

In Person OTC
JUL 23 2014

CITY OF SEATTLE
RESOLUTION 31530

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2
3 A RESOLUTION regarding Initiative 107 concerning early learning and child care (rejected by
4 the City Council on June 23, 2014) and authorizing the City Clerk and the Executive
5 Director of the Ethics and Elections Commission to take those actions necessary to
6 enable proposed Initiative 107 to appear on the November 4, 2014 ballot and in the local
7 voters' pamphlet in conjunction with the Seattle Preschool Program (City Council Bill
8 118114), which is a proposed alternative measure on the same subject matter in
accordance with Charter Article IV; and requesting the King County Elections' Director
to place the proposed Initiative 107 on the November 4, 2014 election ballot in
accordance with applicable law.

9 WHEREAS, the City of Seattle has over the course of the past year researched best practices on
10 providing high-quality early learning opportunities and conducted outreach to and
11 solicited input from the community and stakeholders related to high-quality early
learning opportunities; and

12 WHEREAS, as a result of this extensive process, the City of Seattle has developed a
13 comprehensive, integrated approach for the City to expand the delivery of voluntary,
affordable, high-quality preschool to Seattle's children with Council Bill 118114; and

14 WHEREAS, an important component of the City of Seattle's high-quality preschool plan
15 outlined in Council Bill 118114 grants the City discretion in implementing an evidence-
16 based approach to preschool teacher certification, training and professional development,
17 and calls for the use of teacher coaches and coordination with the Washington State
Department of Early Learning; and

18 WHEREAS, Council Bill 118114 requires the City to facilitate communications with early
19 learning stakeholders, including preschool teachers and staff; and

20 WHEREAS, Initiative 107 requires the City of Seattle to, among other things, hire a private
21 organization to jointly control delivery of preschool teacher certification, training and
professional development; and

22 WHEREAS, Initiative 107 requires the City of Seattle to, among other things, hire a private
23 organization to jointly control a new board that assists in setting enhanced training
24 requirements for preschool teachers and makes policy and investment priority
25 recommendations related to preschool teachers; and
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27



1 WHEREAS, Initiative 107 mandates the City of Seattle hire a private organization to facilitate
2 communications between the City and preschool teachers and staff; and

3 WHEREAS, after significant public process, the Mayor and City Council adopted Ordinance No.
4 124490 in June 2014 to raise the minimum hourly wage in the City of Seattle to \$15/hr.;
5 and

6 WHEREAS, Initiative 107 creates a unique carve-out for child care teachers and staff, that
7 provides a \$15/hr. minimum wage on an accelerated phase-in schedule and with different
8 remedies than provided for in Ordinance No. 124490; and

9 WHEREAS, the City Council finds that Initiative 107 and Council Bill 118114 conflict in certain
10 particulars regarding the City's provision of high-quality preschool; and

11 WHEREAS, the City Council finds that Initiative 107 could have significant financial impacts.

12 WHEREAS, Initiative 107 has been submitted to the City Council, rejected by the City Council
13 on June 23, 2014, and will be subsequently placed on the ballot for the people to vote on
14 pursuant to applicable law.

15 NOW, THEREFORE,

16 **BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE, THE**
17 **MAYOR CONCURRING, THAT:**

18 Section 1. In accordance with City Charter Article IV, the Council reviewed Initiative
19 107 and rejected it by motion approved by the Council. The Council hereby directs that
20 Initiative 107 be placed on the November 4, 2014, general election ballot to be voted on by the
21 people, in accordance with applicable law.

22 Section 2. Pursuant to City Charter Article IV, Section 1, in addition to placing Initiative
23 107 on the ballot, the Council adopted Council Bill 118114, an alternative measure dealing with
24 the same subject as Initiative 107. Council Bill 118114 and Initiative 107 conflict in several
25



1 particulars. The Council is placing Council Bill 118114 on the November 4, 2014, general
2 election ballot to be voted on by the people at the same time as Initiative 107.

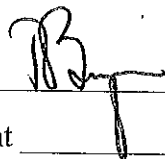
3 Section 3. The City Clerk is authorized and directed to take those actions necessary to
4 place Initiative 107 filed in Clerk File 313661, a copy of which is attached as attachment A,
5 before the voters at the November 4, 2014 election in conjunction with Council Bill 118114, and
6 in accordance with applicable law.

7 Section 4. The Executive Director of the Ethics and Elections Commission is authorized
8 and requested to take those actions necessary to place information regarding Initiative 107 in the
9 November 4, 2014 voters' pamphlet in conjunction with Council Bill 118114 and in accordance
10 with applicable law.

11 Section 5. The Director of Elections of King County, Washington, as ex officio
12 supervisor of elections, is requested to call for a special election and place Initiative 107 on the
13 November 4, 2014 ballot in conjunction with Council Bill 118114 and in accordance with
14 applicable law.



1
2 Adopted by the City Council the 23rd day of June, 2014, and
3 signed by me in open session in authentication of its adoption this 23rd day
4 of June, 2014.

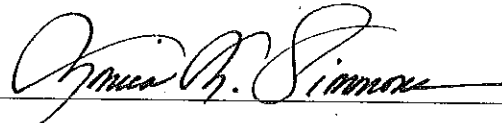
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6 
7 President _____ of the City Council

8
9 THE MAYOR CONCURRING:

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12 Edward B. Murray, Mayor

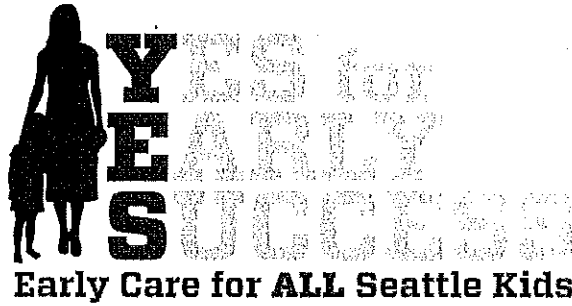
13
14 Filed by me this 30th day of June, 2014.

15
16 
17 Monica Martinez Simmons, City Clerk

18
19 (Seal)

20
21 Attachment: Attachment A: Initiative 107





Please Return Your Initiative or Contact Us At:
 Yes for Early Success
 PO Box 30005, Seattle, WA 98113
 206.322.3010 | yes4earlysuccess@gmail.com | www.yesforearlysuccess.com

INITIATIVE 107

INITIATIVE PETITION FOR SUBMISSION TO THE SEATTLE CITY COUNCIL. To the City Council of The City of Seattle:

We, the undersigned registered voters of The City of Seattle, State of Washington, propose and ask for the enactment as an ordinance of the measure known as Initiative Measure No. 107, entitled:

THE CITY OF SEATTLE INITIATIVE MEASURE NUMBER 107 CONCERNS SUPPORT AND STANDARDS FOR EARLY LEARNING AND CHILD CARE.

If enacted, the measure would establish a \$15 minimum wage for childcare workers (phased in over three years for employers with under 250 employees); seek to reduce childcare costs to 10% or less of family income; prohibit violent felons from providing professional childcare; require enhanced training and certification through a training institute; create a workforce board and establish a fund to help providers meet standards; and hire an organization to facilitate communication between the City and childcare workers.

Should this measure be enacted into law?

- Yes
- No

A full, true and correct copy of which is included herein, and we petition the Council to enact said measure as an ordinance; and, if not enacted within forty-five (45) days from the time of receipt thereof by the City Council, then to be submitted to the qualified electors of The City of Seattle for approval or rejection at the next regular election or at a special election in accordance with Article IV, Section 1 of the City Charter; and each of us for himself or herself says: I have personally signed this petition; I am a registered voter of The City of Seattle, State of Washington, and my residence address is correctly stated.

WARNING: "Ordinance 94289 provides as follows: "Section 1. It is unlawful for any person: 1. To sign or decline to sign any petition for a City initiative, referendum, or Charter amendment, in exchange for any consideration or gratuity or promise thereof; or 2. To give or offer any consideration or gratuity to anyone to induce him or her to sign or not to sign a petition for a City initiative, referendum, or Charter amendment; or 3. To interfere with or attempt to interfere with the right of any voter to sign or not to sign a petition for a City initiative, referendum, or Charter amendment by threat, intimidation or any other corrupt means or practice; or 4. To sign a petition for a City initiative, referendum, or Charter amendment with any other than his or her true name, or to knowingly sign more than one (1) petition for the same initiative, referendum or Charter amendment measure, or to sign any such petition knowing that he or she is not a registered voter of The City of Seattle." The provisions of this ordinance shall be printed as a warning on every petition for a City initiative, referendum, or Charter amendment. "Section 2. Any person violating any of the provisions of this ordinance shall upon conviction thereof be punishable by a fine of not more than Five Hundred Dollars (\$500) or by imprisonment in the City Jail for a period not to exceed six (6) months, or by both such fine and imprisonment.

(* Only Registered Seattle Voters Can Sign This Petition *)

Petitioner's Signature	Petitioner's Printed Name	Residence Address Street and Number	Date Signed
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**AN ACT Relating to early learning and child care
BE IT ENACTED BY THE PEOPLE OF THE CITY OF SEATTLE:**

**PART I
INTENT.**

NEW SECTION, Sec. 101.

It is the intent of the People of Seattle to increase the quality, affordability, and safety of the City's early education and child care system through: (a) establishing a \$15 minimum wage for child care teachers and staff, with support for small businesses; (b) establishing city policy that families should pay no more than ten percent of family income on child care; (c) prohibiting violent felons from being child care teachers and staff, even in a non-licensed facility; (d) requiring enhanced training for child care teachers and staff, to be provided through a training partnership between the City and workers, and (e) giving child care teachers and staff a formal role in establishing work force standards for their profession.

**PART II
ESTABLISHING A \$15 MINIMUM WAGE FOR CHILD CARE TEACHERS AND STAFF,
WITH SUPPORT FOR SMALL BUSINESS.**

NEW SECTION, Sec. 201.

- A. All child care teachers and staff in the City of Seattle shall be entitled to a minimum wage of not less than fifteen dollars (\$15.00) per hour worked within the geographic boundaries in the City.
- B. Beginning on January 1, 2015, the minimum wage for child care teachers and staff shall be an hourly rate of \$15.00. Beginning on January 1, 2016, and each year thereafter, this minimum wage shall increase by an amount corresponding to the prior year's increase, if any, in the Consumer Price Index for urban wage earners and clerical workers for the greater Seattle-Tacoma-Bremerton metropolitan area.
- C. The minimum wage for child care teachers and staff employed by small child care providers shall phase in over a three year period in order to afford such small businesses time to adjust. For a transition period beginning February 1, 2015 and ending December 31, 2015, the minimum wage for child care teachers and staff employed by a small child care provider shall be an hourly rate of \$11.00. Beginning January 1, 2016, the minimum wage for such employees shall increase to \$12.50. Beginning January 1, 2017, the minimum wage for such employees shall increase to \$14.00. Beginning January 1, 2018, the minimum wage for such employees shall be the regular minimum wage established pursuant to Section 201(b) of this Ordinance.
- D. Should there be a conflict between the minimum wage adopted in this Ordinance and a minimum wage adopted by the City Council or another initiative, child care teachers and staff shall be entitled to the highest applicable minimum wage.
- E. The minimum wage enacted in this section shall be enforceable through all mechanisms in City or State law for enforcing a City or State minimum wage, as currently existing or as may be enacted. In addition, an employer's failure to pay the minimum wage set by this section constitutes an "unfair employment practice" enforceable through the provisions of SMC chapter 14.04.

**PART III
ESTABLISHING CITY POLICY THAT NO FAMILY SHOULD PAY MORE THAN 10% OF INCOME
ON CHILD CARE.**

NEW SECTION, Sec. 301.

- A. It shall be the policy of the City of Seattle that early childhood education should be affordable and that no family should have to pay more than ten percent (10%) of gross family income on early education and child care. This policy is intended to increase affordability of child care in conformance with federal and expert recommendations on affordability.
- B. The City shall, within twelve months of the effective date of this Ordinance, adopt goals, timelines, and milestones for implementing this affordability standard. In adopting these standards, the City shall consult with stakeholders, who at a minimum must include parents, communities of color, child advocates, low income advocates, and the provider organization.

**PART IV
PROHIBITING VIOLENT FELONS FROM PROVIDING PROFESSIONAL
CHILD CARE, EVEN IN UNLICENSED FACILITIES.**

NEW SECTION, Sec. 401.

- A. The People hereby declare that it is of paramount importance to protect the safety of all children in care - whether they are cared for in a licensed or unlicensed facility. Children in unlicensed care are placed at unacceptable dangers by a lack of safety regulations. This section extends one of the most basic protections of licensed care to children being cared for in unlicensed facilities.
- B. It shall be a gross misdemeanor for any violent felon to provide professional child care services, whether in a licensed or unlicensed facility.
- C. For the purpose of this section, "violent felon" means a person convicted of one or more of the following criminal felonies:
- (1) Child abuse or neglect, or both;
 - (2) Spousal abuse;
 - (3) A crime against a child, including child pornography;
 - (4) The following crimes involving violence: Rape, sexual assault, homicide, assault in the first degree, assault in the second degree, or assault in the third degree involving domestic violence;
 - (5) Any other crime that constitutes a disqualification from child care licensure under state law; or
 - (6) Any federal or out-of-state conviction for an offense equivalent to those enumerated in (1) through (5) of this subsection.
- D. For the purpose of this section, to "provide professional child care services" means to receive payment for providing child care for one or more children who are unrelated to the person providing the care.

**PART V
REQUIRING ENHANCED TRAINING FOR CHILD CARE TEACHERS AND STAFF,
TO BE PROVIDED THROUGH A TRAINING PARTNERSHIP.**

NEW SECTION, Section 501.

- A. Child care teachers and staff must obtain enhanced training and certification through the Professional Development Institute. The enhanced training requirements shall be set by the City Council in consultation with the City of Seattle Early Care and Education Workforce Board.
- B. The City, acting through the Mayor, shall cooperate with the provider organization to establish the Professional Development Institute, which shall be a training partnership jointly controlled and operated by the City of Seattle and the provider organization.
- C. The Professional Development Institute shall be charged with performing the following functions in the early learning and care system: (1) securing and leveraging resources for workforce development and training; and (2) delivering and/or coordinating delivery of: (a) enhanced training required under this Ordinance or by later enactment; (b) continuing education requirements; (c) new hire orientation, which shall be required for all new child care teachers and staff in child care facilities receiving public support; (d) apprenticeship and mentoring programs; (3) developing and maintaining an early learning and care substitute teachers pool; and (4) verifying that child care teachers and staff have satisfied applicable training and professional development requirements.
- D. The Professional Development Institute must ensure the efficient and effective use of city funds by leveraging state, federal and other funding, incentivizing employer participation, and subcontracting with existing professional development providers where appropriate. The City shall fund the Professional Development Institute to provide the services set forth in this section.
- E. The Professional Development Institute must verify that child care teachers and staff have met all applicable training and professional development requirements before such teacher or staff member may deliver services in the City's Universal Pre-Kindergarten Program.

NEW SECTION, Section 502.

- A. The City of Seattle Early Care and Education Workforce Board shall be created to recommend policy and investment priorities regarding workforce development and training for child care teachers and staff and to oversee the Professional Development Institute. The City shall convene and support the Board to serve the functions set forth in this section.
- B. The Mayor and the provider organization shall each appoint fifty percent of the members of the Board and may make new appointments at will. In making the appointments, the City and the provider organization shall seek to appoint persons who have a demonstrated commitment to early education and care, who reflect the ethnic, racial, and economic diversity of the City's children, and who reflect the interests of stakeholders, including parents, communities of color, child advocates, and low income communities.
- C. The Early Care and Education Workforce Board will recommend and oversee expenditures from the Small Business Early Childhood Resource Fund, which is hereby created to help small child care providers and not for profit child care providers meet and maintain standards set by the Board or otherwise required under law. The City Council shall determine the level of necessary appropriation for this purpose.

NEW SECTION, Section 503.

- A. Successful implementation of a high quality early education and care system including Universal Pre-Kindergarten will require significant recruitment and training of child care teachers and staff. It is the intent of the voters to give child care teachers and staff a role in shaping and implementing workforce development and training programs and to increase coordination within and among these programs.
- B. The City shall hire a single provider organization to facilitate communications between the City and child care teachers and staff, facilitate the expression of child care teachers and staff's interests in workforce development and training programs, and to perform other roles as set forth in this Ordinance. The City shall allow child care teachers and staff to assist in the selection of the provider organization as follows: If an organization demonstrates by written or electronic means that it has support of over 30% of child care teachers and staff, and it is the only organization to demonstrate such support, the City shall select and hire it as the provider organization. If more than one organization makes this showing, the City shall hire the organization that has shown the most support. To qualify as the provider organization, an entity must meet the following criteria or be a project of one or more entities meeting such criteria: (a) has existed for more than five years; (b) has successfully negotiated an agreement with the state or city or government agency on behalf of child care teachers and staff, which has increased wages and benefits; (c) is not dominated by advocates for employer or government interests; and (d) gives child care teachers and staff the rights to be members of the organization and to participate in the democratic control of the organization.

**PART VI
DEFINITIONS.**

NEW SECTION, Sec. 601.

The definitions in this section apply throughout this act unless the context clearly requires otherwise.

- A. "Child care teachers and staff" includes all employees of a child care facility in Seattle who work on-site, including on-site supervisors and/or sole proprietors providing family child care.
- B. "Child care facility" includes (1) licensed family child care homes, (2) licensed child care centers, (3) school-age programs, and (4) other facilities participating in the Seattle Universal Pre-Kindergarten Program.
- C. "City" means the City of Seattle, including its departments and agencies.
- D. "Provider organization" means the entity hired by the City under Section 503(b) of this Ordinance to serve the roles set forth in this Ordinance.
- E. "Small child care provider" means an entity that employs 250 or fewer full time equivalents, as defined and calculated under the City of Seattle Paid Sick Time and Safe Time Ordinance, and operates a child care facility within the City of Seattle.
- F. "Universal Pre-Kindergarten Program" means a City-wide pre-school program funded by the City, including any program implementing the City's "preschool for all" initiative.
- G. Definitions set forth under section 12A.2B.200 of the Seattle Municipal Code apply throughout this chapter unless otherwise stated.

**PART VII
MISCELLANEOUS.**

NEW SECTION, Sec. 701.

- A. The provisions of this ordinance may not be waived by agreement between an individual employee and an employer. All of the provisions of this ordinance may be superseded by a collective bargaining agreement entered into pursuant to the National Labor Relations Act, 29 U.S.C. Sec. 151 et. seq, but only if the agreement explicitly states in clear and unambiguous terms that specific provisions of this ordinance are to be superseded.
- B. The facilitative processes authorized by this Ordinance do not constitute collective bargaining pursuant to RCW 4156.030(4) or under the National Labor Relations Act, 29 U.S.C. Sec 151 et seq, nor in any way impact the rights of employers and employees under that Act. This measure must be interpreted to be consistent with the National Labor Relations Act and not to limit or intrude, in any way, upon the rights of employers or employees under federal labor law.
- C. Nothing in this act creates or modifies: (a) the parents' or legal guardians' right to choose and terminate the services of any child care provider that provides care for their child or children or (b) the child care facility's right to choose, direct, and terminate the services of any child care teacher or staff.
- D. Nothing in this ordinance shall require any individual or child care facility to make any payment to or associate with the provider organization. Nothing in this ordinance shall infringe on any person's rights to communicate with the City on matters of interest through all legal means.
- E. The City is directed to engage stakeholders in negotiated rulemaking in implementing this ordinance.

NEW SECTION, Sec. 702.

The requirements contained in this act constitute ministerial, mandatory, and nondiscretionary duties, the performance of which can be judicially compelled in an action brought by any party with standing. Should a person be required to bring suit to enforce this ordinance, and the City is found to be in violation, the City shall be responsible for reimbursement of the costs of such enforcement action, including reasonable attorneys' fees and costs.

NEW SECTION, Sec. 703.

If any provision of this act or its application to any person or circumstances is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected. Should any provision relating to the selection or role of the provider organization be held invalid by a court of law, the City must utilize an alternative selection method if necessary and ensure the fulfillment of all valid functions.

NEW SECTION, Sec. 704.

The subject of this initiative is "early learning and child care."

Initiative Sponsor Information:

Yes for Early Success
PO Box 30005
Seattle, WA 98113
Phone: 206.322.3010
Email: yes4earlysuccess@gmail.com
Web: www.yesforearlysuccess.com



CITY OF SEATTLE
ORDINANCE 124509
COUNCIL BILL 118114

In Person OTC
JUL 23 2014

1 AN ORDINANCE relating to funding and providing preschool services for Seattle children;
2 requesting that a special election be held concurrent with the November 4, 2014 general
3 election for submission to the qualified electors of the City of a proposition to lift the
4 limit on regular property taxes under Chapter 84.55 RCW and authorize the City to levy
5 additional taxes for up to four years for the purpose of providing accessible high-quality
6 preschool services for Seattle children designed to improve their readiness for school and
7 to support their subsequent academic achievement; adopting the Seattle Preschool
8 Program Action Plan; requiring the adoption of an Implementation Plan by the City
9 Council; authorizing creation of a new subfund; directing the application of levy
10 proceeds; establishing eligibility requirements for providers; creating an oversight
11 committee; authorizing implementing agreements for this levy lid lift commonly known
12 as the Seattle Preschool Program Levy; providing for the facilitation of communication
13 between the City and affected groups; providing for a partnership agreement with Seattle
14 School District No. 1; requiring annual progress reports; proposing a ballot title; and
15 ratifying and confirming certain prior acts.

16 WHEREAS, participation in high-quality preschool improves academic performance and
17 significantly increases graduation rates, thereby helping to ensure that future generations
18 of children are well-prepared to enter an increasingly demanding and dynamic workforce;
19 and

20 WHEREAS, high-quality preschool has been identified as a cost-effective means to address the
21 achievement and opportunity gaps by preparing students for the academic and behavioral
22 expectations of K-12 education; and

23 WHEREAS, several long-term evaluations, such as the High Scope Perry study, Abecedarian
24 project, and the Chicago Child-Parent Center program, demonstrate that high-quality
25 preschool leads not only to better academic achievement (such as higher reading scores
26 and stronger high school graduation rates), but also to better health, higher-paying jobs,
27 and lower rates of criminal behavior; and

28 WHEREAS, several jurisdictions, including Boston, San Francisco, the State of Oklahoma, the
State of West Virginia, and 31 local districts in New Jersey, are already implementing
high-quality preschool open to all children and, according to independent studies, the
participating children are achieving the intended positive outcomes; and



1 WHEREAS, the Washington State Department of Early Learning is promoting alignment of
2 local government efforts with the Washington Preschool Program; and

3 WHEREAS, the Mayor and City Council will require the Seattle Preschool Program providers to
4 comply with all Washington State licensing provisions intended to ensure the safety of
5 children and families, including those related to criminal background checks, fire safety
6 and health standards; and

7 WHEREAS, on September 23, 2013, the City Council passed Resolution 31478, which called for
8 developing a voluntary high-quality preschool program available in Seattle; and

9 WHEREAS, Resolution 31478 directed the Office for Education (OFE), with the assistance of
10 independent consultants, to present to the Council a single written action plan with
11 proposed parameters of the high-quality preschool program; and

12 WHEREAS, the Executive has proposed a single written Seattle Preschool Program Action Plan;

13 NOW, THEREFORE,

14 **BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:**

15 Section 1. Statement of Adoption, Policy and Intent. The City Council seeks to create a
16 comprehensive approach to City-supported preschool (the "Seattle Preschool Program") through
17 adoption and funding of the Seattle Preschool Program Action Plan ("Action Plan") and
18 requiring adoption of a Seattle Preschool Program Implementation Plan ("Implementation
19 Plan").

20 A. The City Council adopts and incorporates the Action Plan into this ordinance in its
21 entirety. The Action Plan includes, but is not limited to, the following core strategies for the
22 Seattle Preschool Program:

- 23 1. Achieving quality through evidence-based successful practices.
- 24 2. Using a mixed-delivery system, with classrooms offered by Seattle Public Schools and
25 community providers.
- 26 3. Making participation in the program voluntary for providers and participants.



1 4. Achieving the ultimate goal of serving all eligible and interested 4-year-olds and all 3-
2 year-olds from families making less than 300% of the federal poverty level in Seattle.

3 5. Providing free tuition for children from families earning at or below 300% of the
4 federal poverty level.

5 6. Setting tuition on a sliding scale for families earning more than 300% of the federal
6 poverty level with at least some level of subsidy for all families.

7 7. Establishing high standards for teacher education and training and supporting teachers
8 in attaining these standards through tuition assistance and embedded professional development.

9 8. Compensating staff at levels designed to attract and retain well-prepared teachers and
10 to provide fair compensation for a traditionally poorly compensated sector of our economy.

11 9. Informing programmatic improvement through ongoing, independent evaluation.

12 B. Levy Proceeds will be used for a four-year demonstration phase of the Seattle
13 Preschool Program. Evidence-based strategies, developments in the early learning field, and best
14 practices related to high-quality preschool may evolve over the course of the demonstration
15 phase. The City Council may, as it deems necessary to strengthen the quality, outcomes, reach or
16 efficiency of the Seattle Preschool Program, amend the Seattle Preschool Program Action Plan
17 and core strategies and priorities for Levy investments through future Council ordinance. The
18 City shall seek the recommendation of the Committee established in Section 7 of this ordinance
19 prior to introducing any such future ordinance.

20 C. The City Council's intent is that the City shall determine the most appropriate manner
21 in which to effectuate the Action Plan and above core strategies through design and adoption of
22 the Implementation Plan and, as necessary, amendment of the Action Plan. Policy, funding
23 priorities and specific requirements related to all substantive aspects of the Seattle Preschool
24 Program, including but not limited to Preschool Services, tuition, teacher and staff qualifications,
25 training, professional development, and compensation, and communication between the City and
26 preschool teachers and staff, shall be made by the City, in consultation with the Oversight



1 Committee where appropriate, and shall be consistent with this ordinance, the Action Plan and
2 Implementation Plan.

3 D. The City Council endorses the following Priorities for Funding, consistent with the
4 Action Plan:

5 Priorities for Levy Funding:

6 The Action Plan recommends the Seattle Preschool Program begin with a four-year
7 demonstration phase-in. In addition to the program's requirements to ensure preschool
8 that is high-quality and is on track to achieve the positive outcomes for the participating
9 children, the following priorities apply to the schedule of phasing in the Seattle Preschool
10 Program subject to amendment by future Council ordinance:

- 11 1. Supporting programs which are able to braid and/or blend funding from multiple
12 sources in order to allow Seattle Preschool Program funds to serve more children.
- 13 2. Serving Four-year olds, because they are first to enter kindergarten, and Three-
14 year olds from low-income families (under 300% of the Federal Poverty Level) in
15 mixed-age and mixed-income classrooms.
- 16 3. Supporting programs located in areas with the lowest academic achievement as
17 reflected in 3rd grade reading and 4th grade math performance on Measures of
18 Student Progress (MSP) or subsequently adopted assessments as well as areas
19 with high concentrations of low-income households, English Language Learners,
20 and incoming kindergartners.
- 21 4. Contracting with Seattle School District No. 1 ("School District").
- 22 5. Supporting programs providing extended day and summer services for interested
23 families or offering dual language Preschool Services.
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2 Section 2. Definitions. As used in this ordinance, the following words when capitalized
3 have the following meanings:

4 A. "Action Plan" means the Seattle Preschool Program Action Plan submitted by the
5 Executive consistent with City Council Resolution 31478 and attached here as
6 Attachment A.

7 B. "City" means The City of Seattle.

8 C. "Full Day" means at least six hours per day.

9 D. "Implementation Plan" means the Seattle Preschool Program Implementation Plan
10 described in Resolution 31527 and Section 8 of this ordinance.

11 E. "Preschool Services" means the array of programs and activities referred to in
12 Section 1 and Section 5 of this ordinance as well as in both the Action Plan and
13 Implementation Plan, with such modifications as the City Council may from time to time
14 authorize by ordinance.

15 F. "Proceeds" means that portion of regular property taxes levied and collected as
16 authorized by voter approval pursuant to this ordinance that are above the limits on levies
17 provided for in RCW 84.55.010, and all interest and other earnings derived from that
18 portion of the Levy.

19 G. "Three-year olds" means children who are Seattle residents and who are three-
20 years old on August 31st prior to the beginning of the school year of enrollment.

21 H. "Four-year olds" means children who are Seattle residents and who are four-years
22 old on August 31st prior to the beginning of the school year of enrollment.
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1 Section 3. Levy of Regular Property Taxes - Submittal. The City hereby submits to the
2 qualified electors of the City a proposition as authorized by RCW 84.55.050 to exceed the levy
3 limitation on regular property taxes contained in Chapter 84.55 RCW, as it now exists or may
4 hereafter be amended, for property taxes levied in 2014 through 2017 for collection in 2015
5 through 2018, respectively, raising up to \$58,266,518 in aggregate over a period of up to four
6 years. The proposition shall be limited so that the City shall not levy more than \$14,566,630 in
7 the first year, in addition to the maximum amount of regular property taxes it would have been
8 limited to by RCW 84.55.010 in the absence of voter approval under this ordinance, plus other
9 authorized lid lifts. Proceeds shall be used to fund the Seattle Preschool Program, including
10 providing Preschool Services for Seattle children and their families consistent with the
11 comprehensive approach to City-supported preschool described in this ordinance, the Action
12 Plan, the Implementation Plan, and any amendments thereto adopted by future Council
13 ordinance. Pursuant to RCW 84.55.050(4), the maximum regular property taxes that may be
14 levied in 2018 for collection in 2019 and in later years shall be computed as if the levy lid in
15 RCW 84.55.010 had not been lifted under this ordinance.

16 Section 4. Application of Proceeds. A new City Fund, the Preschool Services Fund, is
17 created in the City Treasury. Unless otherwise directed by ordinance, Proceeds shall be
18 deposited in the Preschool Services Fund and be used for the purposes of this ordinance. The
19 Director of the Office for Education, or successor department, shall have responsibility for
20 administering the Fund. The Director of Finance, or the Director's designee, is authorized to
21 create subfunds or accounts within the Preschool Services Fund as may be needed or appropriate
22 to implement the purposes of this ordinance. Proceeds may be temporarily deposited or invested
23 in such manner as may be lawful for the investment of City money, and interest and other
24 earnings shall be used for the same purposes as the Proceeds.

25 Section 5. Preschool Services. Preschool Services funded by Proceeds are intended to
26 promote elementary school preparedness, developmentally-appropriate learning activities, and



1 professional development for program providers. Levy investments shall be implemented
2 according to this ordinance, the Action Plan and the Implementation Plan and shall include at a
3 minimum the following:

4 A. School Readiness. Major program elements include full day high-quality
5 preschool for Three-year olds and Four-year-olds.
6

7 B. Program Support: Professional Development and Training. Major program
8 elements include professional development, coaching, and mentoring of instructional
9 staff on an ongoing basis; training for preschool directors and program supervisors;
10 available training for teachers in areas of specific expertise including inclusion, bilingual
11 education, cultural competence, and training and consultation to ameliorate challenging
12 behaviors; and successful transitions from home or other care situations and to
13 kindergarten. The design and implementation of such professional development and
14 training programs shall be made by the City, in consultation with the Oversight
15 Committee described in Section 7 of this ordinance where appropriate, and consistent
16 with this ordinance, the Action Plan and Implementation Plan.
17

18 C. Capacity building. Major program elements include tuition support and degree
19 pathway advising for teaching staff to attain required educational credentials from
20 accredited institutions of higher education, facility construction, renovations, and
21 improvements as needed, classroom start-up, and organizational capacity building.
22

23 D. Research and Evaluation. Major program elements include not only external,
24 independent evaluation of both program implementation, and short- and long-term
25



1 evaluation of outcomes and programmatic impacts, but also the creation of necessary data
2 systems.

3 E. Administration. Major elements include City staff or contracted services to
4 oversee quality assurance, enrollment management, contract monitoring, policy and
5 planning, community outreach, and reporting results.
6

7 In the annual City budget or by separate ordinance, the City's legislative authority shall from
8 year to year determine the Preschool Services and funding allocations that will most effectively
9 achieve the Levy goals and outcomes in accordance with Chapter 35.32A RCW. Within a budget
10 year, the City is authorized to reallocate unexpended and unencumbered funds from one core
11 strategy to another by making operating budget transfers consistent with Seattle Municipal Code
12 (SMC) 5.08.020. Before the Executive submits any proposed changes in Levy funding by
13 ordinance, the Executive will seek the recommendation of the Oversight Committee described in
14 Section 7 of this ordinance. If it chooses to, the Executive may seek recommendations from other
15 persons or entities. Unexpended appropriations of Proceeds shall carry forward to subsequent
16 fiscal years until they are exhausted or abandoned by ordinance.

17 Section 6. Providers. To be eligible to contract with the City to provide preschool
18 through this program, qualified organizations must meet the following criteria, in addition to any
19 criteria established under the Implementation Plan called for in Section 8 and Resolution 31527:

20 A. They must be licensed by the Washington State Department of Early Learning to
21 provide preschool services (or exempt from licensing requirements by virtue of being a
22 public school or institution of higher education).

23 B. They must participate in the Washington State Early Achievers Program, or a
24 successor program, and receive a rating of three or higher in the Quality Rating and
25 Improvement System.
26



1 C. They must meet minimum requirements for the Classroom Assessment Scoring
2 System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-
3 R) scores as determined through the implementation planning process.

4 Section 7. Oversight Committee. Conditioned upon voter approval of the ballot
5 proposition submitted by this ordinance, there is established an Oversight Committee
6 ("Committee") to make recommendations on the design and funding of Levy programs and to
7 monitor the progress of Levy programs in meeting Levy outcomes and goals. The Committee
8 shall be the sole entity with designated authority to make official recommendations on these
9 subjects to the City.

10 A. The Committee shall make recommendations on the Implementation Plan called
11 for in Section 8 and Resolution 31527 and on the Partnership Agreement called for in
12 Section 11.

13 B. The Committee shall each year:

- 14 1. By February, review the annual report of Levy outcomes and indicators for the
15 previous school year;
- 16 2. By April, review mid-year indicators of progress for the first half of the current
17 school year;
- 18 3. By May, review and advise on proposed course corrections, program
19 modifications, or program eliminations;
- 20 4. By September, review and advise the City Council on proposed expenditures and
21 reallocations, including the annual Levy budget; and
- 22 5. Periodically review and advise on program evaluations.

23 C. The Council requires that the Executive seek the recommendation of the
24 Committee before the Executive submits to the Council the Implementation Plan and the
25 Partnership Agreement. If it chooses to, the Executive may seek recommendations from
26 other persons or entities.



1 D. The Committee shall consist of the twelve members of the Families and
2 Education Levy Oversight Committee established by Ordinance 123567 with the addition
3 of four Seattle residents with an interest in and understanding of Preschool Services as
4 listed in Section 5. The Mayor shall appoint all four of the resident Committee members.
5 All members appointed by the Mayor shall be confirmed by the City Council.

6 E. The four resident members shall be appointed to four-year terms. Upon the
7 resignation, retirement, death, incapacity or removal of a Committee member, the Mayor
8 may appoint a replacement for the balance of the term. The Mayor may remove any
9 member who is absent from two or more consecutive meetings without cause. The Mayor
10 may remove any member for other good cause shown or to ensure compliance with
11 subsection F of this section.

12 F. The four resident members should have professional, personal, or research
13 experience associated with the growth and development of children, including their
14 preschool needs. The City will also seek candidates to serve on the Committee who have
15 an understanding of and experience working with those who have historically not had
16 access to high-quality preschool programs.

17 G. At all times no more than one of the four additional committee members shall be
18 an officer, director, board member, trustee, partner or employee of an entity that receives
19 or competes for funding under this ordinance; or be a member of the immediate family
20 of, or an individual residing with, an officer, director, board member, trustee, partner or
21 employee of an entity that receives or competes for funding under this ordinance; or be a
22 person seeking or having an arrangement concerning future employment with an entity
23 that receives or competes for funding under this ordinance. For the purposes of this
24 ordinance an individual's "immediate family" means an individual's spouse or domestic
25 partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic
26 partner, brother-in-law, sister-in-law, parent, parent of a spouse or domestic partner, a



1 person for whom the individual is a legal guardian, or a person claimed as a dependent on
2 the individual's most recently filed federal income tax return. Subject to the preceding
3 sentence and applicable law, an individual serving as an officer, director, board member,
4 trustee, partner or employee of an entity that receives or competes for funding under this
5 ordinance, or who has an interest in such an entity, shall not thereby be disqualified from
6 serving on the Committee, but shall fully disclose any such relationships and shall not
7 vote on any matter in which the interest of such entity is directly involved. For purposes
8 of this section, "entity" does not include a City department or office. The provisions of
9 this section are in addition to the requirements of SMC chapter 4.16.

10 H. The Committee will generally meet every other month or as needed beginning
11 January 2015. The Office for Education, or successor department, shall provide staff and
12 logistical support for the Committee. Members shall serve without pay. The Committee
13 shall continue in existence through December 31, 2018, and thereafter if so provided by
14 ordinance.

15 Section 8. Implementation Plan. As provided for in Resolution 31527, the
16 Implementation Plan shall be approved and adopted by future ordinance prior to program
17 implementation. The ordinance that adopts the initial Implementation Plan shall identify when
18 Council will be required to approve changes by ordinance.

19 Section 9. Implementing Agreements. If this proposition is approved by the voters, the
20 City may carry out the Preschool Services with City staff or by direct agreements with the
21 School District, with Public Health – Seattle & King County, the State of Washington, and Head
22 Start and Early Childhood Education and Assistance Program providers. Additionally, the City
23 may enter into direct agreements with the providers of the curricula specified under the
24 Implementation Plan, and may enter into agreements with consultants through the process under
25 SMC 20.50. Any other Preschool Services shall be carried out through agreements entered into
26



1 through a process described in the Implementation Plan, which will set out the complete process
2 and schedule for how the additional programs and services will be selected and contracted.

3 The Mayor or the Mayor's designee is authorized to enter into agreements for Preschool Services
4 as provided in Section 5. When using a request for proposal or request for investment process,
5 the City shall perform outreach to small, economically disadvantaged businesses, including those
6 owned by women and minorities. City agreements with other public entities shall encourage
7 those entities to actively solicit bids for the subcontracting of any goods or services, when such
8 subcontracting is required or appropriate, from qualified small businesses, including those owned
9 by women and minorities. All City agreements for Preschool Services shall require the
10 contracting entities to comply with all then-applicable requirements for non-discrimination in
11 employment in federal, state, and City of Seattle laws and regulations.

12 Section 10. Communications. The City will facilitate communications with and
13 feedback from teachers and staff of providers, provider organizations, parents/guardians, the
14 School District, other governmental entities, impacted community groups, and other relevant
15 parties on professional development, workforce development, training programs, updated
16 policies, race and social justice impacts, and other information regarding the Seattle Preschool
17 Program, and other pertinent information related to the field of early learning in general. The
18 City has discretion in determining the best method in which to accomplish these
19 communications. The City must issue a report on its communications efforts and offer possible
20 strategies to respond to feedback it receives for consideration in the Implementation Plan, and
21 on an annual basis, at a minimum, thereafter.

22 Section 11. Race and Social Justice Analysis. A Race and Social Justice Analysis, as
23 outlined in Resolution 31527, must be conducted before, and inform the development of, the
24 Implementation Plan.



1 Section 12. City of Seattle/Seattle School District No.1 Partnership Agreement. As the
2 Seattle School participates in the Seattle Preschool Program, there shall be a Partnership
3 Agreement(s) ("Partnership Agreement") developed by the City and the School District in which
4 the roles and responsibilities of the City and the School District in implementing Preschool
5 Services are established. The Partnership Agreement shall set forth the parties' roles and
6 responsibilities for achieving the desired outcomes for Preschool Services. It shall outline how
7 the City and the School District shall work collaboratively to the benefit of children in preschool.
8 The Partnership Agreement shall cover items including, but not limited to, data sharing
9 necessary to implement program evaluations and course corrections, standards for delivery of
10 services, curriculum alignment and other proactive measures to ensure effective transitions from
11 preschool to kindergarten and higher grades, and the sharing of facilities. The City cannot enter
12 into the Partnership Agreement, or materially amend the Partnership Agreement, until the
13 Partnership Agreement or the amendment, as the case may be, is approved by the City Council
14 and the School District. Proceeds may be spent on School District programs or functions only in
15 accordance with an effective Partnership Agreement.

16 Section 13. Reporting. The Director of the Office for Education, or successor department,
17 will prepare and submit to the Oversight Committee, City Council, the Mayor, and residents of
18 Seattle annual progress reports on the implementation of the Preschool Services covering each of
19 the core strategies in the Action Plan.

20 Section 14. Election - Ballot Title. The City Council and Mayor find that this ordinance
21 is on the same subject as proposed in Initiative 107 - early learning. The City Council has
22 rejected Initiative 107 and proposes this ordinance as an alternative measure on the same subject
23 pursuant to City Charter Article IV, Section 1. The City Council directs that the City Clerk file
24 this ordinance with the Director of Elections of King County, Washington, as ex officio
25 supervisor of elections, requesting that the Director of Elections call and conduct a special
26 election in the City in conjunction with the state general election to be held on November 4,



1 2014, for the purpose of submitting to the qualified electors of the City the proposition set forth
2 in this ordinance pursuant to City Charter Article IV, Section 1 and applicable law as an
3 alternative measure different from Initiative 107 but dealing with the same subject. The City
4 Clerk is directed to certify to the King County Director of Elections the ballot title approved by
5 the City Attorney in accordance with his responsibilities under RCW 29A.36.071 and RCW
6 29A.72.050. The following ballot title statement of subject and concise description are
7 submitted to the City attorney for his consideration:
8

9 The City of Seattle's Proposition concerns the City's plan to provide early learning preschool for
10 children.

11 This proposition funds the City's preschool plan (Ordinance 118114) with the goal of providing
12 safe, high-quality, affordable, and voluntary early learning preschool. The plan requires use of
13 proven strategies, support and training for teachers, tuition support, and evaluation of results in
14 preschools licensed for safety. This proposition authorizes regular property taxes above RCW
15 84.55 limits, allowing additional 2015 collection of up to \$14,566,630 (approximately 11 cents
16 per \$1,000 assessed value) and \$58,266,518 over four years.

17 Section 15. Ratification. Certification of such proposition by the City Clerk to the King
18 County Director of Elections in accordance with law prior to the date of such election on
19 November 4, 2014, and any other act consistent with the authority and prior to the effective date
20 of this ordinance, are hereby ratified and confirmed.

21 Section 16. Severability. In the event any one or more of the provisions of this ordinance
22 shall for any reason be held to be invalid, such invalidity shall not affect any other provision of
23 this ordinance or the levy of the taxes authorized herein, but this ordinance and the authority to
24 levy those taxes shall be construed and enforced as if such invalid provisions had not been
25 contained herein; and any provision which shall for any reason be held by reason of its extent to
26 be invalid shall be deemed to be in effect to the extent permitted by law.



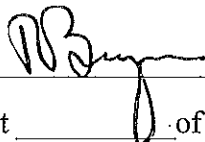
1 Section 17. Comprehensive law. This ordinance is intended to establish a complete and
2 comprehensive framework for the creation, implementation, and development of a Seattle public
3 preschool program.

4 Section 18. Conflicting laws. In the event any one or more of the provisions of this
5 ordinance shall for any reason be held to be in conflict with any prior or concurrent enactment of
6 law, this ordinance shall govern.


7 Section 19. This ordinance shall take effect and be in force 30 days after its approval by
8 the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it
9 shall take effect as provided by Seattle Municipal Code Section 1.04.020.

10 Upon submission to the vote of the people, if approved, this ordinance shall then take full
11 effect ten days after proclamation by the Mayor of such approval.

12 Passed by the City Council the 23rd day of June, 2014, and
13 signed by me in open session in authentication of its passage this
14 23rd day of June, 2014.

15
16 
17 President _____ of the City Council

18
19 Approved by me this 27 day of June, 2014.

20
21 
22 Edward B. Murray, Mayor

23
24 Filed by me this 30th day of June, 2014.

25
26 
27 _____

Monica Martinez Simmons, City Clerk

(Seal)

Attachment A: Seattle Preschool Program Action Plan

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SEATTLE PRESCHOOL PROGRAM ACTION PLAN

A blueprint for narrowing the
opportunity and achievement gap



City of Seattle

INDEX



“There is nothing more morally important that I will do as Mayor in the next four years than creating a high quality preschool program for three- and four-year-olds in Seattle.”

- Mayor Ed Murray

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INTRODUCTION

“A LARGE BODY OF SCIENTIFIC EVIDENCE HAS SHOWN THAT THE FUNDAMENTAL ARCHITECTURE OF THE BRAIN IS ESTABLISHED BEFORE A CHILD ENTERS KINDERGARTEN. THESE EARLY YEARS OF A CHILD’S LIFE ARE AN IMPORTANT WINDOW OF OPPORTUNITY FOR SOCIAL AND COGNITIVE DEVELOPMENT.

The right environments, experiences, and investments in these years can produce a lifetime of benefits. Failure to adequately support young children combined with the adversity that all too many children face can lead to academic failure, troubled lives, low wages, and poor health in later years.

Families who wish to provide good early educational experiences for their children frequently find it difficult to do on their own. Quality preschool programs are expensive, and working parents that need long hours of child care may conclude that a good early education is out of reach. In Seattle, over a quarter of all 3- and 4-year-olds live in families with incomes below 200% of federal poverty level (\$47,700 for a family of four in 2014). Families struggling to make ends meet may find they have limited child care options. ...

The evidence of the importance of early education for brain development and lifetime success combined with the inadequate quality of much early care and education has inspired numerous public policy initiatives to support high-quality, universal preschool. Yet in most states the vast majority of 3- and 4-year-olds have no access to public preschool programs. Increasingly, local communities, including Boston, San Antonio, and Washington, D.C., have been unwilling to wait for state or federal government action and have moved ahead with their own programs.

On September 23, 2013, Seattle City Council joined these cities by unanimously passing...Resolution 31478, which endorsed voluntary, high-quality preschool for all 3- and 4-year-old children. ... The ultimate goal of this program is to offer every family the opportunity to enroll their children in a preschool program that will provide strong support for each child’s learning and development in partnership with parents and caregivers. This will better prepare Seattle’s children to succeed in school and enhance equal opportunity for later life success.”

BERK in partnership with Columbia City Consulting, Dr. Ellen Frede and Dr. W. Steven Barnett,
Recommendations for Seattle’s Preschool for All Action Plan, 2014



THE SEATTLE CONTEXT

Over the last decade, it has become clear that the education “gap” is about more than achievement on standardized tests. From the time children enter school, there is a “preparedness gap.” While some children have ample opportunities to develop school-ready social and pre-academic skills, many others do not. The education “gap” is about opportunity. In Seattle, it is our goal to ensure that every child has the opportunity to thrive in school and life.

On average, children from low-income families and children of color have fewer opportunities to become appropriately prepared for the social and academic challenges of the K-12 system than their peers. Due at least in part to this opportunity gap, in Seattle today, economic and racial disparities persist in third grade reading levels, fourth grade math levels, and high school graduation rates. According to former President of the American Educational Research Association, professor, and researcher Gloria Ladson-Billings, the “historical, economic, sociopolitical, and moral decisions and policies that characterize our society have created an education debt”¹ — a debt formed by annually compounding disparities.

We must address these disparities now, for the sake of our children and our children’s children. Social justice cannot wait as more debt accrues. Now is the time to create opportunities for success. Now is the time to close the opportunity and preparedness gaps.

We now know that disparities linked to family income and race evident early in life can persist throughout a student’s academic career. Here in Washington, the Washington Kindergarten Inventory of Developing Skills (WaKIDS) is used to gather information about children’s developing skills as they enter kindergarten.

AS A FINANCIAL INVESTMENT,
THE RATE OF RETURN FOR
FUNDING HIGH-QUALITY
PRESCHOOL IS ESTIMATED TO
RANGE BETWEEN \$3 TO \$7
FOR EVERY \$1 INVESTED.

Observations are completed in six domains: social-emotional, physical, language, cognitive, literacy, and math. WaKIDS data show that of the over 38,000 children who were assessed in the 2013-14 school year, almost 60% of children entered kindergarten below expected levels in one or more of these domains and almost 29% were below expected levels in three or more domains. These deficits were more pronounced for children from low-income families than peers from higher-income families.

Until race and family income no longer predict aggregate school performance, investments must be made to

THE SEATTLE CONTEXT

ameliorate these inequities. Research shows that attending a high-quality preschool program can make a positive difference in a child's life, irrespective of the child's socioeconomic background, race, or gender. For this reason and others, the City of Seattle is dedicated to ensuring all children have high-quality early learning opportunities.

Over the last decade, it has become clear from both scientific and economic perspectives that investments in high-quality learning lead to better academic and life outcomes for children and families. High-quality early learning helps prepare children to enter school with the skills they need to succeed.

The High/Scope Perry Preschool longitudinal study documents better life outcomes for children who received one year of high-quality preschool education. Forty years after participation, benefits for participants have been shown to include higher incomes and educational attainment and lower rates of incarceration as compared with non-participating peers. James Heckman, Nobel laureate and economist at the University of Chicago writes:

"Longitudinal studies demonstrate substantial positive effects of early environmental enrichment on a range of cognitive and non-cognitive skills, schooling achievement, job performance and social behaviors, long after the interventions ended."² More recent independent studies have confirmed the tangible academic and social benefits of high-quality preschool implemented on a large scale in Boston, Tulsa, New Jersey, and other jurisdictions.

In addition to providing benefits for individuals and families, high-quality early childhood education programs have been shown to be profitable investments for society as a whole. As a financial investment, the rate of return for funding high-quality preschool is estimated to range between \$3 and \$7 for every \$1 invested. The best current evidence suggests that for every dollar spent, the average impact on cognitive and achievement outcomes of quality preschool is larger than the average impact of other well-known educational interventions.³

Over the last few years states and cities have begun to respond to these scientific and economic imperatives by focusing on early childhood education. States including New Jersey, Oklahoma, and Georgia and cities such as Boston and San Antonio are investing in preschool programs. Washington State has also invested in early learning by creating the Department of Early Learning and developing a Quality Rating and Improvement System, known as Early Achievers, to help early learning programs offer high-quality care by providing resources for preschool and child care providers to support children's learning and development.

In Seattle, we have learned from many of these efforts. We are streamlining the City's current early learning functions and investments into a single organizational unit. Over the past eight months we have developed a

THE SEATTLE CONTEXT

proposal for the Seattle Preschool Program, focusing on evidence-based approaches to support beneficial outcomes for children, their families, and our city as a whole.

In support of this effort, we have relied on advice and planning support from numerous engaged community members and experts in the field. The City contracted with BERK, in partnership with noted local experts, John Bancroft and Tracey Yee, as well as national experts, Dr. Ellen Frede and Dr. W. Steven Barnett, to develop a set of research-based recommendations for Seattle's Preschool Program.

Drafts of these recommendations were reviewed by eleven national and local experts in education. Over 100 representatives from Seattle's early learning communities participated on six workgroups. Outreach meetings were held with over 60 community groups and attended by hundreds of Seattleites.

Feedback gathered through workgroups and outreach has been used by the consultants to contextualize their recommendations and will continue to inform the City throughout the implementation of the Seattle Preschool Program.

¹ Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.

² Heckman, J. J. (2008). Schools, skills, and synapses. *Economic Inquiry*, 46(3), 289-324.

³ Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., ... Zaslow, M. J. (2013). Investing in our future: The evidence base for preschool education. Policy brief, Society for Research in Child Development and the Foundation for Child Development. Retrieved from the Foundation for Child Development website: [fcd-us.org/sites/default/files/Evidence Base on Preschool Education FINAL.pdf](http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf)

MAYOR MURRAY'S PROPOSAL

With Seattle context in mind, Mayor Murray will transmit legislation to City Council proposing the following:

- » A four-year, \$58 million levy to fund a demonstration phase of the Seattle Preschool Program that will build toward serving 2,000 children in 100 classrooms by 2018.
- » The cost will be \$43.36 a year or \$3.61 a month to the average homeowner in Seattle.
- » The plan is anchored in evidence-based practice, acknowledging that program quality is vital to success.
- » The program will be provided through a mixed-delivery system, with classrooms offered by Seattle Public Schools and community providers.
- » The program will be voluntary for providers and participants.
- » The program will have the ultimate goal of serving all eligible and interested 4-year-olds and all 3-year-olds from families making less than 300% of the federal poverty level in Seattle.
- » Tuition will be free for children from families earning at or below 300% of the federal poverty level.
- » Tuition will be on a sliding scale for families earning more than 300% of the federal poverty level with at least some level of subsidy for all families.
- » The program establishes high standards for teacher education and training and fully supports teachers in attaining these standards through tuition assistance and embedded professional development.
- » Staff compensation levels are designed to attract and retain well-prepared teachers and to provide fair compensation for a traditionally poorly compensated sector of our economy.
- » The program creates a feedback loop to inform programmatic improvement through ongoing, independent evaluation.

This proposal is built on the high-quality parameters of the BERK Recommendations and those of City Council Resolution 31478. The implementation schedule is realistic, so that the necessary quality is truly achieved before the Seattle Preschool Program is expanded. Lessons learned through the four-year demonstration phase of the Seattle Preschool Program will guide our actions in coming years as we work toward achieving our goal of expanding access to affordable, high-quality preschool to Seattle's three- and four-year-olds.

This Administration looks forward to working with partners across the educational continuum to collaborate in making other strategic, evidence-based investments to eradicate the opportunity, achievement, and preparedness gaps.



CORE GUIDING PRINCIPLES

The plan is evidence-based. If implemented with fidelity, it will **narrow, even eliminate, the opportunity and preparedness gaps** and deliver significant academic gains for the children of Seattle.

REFLECTED IN:

- Curricula that is proven effective, play-based, and focused on social-emotional and academic development
- Staff education and professional development requirements
- Classroom size and dosage of instruction

The plan will demonstrate **meaningful collaboration and key partnerships** with Seattle Public Schools, the Washington State Department of Early Learning, community-based preschool providers, early childhood development providers, and other stakeholders to deliver an effective and coordinated program that leverages existing resources.

REFLECTED IN:

- Use of the State of Washington's Department of Early Learning Quality Rating and Improvement System, known as Early Achievers
- Head Start and Early Childhood Education and Assistance Program (ECEAP) collaborations
- A partnership agreement with Seattle Public Schools

The plan includes a **realistic and practical timeline** to achieve and sustain high-quality preschool.

REFLECTED IN:

- Quality before quantity approach – 2,000 kids enrolled by 2018
- 4-year levy demonstration phase
- Goal of serving all eligible and interested children within 20 years

CORE GUIDING PRINCIPLES

The program will be **affordable for low- and middle-income families**, ensuring that cost will not be a barrier to participation in high-quality preschool.

REFLECTED IN:

- Sliding scale for tuition
- Families earning at or below 300% of the Federal Poverty Level (\$71,550 for a family of four in 2014) will receive free tuition for each child enrolled
- Families earning more than 300% of the Federal Poverty Level will pay a per child tuition fee based on the family's total household size and income
- Within any given household size, families with higher incomes will pay a progressively higher share of the per child tuition fee
- Families with total household income at or above 760% of the Federal Poverty Level will be limited to a 5% tuition credit per child

The plan calls for **ongoing monitoring and evaluation** to ensure we meet our school readiness, quality, and achievement goals.

REFLECTED IN:

- A comprehensive evaluation strategy for the program, designed with independent evaluation experts
- Ongoing assessments of classroom quality, which includes making full use of existing assessment infrastructure
- Use of developmentally-appropriate, performance-based assessments
- External evaluations of implementation and outcomes

The Seattle Preschool Program is **voluntary**. It is voluntary for families and it is voluntary for providers.

CORE GUIDING PRINCIPLES

The plan provides for the **support and resources** to meet the high-quality standards and expectations of the program.

REFLECTED IN:

- Competitive salaries for Seattle Preschool Program teachers
- Coaches and training for teachers and instructors
- Tuition support for education and certifications
- Range of pathways and portals for providers to access support and resources

Beyond classroom instruction, the initial phase **will include an additional set of policies, services, and program elements**, that may be modified or enhanced in future phases of the program.

REFLECTED IN:

- Setting a 15- to 20-year full implementation goal of serving 80% of all 4-year-olds and all 3-year-olds from families earning less than 300% of the federal poverty level in Seattle
- Use of Seattle's Race and Social Justice Initiative toolkit and the provision of funding for consultant services to review workforce capacity, identify the needs of refugee and immigrant communities, and offer strategies to create pathways to high-quality early learning opportunities
- Screenings for developmental and behavioral concerns
- The provision and leveraging of mental health resources so that teachers can meet the needs of all children

PROGRAM STANDARDS

Organizational Model

The City of Seattle will build and manage a preschool program that utilizes a mixed-delivery approach. The City will contract with organizations that meet program standards and expectations, as outlined herein and in the Implementation Plan (which will be developed by the City of Seattle's Office for Education to detail the standards presented here). The City anticipates partnering with:

- Seattle Public Schools
- Community-based preschool providers
- Hub organizations that provide administrative support to a variety of cooperating providers

After initial program start-up, the City will work to develop a Family Child Care (FCC) Pilot to assess whether and how partnering with FCC providers can be implemented in a way that achieves, in a cost-effective manner, the same quality standards as other types of providers.

Organizational Eligibility

To be eligible to contract with the City to provide preschool through this program, qualified organizations will need to meet the following criteria:

- They must be licensed by the Washington State Department of Early Learning to provide preschool services (or exempt from licensing requirements by virtue of being a public school or institution of higher education).
- They must participate in the Early Achievers Program, hold a rating of Level 3 or above, and meet minimum requirements for the Classroom Assessment Scoring System (CLASS) and the Early Childhood Environment Rating Scale-Revised (ECERS-R) scores as determined through the Implementation Planning process.

In order to participate in the program, organizations must commit to:

- Providing two or more preschool classrooms
- Ensuring that all children in contracted classrooms are Seattle residents
- Adhering to the program standards listed herein

PROGRAM STANDARDS

Contracting Priorities

Contracting with Seattle Public Schools will be a priority. Additionally, priority will be given to qualified organizations meeting the standards listed herein that:

- Have the capacity to provide more preschool classrooms for the program.
- Make care available before and after preschool classroom hours, on holidays, and over the summer.
- Provide dual language programs.
- Have higher ratings in Early Achievers and higher scores in CLASS and ECERS-R.
- Are located in areas with the lowest academic achievement as reflected in 3rd grade reading and 4th grade math performance on Measures of Student Progress (MSP) or subsequently adopted assessments, as well as those with high concentrations of low-income households, English language learners, and incoming kindergartners.
- Provide preschool services through Head Start or Early Childhood Education and Assistance Program (ECEAP).
- Have existing contracts with the City to provide preschool services.

Teacher-Student Ratio and Class Size

- The maximum class size is 20, with a ratio of 1 adult for every 10 children. In the average classroom, we anticipate one Lead Teacher and one Instructional Assistant.
- In classrooms where more than 6 of the students are considered to be members of a “special population” as defined in the Implementation Plan (for example, children in foster/kinship care or other areas of child welfare system, English language learners, children who receive special education services), additional instructional staff support will be provided for the classroom.

PROGRAM STANDARDS

Student eligibility

The program will be open to Seattle residents who:

- Are 4-years-old on August 31st prior to the beginning of a school year of enrollment, or
- Are 3-years-old on August 31st from families with income equal to 300% of Federal Poverty Level or below.

As the program is ramping up, priority will be given to:

- Children who are currently enrolled in preschool with a contracted organization.
- Children whose sibling is currently enrolled in the Seattle Preschool Program and would be concurrently enrolled with the sibling in the year of enrollment.
- Children living in close proximity to available program classrooms.
- Children who are 4-years-old relative to children who are 3-years-old, both during the initial enrollment process and when there is a wait list.

Dosage: Classroom Hours

Preschool classes will operate on a full-day schedule. In a typical week, this will mean 5 days a week and 6 hours per day. Children will attend preschool 180 days per year.

Language Support

Dual language programs that meet the qualifications of the Seattle Preschool Program and are representative of Seattle's linguistic diversity will receive funding priority.

Bilingual lead teachers and instructional assistants who meet the competency criteria developed in the Implementation Plan will be fairly compensated for their expertise.

Students will be assessed in languages of instruction when feasible.

PROGRAM STANDARDS

Curricula

Providers will be required to adopt the approved curricula as detailed in the Implementation Plan.

After 2018, a curriculum waiver process will be considered for high-quality providers.

Staff Education Requirements

All newly hired staff will be required to meet the following standards:

- Director and/or Program Supervisor: Bachelor's Degree in Early Childhood Education or a BA with college-level coursework in Early Childhood Education. Expertise or coursework in educational leadership and business management is also required.
- Lead Teachers: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement.
- Assistant Teachers: Associate's Degree in Early Childhood Education or two years of coursework in Early Childhood Education meeting Washington State Core Competencies for Early Care and Educational Professionals.
- Coaches: Bachelor's Degree in Early Childhood Education or a BA and a State Teaching Credential with a P-3 Endorsement. "Endorsements" in selected curricula are also required.

Current staff will be given 4 years to meet these requirements. The City will work with local colleges and universities to develop an alternate route program for teachers with Bachelor's Degrees in fields other than Early Childhood Education. The City will also develop an alternative process through which experienced, high-quality lead teachers — as defined in the Implementation Plan — may be granted waivers.

Compensation will vary based on degree attainment, State certification status, and experience. Lead teachers who meet the education/certification requirements above will be paid on par with public school teachers.

PROGRAM STANDARDS

Staff Professional Development

The City's professional development model is coaching intensive. Coaches who have been "certified" or "endorsed" in the selected curricula will provide:

- On-site curriculum support (reflective coaching) to teachers, center directors, and program supervisors.
- Off-site training.

Additionally, training will be provided in areas of need, likely including:

- Best practices in inclusion, bilingual education, cultural relevancy, and classroom management for Lead Teachers and Instructional Assistants.
- Best practices in reflective coaching, educational leadership, and business management for Directors and Program Supervisors.

Additionally, the City will coordinate with the Washington State Department of Early Learning to leverage professional development resources available to providers through the Early Achievers Program.

Developmentally Appropriate, Inclusive Support

The Seattle Preschool Program will have a "Zero Expulsion and Suspension Policy." The Program will take an integrated approach to supporting children's social and emotional growth by providing developmentally appropriate curriculum resources and professional development and coaching to all contracted organizations.

Furthermore, the City will:

- Support screenings, such as: The Early Screening Inventory-Revised Version (ESI-R), the Ages and Stages Questionnaire (ASQ), and/or the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).
- Provide in-class support for teachers from coaches or mental health professionals as needed.
- Support teachers in effectively meeting the needs of all children, especially those who exhibit challenging behaviors.
- Work alongside Seattle Public Schools Special Education department to meet the needs of children with Individualized Educational Plans (IEPs).

PROGRAM STANDARDS

Family Engagement

The Seattle Preschool Program will:

- Prioritize a universal family engagement approach that integrates intentional parent/child activities and promotes academic, social, and emotional school readiness.
 - » Families will be provided with evidence-based activities, which could include proven home-learning activities, tied to the chosen curriculum models.
 - » Providers will host events throughout the school year to connect families to resources and information on topics such as child development and nutrition.
- Build on Early Achievers Strengthening Families framework to increase providers' foundational knowledge about the importance of parents and families in children's lives and the family's impact on child outcomes.
- Create a family engagement grant fund that could be used by providers to design, develop, and provide family engagement activities.

Governance and Organizational Structure

The City of Seattle's Office for Education, or successor city agency, will administer the program.

The City will establish a Preschool Levy Oversight Body, which will be an expansion of the current Families and Education Levy Oversight Committee, to make recommendations on the design and funding of the program and to monitor the progress of the program in meeting its outcomes and goals.

PROGRAM STANDARDS

Kindergarten Transitions

The City will work with the Washington State Department of Early Learning and Seattle Public Schools and execute written agreements to:

- Align practices, responsibilities, and timelines and to address data sharing, academic expectations, curriculum alignment, and professional development.
- Ensure that families are connected with available information and resources.

Capacity Building

The City of Seattle is committed to developing Seattle Preschool Program workforce and helping existing preschool providers meet the quality standards herein and in the Implementation Plan.

To accomplish this, the City will:

- Provide funding for tuition assistance to program instructional and administrative staff to meet program standards.
- Fund facilities renovations, improvements, and start-up when needed.

Timeline, Ramp-Up and Cost

This Action Plan is for a 4-year demonstration phase of the Seattle Preschool Program. The City aims to serve over 2,000 of all eligible children by the 2018-2019 school year.

The Seattle Preschool Program will be submitted as an ordinance, pending the concurrence of City Council. A special election will be held in conjunction with the state general election on November 4, 2014 for the purpose of approving a four-year property tax levy. The net cost to the City is projected to be approximately \$58,000,000. The average per child reimbursement to providers is projected to be approximately \$10,700.

PROGRAM STANDARDS

Outcomes and Evaluations

The City of Seattle's Office for Education, or successor city agency, in partnership with independent experts in early learning and evaluation, will develop a Comprehensive Evaluation Strategy (CES) based on the recommendations for quality assurance and program evaluation provided by BERK. The CES will outline an approach to and timeline for conducting and reporting both process and efficacy evaluations.

The process evaluation will assess the City's administration and oversight of the Seattle Preschool Program, the quality of providers contracted to provide preschool in the Seattle Preschool Program, and the fidelity of the implementation of program standards outlined herein and in the Implementation Plan. The efficacy evaluation will provide valid estimates of the effectiveness of the program in achieving its goal of improving children's preparedness for kindergarten with sufficient precision to guide decisions about the program. Toward this end, the CES will define key research questions, outline an approach to data collection and analysis, and create a timeline for reporting the results of evaluations to the Mayor, City Council, the Levy Oversight Committee, and the public. All evaluations will be conducted by independent, external experts in early learning and evaluation.

MOVING FORWARD

This plan and the Recommendations for Seattle's Preschool for All Action Plan, a report commissioned by the City of Seattle and completed by BERK in partnership with Columbia City Consulting, Dr. Ellen Frede, and Dr. W. Steven Barnett will be transmitted to City Council in May 2014 in response to City Council Resolution 31478.

Two pieces of legislation are expected to result from this plan: a ballot measure ordinance and a resolution that would approve this Action Plan.

Pending City Council approval of the ballot measure ordinance, the City Clerk will file an ordinance with the Director of Elections of King County, Washington, as ex officio supervisor of elections, requesting that the Director of Elections call and conduct a special election in the City in conjunction with the state general election to be held on November 4, 2014, for the purpose of submitting to the qualified electors of the City the proposition set forth in the ordinance.

The City of Seattle's Office for Education will develop an Implementation Plan that addresses all program standards outlined herein. The Implementation Plan will be included in an ordinance package to be approved by City Council by 2015.



ESTIMATED PROGRAM BUDGET

EXPENDITURES	2015	2016	2017	2018	2019 (8 months)	
School Readiness	\$1,053,928	\$4,731,254	\$10,162,059	\$17,108,285	\$14,555,521	\$47,611,047
Program Support	\$247,675	\$742,874	\$1,392,357	\$2,160,650	\$1,654,922	\$6,198,478
Capacity Building	\$1,342,346	\$2,597,576	\$2,806,910	\$2,913,052	\$1,942,479	\$11,602,363
Research & Evaluation	\$918,614	\$687,115	\$759,817	\$819,711	\$599,242	\$3,784,499
Administration	\$1,711,616	\$2,116,001	\$2,328,807	\$2,576,965	\$1,792,728	\$10,526,117
Total expenditures	\$5,274,179	\$10,874,819	\$17,449,950	\$25,578,664	\$20,544,891	\$79,722,504
REVENUES						
Tuition	\$140,860	\$683,367	\$1,541,202	\$2,554,823	\$2,158,020	\$7,078,272
Head Start	\$42,137	\$170,537	\$304,969	\$445,646	\$361,514	\$1,324,802
ECEAP	\$80,041	\$323,940	\$579,297	\$846,517	\$686,706	\$2,516,502
Step Ahead	\$177,707	\$721,659	\$1,297,670	\$1,892,597	\$1,524,477	\$5,614,111
Families & Education Levy Leveraged Funds	\$113,533	\$447,855	\$765,035	\$1,086,811	\$879,798	\$3,293,031
Working Connections Child Care (WCCC)	\$41,632	\$164,767	\$283,446	\$400,014	\$318,259	\$1,208,117
Child Care Assistance Program (CCAP)	\$16,880	\$65,212	\$107,297	\$134,230	\$90,882	\$414,500
Child and Adult Care Food Program (CACFP)	\$38,383	\$186,212	\$419,965	\$696,168	\$588,042	\$1,928,770
Total revenues	\$651,174	\$2,763,549	\$5,298,880	\$8,056,805	\$6,607,697	\$23,378,106
Difference (Net Program Cost)	\$4,623,006	\$8,111,271	\$12,151,070	\$17,521,858	\$13,937,194	\$56,344,398
+ 3% contingency:	\$138,690	\$243,338	\$364,532	\$525,656	\$418,116	\$1,690,332
TOTAL:	\$4,761,696	\$8,354,609	\$12,515,602	\$18,047,514	\$14,355,310	\$58,034,730

Actual revenues and expenditures may vary depending on factors such as enrollment and the sliding scale fee schedule.

ESTIMATED PROGRAM BUDGET

Notes

- 1. A four-year levy would collect \$58,034,730 over four years (2015-2018), with approximately \$14.5 million collected annually. This budget represents how the funds collected will be invested over five calendar years (through the end of the 2018-19 school year). The 2019 budget represents eight months of expenditures (January through August 2019).
- 2. The 2015 budget assumes a full year of expenditures, including program ramp up costs in early 2015. The preschool program would begin at the start of the 2015-16 school year.
- 3. The budget assumes the following estimated number of children would be served through the 2018-19 school year:

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
3-year-olds	90	259	461	660
4-year-olds	190	521	939	1,340
Total	280	780	1,400	2,000
Classrooms	14	39	70	100



SLIDING SCALE FEE SCHEDULE

Household Income	HOUSEHOLD SIZE						
	2	3	4	5	6	7	8
\$30,000	Free	Free	Free	Free	Free	Free	Free
\$35,000	Free	Free	Free	Free	Free	Free	Free
\$40,000	Free	Free	Free	Free	Free	Free	Free
\$45,000	Free	Free	Free	Free	Free	Free	Free
\$50,000	\$875	Free	Free	Free	Free	Free	Free
\$55,000	\$963	Free	Free	Free	Free	Free	Free
\$60,000	\$1,200	\$1,050	Free	Free	Free	Free	Free
\$65,000	\$1,950	\$1,138	Free	Free	Free	Free	Free
\$70,000	\$2,450	\$1,225	Free	Free	Free	Free	Free
\$75,000	\$2,813	\$1,500	\$1,313	Free	Free	Free	Free
\$80,000	\$3,000	\$2,400	\$1,400	Free	Free	Free	Free
\$85,000	\$3,825	\$2,975	\$1,488	\$1,488	Free	Free	Free
\$90,000	\$4,050	\$3,150	\$1,800	\$1,575	Free	Free	Free
\$95,000	\$4,275	\$3,563	\$1,900	\$1,663	Free	Free	Free
\$100,000	\$4,750	\$3,750	\$3,000	\$1,750	\$1,750	Free	Free
\$105,000	\$4,988	\$4,725	\$3,675	\$2,100	\$1,838	Free	Free
\$110,000	\$5,225	\$4,950	\$4,125	\$2,200	\$1,925	\$1,925	Free
\$115,000	\$5,463	\$5,175	\$4,313	\$3,450	\$2,013	\$2,013	Free
\$120,000	\$10,173	\$5,400	\$4,500	\$4,200	\$2,400	\$2,100	Free
\$125,000	\$10,173	\$5,938	\$5,625	\$4,375	\$2,500	\$2,188	\$2,188
\$130,000	\$10,173	\$6,175	\$5,850	\$4,875	\$3,900	\$2,600	\$2,275
\$135,000	\$10,173	\$6,413	\$6,075	\$5,063	\$4,725	\$2,700	\$2,363
\$140,000	\$10,173	\$6,650	\$6,300	\$5,250	\$4,900	\$2,800	\$2,450
\$145,000	\$10,173	\$6,888	\$6,525	\$5,438	\$5,075	\$4,350	\$2,900
\$150,000	\$10,173	\$7,125	\$7,125	\$6,750	\$5,625	\$4,500	\$3,000
\$155,000	\$10,173	\$10,173	\$7,363	\$6,975	\$5,813	\$5,425	\$3,100
\$160,000	\$10,173	\$10,173	\$7,600	\$7,200	\$6,000	\$5,600	\$3,200
\$165,000	\$10,173	\$10,173	\$7,838	\$7,425	\$6,188	\$5,775	\$4,950
\$170,000	\$10,173	\$10,173	\$8,075	\$7,650	\$7,650	\$6,375	\$5,950
\$175,000	\$10,173	\$10,173	\$8,313	\$8,313	\$7,875	\$6,563	\$6,125
\$180,000	\$10,173	\$10,173	\$8,550	\$8,550	\$8,100	\$6,750	\$6,300
\$185,000	\$10,173	\$10,173	\$10,173	\$8,788	\$8,325	\$6,938	\$6,938
\$190,000	\$10,173	\$10,173	\$10,173	\$9,025	\$8,550	\$8,550	\$7,125
\$195,000	\$10,173	\$10,173	\$10,173	\$9,263	\$8,775	\$8,775	\$7,313
\$200,000	\$10,173	\$10,173	\$10,173	\$9,500	\$9,500	\$9,000	\$7,500

The Sliding Scale Fee illustrates the approximate annual tuition fees families will pay on a per child basis. Additional detail regarding the underlying slide scale fee assumptions are detailed in the fiscal note. The adopted sliding scale fee may be modified over time via ordinance to account for any changes in program costs and provider reimbursement rates.

ACKNOWLEDGEMENTS

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Special thanks to:

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Dr. Ellen Frede, Acelero Learning

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Tracey Yee, Columbia City Consulting

Staff from:

Mayor's Office, City of Seattle

Seattle City Council, City of Seattle

Office for Education, City of Seattle

City Budget Office, City of Seattle

Human Services Department, City of Seattle

Public Health - Seattle & King County

Seattle Public Schools

Washington State Department of Early Learning

The City also extends its appreciation to the Seattle Early Education Collaborative and the Seattle early learning community for their continued support and cooperation.



State of Washington,
County of King

Monica Martinez Simmons certify that this is a true and correct
copy of Ordinance No. 124509 on file in the records

of the City of Seattle, Office of the City Clerk



Signed by: Monica B. Simmons
Signature: Monica B. Simmons
Title: City Clerk
Date: 7-23-14