitioners – Managers – Administrators – Researchers
 - Professors
 - Research Topics: Assessment, Culture, Special and General Education

Recommendation #3: Why Assess?

City of Seattle's Response

- Community Readiness
 - Identify Training Needs
 - Identify Strengths and Weaknesses in Content Areas
 - Identify Trends
- School Readiness
 - Inform SPS
 - Inform Teachers

City Wide Professional Development Strategy

- **College Course Work**
 - Training at Core Institute is College Credit Baring
- **Training – City Wide Institutes**
 - Core Institute (basic training)
 - Health & Safety Institute
 - Content Institute (training based on assessment results)
- **Teacher Practice**
 - SEEC Website
 - Journaling
 - Blogging
- **Mentoring**
 - Training provided during Institutes
 - How to write plans using embedded quality assessments
 - How to use data
- **Technical Assistance**
 - Creating new mentors
 - Assisting programs with NAEYC Accreditation
 - Identifying struggling teachers and agencies

Transition Strategy

- Kindergarten Enrollment
 - Information
 - Community Engagement
 - Early Learning Centers
 - Elementary Schools
 - Support Agencies i.e., Library
 - How to enroll
 - On-line
 - In person
 - How to Select Schools
 - Understanding the school selection process
 - Identifying potential schools
 - Scheduling and participating in school visits
 - Making selections, 1st choice...
 - Enrollment (Student Assignments)
 - Fall – Completing enrollment paper work (October)
 - Winter – School visits (February)
 - Spring/Summer – Notification of student assignment
 - Summer – Response to student assignment
 - Ongoing School Visits
 - Elementary Parent Teacher Groups
 - Classroom Activities

Transition Strategy cont.

- Kindergarten Referral/Support
 - Referral to Family Support and Community Partnerships Program
 - Collaborative Meeting
 - Early Learning Agency
 - Primary Case Manager Specialist (Family Support Worker)
 - Family and Community Partner
 - Culturally Specific Community Based Organization
- Primary Support (Kindergarten – 2nd Grades)
 - Case Load Support
 - Resources
 - Family Support Workers Project
 - Family and Community Involvement Project
 - Ready-to-Learn Project
- Secondary Support, if necessary to ensure continued academic success (3rd – 5th Grades)

