

Session B**1:30-4:30 (3 hours)****Administration/Managers/Mentors (one class):***Next Steps: City Wide Collaboration*

Directors/Managers – Where do we go from here? How do we collaborate? Can we identify a joint city wide outcome and measurement process?
(Sid Sidorowicz and Dr. Gail Joseph)

Session Purpose: Identify one or more common outcomes to monitor for children who had attended a pre-k program. The agreed upon outcome measure(s) is intended to provide a basis for collectively gathering and sharing program data.

Session Outline:

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|---|------------|-----------------|
| 1. Review session purpose, expectations, and agenda | 5 minutes | All |
| 2. Presentation of City of Seattle application of Outcome Funding Framework, collection of data, and monitoring of Levy Funded program outcomes | 25 minutes | Sid Sidorowicz |
| 3. Presentation of outcomes associated with early childhood programs | 20 minutes | Dr. Gail Joseph |
| 4. Break and formation of small groups | 15 minutes | |
| 5. Small group discussions to identify preferred outcomes | 50 minutes | All |
| 6. Report out from small groups and collective agreement on outcomes | 40 minutes | All |
| 7. Identification of next steps and commitments | 20 minutes | All |

Small group process:

- About 8 people per group
- Suggest we divide by content area, e.g., education, health, family support.
- Each group ID a facilitator
- Each group needs a scribe and reporter.
- Identify one or more outcomes to be followed after child has left pre-k.
- Outcome should be defined along with its purpose, potential measures, and data needed from pre-k and K-12 system.

City of Seattle Application of Outcome Funding Framework

September 5, 2007

In developing the policy framework for the 2004 FEL, the Levy Oversight Committee (LOC) identified three overarching outcomes:

- **School Readiness** (measured by the Creative Curriculum and High/Scope embedded assessments and the Developmental Reading Assessment [DRA]);
- **Academic Achievement** (measured by the Washington Assessment of Student Learning [WASL] and the DRA);
and
- **Reduced Dropout Rate/Increased Graduation Rate** (measured by the annual dropout rate and the cohort graduation rate)

- All FEL programs contribute to at least one of the outcomes.
- Goals are set for the number of students in each program who will be ready for kindergarten, achieve academically, stay in school or graduate.

The **School Readiness** outcome will be met if:

- Children score at level 3 or above in each element of the Creative Curriculum or High/Scope final embedded assessments at the end of the program year regardless of their scores in the 1st or 2nd assessments.
- Students who participated in the ELN Pre-K program meet the Developmental Reading Assessment [DRA] in the 2nd grade regardless of the results of their embedded assessments during the pre-k program

Levy Programs Have Outcome Based Contracts

- All programs have activity based performance commitments (like attendance) that are tied to reimbursement – usually about 15% of contract budget
- Most contracts also have an outcome based performance commitment (like scores on final assessments) – usually about 10% of contract budget

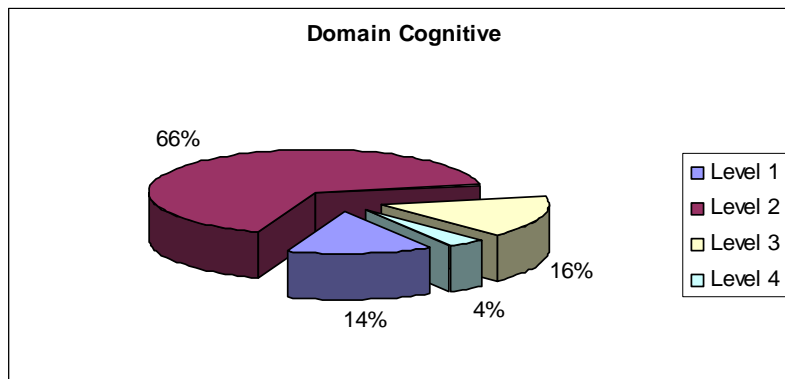
Progress and Outcomes are Reported Regularly

- There is a mid-year report in March
- A final report is issued in the fall
- Interim and ad hoc reports on progress are issued as needed

Early Learning Targets: Year-end goals

	2005-06 School Year		2006-07 School Year	
	Target	Actual	Target	Actual
Number of pre-K children enrolled	280	155	388	420
Pre-K children school-ready at the end of pre-K	182 / 65%	77 / 50%	248 / 75%	
ELN children entering kindergarten	238	Not tracked by HSD	330	
ELN children meeting DRA standard in 2nd grade	97 / 70%	Avail. 2008-09	193 / 77%	
2- and 3-year-olds in ELN child care whose teachers participate in training	131	81	206	239
2- and 3-year-olds served through teacher training who progress one level on the child assessment at the end of the school year	84/64%		150 / 73%	
2- and 3-year-olds served through the Parent-Child Home Program	100	114	200	199

Curriculum-Embedded Assessment



Early Learning Indicator Data: Attendance Oct '06 – Jan '07

	Step Ahead Only	Match Only	Total
Average Number of Days Attended	39	28	33
Average Attendance (as a percentage of days available)	74%	54%	64%

Early Learning Outcomes

