



Selection & Enrollment Process Racial Equity Toolkit Analysis

March 2021

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I. Where Did We Start?

What did we start with?

The original FEPP (2019) prioritization criteria for the Seattle Preschool Program enrollment is as follows:

- Children who are 3- or 4-years old experiencing homelessness
- Children who are 3-or 4-years old currently placed in the foster care system
- Children who are 4-years old
- Children who are 3 years old with at least one of the qualifying factors (not ranked) [*Individualized Education Plan (IEP), Dual Language Learners (DLL), students that participated in the state or city programs (Working Connections, and Child Care Assistance Program), current sibling participating in an SPP or programming co-located at an SPP site, student that participated in the state, county or city sponsored home visiting programs (PCHP, NFP, Developmental Bridge), Early ECEAP or Early Head Start*]
- Children who are 3-years old

What did we do in the first phase of the RET for the March 2020 application (for 2020-21 SPP Enrollment)?

INITIAL RECOMMENDATIONS FOR 2020-21

The data analysis and initial recommendations from ELLT led to the decision for qualifying factors (QF) to not be ranked, meaning only one QF is required to advance in Tier 4 Selection. The decision was based on creating a low-barrier application process with more significant alignment to serving families that were FFEJ.

The recommended QF were:

- Family income falls below 350%
- Language other than English as child's primary language (no verification will be needed).

Question on the application:

- "What was your child's first language?"
- "What is your child's current home language?"

What do we want to do now?

Expanding the scope of the original RET to be comprehensive of all 3 and 4-year-olds, elevating equity-based Enrollment Priorities (EP) for SPP enrollment.

II. Interview Protocols and Questions

A. Interview Questions and Protocols – SPP RET Community Stakeholders

Introduction (5 minutes)

Thank you for giving us your time today. Our conversation is part of our Seattle Preschool Program Racial Equity Toolkit. DEEL is conducting a racial equity review of enrollment in the Seattle Preschool Program, also called SPP.

We are anticipating this conversation taking about 30 minutes.

We are on the Early Learning team at the Department of Education and Early Learning at the City of Seattle.

We are interviewing key stakeholders in Seattle to get a sense of how potential SPP enrollment changes could impact Seattle communities and SPP children before we develop recommendations. We can't promise we'll act on all of your ideas or suggestions, but we really want to hear them. Feel free to think big.

Everything you share with us today will help us with our racial equity analysis. We'll be taking notes which will not be associated with any specific conversation, rather we will produce a report that highlights trends and themes across the various stakeholder interviews we are conducting and connecting it to emerging data. Ultimately, we will form recommendations that are informed by our community interviews.

QUESTION

A) Can you tell me a bit about your role/job and how you intersect with preschool-aged children in the community?

- a. Can you tell me about the community you serve? How would you describe them?
- b. Did you have a chance to review the one-pager about SPP for context? (If not, you can review some of the information for context – see APPENDIX.)

B. Background of SPP Enrollment

What the RET team is trying to accomplish:

- a. The Racial Equity Toolkit (or RET) is part of the City's efforts to end institutionalized racism and race-based inequities. DEEL will use this RET to assess how our policies, projects, initiatives, and budget decisions benefit and burden communities. This RET will evaluate and make recommendations on SPP's selection process.
- b. Some of our objectives for this conversation are to learn from you: What do you think works with what we are trying to do?

QUESTION

B) Do you have any questions before we get started?

QUESTIONS (30 minutes)

Goal of these questions/prompts:

Learning, from our community partners, the barriers to enrolling and accessing in early education and benefits. We also want to orient this conversation to solutions.

| | |
|---|---|
| 1. Does the community you serve have access to preschool? Are your families enrolled in SPP? Or other resources? | |
| <i>(If families are enrolling in/familiar with SPP, use the left column of questions)</i> | <i>(If families are enrolling in/familiar with SPP, use the right column of questions)</i> |
| Familiar with SPP | Unfamiliar with SPP |
| 2. Why do you think your families aren't enrolling in SPP? For families you believe are furthest from educational justice, what does the city need to do to make sure they have an opportunity to participate in the Seattle Preschool program? | 2. Why do you think your families aren't enrolling in SPP? For families you believe are furthest from educational justice, what does the city need to do to make sure they have an opportunity to participate in the Seattle Preschool program? |
| 3. Do you see application and enrollment processes in SPP as racially inequitable? | 3. Are there application and enrollment processes with preschool programs that are racially inequitable? |
| 4. Who cannot access SPP? | 4. Who cannot access preschool? |
| 5. What improvements do you think could be made for families in your communities to access SPP? | 5. What's the best way to reach your families with preschool-aged children? |
| 6. Are there ways we can make applying and enrolling in SPP more racially equitable? | 6. From what you know about SPP, how can we make applying and enrolling in SPP more racially equitable? |
| Questions and prompts for all interviewees | |
| Main Question | Prompts |
| 7. What barriers do you see for enrolling FFEJ in the Seattle Preschool Program? | <ul style="list-style-type: none"> • With our outreach process • Communications • The application process |
| 8. What strategies could we implementing to support families enrolling more who are FFEJ? | <ul style="list-style-type: none"> • With our outreach process • Communications • The application process • Programs before pre-K that we should we focus on for outreach? |
| 9. What policies in our selection process could we implement to enroll more families that are FFEJ? | <ul style="list-style-type: none"> • Here is what we have now for priorities, what additional or revised priorities should we consider? (Refer to APPENDIX¹ for table on prioritization criteria.) • Why would those suggestions be impactful? |

Wrap Up (5 minutes) Thank you for your time and insights today.

- (C) Who else should we talk to?
- (D) Is there anything else we haven't talked about yet? Anything you'd like to add?

We will be in touch if we have clarifying questions, and please do not hesitate to reach out if there is something else you want to make sure we know.

III. Chart of Community Conversations Header

Chart of Community Conversations

| # | Who | Organization Name | Interview Time & Date | DEEL staff interviews | Description of community they serve |
|---|--|--------------------------------|-----------------------|-----------------------|---|
| 1 | Chris Matsumoto | Experimental Education Unit-UW | 12/7 @11am | Raka/Jenny | EEU offers a comprehensive early childhood school community that provides inclusive education to children with and without disabilities |
| 2 | Pamela Williams | Start Early | 12/8 @10am | Raka/Cam | Start Early advances quality early learning for families with children, before birth through their earliest years, to help close the opportunity gap |
| 3 | Bevette Iris | Wellspring | 12/9 @9:30 | Raka/Grace | We offer a safe learning environment for children ages one to five who are living in King County in a shelter or transitional housing with case management. |
| 4 | Sara Rigel ; Steve Shapiro | King County Health | 12/9 @10am | Holly/Jamal | King County supports our EL providers with mental health consultation and nurse consultation. |
| 5 | Haydee Lavariega | UWKC | 12/9 @11a | Raka/Jamal | The ParentChild+ program closes the kindergarten preparation gap by supporting parents during the crucial early years of their kids' development |
| 6 | Mike Tulee ; Nick Terrones | United Indians of All Tribes | 12/11 @9am | Taylor/Jamal | provide educational, cultural and social services that reconnect Indigenous people in the Puget Sound region |
| 7 | Phoebe Anderson, Natalie Lente, Courtney | Child Care Resources | 12/11 @ 12p-1p | Raka/Jamal | Child Care Resources works with families, child care providers, community organizations and advocacy groups in order to |

| | | | | | |
|----|--|-----------------------------|--|-------------|---|
| | Nolen-Viducich | | | | improve the quality of early childhood care in our region. |
| 8 | Anita A. Koyer-Mwamba, | OBAC | 12/10 @1p | Raka/Jamal | Our Best Advisory Council Member from SPS, Family Engagement |
| 9 | Cikeithia Pugh | OBAC | 12/14 @10am | Raka/Taylor | Our Best Advisory Council Member from Seattle Public Library - Early Learning Program Manager/Youth and Family Learning Services |
| 10 | Family Partners-Bailey Gatzert | Bailey Gatzert Ele. School | 12/14, 21 @5p Last meeting on 2/22 @5pm | Raka/Jamal | Parent members that had child in an SPP program, and currently has a child at BG site |
| 11 | Karin Ganz, Nicole Lor, Xyzlora Brownell | DCYF | 12/21 | Raka/Jamal | DCYF is a cabinet-level agency focused on the well-being of children. DCYF is the lead agency for state-funded services that support children and families to build resilience and health, and to improve educational outcomes. |
| 12 | Karina Rojas | South West Early Learning | 12/23 @10am | Raka/Jamal | Provide a high quality preschool experience for children ages 3-5 in a warm, nurturing, culturally relevant environment. |
| 13 | Agnes Navarro, Edwin Obras | Filipino Community Services | 12/21 @10am | Raka/ MLA | Serves the Filipino community and Rainier Valley. Child care to Senior Care |
| 14 | Maria Miranda | El Centro | Jan. 7, 2021 | Jamal/Raka | Director of Early Learning Home Visiting Department at El Centro. |

IV. Community Ideas to Surmount Barriers

Community Ideas to Surmount Barriers

| Barrier Theme | Community Ideas |
|--|--|
| Geographic Eligibility | <ul style="list-style-type: none"> Organizations that are in Seattle providing a service, in my opinion, can the organization be the address – used as a home address. Not where family is living, but it is where they are receiving services. expand SPP to King County |
| Inadequate Outreach | <ul style="list-style-type: none"> Working with trusted messengers to dispel myths, build trust. Build a pipeline from ParentChild+ with pre-enrollment, family choice but this is already in place as they move towards the application period. 500-600 families are in Seattle and would be eligible for SPP. Have the City and HV administrators partner to share information. DEEL needs to understand the community it is trying to reach and have a language speaker there. Having an event at the SPP sites so parents know where to go It is critical that programs use communication practices that are sensitive to the diverse language and cultural backgrounds of the families they serve Utilize Department of Neighborhoods Liaisons and other city departments to conduct outreach. "Warrior parents" can educate and spread the message about SPP Create space for parent voices. Parents could help to increase awareness of the program for those who haven't taken advantage of. Create a council of parents/family members to co-design what a parent council could look like. all of the very small CBOs already working with the families we're talking about- ensure they're strong communicators and ambassadors of the community themselves! When you're doing outreach, you need to collaborate with community orgs like the WIC office, Sea-Mar, Lutheran, Catholic Community Services, and non-profits near schools and provide translated documents. Communicated in their languages through people they already trust. Do playground sign ups using iPad. Incorporate cultural colors like red, black, green and make it easier for immigrant and African American families to sign up. Changing the narrative to who is served and include south American black, African, native American, and pacific islander. Filipino outreach groups that have their own FB pages Children in community-based early learning programs, B3 Invite tribal partners, create a separate pathway for tribal children. |
| Impersonal, Complicated Application Process | <ul style="list-style-type: none"> You have all the SPP coaches, redeployed at enrollment time for sure. To help support the work with parents to help them make informed decisions. People want someone on the phone to talk them thru it. sit "side by side" and walk thru the application Could be interesting to consider the idea of place-based services... key organizations to partner with to OWN the application process with you- walk folks thru and get them in. Any app process, we want to make as low barrier as possible. Modalities and languages to fill out. Don't ask for TOO MUCH personal info. What info do you REALLY NEED from the family? |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Using interpreters in the application process • If you ask families for feedback on the application process provide them with a stipend. Think about the design process and include all stakeholders including families. • There is a follow up required. Racial equity and cultural relevancy – send texts not phone calls. Make sure that incomplete apps are texted to. |
| Family-Centered Services | <ul style="list-style-type: none"> • Offer transportation (buses), virtual meetings (in-person in a non-COVID world), computers to use at home. • schedule for SPP may not align to family work schedule, may need more flexibility. • Easing restrictive documentation requirements for families experiencing homelessness. Institute a grace period for families to meet immunization requirements. • Create a continuum of trauma informed child serving agencies • Increase the number of early childhood specialists who are knowledgeable about DV and community based resources, i.e. shelter, home visitation • Increase access to safe and confidential resources for early childhood families experiencing domestic violence • Provide assistance for transportation if needed so the child can continue enrollment after reuniting with biological parents or being moved to a new foster home • Support foster, adoptive, and biological families in maintaining the child’s enrollment. Look into options for continuing vouchers when case closes (through adoption or returning home) to enable the child to remain at the same child care center |
| Qualifying Factors for 3 Year-Olds | <p>Note: Community respondents only suggested qualifying factors when specifically prompted.</p> <ul style="list-style-type: none"> • Single parent “heritage” language [latinx, AA/black; PI, NA] • Incarcerated parents; Domestic Violence; substance abuse/mental illness. Think about kids with IEPs. • Directly ask the families why they should be prioritized. As an open box question. • Single parents, domestic violence experiencers, families experiencing trauma, very large families who don’t qualify for income |

V. Potential Next Steps for DEEL

Potential Next Steps for DEEL

| Theme | Discussion | Potential Next Steps for DEEL |
|--|--|---|
| Geographic Eligibility | Expanding SPP eligibility outside of Seattle would require a change in legislation. Using Seattle property taxes to benefit non-Seattle families, even those that work in Seattle, may be controversial. | <ul style="list-style-type: none"> • Research whether there is precedent for using Levy funds to provide services to non-residents. • Estimate the potential demand to discover both the potential costs and potential benefits from increased enrollment of children FFEJ. • Talk to the LOC to see if this is a direction they support SPP pursuing. |
| Inadequate Outreach | These two have been combined, as, ideally, outreach will naturally transition to an application. SPP outreach and application has a bifurcated model in which providers recruit for seats they are responsible for filling and DEEL recruits applicants to fill the remaining seats. This has historically meant that a family can't go to particular site, learn about SPP and enroll. Rather they have to fill out an application that can get them in at any site, with no guarantee they'll get that particular site. The application process was meant to make it easier for families to find a seat that fits their needs but may have inadvertently forced families to lose the personal connection many want with the people who will care for their children. | <ul style="list-style-type: none"> • Create a parent council (with stipends, coordinated with DON) that can advise on the best way to support families through the process. This may include: <ul style="list-style-type: none"> ○ Feedback on outreach messaging ○ User acceptability testing of the parent portal ○ Feedback on application ease of use. • Create a workgroup with providers to explore how they can best serve families that come to them directly. More agency-selected seats? Funding to help families apply? • Coordinating with DON, pursue partnerships to develop and distribute culturally-competent messaging that is responsive to particular groups' concerns in appropriate languages and methods. Ideally, these partners could directly help the interested families apply via paper or online. • Coordinating with DON, pursue partnerships or practices to provide in-person application support in the community. • Improve the online portal to make it easier to navigate, in more languages, on more devices. • Streamline and simplify the application. Test question wordings and topics with the parent council to make sure they're clear and non-invasive. • Continually develop and support DEEL customer service. This may include: |
| Impersonal, Complicated Application Process | | |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> ○ See if there's another City or County department/ program that is considered particularly responsive and study their approach. ○ Develop protocols with enrollment staff to ensure prompt responses with appropriate language support. ○ Consider if seasonal or specialized staff may be required. |
| Family-Centered Services | DEEL has increased its funding of family support as part of SPP. | <ul style="list-style-type: none"> ● Work with outreach partners and parent council (above) to better communicate the family supports available via SPP. ● Work with outreach partners, parent council and provider workgroup (above) to develop family support services that better meet families' needs. ● Prioritize sites that provide after-school care for SPP expansion. ● Explore how to provide transportation assistance to families. ● Educate providers on how DEEL supports families experiencing homelessness and other traumas with reduced documentation requirements. |
| Qualifying Factors for 3 Year-Olds | Many of the community suggestions would require a significantly more intrusive or complicated application process. | <ul style="list-style-type: none"> ✓ Continue to provide prioritization and additional supports in the application and enrollment process for homeless and foster families. ✓ Expand enhanced application and enrollment support to anyone referred from a case worker or supportive services organization (those that work with domestic violence survivors, families of incarcerated people, child protection, etc.). ✓ Develop partnerships with agencies that work with families experience homelessness, domestic violence, etc., to encourage referrals. ✓ Prioritize 3 year olds who are <200% FPL, then those who speak a heritage language and are 201-350% FPL. |

VI. Seattle Preschool Program (SPP) Selection and Enrollment Process RET Recommendations

Seattle Preschool Program (SPP) Selection and Enrollment Process RET Recommendations:

- A. Alter qualifying factors:** Prioritize 3 year olds who are <200% FPL, then those who speak a heritage language and are 201-350% FPL.
- B. Improve online and paper application, EXAMPLES:**
 - i. Improve the online portal to make it easier to navigate, in more languages, on more devices. Have parents test and give feedback.
 - ii. Streamline and simplify the application. Test question wordings and topics with parents to make sure they're clear and non-invasive.
- C. Invest in more and more culturally-specific outreach, EXAMPLES:**
 - i. Coordinating with DON, pursue partnerships to develop and distribute culturally-competent messaging that is responsive to particular groups' concerns in appropriate languages and methods.
 - ii. Engage with smaller CBOs to act as ambassadors to their communities.
 - iii. Get parent council feedback on messaging.
 - iv. Better communicate the family supports available via SPP.
- D. Improve how SPP meets non-educational needs, EXAMPLES:**
 - i. Work with partners, parents and providers to develop family support services that better meet families' needs.
 - ii. Prioritize sites that provide after-school care for SPP expansion.
 - iii. Explore how to provide transportation assistance to families.
 - iv. Support providers in trauma-informed practices.
 - v. Expand enhanced application and enrollment support to anyone referred from a case worker or supportive services organization (those that work with domestic violence survivors, families of incarcerated people, child protection, etc.).
 - vi. Develop partnerships with agencies that work with families experience homelessness, domestic violence, etc., to encourage referrals.
- E. Explore how application and enrollment can be a more personal or even in-person process, EXAMPLES:**
 - i. Continually develop and support DEEL customer service.
 - ii. Create a workgroup with providers to explore how they can best serve families that come to them directly. More agency-selected seats? Funding to help families apply?
 - iii. Coordinating with DON, pursue partnerships or practices to provide in-person application support in the community.
- F. Explore geographic eligibility expansion, EXAMPLES:**
 - i. Estimate the potential demand to discover both the potential costs and potential benefits from increased enrollment of children FFEJ.
 - ii. Consider allowing families served by partner CBOs, no matter where they live, to be eligible.
 - iii. Consider allowing anyone who works in Seattle to be eligible.

VII. Special Education Placement in SPP Plus classrooms and SPS Developmental Preschools

Special Education Placement in SPP Plus classrooms and SPS Developmental Preschools

Due to COVID-19 enrollment decreases, the data analyzed was from the 2019-2020 SY, so there were no Head Start Plus classrooms and a few fewer SPP Plus classrooms.

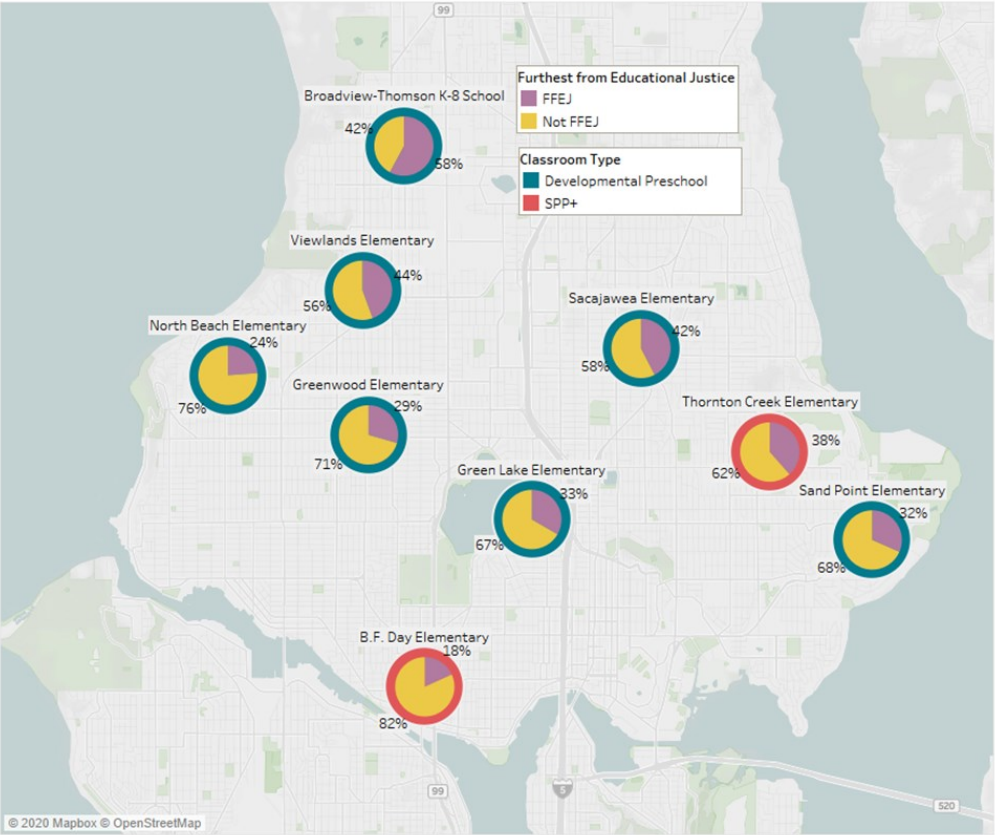
Here's the 10,000 ft view. Basically, SPP+ classroom's preschoolers with IEPs were very slightly less likely to be Furthest from Educational Justice (FFEJ) than the preschoolers without IEPs. The developmental preschoolers with IEPs are a bit more likely to be FFEJ than the SPP+ preschoolers with IEPs.

Table. 1. SPP Plus Classroom Comparison

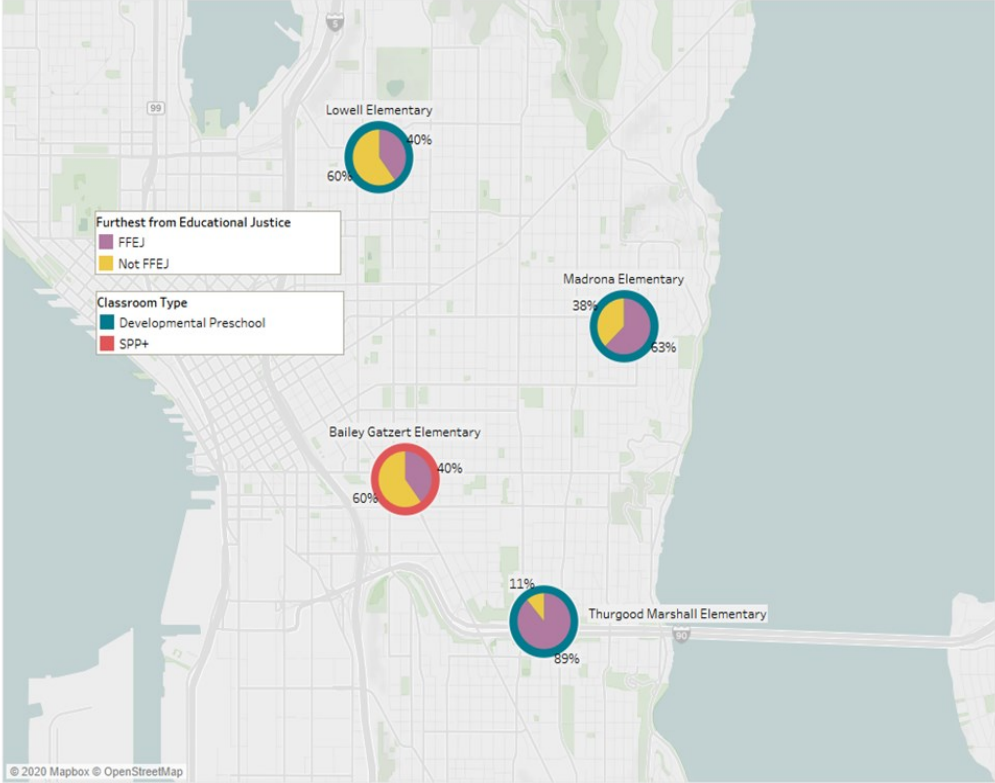
| Classroom Type | Special Education Status | FFEJ (Native Am, SE Asian, Black, LatinX, Pacific Islander) | | Not FFEJ (East/South Asian, White, 2+ Race) | | Grand Total | |
|-------------------------|--------------------------|--|------------|--|------------|-------------|-------------|
| | | # | % | # | % | # | % |
| Developmental Preschool | Special Education | 158 | 50% | 159 | 50% | 317 | 100% |
| SPP+ | Special Education | 28 | 45% | 34 | 55% | 62 | 100% |
| | Not Special Education | 80 | 47% | 92 | 53% | 172 | 100% |
| Grand Total | Total | 266 | 48% | 285 | 52% | 551 | 100% |

Is it just a function of geography? Review of map reveals it could be similar. Process, looking at how kids are split between nearby developmental and SPP Plus schools: Thornton Creek vs. Sand Point; Bailey-Gatzert vs. Thurgood Marshall; Dunlap vs. South Shore. (see maps on pg. 14 & 15)

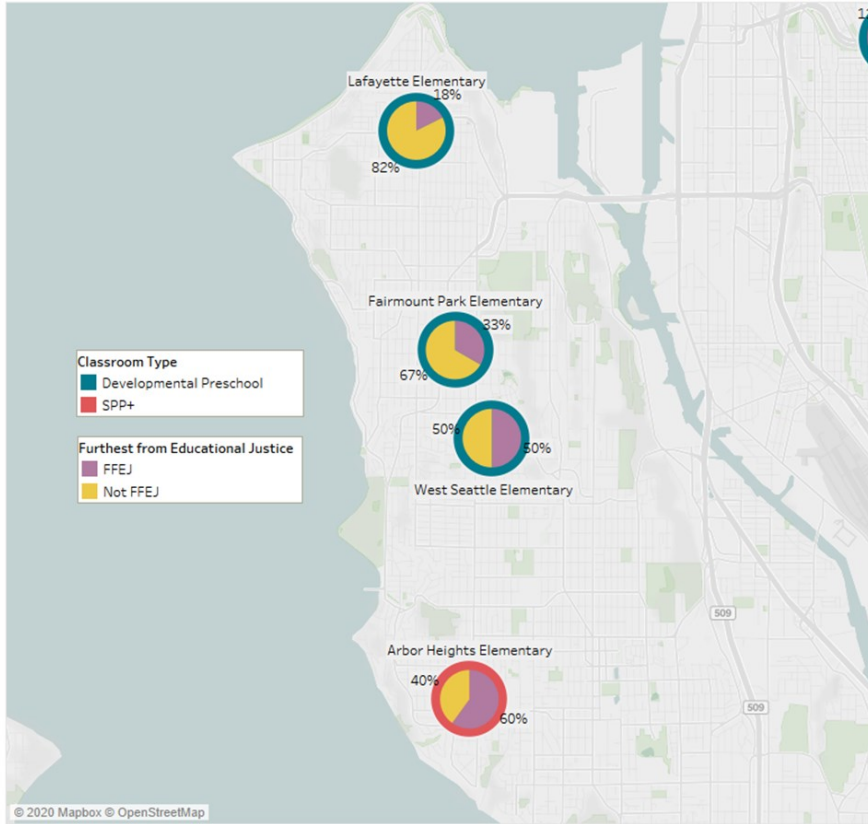
2019-20 SPS Special Education Preschoolers, North



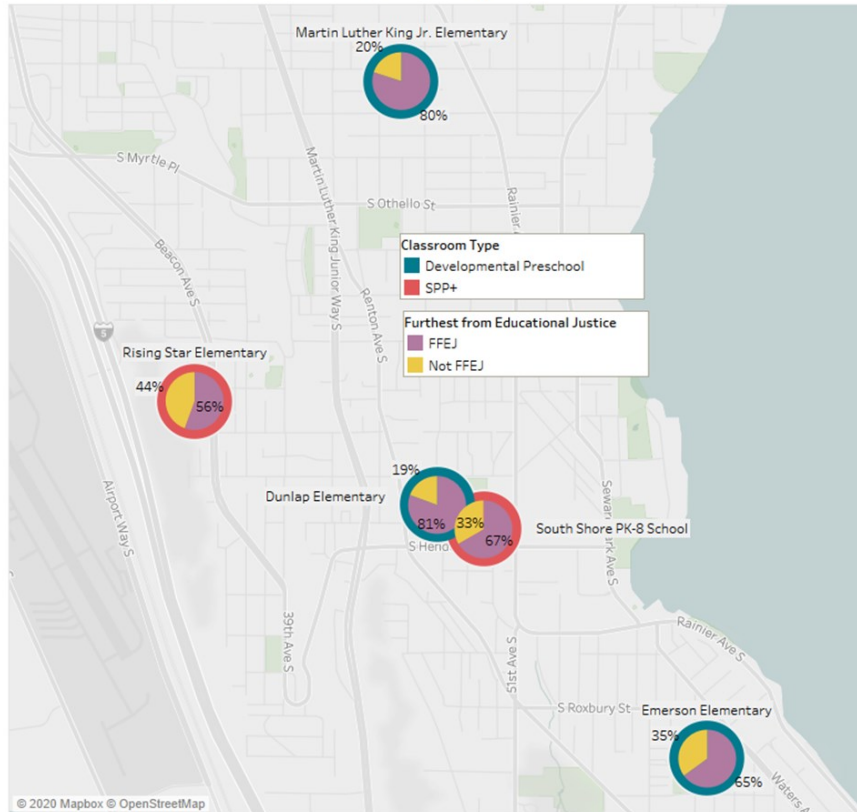
2019-20 SPS Special Education Preschoolers, Central



2019-20 SPS Special Education Preschoolers, Southwest



2019-20 SPS Special Education Preschoolers, Southeast



VIII. Data Analyses

Data Analyses

8.a. 2021-2022 Qualifying Factors Analysis:

Ran some data **for 1,300 3 year-old applicants in 19-20 and 20-21** (after the FPL cap had been lifted for them). Remember, most of them WERE eventually placed, so it's hard to say how much the proposed qualifying factors would INCREASE enrollments, only the % of the population that would receive additional consideration. Remember, if a site only enrolls 4 year-olds or all the 3 year-old applicants at the site have a QF, it doesn't matter. If the QF child applies after all the seats are filled, it doesn't matter.

Goal is for the qualifying factors to INCREASE diversity, so we will test each QF to see if increases the % of children of color prioritized pool vs the overall application pool.

Summary Recommendation:

Create 2 tiers of Qualifying Factors for 3 years olds:

1. Anyone less than 200% FPL
2. THEN: Anyone 200%-350% FPL with a single adult in their household AND/OR who speaks a heritage language.

Table 2. Results (small racial groups excluded for clarity): % of each group by Race/ Ethnicity

| Group | Asian | Black | Latino | 2+ Races | White | Scope | Summary |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------------|--|
| All 3 year old applicants | 19% | 21% | 12% | 16% | 33% | 100% of applicants | Our applicants are largely White. |
| <200% FPL | 20% (1.0) | 40% (1.9) | 15% (1.3) | 11% (0.7) | 14% (0.4) | 40% of applicants | This boosts Black families strongly and Latino families somewhat. See “rejected ideas” for why I cut off at 200%. |
| 200-350% FPL with Single Adult | 23% (1.2) | 25% (1.2) | 11% (0.9) | 17% (1.1) | 24% (0.7) | 10% of applicants | Slight boosts to Asian and Black families. |
| 200-350% FPL with heritage language | 58% (3.0) | 14% (0.7) | 15% (1.3) | 6% (0.4) | 7% (0.2) | 7% of applicants | Very large boost to Asian families, medium boost to Latino families. It depresses Black family representation. |
| All qualifying factors | 23% (1.2) | 32% (1.6) | 14% (1.2) | 13% (0.8) | 19% (0.6) | 57% of applicants | Black families will receive the largest advantage. |
| % of group receiving QF | 66% | 88% | 68% | 46% | 33% | | A large majority of Black families will be prioritized; smaller majorities of Asian and Latino families will be prioritized. |

Table 2 and Table 3

- i. Each line is the composition of the prioritized group, except the last row
- ii. In parenthesis is the ratio of the prioritized group % to the overall pool %. The higher the ratio the bigger the “boost” the group gets by the QF.

Table 3. Rejected Ideas:

| Group | Asian | Black | Latino | 2+ Races | White | Scope | Summary |
|--|--------------|--------------|--------------|--------------|--------------|--------------------|--|
| All 3 year old applicants | 19% | 21% | 12% | 16% | 33% | 100% of applicants | Our applicants are largely White. |
| 200-350% FPL as a group | 24% (1.2) | 13% (0.6) | 12% (1.0) | 16% (1.0) | 35% (1.1) | 23% of applicants | Depresses Black representation quite a bit. |
| 350%-500% FPL with Single Adult | 16% (0.8) | 8% (0.4) | 11% (0.9) | 21% (1.3) | 45% (1.4) | 3% of applicants | Tiny fraction of the pool. Mainly helps 2+ Race and White families. |
| 350%-500% FPL with heritage language | 64% (3.3) | 5% (0.2) | 18% (1.5) | 5% (0.3) | 9% (0.3) | 2% of applicants | Tiny fraction of the pool. Depresses Black representation, but does increase Asian and Latino. Willing to debate the tradeoff. |
| Families with 3+ children under 13 200-350% FPL | 9% (0.5) | 19% (0.9) | 9% (0.8) | 9% (0.6) | 53% (1.6) | 3% of applicants | Tiny fraction of the pool. Mainly helps White families. There were only 7 families in this income bracket with 4+ kids, and they were mostly White, too. |

Expected Qualifying Factor Impact

Based on a review of 19-20 applications

| Group | Asian % of row (ratio to applications) | Black % of row (ratio to applications) | Latino % of row (ratio to all applications) | 2+ Races % of row (ratio to all applications) | White % of row (ratio to applications) | Scope Applications impacted | Summary |
|--|---|---|--|--|---|-----------------------------------|--|
| All 3-year old applicants | 19% | 21% | 12% | 16% | 33% | 100% of applicants | Our applicants are largely White . |
| <200% FPL | 20% (1.0) | 40% (1.9) | 15% (1.3) | 11% (0.7) | 14% (0.4) | 40% of applicants | This boosts Black families strongly and Latino families somewhat. |
| 200-350% FPL with heritage language | 58% (3.0) | 14% (0.7) | 15% (1.3) | 6% (0.4) | 7% (0.2) | 7% of applicants | Very large boost to Asian families, medium boost to Latino families. It slightly depresses Black family representation. |
| <200% FPL OR 200-350% FPL with heritage language | 26% (1.3) | 36% (1.7) | 15% (1.3) | 11% (0.7) | 13% (0.4) | 47% of applicants | The qualifying factors will strongly prioritize Black families and moderately prioritize Asian and Latino families. |

Rejected Qualifying Factors:

- Too personal to ask: incarcerated parent, domestic violence, other trauma
- Too complex to implement: single parent households
- Poorly targeted for increasing diversity: All 200-350% FPL families, all heritage language families, large families.



8.b. Unsuccessful Applicants Profile

Population Included

- **Years:** 18-19 and 19-20; 20-21 excluded due to COVID weirdness
- **Types:** Applications marked “Finalized” or “Submitted” with a program age of 3 or 4, a Council district and at least 1 site selected.
- **Success:** If the child had at least 1 enrollment record that program year, they were considered “successful,” even if they entered through a non-DEEL selected seat or never accepted a seat.

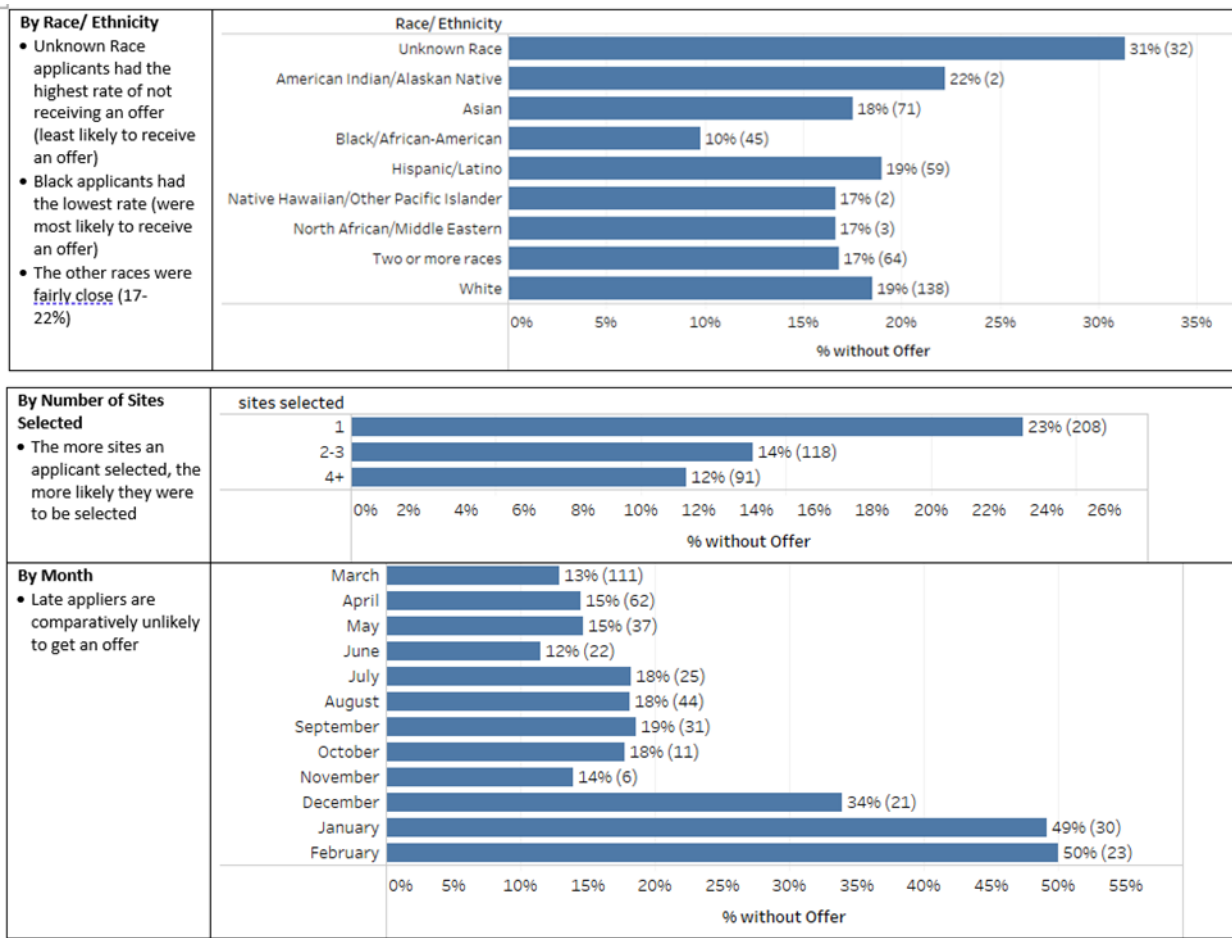
Totals

- 2,453 applicants
- 2,124 (87%) were successful
- 431 (13%) were unsuccessful

Comparisons

Take-away: If a 4 year-old applies before school starts and selects at least 2 sites, they have a 97% chance of being offered a seat. A similar 3 year-old has an 82% chance.

| <p>By Council District</p> <ul style="list-style-type: none"> • Applicants from Council District 6 (NW Seattle) had the highest rate of not receiving an offer. • Applicants from Council District 3 (downtown Seattle) had the lowest rate of not receiving an offer. • The other Council Districts were fairly close (16-19%) | <p>Council District</p> <table border="1"> <thead> <tr> <th>Council District</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>18%</td> <td>87</td> </tr> <tr> <td>2</td> <td>17%</td> <td>104</td> </tr> <tr> <td>3</td> <td>9%</td> <td>27</td> </tr> <tr> <td>4</td> <td>18%</td> <td>48</td> </tr> <tr> <td>5</td> <td>18%</td> <td>94</td> </tr> <tr> <td>6</td> <td>26%</td> <td>38</td> </tr> <tr> <td>7</td> <td>16%</td> <td>18</td> </tr> </tbody> </table> | Council District | % without Offer | Count | 1 | 18% | 87 | 2 | 17% | 104 | 3 | 9% | 27 | 4 | 18% | 48 | 5 | 18% | 94 | 6 | 26% | 38 | 7 | 16% | 18 |
|---|--|------------------|-----------------|-------|------------|-----|-----|-------------------|-----|-----|--------------|-----|----|-------|-----|-----|---|-----|----|---|-----|----|---|-----|----|
| Council District | % without Offer | Count | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 18% | 87 | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 17% | 104 | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 9% | 27 | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 18% | 48 | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 18% | 94 | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 26% | 38 | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 16% | 18 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>By Age</p> <ul style="list-style-type: none"> • 95% of 4 year-olds got an offer • Only 74% of 3 year-olds did. | <p>Age</p> <table border="1"> <thead> <tr> <th>Age</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>26%</td> <td>351</td> </tr> <tr> <td>4</td> <td>5%</td> <td>70</td> </tr> </tbody> </table> | Age | % without Offer | Count | 3 | 26% | 351 | 4 | 5% | 70 | | | | | | | | | | | | | | | |
| Age | % without Offer | Count | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 26% | 351 | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5% | 70 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>By Language</p> <ul style="list-style-type: none"> • English and heritage language households had very similar rates of offers. | <p>language</p> <table border="1"> <thead> <tr> <th>language</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>17%</td> <td>322</td> </tr> <tr> <td>Heritage language</td> <td>16%</td> <td>94</td> </tr> </tbody> </table> | language | % without Offer | Count | English | 17% | 322 | Heritage language | 16% | 94 | | | | | | | | | | | | | | | |
| language | % without Offer | Count | | | | | | | | | | | | | | | | | | | | | | | |
| English | 17% | 322 | | | | | | | | | | | | | | | | | | | | | | | |
| Heritage language | 16% | 94 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>By FPL</p> <ul style="list-style-type: none"> • All FPLs had similar rates of offers. | <p>FPL group</p> <table border="1"> <thead> <tr> <th>FPL group</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td><=110% FPL</td> <td>16%</td> <td>63</td> </tr> <tr> <td>111-199% FPL</td> <td>16%</td> <td>51</td> </tr> <tr> <td>200-350% FPL</td> <td>18%</td> <td>75</td> </tr> <tr> <td>350%+</td> <td>17%</td> <td>230</td> </tr> </tbody> </table> | FPL group | % without Offer | Count | <=110% FPL | 16% | 63 | 111-199% FPL | 16% | 51 | 200-350% FPL | 18% | 75 | 350%+ | 17% | 230 | | | | | | | | | |
| FPL group | % without Offer | Count | | | | | | | | | | | | | | | | | | | | | | | |
| <=110% FPL | 16% | 63 | | | | | | | | | | | | | | | | | | | | | | | |
| 111-199% FPL | 16% | 51 | | | | | | | | | | | | | | | | | | | | | | | |
| 200-350% FPL | 18% | 75 | | | | | | | | | | | | | | | | | | | | | | | |
| 350%+ | 17% | 230 | | | | | | | | | | | | | | | | | | | | | | | |



VIII. Who could benefit from Qualifying Factors?

Who could benefit from Qualifying Factors?

In order to benefit from qualifying factors, a three year-old child must apply to a site that:

1. Has space for DEEL-selected 3 year-olds
2. Has children without qualifying factors applying for it as well (so that the QF child can have an advantage)

In 19-20 (the first year over 350% FPL 3 year-olds could enroll), 621 3 year-olds applied before Sept 1 who were either offered a DEEL-Selected seat or no seat at all (another 38 received an Agency-selected seat, but they're not helpful for the comparison).

| | Qualifying Factor (<350% or heritage language)? | | Grand Total |
|----------------------|---|-----|-------------|
| | No | Yes | |
| No Offer Made | 47 | 68 | 115 |
| Offer Made | 145 | 361 | 506 |
| Grand Total | 192 | 429 | 621 |

Question: To what extent did the 68 children with qualifying factors and no seat lose out to the 145 children without qualifying factors who did get an offer? To what extent were they applying to the same sites?

Answer: It's possible that up to 52 3 year-olds with qualifying factors could have received seats taken by 98 non-qualifying factor 3 year-olds in 18-19 at 23 sites. However, depending on how we implemented this policy, those seats may have gone to later-applying 4 year-olds. Note: the by-site numbers equal more than the total applicants due to multiple offers and site selections.

| Site | Non-QF 3 year-olds with Offer | QF 3 year-olds with no Offers interested in site |
|---|-------------------------------|--|
| Children's Home Society - Genesee Early Learning Center | 11 | 2 |
| Creative Kids - Carkeek | 2 | 9 |
| Creative Kids - Viewlands | 3 | 8 |
| Launch - Delridge Community Center | 19 | 1 |
| Northwest Center Kids - Chinook | 10 | 1 |
| Northwest Center Kids - Greenwood | 2 | 6 |
| ReWA - Beacon Hill | 1 | 2 |
| REWA - Lake City | 4 | 2 |
| SCCS - Hoa Mai | 7 | 1 |
| SCCS - Pinehurst at Hazel Wolf K-8 | 2 | 5 |
| SCCS - Pinehurst at Northgate Community Center | 4 | 5 |
| SCCS - SWEL | 6 | 2 |
| Seed of Life - MLK | 3 | 5 |
| SPS - Bailey Gatzert | 1 | 1 |
| SPS - BF Day | 2 | 18 |
| SPS - Boren STEM | 2 | 6 |
| SPS - Cedar Park | 10 | 1 |
| SPS - Highland Park | 13 | 3 |
| SPS - Olympic Hills | 1 | 5 |
| SPS - Rising Star (Formerly Van Asselt) | 2 | 9 |
| SPS - Sand Point Elementary School | 1 | 3 |
| YMCA - Concord | 10 | 1 |
| YMCA - Hallows | 6 | 1 |
| Grand Total of Applicants | 98 | 52 |

Who were these 52 and 98 children? 22 (42%) are Black or LatinX . 33 (63%) are less than 200% FPL. The 98 non-qualifying factor successful applicants included 10 (10%) Black and LatinX.

Unplaced Qualifying Factor 3 Year-Olds

| Race | FPL Band | Language | Count |
|------------------------------|-----------------|-------------------|--------------|
| Unknown Race | <=110% FPL | English | 2 |
| Unknown Race | 111-199% FPL | Heritage language | 1 |
| Asian | 111-199% FPL | English | 3 |
| Asian | 111-199% FPL | Heritage language | 4 |
| Asian | 200-350% FPL | English | 1 |
| Asian | 200-350% FPL | Heritage language | 1 |
| Asian | 350%+ | Heritage language | 2 |
| Black/African-American | <=110% FPL | English | 4 |
| Black/African-American | <=110% FPL | Heritage language | 2 |
| Black/African-American | 111-199% FPL | English | 4 |
| Black/African-American | 111-199% FPL | Heritage language | 3 |
| Black/African-American | 200-350% FPL | English | 1 |
| Black/African-American | 200-350% FPL | Heritage language | 2 |
| Hispanic/Latino | <=110% FPL | English | 1 |
| Hispanic/Latino | 111-199% FPL | English | 1 |
| Hispanic/Latino | 200-350% FPL | English | 3 |
| Hispanic/Latino | 350%+ | Heritage language | 1 |
| North African/Middle Eastern | 200-350% FPL | Heritage language | 1 |
| Two or more races | <=110% FPL | English | 2 |
| Two or more races | <=110% FPL | Heritage language | 1 |
| Two or more races | 200-350% FPL | English | 2 |
| Two or more races | 200-350% FPL | Heritage language | 1 |
| White | 111-199% FPL | English | 2 |
| White | 200-350% FPL | English | 7 |
| Grand Total | Total | Total | 52 |

Placed Non-Qualifying Factor 3 Year-Olds (all are 350%+ FPL and English speaking)

| Race/ Ethnicity | Count |
|------------------------|--------------|
| Unknown Race | 3 |
| Asian | 12 |
| Black/African-American | 5 |
| Hispanic/Latino | 5 |
| Two or more races | 19 |
| White | 54 |
| Grand Total | 98 |