Early Learning Capacity Building Project

APRIL, 2018
EXECUTIVE SUMMARY

Investing resources in early childhood care and learning is “among the most necessary and effective steps for narrowing social and economic inequalities.”

INTRODUCTION

We asked: how can we build on current early childhood support systems, programs and policies that currently exist? The planning process was initiated as the start of a multi-year effort to better engage the Seattle University community with families, public systems and community-based organizations to improve kindergarten readiness.
I. Introduction

The Seattle University Youth Initiative (SUYI), facilitated by the Center for Community Engagement, seeks to increase high school graduation rates for students living in the surrounding neighborhoods, while enriching and deepening Seattle University students and faculty learning and scholarship. Recognizing that education is a necessary but insufficient pathway out of poverty, SUYI is developing a cradle to college and career pathway of support for children and their families. Progress has been made in the K-12 spectrum including partnerships for housing, health supports, and economic development, however, the birth to age five range is underdeveloped. Recognizing the significant evidence that investing “resources in early care and learning is among the most necessary and effective steps for narrowing social and economic inequalities” (Chaudry, Morrisey, Weiland, Yoshikawa, 2017), SUYI undertook this study to develop a multi-year plan to determine how Seattle University might address gaps and needs, and impact outcomes by building on current early childhood support systems, programs, and policies. Funding for this planning study was provided by the Bainum Family Foundation as part of their nationwide exploration of high impact and scalable early learning strategies.

II. Scope of work and methodology

The committee oriented their work into two approaches:

1. Landscape Mapping and Research, with an environmental scan, including site visits to a range of local providers and meetings with advocates, policymakers, researchers and providers, a review of early learning data and exploration of promising models from other cities, communities and universities. Models explored included Kaleidoscope Play and Learn, a program of Child Care Resources, South Shore Pre K-8 school in the Seattle Public Schools, and the partnership at Faubion school with Portland’s Concordia University and Portland Public Schools.

2. Community Engagement: focused on gathering community based stakeholder’s input from caregivers and families as a needs assessment, piloting a housing based Kaleidoscope Play and Learn at a local housing site in Yesler Terrace, and the development of a dissemination plan to engage and align with providers, advocates, policymakers and the wider Seattle University community.
EXECUTIVE SUMMARY

III. Findings

Data Indicators
Data from current assessments clearly indicate that kindergarten readiness is a statewide challenge. Washington Kindergarten Inventory of Developing Skills (WaKIDS) 2016-2017 data showed only 57% of children in the state demonstrate readiness across six critical domains, and at Bailey Gatzert elementary in the SUYI area, despite having a co-located preschool on campus, this number drops to 27%. Research from Kids Count, a project of the Annie E. Casey Foundation and a premier source of data on children and families, expresses that underlying the data are strong indicators that areas of focus need to be comprehensive in order to 1) undo structural racism, and 2) invest in policies that improve conditions for children and their parents.

Environmental Scan
The committee identified multiple preschools with high quality, culturally responsive approaches but finds a shortage of seats for 3 and 4-year-old children. The preschools the committee observed include stand-alone childcare centers and co-located preschools within public schools both preK-5 and preK-8 (Bailey Gatzert Elementary, South Shore, and Faubion School). In-home licensed childcare can provide high quality and culturally responsive care for children from birth to age 5 but may not be the strongest provider for kindergarten readiness as measured by WaKIDS. Committee recommendations include a focus on more services to support parents and caregivers, while also providing for children, and to address issues related to cost, location and language which impact both the reach and effectiveness of services.

Community Focus Groups
In conversations with parents and care providers in the SUYI area, the committee set out to identify existing educational resources, determine needed support and necessary supports for in-home licensed childcare providers. The committee identified significant themes in meeting with parents and caregivers:
1) Parents wish to be recognized as their children's first teachers and want support to help their children develop readiness skills for kindergarten success
2) Care providers desire continuing education that meets their language and learning styles, assistance with credentialing requirements and to have opportunities to organize cooperatively to share resources and operate more effectively.

Thematic Findings
In the planning study results, there were strong indicators that support is needed for providers as well as children, and that emphasis should be on birth to age 3. Possible areas of support include trauma-informed practices that emphasize physical, psychological, and emotional needs; resources for in-home providers to improve their consistent delivery of high quality early learning; increasing social and political capital of providers and efforts to ensure programs are easy to access and low barrier.
IV. Recommendations

The committee makes the following initial recommendations for consideration:

1. Develop a full-time Early Learning Manager position within the Center for Community Engagement to develop and implement a dual-capacity building portfolio to increase kindergarten readiness by engaging young children, their parents, and providers.

2. Develop and maintain partnerships to provide Kaleidoscope Play and Learn programming in Yesler Terrace buildings and other multi-family housing buildings. Utilize resources within the Seattle University Colleges of Education and Nursing to offer Play and Learn with additional services such as English language development for adults and health screenings.

3. Develop and maintain programming to support attachment between parents and young children. Follow recommendations on a parallel study, completed by College of Education graduate students, to provide Healthy Start programming in partnership with North Shore Youth and Family Services.

4. Advocate for and support the delivery of social/emotional support for preschool teachers, childcare providers, and parents. Support the delivery of professional development for trauma-informed practice.

5. Support the development and maintenance of a professional learning community for in-home licensed childcare providers in the Yesler Terrace buildings. Utilize expertise within the SU College of Nursing to support the community.

6. Support the development and maintenance of a resource exchange (i.e. education technology tools, toys that support learning, and books) amongst in-home licensed childcare providers in the Yesler Terrace buildings.

7. Maintain the partnership with Jumpstart to ensure continued high-quality pre-literacy supports for children attending local preschool classrooms.

8. Explore and seek development of certificate programs within the Seattle University College of Education to support early learning providers’ continuing education, especially focused on leadership development.

9. Maintain and further develop efforts to dismantle structural racism.

10. Ensure SU students and faculty play key roles in the implementation each of the above recommendations.

Potential Funding

The committee reviewed public funding opportunities and found that most are well suited for direct service providers utilizing evidenced-based practices. The role best filled by SU as coordinator, convener, and advocate is funded through private sources. The committee recommends that SU continues to build upon funding already secured through private donations and partnership with Jumpstart.
Introduction

Investing resources in early childhood care and learning is “among the most necessary and effective steps for narrowing social and economic inequalities” (Chaudry et al., 2017). Since the 1970’s scholars have documented the effectiveness of early childhood education as a part of improving the academic, social, and economic success of children, and have concluded that money spent on high-quality early childhood education is returned manifold through multiple factors including fewer grades repeated, lower rates of special education, higher rates of high school graduation (Campbell et al., 2014; Lynch, 2004; Rolnick & Grunewald, 2003).

The Seattle University Youth Initiative (SUYI), under the umbrella of the Center for Community Engagement, seeks to increase high school graduation rates for students living in the neighborhoods surrounding Seattle University, while enriching and deepening the learning and scholarship of Seattle University students and faculty. Principles of the initiative include:
1) equal emphasis on campus and community impact
2) long-term vision and commitment
3) use of a collective impact approach
4) pursuit of anti-racist principles
5) focus on assets and strengths.

Most of this work has been focused on the K-12 spectrum, with an emphasis on developing a cradle to college and career pathway of support for children and families who live in the area. To understand how SUYI might extend its focus to include early childhood supports, SUYI conducted a study of the current needs, programs and gaps for early childhood interventions in the region. We asked how can we build on current early childhood support systems, programs and policies that currently exist?

The planning process was initiated at the start of a multi-year effort to better engage the Seattle University community with families, public systems, and community-based organizations to improve kindergarten readiness. Additionally, the Bainum Family Foundation was interested in identifying and supporting scalable and high impact opportunities to improve learning outcomes nationwide. This report presents the results of that study.
Methods

SUYI formed an early childhood committee of ten staff, faculty and community partners in January 2017 to focus on landscape mapping, research and community engagement. Committee members represented staff from the Center for Community Engagement, Seattle Housing Authority, faculty from the College of Nursing and College of Education, a practicing psychotherapist, a retired early childhood school founder and an in-home licensed child care provider.

A. Landscape Mapping and Research: The committee conducted an environmental scan of early childhood services, supports, and programs within the SUYI neighborhood, including site visits to a range of local providers and meetings with advocates, policymakers, researchers and providers, a review of early learning data and exploration of promising models from other cities, communities and universities. Models explored included Kaleidoscope Play and Learn a program of Child Care Resources, South Shore Pre K-8 School in the Seattle Public Schools and the partnership at Faubion School in the Portland Public Schools with Portland’s Concordia University.

B. Community Engagement: The committee gathered community-based stakeholder’s input from caregivers and families as a needs assessment, piloted a housing based Kaleidoscope Play and Learn at a local housing site in Yesler Terrace, and developed a dissemination plan to engage and align with providers, advocates, policymakers and the wider Seattle University community. Focus groups asked parents and in-home licensed childcare providers residing in the Bailey Gatzert Elementary attendance zone and Yesler Terrace community to provide insights into existing resources, needs for early childhood education, and supports needed by providers of early childhood education.

The members of the committee also took advantage of opportunities for several shared learning experiences:

- Immersion: All members of the committee were invited to participate in a two-day immersion experience in the spring of 2017, which allowed them the visit and have in-depth conversations with early childhood providers, advocates and policymakers in the area, including Bailey Gatzert Elementary, co-located preschool, the Yesler Community Center and Yesler in-home childcare providers, Child Care Resources, Seattle Public Schools Early Learning, Childhaven, Seattle Department of Education and Early Learning, Thrive, Hoa Mai Vietnamese Language preschool, Families of Color, and Wellspring. The full immersion plan and participants are included in the Appendix, available online at: https://www.seattleu.edu/cce/suyi/successful-youth-and-family/early-education/

- Courageous Conversations: Beyond Diversity: Members of the committee, recognizing the historical and current impacts of racial inequity on learning outcomes for many members of the SUYI neighborhoods, attended a two-day long program in June offered by the Pacific Education Group in Courageous Conversations: Beyond Diversity focused on awareness and efforts for systemic racial equity transformation.
Findings

The region needs greater capacity in the overall system of early childhood development and learning, with specific supports for children ages of birth to three. During the immersion, the committee witnessed the need for strong early childhood support in the SUYI geography, and the need to invest in the capacity of families, providers, and schools.

This was supported by data from the 2013 Seattle Preschool for All Initiative conducted by BERK consulting:

- 71% of children in families with income of 400% or more of the federal poverty level (FPL) were enrolled in preschool compared to 54% of those in low-income families.
- Children living north of the Ship Canal (north Seattle residents are more affluent) were significantly more likely than those in Southeast Seattle to be enrolled - 72% vs. 48%, respectively.
- Children with foreign-born parents were significantly less likely to be enrolled than those with U.S. born parents - 43% vs. 66%, respectively. Differences by race/ethnicity were too small to be statistically significant.
- 32% of un-enrolled three and four year olds in the sample come from families with incomes below 200% of federal poverty level.*

The neighborhood has strong programs in place, but need increased capacity in early childhood development and learning. The committee was able to substantiate perceptions formed during the immersion regarding the general lack of services for early childhood education in the neighborhood. The committee noted a gap in formal services available for the birth to three year olds with services weighted more towards four-year-old programs.

Programs that exist in the neighborhood have had high interest and documented impact. Greg Imel, Bailey Gatzert Elementary’s outgoing principal, described significant success in transitions and readiness to kindergarten from their in-school preschool program. The co-located preschool has helped students and families feel connected to the elementary school. Space, however, remains an issue, and Seattle Public Schools has determined that even one more classroom in the school building will require displacing other classes or services.

Providers of childcare, preschool and K5 education all described children and their families grappling with the effects of poverty and institutionalized racism. Holistic early childhood education supports will be most effective by addressing hunger, access to healthcare, social-emotional supports for children and adults, access to safe and affordable housing, culturally affirming curriculum.

Programs and services provided to children with the highest needs described high staff turnover due to burnout and secondary trauma. Social and emotional supports are needed for providers and parents.

* Variation due to sampling, the actual percentage among all un-enrolled three and four year olds could range from 24% to 41% (95% confidence interval).

What the data suggests

<table>
<thead>
<tr>
<th>Kindergarten readiness a statewide challenge*</th>
<th>Kids Count recommended areas of focus:</th>
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<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>Undoing structural racism</td>
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<td>Washington State</td>
<td>Invest in policies that improve conditions for children, and their parents</td>
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*WaKIDS 2016-2017 data
Findings

Any early childhood services or interventions need to be culturally responsive. The neighborhoods surrounding Bailey Gatzert Elementary are historically diverse and culturally rich areas necessitating the inclusion of community perspectives in the development of all academic and enrichment supports and programming. Committee members singled out two inspirational models in the Seattle area: Families of Color and the Hoa Mai Vietnamese Language Preschool.

Families of Color supports parents of color to engage in their child’s education and community. By working to eliminate social isolation they create social capital and self-efficacy amongst parents. The Hoa Mai Preschool classrooms were linguistically stimulating, culturally reinforcing and financially accessible. The Seattle Preschool Program has made this classroom as well as the Bailey Gatzert classroom available to a financially diverse range of families.

Parents wish to be recognized as their children’s first teachers and want support to help their children develop readiness skills for kindergarten success, and childcare providers desire continuing education that meets their language and learning styles, assistance with credentialing requirements and to have opportunities to organize cooperatively to share resources and operate more effectively.

Parents and providers, in some instances, are overlapping populations. Both are equipped with assets beginning with a high value on education. Providers in the focus group described reading to children even if the children are not yet verbal. They also reported building vocabulary using pictures, pointing to words, and linking names to images. Other recommendations included the opportunity to teach their own cultural traditions, financial assistance to buy age-appropriate toys, and support from competent coaches or assessors who are knowledgeable, experienced and culturally competent.

Barriers experienced by parents included limited availability of program space, the application process for program entry, transportation, and parking, feeling unsafe crossing busy streets, conflicting program schedules, and the costs associated with early childhood education.

Providers reported a lack of monetary assets, political and social capital, the ability to navigate city and state systems for maintaining licensure, participating in continuous education and acquiring educational books and toys for their businesses. Finally, providers expressed feelings of isolation throughout the day and desired opportunities to interact with similar business owners.

A review of statewide and national outcome results (WaKIDS, Kids Count, and the Roadmap Project, focused on improving student achievement in South King County and South Seattle) was undertaken to try to identify data that indicates promising early childhood practices that might act as models for Seattle U and its neighborhood partners. Of particular interest were indicators of kindergarten readiness from Kids Count data, a factor of six assessment categories, which are considerably lower in areas similar to SUYI neighborhoods.

Analysis of the WaKIDS kindergarten readiness scores and demographics of the corresponding elementary schools allowed the committee to identify areas where measurable early childhood education impacts are occurring. Kindergarten readiness is determined through a whole-child assessment based upon the Teaching Strategies GOLD. Kindergarten teachers observe children during their everyday classroom activities. Assessments cover six domains of development, social-emotional, physical, cognitive, language, literacy, and mathematics.

A matrix was created to define “bright spots.” Factors included in the matrix were chosen to identify schools similar in demographics to Bailey Gatzert Elementary School with improved kindergarten readiness outcomes. Such factors include urban settings, financial hardship indicators, and English as a second language, as well as numbers of languages spoken.

State and local data show sustained gains from early childhood education for children of color and children from low socioeconomic background are rarely seen in 3rd grade reading scores, however, longitudinal studies demonstrate other benefits such as high school graduation rates, fewer grades repeated and lower rates of special education designations. (Campbell et al., 2014; Lynch, 2004; Rolnick & Grunewald, 2003).
Findings

The WaKIDS data analysis provided support to further evaluate local school systems showing progress in improving kindergarten readiness. South Shore PreK-8 School was originally identified to the committee through local suggestions and reports of success. The South Shore School data shows 84% of their incoming kindergarten students as kindergarten ready compared to our baseline and school of interest Bailey Gatzert which scores 27% as kindergarten ready. Slight differences within the population demographics originally hid South Shore from evaluation as the South Shore financial need indicator is lower than that of Bailey Gatzert, at 63 percent, however, South Shore presents a model for an integrated system approach and provides an opportunity to see the results of an intentional approach to considering the whole child.

The Road Map Project was also a source of data indicators. As a community-wide effort, their approach underscores that successful outcomes require a focus not only on the child but also the system that surrounds them. Their five areas of focus are illustrative of the range of opportunities available to Seattle University: needs related to 1) equitable funding, 2) cultural appropriateness, 3) family engagement, 4) access to opportunities and 5) civil rights. This mirrors the areas of focus also identified by Kids Count to significantly make progress in improving outcomes: 1) undoing structural racism and 2) investing in policies that improve conditions for children, and their parents.

Model systems offer examples of high-quality demonstration programs, effective strategies to provide programs for children and their caregivers between birth and four years of age, strategies in place to assist families financially, and examples of universities providing services to bridge gaps or link service providers.

The Kaleidoscope Play and Learn Model ‘help(s) families prepare their young children (birth to age 5) for success in school and life. This program, based on scientific evidence, reaches families in their neighborhoods and in their home languages at weekly, facilitated play groups.’ Discussion and further evaluation of the model provided evidence of a proven high-quality demonstration program designed to serve the needs of children between birth to five years of age as well as their caregivers.

The committee welcomed an opportunity to pilot a six-week Play and Learn session facilitated by community partner Chinese Information Services (CISC) at Kebero Court, a housing location at Yesler Terrace. Committee member and Seattle Housing Authority employee, Saadia Hamid, recruited families, and Seattle University College of Education graduate students evaluated the program logistics, as well as opportunities for potential supports and added services from Seattle University, including English language learning opportunities for adults from the College of Education and health services from the College of Nursing. A full report of possible linkages with Seattle University is included in the appendix. The program was well received by residents of Kebero Court, and funding was procured by CISC to continue the program for a full year. Participants indicated the low barrier (no cost, drop in, no registration, housing-based location) delivery model allowed for steady and growing participation.

A second model was identified at South Shore PreK8 School, a public Pre-K through 8 school in southeast Seattle, the result of an innovative public/private partnership between Seattle Public Schools and the New School Foundation (now League of Education voters.) South Shore’s program includes high-quality and integrated pre-kindergarten, which has shown a notable impact on subsequent student achievement for students who participate, especially in math scores in standardized testing, across language, socio-economic, and racial groups. (Full report of performance is included in the appendix.) The committee made a site visit on November 9, 2017, and left with a number of key observations. South Shore makes a commitment to consider the whole child in its programming and approach. One strategy they use for early success is an integrated K-1 transition that provides continuity for early learners. Of significant note, South Shore administrators clearly identify that the school is a social service agency and consider socio-emotional needs greater than academic needs. Their efforts seek to better understand how trauma impacts kids success in school and to focus on being proactive in providing needed services for therapeutic grief and loss and tools to engage/support students and families.

South Shore uses the RULER curriculum, developed by the Yale Center for Emotional Intelligence, to facilitate common language and socio-emotional strategies, with students, teachers, and staff as well as a cohesive approach to mindfulness and respect. Additionally, they recognize the need for wellness support for teachers and staff and as well as students and families. Private funding allowed the addition of a full-time clinician in 2016, to provide wraparound mental health services, with a focus on counseling, practicing and promoting mindfulness, and staff support for secondary trauma. A current focus in the school is a concerted effort to reduce the school-to-prison pipeline by implementing restorative justice practices.

Through relationship building a third model was identified at Concordia University in Portland, Oregon and their 3 to PhD program. This Missouri Synod Lutheran University is located in one of the lowest income areas of gentrified Portland. Interestingly what was initiated as an overt to buy the property adjacent to their campus that housed what was described as a dilapidated and poor performing school developed into a comprehensive partnership with the Portland Public Schools, Tillium Family Services, and Kaiser Permanente as well as former CEO of Pacific brand soups, Chuck Eggert. Concordia has about 5200 enrolled students, though about half are online. Their relationship with Faubion school started informally with arts programs and student service hours but led to a public-private business transaction between the University and Portland Public Schools including a $15.5 million campaign at the University and a $32 million public levy to replace the existing public school to house not only the PreK-8 Faubion school but also the entire Concordia College of Education within the school creating an environment of immersive learning, community service and innovation.

The school houses a program for infant care and a preschool, including a Montessori based Native American immersion program creating opportunities at an even earlier age for school familiarization. The Faubion approach is also to consider the whole child and includes home visits prior to the school year and provides gathering space at the school for families. The College of Education is fully embedded in the school.

Students in the college are immersed in real classrooms from their entry into the program, creating a practice that addresses the concern that the South Shore administration identified: the need to prepare educators for the realities of the urban, low-income populations they are to serve.

The University noted the text Conscious Discipline has influenced practices. Of particular note to the committee was the orientation of the counseling services provided on trauma-informed care, a confirmation for the committee as a best practice to include in the SUYI area.

**Recommendations**

Based on the themes emerging from the focus groups, data review, landscape survey and program pilot recommendations for future improvement include:

Parents and Childcare Providers: Central to the needs expressed by the parent focus groups was the request to train parents as their children’s first teachers. This included the provision of early childhood education, specifically language and mathematics. Parents desired access to resources to assist them in preparing their children for school, both through programs and through home involvement.

Results from the study also indicate that parents desire improvements to educational programming including a focus on social skills needed for Kindergarten, familiarity with rules similar to those seen in the formal educational system, and listening skills. Parents also emphasized the need for increased opportunities to teach their children swimming and self-defense, stressing extra-curricular activities as equally important for early childhood education as preparation for Kindergarten. It is also important to consider improvements to program coordination amongst neighborhood providers.

Parents expressed time constraints and difficulty in coordinating schedules for multiple children involved in different stages of the educational system. Additionally, they expressed a preference for all-day programs and programs which offer services Monday through Friday.

Finally, focus on safety concerns expressed by parents should be prioritized. Physical barriers, such as a lack of parking for the Neighborhood House Preschool program, were expressed as both inconvenient and dangerous when attempting to load multiple children at a young age into a vehicle. Further concern for safety was expressed in relation to crossing the street for early education programs present in neighboring buildings. Parents indicated an unwillingness to attend programs in neighboring buildings, such as the Yesler Community Center, due to the perceived danger of crossing major thoroughfares with multiple children.

The childcare providers were interested in support to organize as a professional group, like their experience during the round-table focus group, to stay current on childcare requirements. They also expressed that a collaborative system among childcare providers would empower them to express their expectations to their coaches.
Specific recommendations include:

1. Develop a full-time Early Learning Manager position within the Center for Community Engagement to develop and implement a dual-capacity building portfolio to increase kindergarten readiness by engaging young children, their parents, and providers.

2. Develop and maintain partnerships to provide Kaleidoscope Play and Learn programming in Yesler Terrace buildings and other multi-family housing buildings. Utilize resources within the SU Colleges of Education and Nursing to sandwich Play and Learn with additional services such as English language development for adults and health screenings.

3. Develop and maintain programming to support attachment between parents and young children. Follow recommendations on a parallel study, completed by College of Education graduate students, to provide Healthy Start programming in partnership with North Shore Youth and Family Services.

4. Advocate for and support the delivery of social/emotional support for preschool teachers, childcare providers and parents. Support the delivery of professional development for trauma-informed practice.

5. Support the development and maintenance of a professional learning community for in-home licensed childcare providers in the Yesler Terrace buildings. Utilize expertise within the SU College of Nursing to support the community.

6. Support the development and maintenance of a resource exchange (i.e. education technology tools, toys that support learning, and books) amongst in-home licensed childcare providers in the Yesler Terrace buildings.

7. Maintain the partnership with Jumpstart to ensure continued high-quality pre-literacy supports for children attending local preschool classrooms.

8. Explore and seek development of certificate programs within the SU College of Education to support early learning providers’ continuing education, especially focused on leadership development.

9. Maintain and further develop efforts to dismantle structural racism.

10. Ensure SU students and faculty play key roles in the implementation each of the above recommendations.
Funding Sources: In a scan of public funding the committee determined that public funding for early learning is often tied to specific proven practices. This is particularly true for county, state and federal funds. If the Center for Community Engagement were to plan to seek funding for a well-established and rigorously evaluated program model (such as home visiting), then public funding opportunities would be worth considering. Only occasionally are public dollars allocated for promising practices that have not been studied, but these are usually smaller pots of money. Private funders, including foundations and individual donors, are more likely to invest in emerging, community-based strategies of the type that the Yesler community and the committee has identified as most needed and relevant for children and families.

Partnerships: The study identified a number of key relationships that can inform, support and partner as the University continues to explore opportunities to improve early learning outcomes. Many of these are already engaged closely with the Center for Community Engagement, such as Child Care Resources, City of Seattle Department of Early Learning, Seattle Public Schools, Childhaven, Denise Louie, Chinese Information Services, Wellspring, the Seattle Colleges, and others have expressed enthusiasm in exploring expanded partnerships to facilitate improved early learning outcomes.

Next Steps for Success: With the completion of the planning study the work falls to the Center for Community Engagement to identify and secure the right individual to lead the next phase of the process, as well as securing funds to support the necessary work and continuing to ensure alignment among community partners moving the process forward. The Center’s next strategic plan process begins in 2018, and will thoughtfully consider the recommendations of the committee.
Committee Members

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Thank You

Bailey Gatzert Elementary School
Bainum Family Foundation
Childhaven
Child Care Resources
Chinese Information Services Center
City of Seattle- Department of Education and Early Learning
Concordia University, Faubion School and 3 to PhD
Dovetailing, Garrison Kurtz and Bea Kelleigh
Families of Color Seattle
Hoa Mai Preschool
Thrive
Susan Sandall, Expert Reviewer
South Shore PreK8
Wellspring
Yesler Home Day Care Providers: Nimo Ali and Kadro Farah
University of Washington, College of Education

References


Appendix

https://www.seattletu.edu/cce/suvi/successful-youth-and-family/early-education/

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