FEPP Levy
School Based Request for Investment
Technical Assistance Session 2

Department of Education and Early Learning (DEEL)
October 7, 2019
Welcome!

- Introductions
- Check-in
- Access

WiFi Access
Network: *Seattleguest*
Password: *none*

[www.tinyurl.com/DEELK12RFI](http://www.tinyurl.com/DEELK12RFI)
Objectives

Participants will:

- Revisit expectations for Section 2 of the RFI Application
- Consider data points that are most helpful for them in identifying student needs
- Reflect on the current state of school data systems

In order to identify:

- Areas of need
- Focus students
- Links to FEPP Levy outcomes
- Levy investment focus

And will know they are successful when they have:

- Documented preliminary thoughts on responses to Parts A, B, and C of RFI Section 2
- Set an action plan for completing Section 2
Agenda

- Overview: Section 2 of the RFI Application
- Part A: Historical Performance and Identification of Need

~ Break ~

- Part B: Data Culture and Practice
- Part C: Focus For This Investment Opportunity
- Closing
Overview
Section 2: Data Analysis and Use
2018 Families Education Preschool and Promise (FEPP) Levy

Goal
What are we trying to do?

Advance educational equity, close opportunity gaps, and build a better economic future for Seattle students

Focus Students
For whom?

African American/Black, Hispanic/Latino, other students of color, and students from historically-underserved groups

Investment Types
How?

2018 Families Education Preschool and Promise (FEPP) Levy

Goal
What are we trying to do?

Focus Students
For whom?

Investment Types
How?

FEPP Levy
- Preschool & Early Learning
- K12 School Health
- K12 & Community
- Seattle Promise

Expanded Learning and Academic Support
- School Based
- Opportunity & Access
- Wraparound Services
- Culturally Specific and Responsive

College and Career Readiness
Why these components?

**Expanded Learning and Academic Support**
- Persistent achievement gaps
- Content knowledge needed to succeed in post-secondary opportunities
- Critical thinking and other 21st century skills

**College and Career Readiness**
- Disparities in education continue into the workforce
- Labor market trends
- Support in seeking *and* succeeding in post-secondary pathways
Seattle’s prosperity has not been shared by all.

Local education cannot keep up with job demand.

### People of Color Are Overrepresented in Low Wage Occupations, Underrepresented in High Wage Occupations.

Job Distribution by Annual Earnings and Race/Ethnicity
King County, 2017

<table>
<thead>
<tr>
<th>Wage Range</th>
<th>American Indian or Alaska Native</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
<th>Asian</th>
<th>% of Total Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 to $2,500</td>
<td>5.62%</td>
<td>7.31%</td>
<td>20.11%</td>
<td>55.32%</td>
<td>10.35%</td>
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</tr>
<tr>
<td>$2,501 to $5,000</td>
<td>8.53%</td>
<td>12.45%</td>
<td>59.73%</td>
<td>13.56%</td>
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</tr>
<tr>
<td>$5,001 to $7,499</td>
<td>5.65%</td>
<td>9.69%</td>
<td>62.67%</td>
<td>10.15%</td>
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<tr>
<td>$7,500 to $9,999</td>
<td>6.41%</td>
<td>74.07%</td>
<td>13.52%</td>
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<tr>
<td>$10,000 to $12,499</td>
<td>71.69%</td>
<td>72.84%</td>
<td>17.78%</td>
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<tr>
<td>$12,500 to $14,999</td>
<td>56.39%</td>
<td>35.86%</td>
<td>21.77%</td>
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<td>$15,000+</td>
<td>69.83%</td>
<td>21.77%</td>
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<tr>
<td>Overall</td>
<td>5.54%</td>
<td>8.75%</td>
<td>67.06%</td>
<td></td>
<td></td>
<td>13.98%</td>
</tr>
</tbody>
</table>

### Regional Supply vs. Demand

- **289,640** Expected annual job openings
- **12,000** Students from region who could potentially complete post-secondary education in region
At this point you’re probably thinking...

Okay, I’ve got the big picture...
...what does all of this mean for the RFI Application and Section 2 specifically?

Section 2
analyze data
to
inform workplan development

Section 6
Section 2: Data Analysis and Use

Purpose:
• Use data to identify areas of student and systemic need as well as high priority groups of focus students
• Create a data-informed basis for developing a workplan linked to Levy outcomes
• Demonstrate current systems for collecting, analyzing, and acting on data authentic to your context
• Summarize plan for Levy funds
Section 2: Data Analysis and Use - 20pts

Part A: Historical Performance and Identification of Need

Part B: Data Culture and Practice

Part C: Focus for this investment opportunity
Section 2: Data Analysis and Use - 20pts

**Part A: Historical Performance and Identification of Need**
- 3-year historical data analysis
- Discuss academic and non-academic trends related to levy outcomes
- Identify student populations most in need of support

**Part B: Data Culture and Practice**

**Part C: Focus for this investment opportunity**
Section 2: Data Analysis and Use – 20pts

Part A: Historical Performance and Identification of Need

Part B: Data Culture and Practice
- Describe data systems already in place in the school
- Staff roles in data use
- Systems for identifying student need and measuring effectiveness of interventions

Part C: Focus for this investment opportunity
Section 2: Data Analysis and Use - 20pts

**Part A: Historical Performance and Identification of Need**

**Part B: Data Culture and Practice**

**Part C: Focus for this investment opportunity**

- How did the historical analysis of data help shape plans for levy-funded interventions?
- Short- and long-term priorities
Section 2: Part A
Historical Performance and Identification of Need
The task

Conduct a three (3) year historical data analysis

Please do not include identifiable student information in your submission
FEPP Levy School-Based Investment Outcomes

- Proficiency in English language arts (ELA) as measured by state assessment(s)
- Proficiency in mathematics measured by state assessment(s)
- On-time high school graduation
- College and career readiness
How Do You Get Information About Student Needs?

List the sources of information and experiences you use to know what your students’ needs are in relation to the Levy outcomes.
The Data That Drives Us

• Review your list with your team to create a complete list of the information relevant to your school in making decisions about student needs

• Rank this list in order of usefulness

• What data isn’t there that could help inform decisions?
Telling a story with Data

Using these sources, what story do they tell about:

1. Academic and non academic trends
2. Student populations most in need of supplemental support

Share with your table
Apply

Identify at least one action item to turn what you’ve just created into a draft of Section 2, Part A
Break – 5 minutes
Section 2: Part B
Data Culture and Practice
The task

Describe the systems and structures you have in place to collect, analyze, and act on data.
How Does Your School Know?

• Create a map (flow chart, narrative, or other representation) of how your school gathers, analyses, and acts on information about students and the effectiveness of services for them

• What parts of this map could be clearer?
Apply

Identify at least one action item to turn what you’ve just created into a draft of Section 2, Part B
Section 2: Part C

Focus for this investment opportunity
The Task

• Reflect on the data analysis
• Summarize your intended focus for levy funds
## Analyzing Your Own Data

<table>
<thead>
<tr>
<th>Components and Outcomes</th>
<th>Data informed need</th>
<th>Intended focus for Levy funds</th>
<th>Focus Student Groups</th>
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</thead>
<tbody>
<tr>
<td>ELAS</td>
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<tr>
<td>• ELA Proficiency</td>
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<td>• Math Proficiency</td>
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<tr>
<td>• On-Time Graduation</td>
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<tr>
<td>College and Career Readiness</td>
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</tbody>
</table>
Apply

Identify at least one action item to turn what you’ve just created into a draft of Section 2, Part C
Reflect and Next Steps

**Review**
With your team, review the lists and analysis you generated

**Identify**
Which parts of Section 2 need the most additional work

**Plan**
Email your team with the action steps necessary to follow up on this work
Closing
Upcoming Technical Assistance (TA)

Attendance at information and TA sessions is not required (nor are ‘points’ awarded for participation). However, it is highly recommended a school principal, designee, and/or key Levy team member(s) assigned to the development of a proposal should attend one information session at minimum, so applicants understand the RFI sections, technical compliance, and overview of application tools provided. For the most current information please visit the DEEL website (https://www.seattle.gov/education).

| School-Community Partnership Summit | Thursday  
October 17, 2019 | 8:00 a.m.-3:00 p.m.  
Magnuson Park Hangar 30  
6310 NE 74th St, Seattle, WA 98115 |
|------------------------------------|--------------------|------------------------------------------------|
| Session 3: Academic & College/Career Readiness & Budget Development  
*Section 6, Appendix C & E* | Monday  
October 21, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 |
| Session 4: Partnerships, Collaboration & Engagement & Cultural Responsiveness  
*Section 3, Section 4, Section 5* | Monday  
November 4, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 |
| Session 5: General Technical Assistance | Monday  
November 18, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 |
Homework

<table>
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<tr>
<th>Next up:</th>
<th>Preparation:</th>
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</thead>
</table>
| **Workshop 3:** Academic & College/Career Readiness & Budget Development | - Read/Review instructions for Section 6 *(page 21)*  
  - If you haven’t already, download a copy of the Excel workplan template and bring it with you |
| **Monday October 21st**  
  4-6pm  
  Miller Community Center | - Read/Review Appendix C *(page 27)*  
  - Begin to think about how these approaches/activities might appear in your workplan |
| | - Take a look at the “Getting Started” resources |
Resources

Reference DEEL’s website for a list of resources you might consider as you get started. Additional resources will be added as technical assistance sessions occur.

www.tinyurl.com/DEELK12RFI
SCHOOL COMMUNITY PARTNERSHIP SUMMIT
Thursday, October 17, 2019
8:00am-3:00pm
Magnuson Park Hangar
6310 NE 74th St
Seattle, WA 98115

REGISTRATION DETAILS
Register at http://bit.ly/PartnershipSummit
Community partners and schools will be limited to register a maximum of 3 individuals. Please identify individuals to attend before completing the registration form. Registration will close Friday, October 11th.

https://whova.com/web/scps_201910/
Questions?

• Please submit questions to education@seattle.gov with the subject line "Question_School-Based RFI"

• Submitted questions will form the basis of our FAQ and the agendas of subsequent Technical Assistance sessions

• Please mark your calendars and plan to attend the upcoming Technical Assistance Sessions for in-depth support and dedicated 'work time'

• For updates and resources, please go to www.seattle.gov/education
Thank you!