

# UPK Round Robin Notes

## Model/Funding

Rates based on FPL %, location, stand alone nonprofit (provider type)

Rate consideration takes into account Risk Factors

Maintain diverse options – full da/part day/full year/part year & ability to honor family needs and choice

Equitable salaries between programs (\*)

Design model to fit needs of kids and families (\*)

Core services with menu of comprehensive services to choose from as needed. Funding to support comprehensive services

Sustainable funding for hub of comprehensive services

Centrally funded hubs, tiered funding

Careful to ensure programs/families with high needs have adequate access to funds

State benefits for all EL professionals (incl. home providers, child care staff) medical/dental/paid leave

Compensation parity with kindergarten teachers

## Entry Point/Who Gets What

Prioritize children not being served at all – unmet need

Explore centralized referral system (\*) (or central location for first point of contact)

Children who are above income limits for HS/ECEAP/WCCC – especially children who have not participated in any PK

Assessment of need & family choice (\*) – type of program/schedule

Local – living wage calculator (\*)

## Providers

How does this impact existing providers? (\*) Is this being considered? (\*)

At a minimum – same qualifications per licensing WAC & preferably meet current HS/ECEAP qualifications

Any diverse community options where families are likely to access

Must have trainings like Pathways, etc

Early achievers required (\*)

At least 3 years experience (\*\*)

Collaboration with local EA

Consider where families are currently vs. developing a NEW structure – means we will need to fund capacity development for potential providers. (\*\*)

How to include current pre-k providers who are exempt from licensing

Refelctive of population they are serving

Make sure everyone understands the meaning of Universal Pre-K

What do we do when saturation is met? Especially incoming providers, not setting up for failure.

## Standards & Oversight

Curriculum (\*)

Data & outcomes (\*)

Goals for child outcomes (\*)

Goals for family participation

Funders – monitoring could be regional

ALL children

EA standards (\*)

CLASS scores (\*)

Health Requirements (\*)

Data of how we are progressing on dual language (define dual language) (\*)

Having capacity to effectively monitor programs (\*)

Limit/eliminate unfunded mandates (\*\*\*)

Not a standard but comment – Remove stigma of our services. Stop talking about our customers from a deficit perspective – ‘at risk’, ‘vulnerable’ – instead highlight their strengths when participating.

Increased 3<sup>rd</sup> grade reading, prepared for K, support to families.

## Comprehensiveness

Focus on individualization (\*\*)

Some type of introduction to comprehensive services (\*)

Assessment – bridge tool, others like ACES screen (\*)

As work with family and learn more, ability to add services to meet needs

Leverage and use community partnerships, such as behavioral health

Community needs assessment

Paid parent leave for up to 4 hours/year to partner with schools on child education

## Timeline

Universal – time to stop low-income only (\*)

Inclusive. Research supports mixed income (\*)

Create public will

K-readiness will increase for ALL

Increase school district buy-in

Fund, operationalize and build in timeline for capacity building of providers. This is WORK! ☺ (\*\*\*)

Increase OSPI buy in! Alignment between OSPI and DCYF.

Increase compensation parity between kindergarten and EL professional

## Eligibility

Disparities in graduation rates – who is not graduating on time gets served.

Represent community's K-12 demographics

Prioritize by neighborhood availability (one centralized enrollment location) (\*)

Living wage calculator – what is the true cost of living in the community. Seattle is 300% of poverty level. (\*\*\*)

Broaden risk factors (\*) The middle families can't afford private preschool and don't qualify

Families participating in B-3 programs that are not income eligible, when children are 3, to be in HS/ECEAP.

Families who have older child in ECEAP/HS but are no longer income eligible because of increased income.

Design a criteria for a state-designed “economic Development Impact Area (EDIA) for areas where rents have increased due to economic growth and access to affordable care has decreased.

Allow all people up to 3X FPL to who live in this area to be eligible