



# The Voter

A Publication of the League of Women Voters of Seattle-King County

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## Let's Talk Preschool

by Joanna Cullen, Education Committee Chair

What if everyone agreed with the research that indicates children attending high-quality preschools are better prepared to succeed in kindergarten compared to those who do not, that these programs lead to higher rates of high school and college graduation, lead to lower risk of criminal behavior, and that the above all hold true across the entire economic spectrum? Given the enormous potential child development and societal payoff, how will we define and deliver these high quality experiences?

As economic disparities in our society are acknowledged, concern for ensuring a good start in life for the youngest children is appearing more often in the news. Earlier this spring, New York Governor Andrew Cuomo and New York City Mayor Bill de Blasio made the news regarding whose plan was the best for expanding pre-kindergarten education in New York. In his State of the Union address, President Obama called on Congress to expand access to a continuum of high-quality learning experiences from birth to age five. Washington state-funded preschool for low-income children is slated to become a statutory entitlement in the 2018-19 school year, while former Governor Christine Gregoire put a high priority on establishing the Washington State Department of Early Learning. Locally, in November, Seattle voters will decide on two ballot measures that address different aspects of early learning.

Early learning programs are often described as closing the opportunity gap or eliminating the

kindergarten gap. However, there can be tension between advocates for universal pre-kindergarten and advocates for targeted programs such as Head Start. Universal models include free or partially-subsidized, delivered in public settings by public certified employees resembling kindergarten options in public school, or through tax credits and vouchers that pay full or partial tuition. Advocates for universal programs feel that targeted programs fail to reach large numbers of their specified populations, that income levels are arbitrary and can leave behind many working poor and middle class families in need, or feel that such programs tend to contribute to the economic segregation of our society. Advocates of targeted programs like Head Start may feel that the resources should serve the neediest children, worrying that expansion will draw resources that may include preschool as well as dental, medical and other services, away from the families in greatest need. Others worry that the focus on pre-k will place too much emphasis on just academic development, increasing testing but not leaving room for playtime and solid emotional growth also necessary for children's development.

As you can see, there is much to discuss, so please plan to attend our Early Learning forum this month!

### Early Learning Forum

**Thursday, Sept. 4 at 7:00 p.m.**

Seattle First Baptist Church

*Note earlier start time for the forum!*

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## Connecting with the Leadership

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It has been an exciting summer here at League! First, our decision to recommend a “no” vote on Seattle Proposition 1, the Metropolitan Park District, sparked controversy between the groups both promoting and contesting the proposal. At the time I write this, the votes are still being tallied.

**Gun Safety:** After declaring support for state Initiative 594, which would impose background checks on private gun sales, the League office was targeted (literally): a bullet-ridden target was left at the front door of the building over the July 4 weekend. Our press release was picked up by several news outlets, prompting sympathy and outrage from some and accusations from others that we planted the target ourselves, also suggesting that whoever who left the target was a terrible shot. Jokes aside, however, in our subsequent press release we affirmed our commitment to leading a civil dialogue on gun safety measures.

**Toast to the Candidates:** We hosted a very enjoyable first annual “Toast to the Candidates” on July 16, the day the primary ballots were mailed to voters. We honored our Master of Ceremonies, Lloyd Hara, with a Lifetime Achievement in Public Service and Good Government award. Some highlights of his political career include: King County Auditor, Seattle Port Commissioner, Seattle City Treasurer, and currently is serving as King County Assessor. In addition, Mr. Hara was the Regional Director for FEMA, an adjunct professor at Seattle University, founder of the Asian Pacific American Municipal Officials, the Seattle International District Rotary, the North Seattle Community College Foundation and other community based organizations. He is also a past president of the Japanese American Citizens League, Seattle Chapter. Mr. Hara has served on the board of the Puget Sound Blood Center, the American Red Cross, the Boy Scouts, the Seattle Library Foundation and other

local organizations. Wow! He was very pleased with our recognition of his contributions to our community and I think I even saw tears in his eyes.

We also honored Senator Joe Fain of the 47th District, and Representative Gerry Pollet of Seattle and North King County with our “Sunshine Award” for their efforts to pass the “Open Government Training Act” (ESB5964). League lobbied hard for passage of this bill because it provides training to public officials to respond appropriately to public disclosure requests. The League believes that this is the most important piece of legislation that passed this last session. Attorney General Bob Ferguson said, “This new law will enhance government transparency and ensure that public officials know and understand our state’s public disclosure laws, which were approved overwhelmingly by voters.”

As I write this column, I do not know the final amount raised at the Toast, but can assure you that we all enjoyed ourselves, especially the audience participation event. “The Election Games”, as they were dubbed, had us all challenged to respond to trivia questions about Washington’s history and government, such as who was our first governor (Isaac Stevens) and how many counties are in the state (39). We received a lot of positive feedback from attendees. Thanks to all of you who were able to attend and made contributions; we intend to do this again next spring. THANK YOU!

**Waterfront Committee:** We have formed an ad hoc Waterfront Committee to deal with issues pertaining to this important public process. If you are interested in being involved, please contact Nancy Bagley.

**New Units:** The Mercer Island unit has revived, and their first meeting is listed in this issue of the Voter. Also, starting this month, the Forum

# September/October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 <b>Labor Day Holiday</b>	2	3	4 Forum: Early Education 7 p.m.	5	6 Board Meeting 9 a.m.
7	8 Int'l Relations Comm. 12:45 p.m. <i>The Voter Deadline</i>	9	10	11 Education Comm. 10:00 a.m.	12	13
14	15	16 Transportation Comm. 10 a.m.	17	18	19	20
21	22	23	24	25 Education Comm. 10 a.m.	26	27 Board Meeting 9 a.m.
28	29	30	October 1	2 Forum: Ballot Measures 7 p.m.	3	4 Action Workshop in Bremerton 9:30 a.m. - 2:30 p.m.
5	6 Int'l Relations Comm. 12:45 p.m. <i>The Voter Deadline</i>	7	8	9	10	11

*units meet during shaded period*

## SEPTEMBER

Forum:  
Early Childhood Education  
Thursday, September 4  
7:00 p.m.

Board Meeting  
Saturday, September 6  
9:00 a.m.  
League Office

Econ. and Tax. Committee  
Saturday, September 6  
9:30 a.m.  
909 E. Newton #D-9, Seattle

*The Voter Deadline*  
Monday, September 8

Education Committee  
Thursday, September 11  
10:00 a.m.  
League Office

Transportation Committee  
Tuesday, September 16  
10:00 a.m.  
League Office

Climate Change Committee  
Thursday, September 18  
10:00 a.m.  
League Office

Education Committee  
Thursday, September 25  
10:00 a.m.  
League Office

Board Meeting  
Saturday, September 27  
9:00 a.m.  
League Office

*(this is the October Mtg.)*

## OCTOBER

Forum: Ballot Measures  
Thursday, October 2  
7:00 p.m.

Action Workshop  
Saturday, October 4  
9:30 a.m. to 2:30 p.m.  
Kitsap Conference Center  
Bremerton

## Forum Schedule

**Sept 4** - Early Childhood Education

**Oct 2** - Ballot Measures

**Nov 6** - Campaign Finance

**Dec** - No Forum

**Jan 8** - Program Planning

**Feb 5** - Hospital Mergers

**Mar 5** - Human Trafficking

**Apr 2** - Reauthorization of the Columbia  
River Treaty

The League of Women Voters of Seattle-King County (LWVS-KC) presents a public forum most months between September and May, generally on the first Thursday of the month at 7:00 p.m. Most forums are held at the Seattle First Baptist Church, but occasionally they are scheduled at other locations and times. The tentative schedule of forums for 2014-15 appears at left; check *The Voter* each month or the LWVS-KC website, [seattlelwv.org](http://seattlelwv.org), for up-to-date information.

*Note new 7:00 p.m. start time for the forums - we are starting a half hour earlier than previously.*

Joan Lawson and Joanna Cullen are co-chairing the Program portfolio this year. We invite you to look at the forum list and contact us if you would like to be involved helping put together one or more forums. We also welcome suggestions for involving units and increasing forum turnout.

There will be a table and chairs set up at 6:30 p.m. if anyone would like to bring their dinner and eat with fellow Leaguers before the forum.

## Board Briefs by Amanda Clark, Secretary

*The League of Women Voters of Seattle-King County Boards met on August 2 for a combined board meeting and annual retreat. This is a summary of their work.*

The Board welcomed Kim Abel, President of Washington League of Women Voters and Barbara Seitle of the Whidbey Island League. Barbara trains local Leagues in Membership-Development-Leadership (MDL), and did some excellent training for Seattle League!

Barbara emphasized teamwork—and one of the most important ways to begin is to show up! It's important to know Board policies and positions, and new members need to be clued in to League terminology, which can be confusing. But organization is also key; it's important to keep a detailed League calendar of upcoming meetings and events, along with deadlines for tasks leading up to those events.

The group spent time discussing who can speak for League, and how and when. In general, only the President and Vice-President or others with

prior permission, can represent that they are speaking for League, and it's important to keep statements focused on League positions. Individuals may always, of course, speak for themselves.

**Action Update:** Janet Winans, Action Committee Chair, praised Joanna Cullen for her excellent work on transportation issues. Joanna has worked with King County Councilmember Rod Dembowski and Seattle City Councilmember Tom Rasmussen on clarifying language for ballot issues. Not only does this work help make ballot language clearer and less ambiguous, but it reinforces the League's standing as a force in nonpartisan political processes.

Many important issues will be on the ballot in November. In Seattle, two Pre-K education

*Continued on next page*

*Board Briefs continued:*

proposals, a monorail proposal, restoring cuts to bus routes, and a minimum wage proposal. Statewide, there are two competing gun proposals, a smaller class size proposal, and two advisory ballot measures. The Board's work is cut out developing ballot summaries of these issues and holding forums.

**Program Update:** The Forums for the upcoming year are set, as noted in the Voter. The Board approved changing the Forum time to begin at 7:00 and end at 8:30. We are also looking for a new location that is more accessible, so stay tuned.

Another topic centered on how best for us to respond to responses to our positions. This was based on some of the negative pushback to the position on the Metropolitan Park District ballot measure, as well as how some other groups appropriated the League's position for their own use. It's not possible to prevent uses we don't approve of, but we need to be able to anticipate various responses and be prepared to respond ourselves. This remains an ongoing discussion.

In other business, the Board was pleased with the fundraising breakfast, and is planning another one for next year.

*Connecting with Leadership continued:*

will begin at 7:00 instead of 7:30, so we plan to start a League Drinks unit which will meet immediately after our monthly forums. The location will be determined shortly – stay tuned!

**More Fundraising:** Speaking of, we are working on another fundraising event for November. We will need another successful event to stay on track to meet our fundraising goals this year. It is likely that this event will be a "Hot Topic" luncheon and will take place at Town Hall as those have been very popular. You will hear more about this event soon.



Ellen Barton  
(assisted by Julie Anne Kempf)

## Diversity Policy

The League of Women Voters of Seattle-King County (LWVS-KC), in both its values and practices, affirms its beliefs and commitment to diversity and pluralism, which means there shall be no barriers to participation in any activity of the League on the basis of gender, race, creed, age, sexual orientation, national origin or disability.

LWVS-KC recognizes that diverse perspectives are important and necessary for responsible and representative decision-making. LWVS-KC subscribes to the belief that diversity and pluralism are fundamental to the values it upholds and that this inclusiveness enhances the organization's ability to respond more effectively to changing conditions and needs.

LWVS-KC affirms its commitment to reflecting the diversity of Americans in its membership, board, staff and programs.

# Committees

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## Climate Change Committee

DATE: Thursday, September 18

TIME: 10:00 a.m.

PLACE: League Office

Raelene Gold and Judy Bevington invite you to the first meeting of the new Climate Change Committee. Cutting carbon is essential to curbing climate change. How can we make a meaningful contribution to this effort? Bring your ideas and energy as we begin exploring the topic and options for change.

## Economics and Taxation Committee

DATE: Saturday, September 6

TIME: 9:30 a.m.

PLACE: 909 E. Newton #D-9, Seattle

Anyone interested in attending please call Jeanette Johnson, 206-724-3392.

## Education Committee

DATE: Thursday, September 11  
and September 25

TIME: 10:00 a.m.

PLACE: League Office

There will be two meetings this month. The first will be to discuss recommendations to the Board regarding the two Pre-K ballot measures; the second will be to set goals and meeting ideas for the coming year.

## International Relations Committee

DATE: Monday, September 8

TIME: 12:45 – 2:45 p.m.

PLACE: League Office

## Transportation Committee

DATE: Tuesday, September 16

TIME: 10:00 a.m. – 12:00 p.m.

PLACE: League Office

We encourage participation in our committees by all interested members. It's a great opportunity to meet and talk to community leaders, stakeholder organizations, and experts where you can have direct input on local issues that affect you.

Don't see a committee that covers your issue? Call the office and let us know. Sometimes people are working more informally without regularly scheduled meetings. If so, we may be able to help connect you with them or help you start your own.

Committee chair contact info is on the inside back cover.

### **Mission Statement**

The League of Women Voters of Seattle-King County, a nonpartisan political organization, encourages informed and active participation in government, works to increase understanding of major public policy issues and influences public policy through education and advocacy.

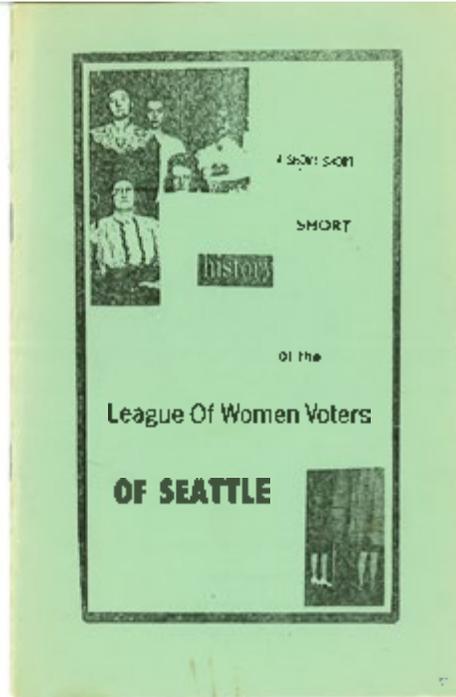
# King County Connects — Announcements

Member Eleanor Fordyce has given the office a 50th Anniversary League of Women Voters of the United States booklet. It includes Washington State women's suffrage activity since 1920, and also the September 1920 first annual convention of the League of Women Voters of Washington, which was held in Seattle in the YWCA auditorium. Some humorous excerpts:

1928 The Seattle League has 13 members, "possibly paid and possibly not."

1935 "During the past four years we have had problems--such as the time and place of meeting -- Wednesday, the meeting day was church day, and Thursday maid's day."

1936 Only one social function is held to raise money this year. Because of lack of member interest in social affairs, it is voted to increase dues instead to cover expenses. "As for finances, we are not in debt - neither have we a balance."



While at National Convention, Janet Winans picked up several copies of "*The State of Women's Representation*", a booklet detailing the women currently serving in Congress. It's a fascinating, yet sobering, look at how few women are in office in relationship to the percentage of the overall population.

If you'd like to read it, we have a few copies at the office available for checkout; call or drop by.

## Volunteers Wanted!

National Voter Registration Day is Tuesday, September 23. We are planning to send teams out to several sites around Seattle and King County, but we need you!

Please let us know if you are available to help out on that date - call the office or email to [voterservice@seattlelwv.org](mailto:voterservice@seattlelwv.org).

Training is available for new members and those wanting a refresher!

## Updates from our State and National Leagues

*All members of the LWV of Seattle-King County are also automatically members of the LWV of Washington and the LWV of the United States. Their work focuses on issues of state and national concern, respectively. Be sure to sign up for weekly email newsletters and/or visit the websites: [www.lwvwa.org](http://www.lwvwa.org) and [www.lwv.org](http://www.lwv.org) for the latest information.*

### Olympia and Our Washington

The action workshops are coming! Get ready to advocate for the issues you care about. Brush up on your advocacy skills and learn about LWVWA's 2015 legislative priorities by attending an Action Workshop this Fall. Workshops will be held in Bremerton on October 4, Spokane on October 11, and Everett on November 1. Get more information - including exact locations, maps, and online registration - at [www.lwvwa.org](http://www.lwvwa.org). Call the state League office at 206-622-8961 for assistance.

The Vote411 team has been hard at work through the primaries, and now that primary results are certified, they're gearing up for the general election in November! While that happens, Vote411.org will not show candidates. But you don't have long to wait, because Vote411.org will be back and ready to inform on Monday, September 8, so that you have plenty of time to do your research before ballots are due in November.

### National News

LWVUS is continuing to lobby for voter protection laws and assisting state leagues around the country with their efforts to defeat or reverse voter ID and other voter suppression laws.

H.R. 3899, the Voting Rights Amendment Act (VRAA) needs your support. Please contact your representative and ask them to act now to pass the VRAA. You can use the prepared message on the [lwv.org](http://lwv.org) website or email/call directly. Need contact info for your rep? Call our office at 206-329-4848 for assistance.

LWVUS is recruiting members to serve on two of the three committees that are part of the Structures of Democracy program that was adopted at convention; the Money in Politics Education committee and the U.S. Constitution Study committee. Applications are due September 11 and 18 respectively and must be completed online. Links: <http://www.surveygizmo.com/s3/1754009/Money-in-Politics-Education-Committee-Application> and <http://www.surveygizmo.com/s3/1769812/Constitution-Study-Application>.

The third committee is the Redistricting Task Force and our own Linnea Hirst has been selected to serve on the task force.



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## Action

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The Boards of the Leagues of Women Voters of Seattle-King County and Washington are reviewing the many measures on the ballot this fall. At present, positions have been taken on only two of the state measures, see below. Check the October edition of *The Voter* for the status of the remaining measures. Members are encouraged to submit information about items on the ballot that they believe the LWVS-KC board should consider. Please email your suggestions to [info@seattlelwv.org](mailto:info@seattlelwv.org).

<b>Oppose</b>	I-591	Would roll back the background checks currently in place in Washington State to those that are federally mandated. No additional checks could be required by any state or local government entity.
<b>Support</b>	I-594	Closes the loophole in Washington law that makes it easy to evade a background check. Applies the same background check used for decades at gun stores to all gun sales, including those sold by unlicensed sellers through the Internet and at gun shows. Research demonstrates that background checks reduce gun violence and deaths - especially among law enforcement and women.

There is extensive information about gun safety and these measures available on the LWVWA website. Go to [www.lwvwa.org](http://www.lwvwa.org), scroll down the page and click on the gun safety toolkit.

League also follows a variety of issues that come before the county and municipal councils throughout the year. Your help with this is always welcome. If you see an issue that you think League would be a good advocate for or are interested in following an issue on behalf of League, please contact Action Co-Chairs Janet Winans and Pat Griffith. Their contact information is on the inside back cover.

All members are reminded that only the president (or persons expressly pre-authorized by the president) may speak on behalf of the League. Please don't let that stop you from expressing your opinion on the issues, however! Just say "I support/oppose..." rather than "The League supports/opposes..." when speaking at hearings, to elected officials, or in similar situations.

When sharing the League's position on ballot measures with family and friends (and we definitely hope you will!) use the language and arguments that we publish in *The Voter*, on the website, and/or in the emails we send. Encourage them to read our materials and visit our websites.

Thank you for being informed and active participants in government!

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# Voter Service

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## 2014 General Election Important Dates

### Monday, October 6

- Last day via mail and online to register to vote
- Last day to update/change address for current Washington registrations

### Wednesday, October 15

- Ballots mailed

### Monday, October 27

- Last day for in-person registration (new to Washington only)

### Tuesday, November 4

- **General Election** - ballots must be *postmarked* or placed in an elections drop box on or before this date

## 2014 General Election Ballot Measures - Preliminary List (Detailed Information Coming In The October Voter)

### Statewide

- Initiative 591 – Prohibits gun purchase background checks until a federal standard is enacted
  - Initiative 594 – Requires background checks for all gun sales
  - Initiative 1351 – Calls for reduced class size for grades K-12
  - Advisory Vote 8\* – Marijuana excise tax
  - Advisory Vote 9\* – Tax on tribal property
- \*Votes will not enact legislation; are advisory only, and are mandated by a previous initiative requiring all state tax increases (including the renewal of taxes that are expiring) to be voted on.

### Seattle

- Early Childhood Education – Two measures:
  - Proposition 1A (Initiative 107)
  - Proposition 1B (City Council Bill 118114)
- Seattle Transportation Benefit District (proposed new tax for funding King County Metro for buses that run within the city)
- Proposition 2 - City Transportation Authority (proposed new tax for funding a West Seattle to Ballard Monorail line)

In addition, the cities of Bothell, Carnation, Kent, and North Bend each have a measure on the general election ballot as do the Highline School District and the East Pierce Fire and Rescue District.

Information about candidates and the issues will be available on the League's [Vote411.org](http://Vote411.org) website starting September 8.

## Getting Connected Membership News

### WELCOME TO NEW MEMBERS:

**Heidi Miller**, who lives in a homeless shelter in Seattle, is concerned with how few shelters there are and wishes to do something to help. Heidi didn't graduate from high school, but was able to take some college classes on American government as an adult, which led her to believe she needed to become a more active advocate for herself and her family. She says she "thirsts for more knowledge of American government." In joining the League of Women Voters, she hopes to further her education and effectiveness.

**Judy Deiro**, Ph.D., has been a full-time faculty member at Western Washington University since 1997. In her 40+ year career she has worked as a teacher, counselor and education consultant. Some positions she has held include vocational rehabilitation counselor, state women's prison counselor, chemical dependency counselor and post-secondary teacher and counselor. As a consultant, she has given numerous presentations both nationwide and internationally on healthy teaching and parenting strategies for the prevention of high risk behaviors.

Judy's passion is facilitating healthy understanding and collaboration between human services and education in order to promote student success.

Judy is a recipient of the Washington State Chemical Dependency Educator of the Year Award, the Washington State Exemplary Women in Community College Award, and the Whatcom Community College Full-time Faculty Excellence Award. She also has written two books and appears in Marquis's Who's Who in America.

*Editor's Note: In last month's Voter, Ingrid Berg was incorrectly listed in the 50-year Member section instead of the New Member section. Although perhaps Ingrid will not be happy with the correction as 50-year members receive free membership after reaching that milestone, the Editor regrets the error.*

### *In Memoriam*

#### **Marilyn Bierman**

Marilyn Joan Bierman, 83, passed away on Wednesday, August 6. She was a pioneer in women's rights and volunteered extensively in the Seattle political and Jewish communities. Serving as Seattle League President in 1991-93, she also served on the Board, and various committees over the years. In addition, she was a substitute teacher for many years in the Seattle Public Schools.

She is survived by her sister, daughter, son, and three grandchildren.

#### **Joyce Jacqueline (Fowler) Tuggle**

"Whatever we were to each other, that we are still. How we shall laugh at the trouble of parting when we meet again."

Joyce Jacqueline Tuggle, 80, passed away in Redmond on June 22. Joyce was born on January 24, 1934 at Swedish Hospital in Seattle. She graduated from the UW in 1956 with a degree in Far Eastern Studies and soon after married James Tuggle.

Joyce devoted herself to raising a family, moving many times to support her husband's career. The travel bug hit Joyce later in life and she enjoyed numerous trips as well as being an avid art collector.

She was also very involved in civic activities and dedicated to various organizations such as political campaign committees, The League of Women Voters, weaving guilds, child advocacy groups (CASA), docent functions with the Bellevue Art Museum, MOHAI, and the Portland Zoo. In addition, she co-authored an Oregon guide book titled, "Now Where?"

Joyce is survived by her husband, 3 children and 7 grandchildren. Her sly sense of humor, compassion, and boundless capacity for love and friendship will be greatly missed.

### **Helen Jane Matekel**

Helen passed away on August 1 at the age of 79. She was a farm girl turned city planner who started life on a remote farm without electricity, becoming a successful and engaged member of Seattle's progressive political community.

Helen was born in the Upper Peninsula of Michigan, and became the first student from her high school to go on to the University of Michigan. Following college she married and moved to Seattle.

While raising three children she became active in the Highline League of Women Voters. Moving to Seattle after her divorce, she became involved in a number of political campaigns, also working at several small social and environmental non-profits, Pacific Medical Center, and as a planner in King County's Solid Waste division. Following her retirement in 2001, she volunteered at the Seattle Animal Shelter and was appointed to its Board by the Mayor and City Council.

She is survived by her sister, three children, three grandchildren, and her cat Jetta.

A memorial will be held at University Unitarian Church of Seattle at 4:30 pm on Monday, September 22.

### **Mary Ellen McCaffree**

Mary Ellen died at her home in Snohomish on June 24 at the age of 96. She is survived by her husband of 73 years, five children, 16 grandchildren and 21 great grandchildren. She was a devoted mother and wife and with five children there was always plenty to do. One League member tells the story of her color-coding her children's clothes to make handling laundry more efficient!

In the mid-1950's, Mary Ellen became active in the League of Women Voters, served as President of the Seattle League and was a prime mover in League redistricting initiatives. In 1962, she was elected to a seat in the House of Representatives from the 32nd District which she represented for the following eight years. Her major legislative interests and efforts were for major tax reforms and these led to her appointment as the first woman director of the State Department of Revenue.

A stalwart advocate of education, her legislative

achievements included assisting in the establishment of the state's community college system and of Evergreen State College. As sponsor of the constitutional amendment for voting rights for 18-year-olds she worked with college students across the state. She was an advocate of open space, pollution control and shoreline management, and served on the initial boards that wrote the first set of regulations in these areas. She completed her political career with three years as King County Budget Director and in Washington D.C., as the administrative assistant, chief of staff of U. S. Senator Slade Gorton, 1981-83.

Upon her return from Washington, D.C., Mary Ellen helped in her local community, in the Hansville Community Center, on the Water District Board of Commissioners, and with a major focus on open space policies and of the private land trust movement as founder, treasurer and board member of the Great Peninsula Conservancy.

In recent years she devoted her time to writing both a joint autobiography with her husband and the story of her decade in the Washington legislature. *Politics of the Possible*, written with Anne McNamee Corbett, and published when she was 92, to demonstrate to her grandchildren and their generation that "public service is a commendable activity."

### **Margaret "Peg" Williams**

Born Margaret Staudenmaier on November 8, 1919 in Rochester NY, Peg passed away at home on June 6, 2014.

Peg graduated from Wellesley College and earned her Masters degree in Social Work at Pitt, where she met Raymond Williams. They married and moved to Seattle in the 1950's. She raised 3 boys and was active in school and civic life. She loved to travel and was active in the League of Women Voters for many years serving on committees and as unit leader. She was also active in FOR and supported many social causes. Peg loved to garden and expressed her creativity through watercolors and pottery.

She is survived by 3 sons and 5 grandchildren.

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# Features

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## **WATERFRONT UPDATE**

by Nancy and Charles Bagley

Seattle/King County League has created an ad hoc Waterfront Committee to monitor Seattle's Waterfront Program. Members attended the July 21 City Council meeting of the Central Waterfront, Seawall, and Alaskan Way Viaduct Replacement Program Committee, where progress was reviewed on the Viaduct, and listened to plans for a successor committee to the old Central Waterfront Committee. In August we toured the public piers: Pier 57 (Waterfront Park), Piers 59-60 (the Aquarium), and Piers 61-62.

**VIADUCT REPLACEMENT:** Bertha, the giant drill, still sits in its hole, unmoved. The contractor is drilling and concreting overlapping vertical columns ahead of Bertha to create a deep pit that will resist groundwater pressure, which is much higher at the drill's depth of nearly 100 feet. The project is another month behind schedule owing to the discovery that the specially-hardened drill to be used will not cut the concrete correctly, so a giant chisel is being dropped repeatedly by a crane instead.

Preparations for Bertha's eventual exit at the north end of the tunnel (the "North Portal") continues in a large area north of Mercer Street, and just west of Aurora Avenue North, at the current eastern part of Broad Street, which will eventually cease to exist. This construction often narrows eastbound Mercer Street to one lane, creating backups all the way to Queen Anne Avenue.

**SEATTLE'S CENTRAL WATERFRONT CITIZEN ADVISORY COMMITTEE:** The original citizen advisory committee, on which our own late Jan O'Connor served, will be replaced by a smaller "Steering Committee" appointed by the Mayor and Council. The work of the Design Oversight Subcommittee will henceforth be carried out by the Seattle Design Commission.

**VIEW BLOCKAGE OF WATERFRONT PARK:** League President Ellen Barton wrote the City Council on July 10 asking the City Council's Committee on the Central Waterfront to address concerns about the potential view blockage posed by the Aquarium's proposed expansion to the south. This was not on the agenda, but during the public comment period, Nancy Bagley presented League's points: that League believes that preservation of views from public parks is particularly important, and that the City's own SEPA rules state it is City policy to protect significant natural public views from public spaces, specifically including Waterfront Park. The Aquarium occupies Pier 59 and a small part of the water space of Pier 60. The League's alternate proposal is to have the Aquarium expand into the large water area that lies north of Pier 59 and west of the existing Pier 60 Aquarium buildings, rather than the currently-proposed southward expansion. Expansion north and west would not block from Waterfront Park views.

Members who would like more information about waterfront planning issues and would like to help are encouraged to leave a message at the League office for our Waterfront Committee.

BOOK REVIEW by Vicky Downs

## HOW CHILDREN SUCCEED: GRIT, CURIOSITY AND THE HIDDEN POWER OF CHARACTER By Paul Tough

Paul Tough disagrees with those who say disadvantaged school children mostly need help developing larger vocabularies, a basic understanding of numbers and cognitive skills in general. Rather, he argues, they need to develop “grit, conscientiousness, curiosity and optimism.” All children, he writes, need to develop character.

How does one do this? Tough interviewed students, teachers and administrators in both successful and failing schools. He also interviewed psychologists, neuroscientists and economists, and examined the latest research on character education to find out what actually works, learning that children at both ends of the economic spectrum were losing out on important experiences.

Children need to learn from failures, but affluent parents too often insulate their children from adversity, from “baby-proof” nurseries or pushing teachers to give their child extra time to work on a paper, to helping finance such things as cell phones or cars. Meanwhile, poor children face unending challenges from inadequate nutrition to abusive parents and “dysfunctional schools and neighborhoods,” with little support to help them turn these obstacles into character-developing successes.

A nurturing connection to parents in the early years is crucial. This is often lacking in poor children’s homes, but both rich and poor teenagers suffer if there are “low levels of maternal attachment, high levels of parental criticism and minimal after-school adult supervision.”

A highlight for me was reading about Kewauna Lerma, a Chicago teen. In spite of growing up with an erratic single mother, “Kewauna seemed

able to ignore the day-to-day indignities of life in poverty...and instead stayed focused on her version of a more successful future.” Kewauna says, “I always wanted to be one of those business ladies walking downtown with my briefcase, everybody saying “Hi, Miss Lerma!””

It is fascinating to see how children like Kewauna develop grit, whereas so many poor children don’t. It seems that home life is key. “The part of the brain most affected by early stress is the pre-frontal cortex, which is critical in self-regulatory activities of all kinds, both emotional and cognitive.” And, “Children growing up in extremely stressful environments...generally find it harder to concentrate, harder to sit still, harder to rebound from disappointment and harder to follow directions.” All of this, not surprisingly, has a profound impact on school performance.

This is not a how-to book for parents, but more of a guide to understanding the enormous psychological effects of income inequality, which are mostly borne by children. Fewer students are receiving the combination of support and autonomy that leads to learning from the obstacles that are an inevitable and often necessary part of life.

I found this a stimulating read, and now understand why I should not let my adorable granddaughter win every game of Go Fish, and why I should think carefully how best to help my oldest grandchild pay for college. I also understand why it is imperative to support the youngest, most vulnerable children in my state in any way I can!

*The opinions in this review are personal and do not represent those of the LWV.*

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# September Program

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## Early Childhood Education



**League of Women Voters of Seattle-King County  
Early Childhood Committee:**

Joanna Cullen, Chair

Nancy Bagley, Kay Beck, Karin Engstrom, Pat Griffith, and Zara Kublin





The material in this edition and the forum on September 4\* are intended to contribute to a foundation of knowledge on Pre-K education that will be useful for thoughtful ongoing conversations on local, state and national initiatives, especially as they relate to Washington State, King County and our local school districts and municipalities. Two issues related to Pre-K education on the Seattle ballot in November and President Obama’s call to Congress to expand access to high-quality preschool to every child in America are just two examples of actions that will insert Early Learning into public discourse.

The Policy Brief: Closing the Kindergarten Gap (reprinted on the following pages) states that “[m]any organizations are working to promote learning readiness in King County, but questions of scalability, capacity, integration, governance, and sustainability need to be answered for the region.”<sup>1</sup>

The Early Learning Technical Workgroup, established by the state legislature in 2010, published its final report<sup>2</sup> in November 2011. The introduction, executive summary, and section on “next steps” are reprinted on pages 24-29.

2014 Kids Count data reported that Washington ranks in the middle for overall child well-being by state<sup>3</sup> and the Washington State Department of Early Learning announced that state-funded preschool for low-income children in Washington is slated to become a statutory entitlement in school year 2018-19, and the Legislature and Governor have made steady progress in increasing enrollment.<sup>4</sup>

“In King County, on average, children and youth perform better in school and have higher graduation rates than the average statewide. However, these findings mask large differences within King County by income, race, and place.”<sup>5</sup>

*\*League forums are generally taped for rebroadcast and internet viewing. Check with the League office to find out if it is available for this event.*



# King County

Executive Dow Constantine

2014 STATE OF THE  
COUNTY  
Building a Shared and  
Sustainable Prosperity

## Policy Brief: Closing the Kindergarten Gap

**A**cross the country - from the White House to right here in King County - people are recognizing that too many of our children are not prepared to be successful in kindergarten. In Washington State, the United Way estimates 50 percent of the children entering kindergarten are not “ready to learn” and are starting school as much as two years behind in language and learning skills. This initial ‘kindergarten preparedness gap’ foreshadows gaps in third grade reading, fourth grade math, high school drop-out rates, and college preparedness – with only 30 percent of Washington high school graduates ready for college-level science and only 45 percent ready for college-level math. Research in developmental brain science is highlighting birth to age five as a critical period for children to gain foundational skills that set them up for long term success. Indeed, a growing body of evidence points to the predictive value and critical role that the period from birth to age five plays in an individual’s lifetime educational and economic success.

Worse yet, disparities by income, race, and place in the kindergarten preparedness gap greatly contribute to broader inequities faced by low-income families and communities of color. In King County, on average, children and youth perform better in school and have higher graduation rates than the average statewide. However, these findings mask large differences within King County by income, race, and place. Children from many communities of color have higher high school drop-out rates than white and Asian students and perform lower on standardized tests during elementary school. Third grade reading proficiency, a key predictor of educational success, varies greatly by race and ethnicity in King County as does fourth grade math proficiency. On average, 79.4 percent of King County youth graduate from high school on-time, but on-time graduation varies widely by race and ethnicity: 55 percent for Native American/Alaskan Native, 64.9 percent for African-American, 63.0 percent for Hispanic/Latino, 84.3 percent for Asian, and 84.9 percent for white students. These statistics correspond to many other inequities in opportunity in King County. To learn more, you can [view our infographic](#) and read King County’s annual [Equity and Social Justice Report](#).

The achievement gap in educational outcomes for our kids has implications for our region's long-term economic competitiveness. By 2018, economists forecast that 67 percent of the jobs in Washington State will require a college degree or a career credential and that Washington State will see a 24 percent increase in Science/Technology/Engineering/Math (STEM)-related jobs. To maintain our region's prosperity and growth, our young people must be better prepared by our educational and social support systems to participate in the economy at their full potential.

But, this challenge is not just about economics. It is about creating the conditions in which King County children can flourish, grow and have the opportunity to experience a high quality of life, personal health, and happiness. In order for children and youth to achieve optimal development and fulfill their potential, they must be supported prenatally, during their early childhood and through their school years. While some children in King County have these supports, others are experiencing higher risks with detrimental effects. The higher infant mortality rates, and lower school performance and higher drop-out rates among some King County communities demonstrate a need for even more targeted strategies to reverse these disparities.

## The Opportunity

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Access to high quality, early childhood development and learning opportunities is a key social determinant of equity and a preventive investment strategy that yields both short- and long-term returns for individuals, families and the community as a whole. The results of investments in early childhood development have included:

- 70 percent less likely to be arrested for a violent crime before age 18
- 50 percent less likely to require special education
- 29 percent more likely to graduate from high school
- 50 percent less likely to become teen parents
- More likely to be employed and earn a 33 percent higher average salary

Recognizing this value proposition, King County Executive Dow Constantine will use his regional leadership role to engage experts and stakeholders from across the region in development of an actionable vision and strategy for investing in the lives of our youngest residents. Our region has the will and capacity to change the educational and health outcomes for our children and families and expand economic opportunity for all.

The early childhood development and learning readiness landscape in King County has been characterized as “program rich” for a very small number of kids and “system poor” in terms of the overall level of capacity and integration. There are many organizations at local, regional, state and national levels working diligently to promote readiness to learn in King County, including the City of Seattle, the Roadmap Project in South King County, the Puget Sound Educational Service District, Washington State Department of Early Learning, King County School Districts, the State Office of the Superintendent of Public Instruction, major foundations such as the Bill and Melinda Gates Foundation and the Bezos Family Foundation, and countless community-based organizations such as Child Care Resources, Thrive by Five, SOAR and United Way of King County. These organizations are involved in multiple pilot projects in King County that are demonstrating how to achieve results. But questions of scalability, capacity, integration, governance, and sustainability need to be answered for the region.

King County government also plays a role in birth to five support and interventions. King County’s Departments of Community & Human Services and Public Health –

*Many organizations are working to promote learning readiness in King County, but questions of scalability, capacity, integration, governance, and sustainability need to be answered for the region.*

Seattle & King County are active in the birth to five learning readiness sphere through their offerings with Nurse Family Partnership, early intervention work with children birth to three with developmental delays or disabilities, mental health treatment and parent-child intervention, technical support and health/mental health assessment as well as intervention with child care facilities, nutrition services such as WIC, other support services for new mothers such as promotion of breast feeding, and funding of community-based organizations in the health and human services field.

Integration of birth to five learning readiness strategies is also a cornerstone of the community based, go-first pilots in King County’s Health and Human Services Transformation Plan. Recent research on the long term impact of adverse childhood experiences (ACES) on children’s short and long term health, education and economic outcomes is informing King County service delivery for families. This research shows that ACES have a cumulative impact. For example, when an individual has an ACES score of 4 or more, there is a nine times higher likelihood that he or she will develop cardiovascular disease. The Transformation Plan seeks to align efforts in the community with the lessons from this new research in order to influence children’s earliest experiences and create better outcomes for them and their families.

An amazing opportunity exists to re-focus our efforts supporting very young children and their families by clearly understanding (1) who has and does not have access to learning readiness opportunities today; (2) what gaps exist in today's programs and approaches for children from birth to age five; (3) what it will take to bring promising pilots to scale in our community; (4) and how we can build an integrated system of early childhood development, health, and learning that is accessible to all kids and results in measureable improvements in kindergarten readiness.

## Building a Regional Vision

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Building an actionable vision and strategy for investing in our youngest residents is a cornerstone of Executive Constantine's agenda to expand equity and opportunity. Given the current landscape and disparities, this is a daunting task, but one that is necessary to creating shared and sustainable prosperity for our region. With the University of Washington's School of Education as principal partner and Puget Sound Educational Service District and Child Care Resources as initial advisors, King County will undertake a thoughtful and collaborative approach.

### Phase I: Visibility & Assessment

Beginning in 2014, King County, the University of Washington School of Education, Puget Sound Educational Service District, and Child Care Resources will partner to raise visibility of the kindergarten preparedness gap and undertake an assessment of the current landscape of birth to five activities in King County, with the intent to better understand who is served, who is not served, and the barriers and the opportunities faced by families, children, providers and the multiple systems involved.

**School District Listening Tour:** The County Executive will embark on a listening tour of King County School Districts to explore current efforts to improve kindergarten readiness along with other education outcomes.

**Raising Visibility:** The County Executive will initiate a robust conversation with key thought and business leaders, early learning providers and experts, community-based organizations, funders, local governments and school districts about the state of birth to five learning readiness and early childhood development in King County.

**Inventory of Current Services:** King County and its partners will inventory the current work on early childhood development and learning underway at the local, state and federal levels and in the not-for-profit sector.

**Data Collection and Analysis:** King County and its partners will collect and analyze current data regarding child outcomes, accessibility, cost, demand, and supply of high quality birth to five learning readiness and child development programs in King County.

**Participate in City of Seattle’s Universal Preschool for All Initiative:** King County will participate in and learn from the City of Seattle’s effort to develop a plan for a voluntary, universal preschool program. Seattle’s ambitious effort provides the region an opportunity to look at the myriad of issues and opportunities involved in broadening access to high quality early learning for three and four year olds.

### **Phase 2: Opportunities to Better Link Current Efforts**

Using the inventory and data analysis from Phase I, King County will work regionally to identify opportunities to better link current programs and address gaps. The County will also partner with others to explore questions of operational infrastructure, governance and accountability, system integration, and fiscal and economic feasibility of an “at-scale and integrated” birth to five early childhood development and readiness to learn system.

### **Phase 3: Regional Vision and Options**

The partners will develop a King County-focused vision for birth to five childhood development and learning readiness reflecting the latest research and best practice models. They will work with other to develop recommendations for how the region can strengthen and expand what is working well, address gaps in program and services, and ultimately take the early learning and child development vision to scale region-wide.

## **Conclusion**

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Important and necessary actions to support an integrated, developmentally appropriate, holistic vision of early childhood development and learning birth to five are happening at many levels and in many places. By focusing on what is occurring here in King County and convening a robust community conversation about this work, King County Executive Dow Constantine will build on those efforts. Together, with the region, he will develop a clear path to support the academic success, health, and happiness of our youngest residents.

## Washington Preschool Program: Increasing Access and Outcomes for Children Final Recommendations of the Early Learning Technical Workgroup

### Executive Summary

The following recommendations and analysis constitute the Final Report of the Early Learning Technical Workgroup as required by Senate Bill 6759. Considerable research and extensive deliberation lead the Technical Workgroup to recommend a voluntary high-quality preschool program for all 3- and 4-year-old children in Washington. The Technical Workgroup views these preschool recommendations, referred to as Washington Preschool in this report, as a key element of education reform. A high-quality preschool program with higher intensity than the state-funded Early Childhood Education and Assistance Program (ECEAP) and rigorous accountability is recommended, with the aim of significantly increasing the number of children in all population groups that are prepared for kindergarten, so that K-12 funds can be used more effectively to the advantage of all students.

Our state's 10-year Early Learning Plan includes a strategy to support school readiness for all children by implementing voluntary, universal preschool for all 3- and 4-year-olds (strategy #13). Washington Preschool would build on a history of strong support for preschool from the Governor, the Legislature, and the Quality Education Council.

### *The Need for a Solution*

Education is the fuel of fiercely competitive 21<sup>st</sup> century economies. By 2018, 67 percent of jobs in Washington will require a college degree or credential, yet our state's high school graduation rates hover in the bottom third nationally. Only 31 percent of 2004 Washington high school graduates had graduated from either a two- or four-year college by September 2010.<sup>1</sup> The picture is far bleaker for students of color, with only 16.2 percent of African Americans, 15.5 percent of Hispanics, and 10.7 percent of Native American students graduating from college. **Clearly something must be done.**

### *Considerations: Balancing Educational Gains and Cost*

In developing these recommendations, the Technical Workgroup was guided by the twin aims of *substantially improving educational attainment for children and exercising prudence in light of the economic climate*. The following considerations informed the Technical Workgroup's recommendations.

Two years of preschool are far more effective than one year, in achieving educational outcomes. New Jersey's rigorously evaluated preschool program closed more than 50 percent of children's achievement gap after one year, versus 18 percent for the "no Pre-K group." Two years of participation roughly doubled the gain at second grade on most measures.<sup>2</sup> Washington needs this boost in educational outcomes.

Preschool can reduce grade-level retention and special education costs-- to schools and to children. Grade level retention was cut in half by second grade for participating 3- and 4- year-olds in New Jersey.<sup>3</sup> In Pennsylvania, only 2.45 percent of Pre-K Count children needed school district special education, versus 18 percent for non-participants; 3-year olds who participated for two years showed the greatest gains.<sup>4</sup> Kindergarten readiness assessments of Washington's Longview School District show that nearly twice as many children (48 percent) who have no preschool require alternative curricula and intensive supports for reading skills as children who participate in community preschool (25 percent). Washington can reduce spending on expensive interventions.

<sup>1</sup> The BERC Group College Tracking Data Services. "Washington State High School Graduates 2004 to present, graduating from college as of September 2010" <http://www.collegetracking.com/reporting/Reports.aspx>

<sup>2</sup> Frede, E, Kwanghee, J, Barnett, W.S., Figueras, A. "The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (PPLES) Preliminary Results through 2<sup>nd</sup> grade" (June 2009) [http://nieer.org/pdf/apples\\_second\\_grade\\_results.pdf](http://nieer.org/pdf/apples_second_grade_results.pdf)

<sup>3</sup> Frede, E, Kwanghee, J, Barnett, W.S., Figueras, A. "The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (PPLES) Preliminary Results through 2<sup>nd</sup> grade" (June 2009) [http://nieer.org/pdf/apples\\_second\\_grade\\_results.pdf](http://nieer.org/pdf/apples_second_grade_results.pdf)

<sup>4</sup> Bagnato, S.J., Salaway, J., Suen, H. "Pre-K Counts in Pennsylvania for Youngsters' Early School Success: Authentic Outcomes for an Innovative Prevention and Promotion Initiative" (2009) [http://www.uclid.org/uclid/pdfs/ecp\\_specs\\_report.pdf](http://www.uclid.org/uclid/pdfs/ecp_specs_report.pdf)

Children of all income levels and abilities benefit from preschool. In Oklahoma's state-funded preschool, children from lower-middle class families (130 percent to 185 percent federal poverty level or FPL) showed a 74 percent increase in letter-word identification and a 37 percent increase in spelling.<sup>5</sup> However, preschool remains out of reach for many of these working families. At the same time, recent studies reveal that, despite better performance on average, children from middle-income families account for the largest numbers of children failing and dropping out of school nationally. These are problems that quality preschool education can help prevent.<sup>6</sup> The children of Washington's working families deserve this opportunity.

Washington ranks low in access to preschool. Washington ranks 31<sup>st</sup> of all states in preschool participation for four-year-olds and 16<sup>th</sup> in access for 3-year-olds. Oklahoma, ranked first in four-year-old participation, serves 85.8 percent. In comparison, 20.3 percent of Washington 4-year-olds in Washington attend ECEAP, Head Start or special education preschool (on par with Mississippi at 20.2 percent). Vermont (ranked first in three-year-old participation) provides preschool to 29.4% of three-year-old children compared to Washington's 9.5 percent. Washington must do better.

### ***The Vision for the Washington Preschool Program***

The Early Learning Technical Workgroup's recommendations are grounded in the vision that: *All children in Washington, whose families so choose, will have access to high-quality preschool learning experiences that prepare them to be ready for kindergarten and ready to perform at or above grade-level by third grade.* For this reason, the Technical Workgroup recommends that Washington set a goal of *"making high-quality, voluntary preschool with a sliding fee scale available to all 3- and 4-year-old children whose families choose it."*

Additionally, the Technical Workgroup recommends that the preschool program build toward a unified system of early learning and an educational continuum that effectively connects preschool to kindergarten and grades one through three. Toward this end, the Technical Workgroup underscores the importance of services and supports for infants and toddlers and their families and also recommends integrating Washington Preschool with the state's Quality Rating and Improvement System.

### ***Findings from Rigorous Evaluation of Preschool Programs***

The Technical Workgroup analyzed results from nine rigorously evaluated preschool programs in 10 states and reviewed cost-benefit data from two studies that have followed children into adulthood. Because the Chicago Child-Parent Centers approach is more similar to the Washington Preschool Program recommendations, the Technical Workgroup believes that Washington Preschool will achieve results similar to those of the Chicago program in the following table.

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<sup>5</sup>Gormley, W. Jr. et al., "The Effects of Universal Pre-K on Cognitive Development," *Developmental Psychology* 41, no. 6 (2005); Albert Wat, "The Pre-K Pinch: Early Education and the Middle Class," (Washington, DC: Pre-K Now, 2008). [http://www.preknow.org/documents/pre-kpinch\\_Nov2008\\_report.pdf](http://www.preknow.org/documents/pre-kpinch_Nov2008_report.pdf).

<sup>6</sup>Barnett, W.S. "Maximizing Returns from prekindergarten education. In *Education and Economic Development: A Federal Reserve Bank of Cleveland Research Conference*" Cleveland, OH: Federal Reserve Bank of Cleveland. (2004).

**Outcomes and Benefit-Cost Analyses of High-Quality Preschool Education**

	Chicago Child-Parent Centers	High/Scope Perry Preschool
Year began	1983	1962
Sample size	1,539	123
Age	Ages 3–4	Ages 3–4
Program schedule	Half-day, school year	Half-day, school year
Family Support	Home visits, parent resource program, community mobilization	Weekly home visits
<b>Program Outcomes in comparison to control groups<sup>7</sup></b>		
Special Education	14% vs. 25% at age 18	15% vs. 34% at age 15
Grade Retention by Age 15	23% vs. 38%	NA (school policy against retention)
High School Completion	66% vs. 54% at age 22	71% vs. 54% at age 27
<b>Cost to Benefits (2006 Dollars, Discounted at 3%)<sup>8</sup></b>		
Cost	\$8,224	\$17,599
K-12 Cost Savings	\$5,989	\$9,787
Crime Cost Savings	\$41,100	\$198,981
Earnings	\$34,123	\$74,878
Total Benefits	\$ 83,511	\$ 284,086
Cost-to-Benefit Ratio	1 to 10	1 to 16

**Policy Recommendations**

The following recommendations combine gradual ramp-up of a high-quality program with rigorous evaluation and continuous quality improvement to ensure good results.

**A. Improve Access: Open to All 3- and 4-Year-Olds in a Zone Approach**

The focus on educational attainment, benefit to children of all income levels, Washington’s low ranking in access to preschool, and gains from two years of preschool lead the Technical Workgroup to make the following recommendations regarding access to Washington Preschool:

	Current ECEAP	Washington Preschool Recommendation	Difference
Eligible Children	4-year-olds and some 3-year-olds in families up to 110% of FPL* or facing developmental risk	Voluntary for all 3 & 4 year-olds with graduated co-pays for families over 250% FPL	Voluntary for <i>all</i> 3 & 4 year-olds Graduated co-pays
Transportation	Allowed expense, not required.	Limited transportation funds. Allowed expense, not required.	Limited transportation funding

**B. Provide High-Quality and Adequate Intensity: Program Quality and Standards**

The Technical Workgroup recommends the following quality standards that, implemented in unison, will result in the best outcomes for children per dollar invested. Reducing any of these interdependent elements is likely to reduce effectiveness of the program:

<sup>7</sup> Galinsky, E. "The Economic Benefits of High-Quality Early Childhood Programs; What Makes the Difference" (February 2006) Families and Work Institute & The Committee for Economic Development

<sup>8</sup> Barnett, W. J., Yarosz, D, J. "Who Goes to Preschool and Why Does It Matter?" Table 1. November 2007 National Institute for Early Education Research

	Current ECEAP	Washington Preschool Recommendation	Difference
Classroom Hours	320 hours per year, minimum.	450 preschool classroom hours per year, minimum	40% more hours
Teacher Qualifications	Lead teachers: AA or higher degree w/ 30 credits in early childhood education	Lead Teacher- BA Degree in Early Childhood Education or related field, or BA & demonstrated competence	BA Degree- ECE /Related field; or BA degree & demonstrated competence
Class Size and Teacher/Child Ratio	Maximum class size: 20 Teacher: Child Ratio- 1:9 or better	Maximum class size: 18 Teacher: Child Ratio: 1:9 or better, plus, additional staff for high-risk children (below 130% FPL, homeless, in foster care; with an IEP; or ELL)	Smaller class size Added resources for high risk children (Response To Intervention – RTI – approach)
Professional Development	Teachers- 15 hours per year. Lead teachers/ family support specialists - 15 hours per year.	100 approved hours of continuing education study and/or equivalent academic credit (10 quarter hours) for lead teachers every five years.	More hours and more intentional professional development required for lead teachers
Child Health & Family Support Services	For all children, health screening, assistance with access, family support and follow-up.	Initial screening with tiered child health, family support and engagement based on child and family needs	After initial screening, services based on individual child and family needs

**C. Increase Accountability: Performance Goals and Evaluation**

Based on its research, the Technical Workgroup makes the following recommendations concerning evaluation, performance goals and expected results:

1. Conduct preschool classroom-quality assessment and child outcomes evaluation to inform implementation and provide accountability.
2. Establish performance goals for expected preschool and elementary child outcome results:
  - Children attain age-level skills on preschool assessments linked to the Washington Inventory of Developing Skills (WaKIDS).
  - Kindergarten readiness demonstrated by WaKIDS at kindergarten entry
  - Students at, or above, grade-level by end of third grade (elementary school assessments)
  - Reduced grade level retention and special education by end of third grade (P-20 Database)

**D. Institute a Mixed Delivery System of High-Quality Providers: Eligible Providers**

The workgroup recommends a mixed delivery system with a wide variety of eligibility providers to support the rich diversity of our state. Research shows that school district and community providers are both effective. This approach allows the most parent choice.

1. Allow a wide array of public and private entities to serve under contract as preschool providers, providing that the preschool program is free from religious instruction, activities or symbolism.
2. Providers should be approved by DEL through an application process and establishment of a contract for services. They must be in good standing with contract requirements, including performance standards, and the applicable state laws and regulations of the state of Washington.

	ECEAP	Washington Preschool Recommendation	Difference
<b>Eligible Providers</b>	Public or private nonsectarian organizations	Public and private entities, including non-profits, for profit organizations and sectarian organizations providing that the program is free from sectarian instruction, activities or symbolism	Open to more types of providers

#### E. Clarify Governance Responsibilities

The Technical Workgroup recommends that DEL manage Washington Preschool and:

1. Work with OSPI to promote preschool through third grade (P-3) educational alignment.
2. Establish a subcommittee of the Early Learning Advisory Council (ELAC) with appropriate expertise to guide development of the new program.

#### F. Recommend Role of the ECEAP Program

In the interest of creating a unified early learning system and maximizing effectiveness and efficiencies of current programs, the Workgroup recommends creating a single Washington Preschool program.

1. Merge ECEAP into the new program upon full implementation. ECEAP slots should be converted to the new Washington Preschool Program in graduated steps so that the most vulnerable children can benefit from the higher intensity preschool program.
2. Maintain two side-by-side programs during early implementation.

#### G. Create Washington Preschool as an Entitlement Program: Analysis of Basic Education and Entitlements

The Workgroup researched legal and programmatic issues related to implementation of the preschool program as a program of basic education or as an entitlement (statutory or constitutional.) Basic education clearly provides the most protection of funding. However, the Workgroup believes that, at this time, the associated governance requirements and political challenges would put the focus on legal requirements and politics rather than on the impact of preschool. For this reason, the Workgroup recommends that Washington Preschool become a statutory entitlement consistent with House Bill 2731, passed in 2010.

1. When full implementation is achieved, any eligible child shall be entitled to be enrollment in the program.

#### H. Phase-In Gradually, Implement Fully by Fiscal Year 2024-25

The Technical Workgroup believes that voluntary high-quality preschool and full-day kindergarten are equally important for improving educational achievement gains. This, combined with the need for prudence in the current economic climate, leads the Workgroup to recommend that Washington:

1. Link implementation of Washington Preschool Program to state-funded full-day kindergarten;
2. Phase the preschool program in gradually so that it reaches full implementation in school year 2024-25.

### ***Program Recommendations and Financial Projections***

The research-based program quality elements used to create the above policy recommendations also informed the program recommendations (including mixed classrooms, administration, revenue and funding assumptions) and financial model. Recommendations for program implementation include:

1. Move towards a **single Washington State Preschool** program that encompasses the current ECEAP and special education preschool programs. Gradually convert existing ECEAP slots to the new preschool program;
2. Establish **inclusive, mixed-income classrooms** with differentiated levels of teaching and family support resources. Simply put, children who need the most will get the teaching and support they need. In K-12 education, this is known as Response to Intervention (RTI);
3. Institute **graduated co-pays** for families with incomes above 250 percent of federal poverty level to offset state costs, allowing limited state dollars to go further.

**Financial Model**

Cost projections are based on the following assumptions:

**Participation Estimate.** At full implementation, the Technical Workgroup estimates that families of 62 percent of 4-year-olds and 33 percent of 3-year-olds will choose to participate in the new preschool program (83,785 of approximately 176,190 preschoolers in Washington). This represents 48 percent of the state’s 3- and 4-year-olds.

**New and Existing Slots.** Of these 83,785 noted above, 52,460 will be served in new preschool slots with the remaining preschoolers served by slots currently available in ECEAP, Head Start, American Indian and Alaska Native Head Start, Migrant/Seasonal Head Start and special education preschool.

**Differentiated Slot Cost.** As shown in the figure to the right, cost per slot will vary due to differing levels of subsidization based on family income and developmental risk factors. It is recommended that parent co-payments (for families over 250 percent FPL) make up the difference between full cost and state share. As illustrated in slot costs, additional increments of staff resources will be provided for children who: a) are very low-income or are homeless or in foster care b) are placed in an Individualized Education Program; or c) are an English Language Learner.

Per Child Cost by family Income and Risk Factors		
Per Child	State share	Family Income & Risk Factors
\$8,413	\$8,413	≤130% FPL/foster/homeless
\$7,466	\$7,466	130.1 to 185% FPL
\$7,237	\$7,237	185.1-200% FPL
\$7,099	\$7,099	200.1-250% FPL
\$7,008	\$6,558	250.1-300% FPL
\$6,033	\$5,133	300.1-400% FPL
\$5,984	\$4,184	400.1-500% FPL
\$5,640	\$2,040	>500% FPL
\$1,951	\$1,951	Additional per child with IEP
\$1,338	\$1,338	Additional per ELL child

**Phase-In**

To allow for a reasonable start-up scale and to support development of the P-3 continuum, the Technical Workgroup recommends the following.

1. Begin the new program with 936 3- and 4-year-olds who live in elementary school attendance areas where there is full-day kindergarten and lower than average access to Head Start and ECEAP;
2. Sites should be selected through a competitive process.

The steps and funding required for this first phase are:

Year	Actions	Item	Cost
2012-13	DEL: Develop program standards, evaluation plan and data systems. Complete facilities survey. Conduct competitive statewide RFP for 936 slots/10-15 preschool providers in full-day kindergarten elementary school attendance areas underserved by current publicly-funded programs	1 FTE + related goods, services, travel	\$98,267
		Facilities Survey	20,000
		<b>Total</b>	<b>\$118,267</b>
2013-14	DEL: Develop evaluation plan and data systems, train providers. Preschool Providers: Hire and train site supervisory staff, prepare facilities and classrooms (~26), hire program staff and enroll children	1 FTE + related goods, services & travel	\$98,267
		Facilities Survey	500,000
		Program Development	350,000
		<b>Total</b>	<b>\$948,267</b>
2014-15	Begin Washington Preschool for 936 children at 10-15 sites across Washington. Begin program evaluation.	PreK-Services	\$4,540,623
		Equipment/materials	195,000
		Program Evaluation	290,460
		<b>Total</b>	<b>\$5,026,083</b>

**Next Steps**

- Request appropriation of \$118,267 for 2012-13 and prepare for implementations as noted above.
- Complete necessary policy work, including specifying which degrees are early childhood-related degrees, conducting the preschool facilities survey, and analyzing transportation needs.

## **Early Learning at Puget Sound Educational Service District (PSESD)**

The PSESD is one of nine regional educational agencies created by the legislature that serve school districts and state-approved private schools in Washington. Educational Service Districts make up a regional delivery system for early learning and K-12 services in the state. The PSESD's Early Learning programs include Early Childhood Outreach (Special Education services), ECEAP, Educare of Seattle, Head Start and Early Head Start, and Parent Professional and Personal Development. It also provides pupil transportation for 700 part-day Head Start and ECEAP children in King and Pierce Counties. The PSESD receives grants from the Office of the Superintendent of Public Instruction.

Head Start and ECEAP (Early Childhood Education and Assistance Program) are integrated to create an Early Learning department serving King and Pierce counties, offering comprehensive education, health, nutrition, and family support services for more than 4,000 income-eligible families and their children, prenatal to age five. Additionally, the programs provide education and leadership opportunities for parents, as well as professional development training for early childhood educators and caregivers.

Early Childhood Special Education Services supports children, birth through age five, through training, support, and assistance for family resource coordinators, teachers, paraeducators, related services personnel, and administrators.

Educare of Greater Seattle is an early learning center that offers innovative, high-quality learning for infants, toddlers and preschoolers. It offers a full-day, year-round program for children of income-eligible families from birth to age five. It is one of 20 unique early learning facilities in the country that make up the Educare network. Each Educare school across the nation is a partnership between Head Start and Early Head Start providers, school districts, and philanthropists.

In addition, professional development opportunities are available to parents of children currently enrolled in Head Start, Early Head Start, or ECEAP, and to some past parents who qualify. PreK-5 Mathematics Leadership is a grant-funded project that aims to improve mathematics instruction for students attending schools in South King County that are part of the Road Map region. The Education Service District provides grant management, liaisons with state agencies, offers training, technical assistance, professional development, and overall program coordination.

The League of Women Voters of Seattle (now the LWVS-KC) developed the following positions on Children and Early Childhood Programs after the *Early Childhood Programs in Seattle, Mercer Island & Shoreline* study in March 1990, the *Restructuring the Juvenile Justice System* study in May 2002, and the statewide LWVWA *Early Care and Education of Young Children Birth to Five* study in September 2005.

### **Children**

- Support programs that provide parenting education and assist parents in problem resolution which is important in fostering positive child development and preventing delinquency. 2003

### **Early Childhood Programs**

- Support the use of public funds for programs that meet the cognitive, physical and social needs of children from birth to eight; that encourage parent education and involvement; and that provide health and human services to these children and their families. 1990, 2006
  - A. The goal of early childhood programs is to provide all children in our community with quality programs, using sliding scale fees, where appropriate. An interim goal is to increase funding and expand programs to serve more children in greatest need of these programs and services.
  - B. Responsibility for meeting the developmental and educational needs of children is shared between the family and society. Federal, state, and local governments and school districts should bear varying degrees of responsibility for ensuring the availability, accessibility and quality of early childhood programs. Local governments and school districts should take the lead in improving coordination of these programs in the community.
  - C. The elements which are most critical in improving the quality of early childhood programs are adequate, stable, and dependable funding; education of the public regarding the social and economic benefits of early learning; family involvement; and community and corporate support for doing this.
  - D. A quality early childhood program includes the following:
    - An appropriate adult-child ratio.
    - A staff well trained in child development, adequately compensated, and focused on meeting the individual needs of each child.
    - A safe, secure, and nurturing environment with developmentally appropriate curriculum.
    - Encouragement of parental involvement in the care of children.
    - Available and accessible hours and location.

ENDNOTES:

1 - 2014 *Policy Brief: Closing the Kindergarten Gap*, p. 3. <http://www.kingcounty.gov/elected/executive/constantine/initiatives/state-of-the-county/2014-sotc.aspx>.

2 - The full copy of the report *Washington Preschool Program: Increasing Access and Outcomes for Children* may be found at [http://www.del.wa.gov/publications/research/docs/PreschoolWorkgroupFinalReport\\_11012011.pdf](http://www.del.wa.gov/publications/research/docs/PreschoolWorkgroupFinalReport_11012011.pdf).

3 - 2014 *Kids Count data: Washington ranks in the middle for overall child well-being by state*. <http://delconnect.blogspot.com/2014/07/2014-kids-count-data-washington-ranks.html>.

4 - *DEL News* posting for July 3, 2014. <http://www.del.wa.gov/resources/newsroom/070314.aspx>.

5 - *Policy Brief*, p. 1.

WEBSITES FOR THOSE INTERESTED IN MORE DETAIL:

Washington State Department of Early Learning  
<http://www.del.wa.gov/>

Puget Sound Educational Service District  
<http://www.psesd.org/services/learning-and-teaching/early-learning/>  
[http://www.psesd.org/wp-content/uploads/sites/16/2014/04/HeadstartAR2012\\_13\\_FINAL4.28.14.pdf](http://www.psesd.org/wp-content/uploads/sites/16/2014/04/HeadstartAR2012_13_FINAL4.28.14.pdf)

Seattle Schools Department of Early Learning  
<http://www.seattleschools.org/modules/cms/pages.phtml?sessionid=28126759935be88eefd-153395ed27c50&pageid=229447&sessionid=28126759935be88eefd153395ed27c50>

City of Seattle Early Learning  
<http://www.seattle.gov/office-for-education/about-the-levy/early-learning>

King County Early Learning Coalition  
<http://www.childrenandyouth.org/what/early-learning/early-learning-coalition/>

National Institute of Early Education Research  
<http://nieer.org/>

Office of the City Clerk for the Seattle Ballot Initiatives  
<http://clerk.seattle.gov/~scripts/nph-brs.exe?s1=313661&Sect4=AND&l=MAX&Sect1=IM-AGE&Sect2=THESON&Sect3=PLURON&Sect5=LEGI2&Sect6=HITOFF&d=LE-GA&p=1&u=http%3A%2F%2Fclerk.seattle.gov%2Fpublic%2Flegisearch.htm&r=0&f=S>

## Unit Meetings

(Unit times and locations subject to change; please verify with unit leader.)

Meetings are open to all.

Unit Leader email	Phone	Time	Location
<b>Monday, September 8</b>			
<b>FIRST HILL – Joan Lawson</b>			
joanvlawson@gmail.com	206-382-3147	10:00 a.m.	Horizon House, Forum & Social Room 900 University St., Seattle
<b>CAPITOL HILL/MONTLAKE –</b>			
	206-329-4848	7:15 p.m.	Hostess: Linnea Hirst 1602 E McGraw St., Seattle 206-322-3076
<b>SOUTH SEATTLE - Marian Wolfe and Vivian Montoya</b>			
hedgwolfe@aol.com	206-763-9430	7:30 p.m.	Hostess: Marian Wolfe
montoyaviv@yahoo.com	206-695-2620		4155 13th Ave S, Seattle 206-328-9710
<b>Tuesday, September 9</b>			
<b>BELLEVUE/KIRKLAND/REDMOND – Bonnie Rimawi</b>			
bonnierim@aol.com	425-820-7127	12:00 p.m.	Bellevue Library, Room 6 1111 110th Ave NE, Bellevue
<b>WEST SEATTLE – Ethel Williams</b>			
etheljw1@q.com	206-932-7887	1:00 p.m.	Daystar Retirement Village 2615 SW Barton, Seattle
<b>Wednesday, September 10</b>			
<b>NORTHEAST SEATTLE (formerly View Ridge) – Kay Beck</b>			
kbeck25@comcast.net	206-523-3127	12:45 p.m.	Brig Bldg. (6344) in Magnuson Park 7400 Sand Point Way, Seattle
<i>Directions: Go into the Park through North entrance at 74<sup>th</sup> and drive EAST toward water. At the STOP sign, turn LEFT to park in front of the Brig, or RIGHT, for more parking. There will be a speaker.</i>			
<b>QUEEN ANNE/MAGNOLIA/BALLARD EVENING - Teddy Geokezas</b>			
tgeokezas@msn.com	206-782-5036	7:30 p.m.	Hostess: Elsie Simon 2554 30th ave W, Seattle 206-283-6297

(Unit times and locations subject to change; please verify with unit leader.)

Unit Leader email	Phone	Time	Location
<b>Thursday, September 11</b>			
<b>MERCER ISLAND – Cynthia Howe</b>			
howe.john@comcast.net	206-236-0517	9:30 a.m.	Emmanuel Episcopal Church 4400 86th Ave SE, Mercer Island
<b>ISSAQUAH – Margaret Austin</b>			
margaret.austin@comcast.net	425-392-5760	10:00 a.m.	Echo room, Issaquah City Hall 130 East Sunset Way, Issaquah
<b>UNIVERSITY HOUSE/WALLINGFORD</b>			
	206-329-4848	10:00 a.m.	University House, Auditorium 4400 Stone Way N, Seattle
<b>NORTH CENTRAL – Jan Orlando</b>			
orlanre@aol.com	206-524-0936	2:00 p.m.	Hostess: Bonnie Bizzell 2526 NE 108th Pl, Seattle 206-239-8049
<b>SOUTHEAST KING COUNTY/ENUMCLAW - Cathy Dormaier</b>			
clcathy@skynetbb.com	360-802-6799	11:30 a.m.	No Meeting This Month

**Wednesday, September 17**

<b>NORTH KING COUNTY – Toni Potter/Marjorie Hawkes</b>			
antoniapotter@comcast.net	206-365-8949	9:15 a.m.	Third Place Commons Mtg Room
mshawkesis@gmail.com	425-582-2481		17171 Bothell Way NE, Lake Forest Pk.
<b>SOUTHWEST KING COUNTY – Mary Ehlers and Kathy Jorgensen</b>			
maryehlers@comcast.net	253-941-1930	7:00 p.m.	Foundation House
kjorgensen@juno.com	253-859-8349		32290 1st Ave S, Federal Way

**Saturday, Sept 20**

<b>BALLARD/MAGNOLIA/QUEEN ANNE DAY – Alice Peterson</b>			
peterson-alice-jack@msn.com	206-524-5530	10:00 a.m.	Hostess: Janet Anderson 4560 W Cramer, Seattle 206-285-2460, call for directions

## Board & Committee Contacts

### Term Executive Committee

2013-15	<i>President</i>	Ellen Barton	206-329-4848	president@seattlelwv.org
2013-15	<i>1st VP-Action</i>	Janet Winans	206-550-6483	janetwinans@earthlink.net
2014-15	<i>2nd VP</i>	Mary Jo Vigil	206-329-4848	mjvigil@starbucks.com
2013-15	<i>Secretary</i>	Amanda Clark	206-236-0517	amandac5@comcast.net
2014-16	<i>Treasurer</i>	Cindy Piennett	206-329-4848	cindypiennett@gmail.com

### Directors

2013-15	<i>Program/Outreach</i>	Joanna Cullen	206-329-8514	jfoxcullen@gmail.com
2014-16	<i>Membership</i>	Paneen Davidson	206-329-4848	membership@seattlelwv.org
2013-15	<i>Social Justice</i>	Jayne Freitag	425-223-5827	mjafreitag@comcast.net
2014-16	<i>Action</i>	Pat Griffith	206-285-2452	pgseattle@q.com
2014-16	<i>Voter Services</i>	Julie Anne Kempf	206-329-4848	julie@kempf.com
2014-16	<i>Program</i>	Joan Lawson	206-329-4848	joanvlawson@gmail.com
2014-15	<i>Voter Editor</i>	Lisa Peterson	206-329-4848	votereditor@seattlelwv.org
2014-16	<i>Voter Services</i>	Amelia Woolley	206-329-4848	voterservice@seattlelwv.org

*Note: All board members listed above are also members of the Education Fund Board*

### Education Fund Officers

2013-15	<i>President</i>	Ellen Barton	206-329-4848	president@seattlelwv.org
2014-15	<i>1st VP</i>	Janet Winans	206-323-4825	janetwinans@earthlink.net
2014-15	<i>2nd VP</i>	Julie Anne Kempf	206-329-4848	julie@kempf.com
2013-15	<i>Secretary</i>	Amanda Clark	206-236-0517	amandac5@comcast.net
2013-15	<i>Treasurer</i>	Ginna Owens	206-215-1408	ginnao@earthlink.net

### Nominating Committee

2014-15	<i>Co-chair</i>	Susan Jones	206-329-4848	susan@monckjones.com
2014-15	<i>Co-chair</i>	Jeannette Kahlenberg	206-329-4848	kahlenb@gmail.com
2014-15		Carol Goldenberg	206-329-4848	carolsamgo@q.com

*Note: Two board members will be appointed to serve on the nominating committee in January.*

### Off Board Positions

Campaign Finance	Jean Carlson	206-774-6649	carlson.jean@gmail.com
KC South Liaison	Mary Ehlers	253-941-1930	maryehlers@comcast.net
CIS Coordinator	Cynthia Howe	206-236-0593	howe.john@comcast.net

### Committees

<i>Climate Change</i>	Judy Bevington		judybevington@q.com
<i>Economics &amp; Taxation</i>	Jeanette Johnson	206-724-3392	jeanettejohnson10@msn.com
<i>Education</i>	Joanna Cullen	206-329-8514	jfoxcullen@gmail.com
<i>International Relations</i>	see page 7		
<i>Social Justice</i>	Jayne Freitag	425-223-5827	mjafreitag@comcast.net
<i>Transportation</i>	Janet Winans	206-323-4825	janetwinans@earthlink.net

The League of Women Voters of Seattle-King County  
1620 18th Ave, Suite 101  
Seattle WA 98122

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Call the League office at (206) 329-4848 or  
email [info@seattlelwv.org](mailto:info@seattlelwv.org)

**LWV SEATTLE-KING COUNTY:**

Let's Talk Preschool: a forum on Early Learning

**Thursday, September 4**

6:30 p.m. - Doors open  
*(no discussion leader briefing)*

7:00 p.m. - Forum begins

Seattle First Baptist Church  
1111 Harvard Ave (at Seneca)  
Seattle, WA  
*Accessible entrance on Harvard*

This forum is free and open to the public.

Forum Info:

Help lay a foundation of understanding for the continuing public discourse on early learning and the role of public policy. Attend the forum with panelists representing the Puget Sound Educational Service District, University of Washington, and Thrive by Five.

- \* What is the current state of pre-kindergarten?
- \* Where do we want to go?
- \* How do we get there?