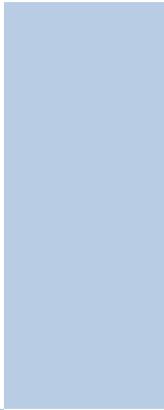


the
mayor's
education
summit



FINAL
REPORT
of the
ADVISORY
GROUP



November 2016



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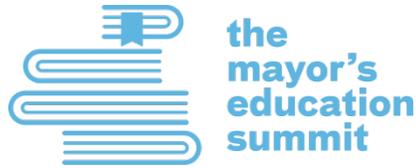
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November 2016

Dear Friends:

For more than a century, public education has been viewed as opening doors to the American Dream. The idea that our public education system should offer opportunities for all children to learn skills and knowledge that will allow them to thrive and succeed in life remains a powerful vision, but one that is not experienced by many children today. Unfortunately, our public education system across the country is characterized more by racial and economic disparity than equity. For decades we have failed to change outcomes for too many students of color and low-income students.

In Seattle Public Schools, there is much good work underway. But as in many large urban public school systems, disparities in child outcomes have existed for far too long and still exist in Seattle today. The Education Summit's purpose was to identify ways the City of Seattle could improve outcomes for students of color in Seattle. We thank and commend Superintendent Larry Nyland and Board Chair Betty Patu for being tireless partners in each phase of the Education Summit.

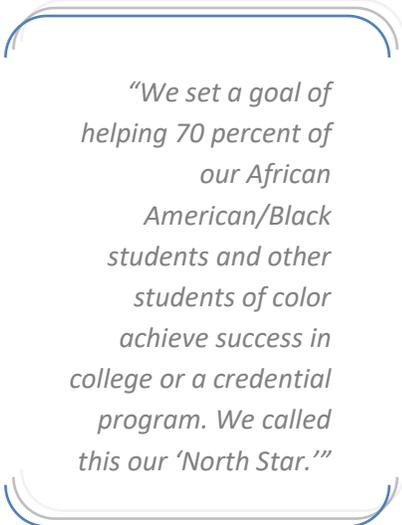
Data about educational outcomes for our children tell us a chilling story. In Seattle Public Schools, students of color meet the 3rd grade reading standards at a rate 31 percent lower than white students. Students of color are suspended or expelled at three times the rate of their white peers. Students of color graduate on time at a rate 24 percent lower than white students. A shocking 43 percent of African American and Latino students do not graduate on time or at all.

These disparities are unacceptable, and they explain why we agreed to accept our roles as the Co-Chairs of the Mayor's Education Summit. In education circles, the gap between outcomes for students of color and their white counterparts is referred to as the opportunity gap. Closing this gap is a big challenge, but one that members of the Education Summit Advisory Group embraced.

The Advisory Group was part of a nearly year-long process culminating in recommendations to the Mayor on ways the City of Seattle can ensure all of Seattle's children have an equal opportunity to succeed in school and in life. The first phase of our work involved listening to community members regarding their ideas and concerns about Seattle's opportunity gap. Many meetings were held across the city to solicit the ideas of our fellow residents. The next phase of our work focused on a day-long education summit, where we came together with

more than 500 individuals to hear from students, teachers, other cities tackling these issues, and talk to one another. Finally, we worked as an Advisory Group for seven months to identify actionable strategies that will have a measurable impact on eliminating the disparities in educational outcomes for our children.

One of the important conversations we had early in our work was about establishing the right focus for our recommendations. What is the goal we hope to achieve? After considerable discussion we agreed that a laser-like focus on closing the opportunity gap for



“We set a goal of helping 70 percent of our African American/Black students and other students of color achieve success in college or a credential program. We called this our ‘North Star.’”

African American/Black students and other underserved children of color is what is needed. The ideas and strategies included in this report focus on the needs of these children, who have been historically underserved by our public schools. We set a goal of helping 70 percent of our African American/Black students and other students of color achieve success in college or a credential program. We called this our “North Star.” This goal is important to us because research done by the Georgetown University Center on Education in the Workforce states that by 2018 fully 67 percent of jobs in Washington state will require some form of post-secondary credential. Without making major changes to the ways in which we support African American/Black students and other students of color, they will be left behind as the workforce for the next generation is created.

Throughout our work the Advisory Group members were vigilant stewards of the concerns and ideas raised by community members in the Community Conversations. Our members remained focused on these students and their families, identifying, examining and ultimately recommending policies and resources that could help children of color be more successful in school and live healthier lives. A summary of the comments we heard from communities across Seattle is included in this report. It was an integral part of shaping our thinking about the actions needed.

The Advisory Group process was a collaboration among representatives of Seattle Public Schools, the City of Seattle, and community, business and philanthropic leaders from across Seattle. Our conversations with one another were courageous, honest and respectful. We were committed to the task of confronting institutional racism and inequitable access to resources, and improving the quality of educational life for our students of color in Seattle Public Schools. We are hopeful that this collaborative approach can serve as a model for the work ahead.

The recommendations proposed by the Advisory Group to the Mayor are not a conclusion, but a launching point for the important work that lies ahead. Achieving success will require continued community engagement, a robust collaboration, an insistence from all stakeholders on the elimination of the opportunity gap in Seattle Public Schools, and

tirelessly exploring every available public and private resource to support the education of our children of color. Our community must do better. We are resolute that, together, we will do better.

All of us benefit when children succeed in school. In another generation, today's school children will be making the decisions that shape our community. Together with our Advisory Group colleagues, it has been an honor to consider the comments from community members, and identify strategies that will make a measurable difference for the children and youth who find themselves the furthest from opportunity.

We look forward to continuing our support of these recommendations as Mayor Murray develops an implementation Action Plan. As Superintendent Nyland said to us in our first meeting, closing the opportunity gap "is the most important issue of our time."

Yours sincerely,

Advisory Group Co-Chairs



Kristin Bailey-Fogarty
Vice Principal
Thornton Creek Elementary



Dr. Sheila Edwards Lange
President
Seattle Central College



Ron Sims
Former Deputy Secretary
U.S. Dept. of Housing and
Urban Development



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President & CEO
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Executive Summary

Purpose

The Mayor's Education Summit has been a community process focused on how the City can help to make Seattle a place where every child will graduate from school with hope and the ability to embrace his or her full potential. During an eight-month process, the Education Summit brought together families, youth, teachers, school district leadership, community partners and interested community members to address the disparities in educational opportunity and outcomes that disproportionately impact students of color and those from lower-income families.

Overall, Seattle Public Schools' nearly 54,000 students have a good achievement record on state learning assessments and a good graduation rate. However, the picture is different when viewed by race/ethnicity and income, and for English Language Learner (ELL) students and foster children. In particular, the school district has identified the following five areas of disproportionality: school attendance, behavior and discipline, academics, on-time graduation, and achievement of post-secondary (2- and 4-year) degrees.

Four Phases of the Mayor's Education Summit Process

Phases One and Two

Community input. The Education Summit began by seeking input from community members. Phase One, in March and April 2016, involved holding multiple community conversations across the city and conducting an online survey to gather ideas from Seattle's families, students, educators and community members on how to address the opportunity gaps and disparities. The conversations and survey set the stage for Phase Two, which was the Mayor's Education Summit event, held on April 30, 2016. More than 1,400 people participated in the conversations and survey, and 500 joined the April 30 Summit.

Common threads and themes. Running through all the community input were three common threads: cultural competency, support for home languages, and equity in school funding. Nine themes emerged from the comments from community members regarding possible solutions to the opportunity gap: (1) improving school climate; (2) improving in-school instruction and programming; (3) improving family/community engagement and partnerships; (4) supporting community and family needs; (5) strengthening post-secondary access and attainment; (6) school-city collaboration; (7) recruiting, supporting and retaining a diverse and high-quality educator workforce; (8) improving access to quality expanded K-12 opportunities; and (9) expanding access to quality early learning.

Phase Three

In Phase Three, a mayor-appointed, 30-member Education Summit Advisory Group reviewed the ideas gathered from the community, and developed strategies and recommendations to reduce the opportunity gap for students of color, low-income students and ELL students.

The Advisory Group’s “North Star”: Vision and goal. The Advisory Group articulated a vision of Seattle as “a city where children of all races and ethnicities thrive and succeed.” They also developed a goal: “Through targeted City, District, and other partnership investments across the education continuum, with specific emphasis on African-American/Black students and other students of color who have been historically underserved by the education system, post-secondary credential attainment for all Seattle Public Schools (SPS) graduates shall rise to 70 percent by 2030.”

Development of recommendations. The Advisory Group organized into four work groups to design recommendations and developed guiding questions for their work. The entire Advisory Group reviewed the suggested recommendations from all the work groups. They agreed to prioritize the recommendations for action based on the following criteria:

- Recommendations that are the most important in having an impact on the opportunity gap as it relates to the African American/Black students and other students of color
- Recommendations that are the most important to implement in the short term
- Recommendations on which the City can have the greatest impact.

Advisory Group Recommendations

The Work Groups brought forward a total of 18 draft recommendations. The Advisory Group felt strongly that progress on each of the recommendations is needed to address the opportunity gap in a comprehensive manner. Advisory Group members were asked to identify priorities that they felt the Mayor should focus on initially. Advisory Group members identified six of the recommendations that members thought best met the three criteria above (marked with an * in the list below). In addition, the Advisory Group members identified their top two priorities within each of the Work Group(s) in which they participated.

Work Group #1: Improving Access to High-Quality Learning Opportunities and Programs

- A. Expand the Innovation School Model to Additional Elementary and Middle Schools; Develop a Comprehensive Approach for High Schools *
- B. Expand Summer Learning Program *
- C. Establish and Expand School-Based Mentoring Programs
- D. Enhance Opportunities for Before- and After-School Programs *
- E. Increase Support for Parents and Caregivers of Children, Prenatal – 3 Years

Work Group #2: Creating Positive, Supportive and High-Quality Teaching and Learning Opportunities

- A. Expand the Innovation School Model to Additional Elementary and Middle Schools; Develop a Comprehensive Approach for High Schools (Same as Work Group #1. A, above) *
- B. Increase Diversity in the Educator Workforce *
- C. Reduce Disproportionality in Discipline – Build and Sustain a Positive School Culture and Climate *

Work Group #3: Providing Authentic Family and Community Support and Engagement

- A. Expand School-Based Health Centers
- B. Increase Family Engagement and Partnership *
- C. Enhance Family Support – Create Comprehensive, Robust System of Support for Families
- D. Improve Transportation – Provide Safe, Affordable Options to School and Extended Learning Programs
- E. Address the Needs of Homeless Students

Work Group #4: Strengthening Post-Secondary Access and Attainment

- A. Enhance Workplace-Based Learning – Complement Career/College Prep in K-12
- B. Financing Post-Secondary Attainment – Remove Financial Barriers to Education and Training
- C. Career/College Planning – Increase Post-Secondary Access and Persistence by Raising Career and College Awareness Through Guiding Curriculum
- D. International Baccalaureate (IB) Pathway – Expand the Continuum through Elementary and Middle Schools
- E. Expand Seattle Public Schools International Schools/Dual Language Immersion Programs
- F. Support Open Doors Programs – Increase Capacity of School Re-entry Programs

Collaboration and Partnerships

The work to accomplish these ambitious recommendations will require a new level of collaboration and partnership. This will be challenging work, but is essential to ensure that every student has the opportunity to succeed in school and in life. Partnerships among the City of Seattle, the Seattle School District, community-based organizations, parents, the business community and philanthropy will be needed to implement these recommendations.

Phase Four

The Mayor's Action Plan and Implementation Process

The Advisory Group recommendations will be presented to the Mayor in November. The Mayor will work with the School District and other key stakeholders to develop an action plan. The Advisory Group recommended several guidelines to use in developing this action plan, and in implementing the range of suggested solutions.

Initial Investments

As the Advisory Group was finishing its work, Mayor Murray presented his 2017 budget to the City Council. This budget included four actions the Advisory Group is recommending: expanding the My Brother's Keeper mentoring program; expanding the Innovation Model to a high school; broadening summer learning programs; and investing in ways to encourage post-secondary enrollment.

I. Purpose

The Mayor's Education Summit is a community process focused on how the City can help to make Seattle a place where every child will graduate from school with hope and the ability to embrace his or her full potential. The Education Summit brought together families, youth, teachers, Seattle Public Schools (SPS) leadership, community partners and interested

community members to address the disparities in educational opportunity and outcomes that disproportionately impact students of color and those from lower-income families—referred to as the opportunity gap.

The purpose of the Advisory Group was to listen to the ideas and concerns expressed by the community and advise the Mayor on recommendations that will help close the opportunity gap. Specifically, the Mayor asked the Advisory Group to explore: “What can city government do, on its own and in partnership with private and public partners, to ensure that all children have opportunity to succeed in school and in life?” The work included the development of a shared vision to ensure equity and excellence for every Seattle student.

“We have failed to change the outcomes for too many poor students and students of color, depriving them of the opportunity to achieve excellence.”

Mayor Ed Murray,
Education Summit
remarks

Children and Youth in Seattle

A total of 98,826 children under age 18 live in Seattle. Of these, 64,815 are school aged (ages 5 – 17). Approximately 7,000 children are born in Seattle each year.¹

A total of 1,976 children below kindergarten age were enrolled in City of Seattle or school-connected early childhood programs in 2015-16, as follows:

- Head Start: 789 children
- Early Childhood Education and Assistance Program (ECEAP): 512 children
- Seattle Preschool Program (SPP): 256 children
- Step Ahead (preschool): 344 children
- SPP Pathway (providers working to qualify for SPP): 75 children.²

A total of 53,872 students were enrolled in Seattle Public Schools in 2015-16, attending the district's 98 schools.³ The students hailed from a total of 148 countries and included speakers of 128 different languages or dialects. Thirty-nine percent of the students qualified for the free and reduced price lunch program, which serves students from low-income families. More than 2,850 students were identified as being homeless. There were 6,430 students in the district's English Language Learner (ELL) program, another 335 eligible whose families waived the services, and 1,465 who had completed the ELL program but

¹ American Community Survey, 2014 five-year estimates, Population in Households, Table B9001 for Seattle city; 2010 Census Summary File 1, Age by Year, Table QT-PT2 for Seattle city.

² “Responses to Education Summit Advisory Group Questions,” May 11, 2016.

³ Data in this paragraph are from the presentation by Michael Tolley of Seattle Public Schools at the April 30, 2016, Education Summit, and from the Seattle Public Schools website.

whose progress the district monitors for two years. There were 6,718 students enrolled in the district’s special education program.

Opportunity Gap

Overall, Seattle Public Schools students have a good achievement record on state learning assessments and a good graduation rate. However, the picture is different when viewed by race/ethnicity and income, and for ELL students, and homeless and foster children. The students with the greatest disparities are African American/Black students and other students of color, particularly Hispanic, Native American and Pacific Islander.

The school district has identified the following five areas of disproportionality. Table 1 below offers data by race and ethnicity from 2014-15. (See also Appendices 1 and 2.)

- **School attendance** – Chronic absenteeism (missing 10 percent or more of possible instructional days). When students miss school days, they miss out in learning and can fall behind academically.
- **Behavior and discipline** – Suspension from school.
- **Academics** – Results of state assessment tests.
- **On-time graduation rate** – Graduating from high school on time, that is, in four years.
- **Post-secondary (two- and four-year) degrees** – Getting a post-secondary credential is rapidly becoming essential to getting a good job and participating in the future economy.

“When we talk about barriers, we are really talking about symptoms from historical racism.”

Participant at community conversation hosted by Southeast Seattle Education Coalition and Vietnamese Friendship Association

Table 1. Examples of Disproportionate Results in Key Measures (2014-15)

	African American / Black	Asian	Hispanic/ Latino	Multi-Racial	Native American	Pacific Islander	White
Chronic Absenteeism Rate	26%	12%	23%	15%	39%	47%	12%
Suspension Rate	16%	3%	9%	6%	13%	10%	4%
3rd Grade English/ Language Arts Proficiency	33%	59%	43%	65%	39%	46%	76%
7th Grade Mathematics Proficiency	32%	75%	41%	58%	26%	48%	73%
On-Time (4-year) Graduation Rate	65%	83%	58%	73%	53%	75%	85%
College (2- and 4-year) Degree Attainment	27%	43%	29%		24%		51%

Sources: Education Summit presentation by Michael Tolley (SPS); Seattle Public Schools

II. Phases One and Two: Community Input

The Education Summit's initial processes took place in March and April 2016. Phase One involved holding multiple community conversations across the city and conducting an online survey to gather ideas from Seattle's families, students, educators and community members on how to address the opportunity gaps and disparities. The Mayor met with numerous individuals and small groups to inform the design of the early stages of this work. The community conversations and survey set the stage for Phase Two, which was the Education Summit event, held on April 30, 2016.

Community Conversations and Online Survey

Community Conversation Hosts

"Establish community-based partnerships with a goal of addressing each community's needs related to student achievement. City of Seattle help is needed for space/facilities and capacity to provide those services."

Summit participant

Spread throughout the city, the community conversations were held at community centers, neighborhood resource centers and several Seattle schools. The conversation hosts represented a wide range of stakeholders, including 23 community-based and nonprofit organizations and one Seattle City Councilmember. (For a list of the hosts, see the report in Appendix 5.) Many of the hosts also served on the Advisory Group (see Section III, below), further ensuring that community voices were heard throughout the process.

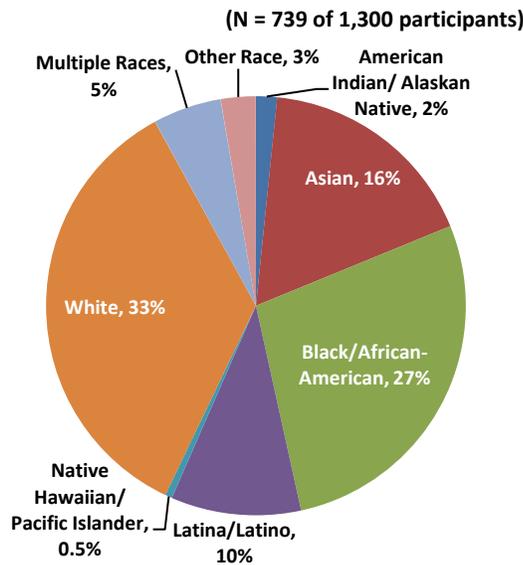
Participants

More than 1,400 people participated in Phase One, with more than 1,300 joining in the community conversations and 176 responding to the online survey. They included parents and grandparents, students, teachers, school administrators, business people, employers, community leaders, and interested residents from across the city.

Youth voice included. Approximately half of all participants provided demographic information. Of those who did, 9 percent of the community conversation participants and 3 percent of the online survey respondents were age 20 or below.

Racial/ethnic diversity. With the help of community partners, the City was able to convene a diverse group of participants, representing various races, ethnicities, and languages. See Figures 1 and 2 below.

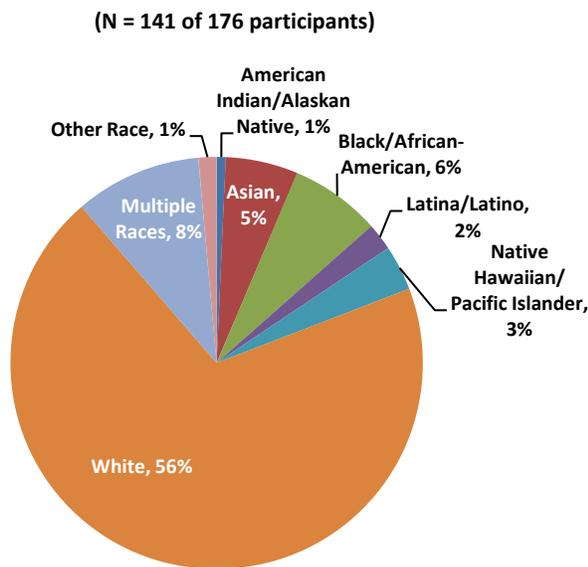
Figure 1. Race/Ethnicity of Community Conversation Participants



The community conversations were interpreted in the following languages:

- Amharic
- Bangla
- Cantonese
- English
- Farsi
- Filipino
- French
- Hmong
- Mandarin
- Oromo
- Russian
- Somali
- Spanish
- Tigrinya
- Vietnamese

Figure 2. Race/Ethnicity of Survey Participants



Language diversity. The community conversations were conducted or interpreted in 15 languages. Participants who responded to this question also listed a total of 37 languages they speak (see sidebar).

Generation of Ideas and Comments

Each community conversation began with a videotaped message from the Mayor and information about the education opportunity gap. (See Appendix 3 for a sample agenda of the community conversations. The Mayor’s video can be seen at www.youtube.com/watch?v=XkY2MxtqcYo.) Participants gathered in small groups,

sometimes organized around a particular topic, with City staff and volunteers serving as note takers. In each group, people shared their ideas in response to two questions:

1. What barriers do Seattle students, in particular students of color, face?
2. What is the solution to overcome these barriers?

The online survey included an introduction to the summit purpose and provided the Mayor’s videotaped message. The survey asked three questions:

1. My idea for how we can create equity and excellence in our schools is regarding . . . [followed by a checklist of topic areas].
2. What barriers do Seattle students, in particular students of color, face? [followed by an open response box]
3. What is the solution to overcome these barriers? [followed by an open response box]

April 30th Education Summit

Everyone who participated in the community conversations was encouraged to attend the April 30th Education Summit. Held at Garfield High School, the Summit was sponsored by the City of Seattle and Seattle Public Schools. A total of 500 people participated. Speakers

offered in-depth information about the opportunity gap and some solutions that have shown promise in other cities. (See Appendix 4 for the Summit program. The Summit presentations are available at www.seattle.gov/educationsummit#summit.)

In the small group discussions, Summit participants discussed the following question: *What can the City do to help you, your community, or your organization make sure each child succeeds in school and in life?* Participants were also invited to fill out “action ideas” cards.

“Family support workers are the lifeblood to schools. Lack of funding to these professionals is unacceptable. Please, City of Seattle, help our families with financial supports to keep family support workers in our schools.”

Summit participant

Comments from Community Members in Phases One and Two

Common Threads

Overall, there were three common threads heard throughout the comments from community conversation discussions, online surveys, and Summit discussions and action idea cards. These subjects and examples of community members’ comments are as follows.

- **Cultural competency** — The importance of affirming and valuing students’ race and culture. Examples of comments from community members:
 - “Racism, a lot of racism.” Participant at community conversation hosted by El Centro de la Raza
 - “Our son is African American and Puerto Rican. He rarely had a teacher that looked like him, he was rarely ever asked about what he loved and how he

could see himself in the curriculum. . . . He is now a drop-out.” Survey respondent

- “There needs to be ongoing, consistent effort in equity training.” Participant at community conversation hosted by Seattle Education Association
- **Support for home languages** — The need for programs and supports for students and families in their home language. Examples of comments from community members:
 - “We want students of color and Latinos to have extra help in their own language.” Participant at community conversation hosted by El Centro de la Raza
 - “We used to live in Denmark, and there, Somali kids are taught in their own language.” Participant at community conversation hosted by OneAmerica
 - “Being bilingual is not being illiterate.” Participant at community conversation hosted by Neighborhood House
- **Equity in school funding** — The need for school funding in underserved areas to be adequate, fair and flexible. Examples of comments from community members:
 - “I chose to go here. Rainier Beach is a very transformative place. We’ll fight for our resources.” Participant at community conversation hosted by Rainier Beach High School
 - “By tying graduation and funding to test scores, a racist and classist system is perpetuated.” Survey respondent
 - Schools with more needs should get more resources.” Participant at community conversation hosted by Mockingbird Society, Treehouse, and YMCA of Greater Seattle

“We cannot let our kids drop out. Build on their strengths.”

Participant at community conversation hosted by One America

Themes

Nine themes about solutions to the opportunity gap emerged from review of all the comments. These themes and a brief description of each are as follows:

1. **Improve school climate** – the quality of school life, values and expectations, interpersonal relationships, teaching and learning practices, and organizational structures that support or do not support students
2. **Improve in-school instruction and programming** – the quality of instruction and curriculum, use of multicultural and bilingual curricula and programs, and the quality of ELL, special education and other programs
3. **Improve family/community engagement and partnerships** – using culturally and language-appropriate ways to communicate and engage with parents, and creating partnerships with community-based organizations and businesses
4. **Support community and family needs** – ways to help families, especially lower income families and families of color, thrive and help their children be successful in school

5. **Strengthen post-secondary access and attainment** – helping students learn about careers, college, job and internship opportunities, and connect their classes and their future
6. **Increase school-city collaboration** – developing a shared vision and goals, and strengthening leadership
7. **Recruit, support and retain a diverse and high-quality educator workforce** – increasing diversity among educators and administrators to better reflect the student population, and actively recruiting and retaining teachers of color
8. **Improve access to quality expanded K-12 opportunities** – providing meaningful and culturally relevant before- and after-school and summer opportunities
9. **Expand access to quality early learning** – providing high-quality and affordable early learning, and expanding training opportunities for early learning teachers.

For the summary report of the community input, see Appendix 5.

III. Phase Three: Advisory Group

Phase Three of the Mayor’s Education Summit involved convening an Education Summit Advisory Group to review the ideas from the community gathered in Phases One and Two, and to develop recommendations and actions to reduce the opportunity gap. The Mayor appointed a 30-member Advisory Group. (Note: Several members resigned during the deliberations due to changes in jobs and other factors.) See Appendix 6 for the list of members. The Advisory Group met a total of 13 times between February and October 2016. They established norms for their meetings and deliberation (see Appendix 7), and created a vision and goals for their work (see Table 2 below). The Advisory Group referred to the vision and goal statements as their “north star” for developing recommendations.

Table 2. Advisory Group Vision and Goal

VISION
A City-led and broad-based community effort will shape Seattle as a city where children of all races and ethnicities thrive and succeed.
Seattle’s children will enter school ready to learn; they will have equitable access to educational opportunity and will thrive in school; they will graduate from school prepared for post-secondary credential attainment from colleges, trade schools, apprenticeships or other certificated programs; and they will arrive at young adulthood prepared to reach their full potential and succeed in life.
By transforming our public education system, we change the course of Seattle children’s futures and our own.
GOAL
Through targeted City, District, and other partnership investments across the education continuum, with specific emphasis on African-American/Black students and other students of color who have been historically underserved by the education system, post-secondary credential attainment for all SPS graduates shall rise to 70 percent by 2030.

Work groups. After briefings on the data and issues (see meeting materials, available at www.seattle.gov/educationsummit#group), and a review of key terms (see Appendix 8), the Advisory Group decided to organize their work into the following topics:

- #1 Improving Access to High-Quality Learning Opportunities and Programs
- #2 Creating Positive, Supportive, and High-Quality Teaching and Learning Opportunities
- #3 Providing Authentic Family and Community Support and Engagement
- #4 Strengthening Post-Secondary Access and Attainment
- #5 Improving Innovation, Collaboration and Partnerships Across the PreK-16 System.

They created work groups for topics #1 through #4, above, and discussed topic #5 as a full group. Each work group was staffed by one of the participating City and County agencies: Department of Education and Early Learning, Human Services Department, Mayor’s Office, Office of Economic Development, Seattle Parks and Recreation, and Public Health – Seattle and King County.

Guiding principles and questions. To guide the work groups, the Advisory Group agreed on a set of guiding principles and questions, as shown in Tables 3 and 4 below. The Vision, Goal, Principles and Guiding Questions became the framework for the work groups’ discussions and development of recommendations.

Table 3. Advisory Group Work Group Guiding Principles

Principles to Guide Advisory Group Work Groups
1. Focus on the needs of our children, particularly those who have seen the greatest inequities in school outcomes. Help children achieve their hopes, dreams and aspirations.
2. Be intentional about creating equity in our school system by applying a race and social justice lens.
3. Focus on actions the City can take to address the opportunity gaps, including using its broad range of resources to support this initiative, and working in partnership with communities, families, business, philanthropy, educators, and the School District.
4. Be informed by data and focused on supporting the development of the whole child, including improving academic, social, and emotional outcomes for students.
5. Draw from best, promising, and emerging practices (regionally and nationally) that can have an impact on the opportunity gaps. Favor actions that demonstrate evidence of success, but recognize that to reach the student populations most in need will require support for new and emerging ideas.
6. Build on the success of existing programs, looking to have a larger impact on more students. This could include taking successful small scale or pilot programs to a larger scale.

(principles, cont.)

7. Create a range of solutions that will address the multiple and complex causes that have created the opportunity gaps. These solutions will not be limited by current available funding.
8. Reflect the common threads that emerged from the community conversations and summit:
 - a. Affirm and value students' race and culture
 - b. Be accessible to students and families speaking languages other than English
 - c. Adequate, equitable and flexible funding for school.

Table 4. Guiding Questions for Selection of Recommendations

1. What impact will this strategy/approach have on closing opportunity gaps?
2. Is this strategy targeted or universal? Who will it serve? Which schools/areas of the city/grades?
3. Is there anything already happening in this area?
4. Who will be responsible for planning, implementing, and evaluating the success of this strategy/approach?
5. If policies or procedures need to change, who can change them and what is needed to make that change?
6. If resources are required, where does funding come from and how much is needed? (proposed solutions will not be limited by current available funding)
7. What is the City's role? Funding, convening, or advocating?
8. What is the time frame?

Draft recommendations. The work groups used a template to develop all their draft recommendations in a similar format. Each work group developed between three and six recommendations.

IV. Recommendations

Strategies from Work Groups

In its final four meetings, the Advisory Group reviewed and reached consensus on the strategies the work groups proposed. See Appendix 9 for a more complete description of each strategy.

Work Group #1: Improving Access to High-Quality Learning Opportunities and Programs

1. **Expand the Innovation School Model to Additional Elementary and Middle Schools; Develop a Comprehensive Approach for High Schools.** Build on the success of programs at Aki Kurose, Mercer and Denny middle schools. Schools are required to have a tiered approach to intervention with students who are performing below grade level.
2. **Expand Summer Learning Program.** Summer learning provides struggling students with additional academic time to catch up with their peers, free and nutritious meals, and high-quality enrichment experiences. Expand the existing successful program.
3. **Establish and Expand School-Based Mentoring Programs.** The goal is to match a caring adult with every child who is struggling to keep up with school requirements. This can include expansion of existing programs (e.g., My Brother’s Keeper), and creation of new programs.
4. **Enhance Opportunities for Before- and After-School Programs.** These programs occur outside of regular school hours—before school, after school, or weekends.
5. **Increase Support for Parents and Caregivers of Children, Prenatal – 3 Years.** Work with the King County levy initiative Best Starts to develop an implementation plan that will provide support for parents, families and caregivers; screen children to prevent potential problems and allow for early intervention; cultivate caregiver knowledge; and support high-quality childcare.

“Parent mentors in each class!”

Participant at community conversation hosted by OneAmerica

Work Group #2: Creating Positive, Supportive and High-Quality Teaching and Learning Opportunities

1. **Expand the Innovation School Model to Additional Elementary and Middle Schools; Develop a Comprehensive Approach for High Schools.** (Described in Work Group #1, item 1, above.) In addition, this model helps reduce discipline disproportionality, improves attendance and school climate, encourages use of more rigorous curriculum, promotes the creation or adoption of more culturally relevant curricula, and improves college and career planning.
2. **Increase Diversity in the Educator Workforce.** Increase the diversity pipeline by creating opportunities for instructional assistants to earn their teaching certificates. Tuition assistance could be provided to increase the number of instructional assistants that participate in the program.
3. **Reducing Disproportionality in Discipline – Build and Sustain a Positive School Culture and Climate.** Expand into entire district feeder patterns at multiple levels strategies that build positive school culture and climate, and support student

social-emotional development. These include RULER, Collaborative Learning for Educational Achievement and Resilience (CLEAR), Positive Behavior Intervention System (PBIS), Restorative Justice, and wrap-around services.

Work Group #3: Providing Authentic Family and Community Support and Engagement

1. **Expand School-Based Health Centers.** Expand the provision of comprehensive medical and mental health care to students, including the hours, the number of schools served, and collaboration with public agencies (Public Health – Seattle & King County) and community-based organizations.
2. **Increase Family Engagement and Partnership.** Provide and expand systemic opportunities that: (a) increase parents’ ability to support their child’s learning at home and at the school-building, and advocate for them (e.g., navigating the system); and (b) increase educators’ ability to authentically engage parents in measurable ways and accelerate student learning.
3. **Enhance Family Support – Create Comprehensive, Robust System of Support for Families.** Collaborate with community-based organizations and SPS to expand family supports and services. Ideas include allowing schools to operate as hubs to connect families to services, expand collaborations with community organizations to provide services in schools, in-school case managers, and culturally and linguistically appropriate supports for families.

“Develop partnerships with schools and workforce boards to support internships and job shadows that support and inform career planning and transitions.”

Summit participant

4. **Improve Transportation – Provide Safe, Affordable Options to School and Extended Learning Programs.** Provide transportation and childcare to enable low-income families to attend school-sponsored events; fund Safe Passage program to enhance safe routes to/from school; and expand free Metro pass program for low-income students, including summer programs.

5. **Address the Needs of Homeless Students.** Provide personalized supports to students and families experiencing homelessness that will meet their academic and social needs. Also address the academic needs of foster care students.

Work Group #4: Strengthening Post-Secondary Access and Attainment

1. **Workplace-Based Learning – Complement Career/College Prep in K-12.** Expand Mayor’s Youth Employment Initiative; increase access to job-shadow and workplace-based learning; coordinate employer site visits; expand employer classroom visits; include local hiring ordinance training programs as part of the learning system; and create industry-focused, hands-on learning at high schools.

2. ***Financing Post-Secondary Attainment – Remove Financial Barriers to Education and Training.*** Create programs and support advocacy to minimize the financial barriers to pursue school or career training, including: expand the 13th year program currently available at three Seattle high schools; create a new Seattle Promise program; and advocate for full funding of the state need grant and continued full funding for the college-bound scholarships.
3. ***Career/College Planning – Increase Post-Secondary Access and Persistence by Raising Career and College Awareness Through Guiding Curriculum.*** Expand program activity to help prepare students for college, training and careers. Create a “college-going” culture in all schools. It is also important to support students’ access to opportunities for post-secondary credential attainment. Create a career pathways class in all high schools that leads to every student working toward a living wage and a successful job; increase the number of career counselors; partner with higher education to change the culture for students who do not believe they have post-secondary educational opportunities; and create a “summer melt” program.
4. ***International Baccalaureate (IB) Pathway – Expand the Continuum through Elementary and Middle Schools.*** Expand the existing IB programs to one elementary school and one middle school.
5. ***Expand Seattle Public Schools International Schools/Dual Language Immersion Programs.*** Complete and strengthen current International Schools/Dual Language Immersion Program in southeast and southwest Seattle with options to expand the model in other regions of the city.
6. ***Support Open Doors Programs – Increase Capacity of School Re-entry Programs.*** Expand the capacity of Open Doors, a drop-out reengagement program that provides education and services to older youth, ages 16 to 21, who have dropped out of school, including those who are released due to “discipline,” or are not expected to graduate from high school by the age of 21.

Relationship to Community Input

In developing these strategies, the Work Groups kept in mind the community input that was collected in the earlier phases of the Mayor’s Education Summit. The strategies they developed do address in different ways the nine themes that emerged from this community input. Table 5 below shows the strategies that address each of the community themes.

Table 5.
Community Input Themes and the Advisory Group Strategies Addressing Each

Theme from Community Input	Advisory Group Strategies
1. Improve School Climate	<ul style="list-style-type: none"> ✓ Expand Innovation School Model ✓ Increase Diversity in Educator Workforce ✓ Reducing Disproportionality in Discipline – Build & Sustain Positive School Culture & Climate ✓ Expand School-Based Health Centers ✓ Address Needs of Homeless Students ✓ International Baccalaureate Pathway – Expand the Continuum through Elementary and Middle Schools ✓ Expand SPS International Schools & Dual Language Immersion Program ✓ Support Open Doors Programs – Increase Capacity of School Re-Entry Programs
2. Improve In-School Instruction & Programming	<ul style="list-style-type: none"> ✓ Expand Innovation School Model ✓ International Baccalaureate Pathway – Expand the Continuum through Elementary and Middle Schools ✓ Expand SPS International Schools & Dual Language Immersion Program
3. Improve Family-Community Engagement & Partnerships	<ul style="list-style-type: none"> ✓ Expand School-Based Mentoring Programs ✓ Increase Family Engagement & Partnership ✓ Family Support – Create Comprehensive, Robust System of Support for Families
4. Support Community & Family Needs	<ul style="list-style-type: none"> ✓ Increase Support for Parents & Caregivers of Children Ages 0-3 ✓ Expand School-Based Health Centers ✓ Increase Family Engagement & Partnership ✓ Improve Transportation – Provide Safe, Affordable Options to School & Extended Learning Programs ✓ Address Needs of Homeless Students ✓ Financing Post-Secondary Attainment – Remove Financial Barriers to Education & Training
5. Strengthen Post-Secondary Access & Attainment	<ul style="list-style-type: none"> ✓ Expand School-Based Mentoring Programs ✓ Workplace-Based Learning – Complement Career/College Prep in K-12 ✓ Financing Post-Secondary Attainment – Remove Financial Barriers to Education & Training ✓ Career-College Planning – Increase Post-Secondary Access & Persistence by Raising Career & College Awareness through Guiding

Theme from Community Input	Advisory Group Strategies
	<ul style="list-style-type: none"> Curriculum ✓ International Baccalaureate Pathway – Expand the Continuum through Elementary and Middle Schools ✓ Expand SPS International Schools & Dual Language Immersion Program ✓ Support Open Doors Programs – Increase Capacity of School Re-Entry Programs
6. Increase School-City Collaboration	<ul style="list-style-type: none"> ✓ Expand Innovation School Model ✓ Expand School-Based Mentoring Programs ✓ Expand Before- & After-School Opportunities ✓ Increase Family Engagement & Partnership ✓ Family Support – Create Comprehensive, Robust System of Support for Families ✓ Improve Transportation – Provide Safe, Affordable Options to School & Extended Learning Programs ✓ Address Needs of Homeless Students ✓ Workplace-Based Learning – Complement Career/College Prep in K-12 ✓ Career/College Planning – Increase Post-Secondary Access & Persistence by Raising Career & College Awareness through Guiding Curriculum ✓ International Baccalaureate Pathway – Expand the Continuum through Elementary and Middle Schools ✓ Expand SPS International Schools & Dual Language Immersion Program ✓ Support Open Doors Programs – Increase Capacity of School Re-Entry Programs
7. Recruit, Support, Retain Diverse, High-Quality Educator Workforce	<ul style="list-style-type: none"> ✓ Increase Diversity in Educator Workforce
8. Improve Access to Quality Expanded K-12 Opportunities	<ul style="list-style-type: none"> ✓ Expand Summer Learning Program ✓ Enhance Before- & After-School Opportunities ✓ Improve Transportation – Provide Safe, Affordable Options to School & Extended Learning Programs
9. Expand Access to Quality Early Learning	<ul style="list-style-type: none"> ✓ Increase Support for Parents & Caregivers of Children Ages 0-3

Prioritization from Advisory Group

The Advisory Group agreed that all 18 recommendations from the Work Groups are important to pursue. To address the opportunity gap will require a comprehensive set of strategies that are described in this report. However, the members recognized that, given the urgency to begin work immediately, and the limitations of budgets and other resources, it would be helpful to identify some priorities to recommend to the Mayor. To create these priorities, the Advisory Group reflected on the following criteria:

- Which recommendations are most important in having an impact on the opportunity gap as it relates to the African American/Black students and other students of color?
- Which recommendations should be prioritized to implement in the short term?
- Which recommendations can the City have the greatest impact on?

Priorities for Initial Work

The Advisory Group discussed which of the strategies should be considered priorities for an initial phase of work. The members suggested the following six recommendations as those they thought best met the criteria above:

“More opportunities that target particular under-represented groups. Let them tell us what will work for them, not top down.”

Summit participant

- Reduce disproportionality in discipline – Build and sustain a positive school culture and climate
- Expand summer learning program
- Expand the innovation school model to additional elementary and middle schools; develop a comprehensive approach for high schools
- Enhance opportunities for before- and after school programs
- Increase family engagement and partnership
- Increase diversity in the educator workforce.

Priorities by Work Group

In addition, the Advisory Group members identified priorities in each work group in which they had participated. Their top two priorities by work group were as follows:

Work Group #1: Improving Access to High-Quality Learning Opportunities and Programs:

- Expand summer learning program
- Expand the innovation school model to additional elementary and middle schools; develop a comprehensive approach for high schools.

Work Group #2: Creating Positive, Supportive and High-Quality Teaching and Learning Opportunities:

- Reduce disproportionality in discipline – Build and sustain a positive school culture and climate
- Increase diversity in the educator workforce.

Work Group #3: Providing Authentic Family and Community Support and Engagement:

- Enhance family support – Create a comprehensive, robust system of support for families
- Increase family engagement and partnership.

Work Group #4: Strengthening Post-Secondary Access and Attainment:

- Workplace-based learning – Complement career/college prep in K-12
- Financing post-secondary attainment – Remove financial barriers to education and training.

Collaboration and Partnerships

The work to accomplish these ambitious recommendations will require a new level of collaboration and partnership. This will be challenging work, but is essential to ensure that every student has the opportunity to succeed in school and in life. Partnerships among the City of Seattle, the Seattle School District, community-based organizations, parents, the business community and philanthropy will be needed to implement these recommendations.

Elements of Collaboration

The Advisory Group was asked to identify the qualities of collaboration among the various stakeholders to implement the strategies. The following provides the key elements of collaboration that will be needed to achieve success in closing the opportunity gap:

- **A broad-based, “all hands on deck” approach.** Collaboration should include a broad cross-section in interests, including the city, school district, families, community-based organizations (including community-based organizations [CBOs] with leadership of color), higher education, business and philanthropy, along with county, state and federal agencies. There should be respect for the jurisdictional rights and responsibilities of the partners in the collaboration.
- **Strong and sustained involvement from leadership** at both the City and School District, including continued engagement by the Mayor, Superintendent, and leaders from the City Council and School Board.
- **A focus on an outcomes-based framework**, guided by data reporting and assessment. The data should be disaggregated by race, ethnicity and gender (as data are available)

“Establish community-based partnerships with a goal of addressing each community’s needs related to student achievement.”

Summit discussion group

so leadership can understand how actions, or non-actions, are affecting African American/Black students and other students of color, both boys and girls.

- **Clear and mutually agreed-upon vision and goals**, with clear definition of partnership roles, and clear expectations regarding what supports will be provided. Commitment to an agreed-upon plan of action, with expectations for holding one another accountable for results. Accountability should be shared between city leaders, school leaders, and other key stakeholders.
- **Visibility to the public**, sharing information and decisions in a transparent manner, including regular reports to the public. The community outreach and involvement should include efforts to engage communities that often do not have a voice in civic matters.
- **Involvement of all city departments** to take actions supporting the final recommendations. This will require an examination of the ways in which all departments intersect with the range of recommended strategies.
- **Sustainable over an extended period of time**. This work will take time to achieve the recommended vision and goal.
- **Recognition that the work is dynamic**. Direction should be guided by changes in circumstances and evaluation of actions that result in continuous improvement. Any collaboration and partnership structures must also allow for these dynamic changes.
- **Informed by national best practices, promising practices**, and successful collaborative partnerships and structures in other large urban areas.

V. Phase Four: Mayor’s Action Plan and Implementation Process

The Advisory Group recommendations will be presented to the Mayor in November. The Mayor will work with the School District and other key stakeholders to develop an action plan. The Advisory Group identified several guidelines they recommend that the Mayor use in developing his action plan, and in implementing the range of suggested solutions.

Implementation Guidelines

To reach the goal of eliminating achievement and opportunity gaps, and improving educational and life outcomes for Seattle’s African American/Black youth and underserved

youth of color (particularly Native American, Hispanic, Pacific Islander, and immigrant and refugee youth), the implementation of Education Summit Advisory Group recommendations must be intentional and strategic. The following guidelines will guide implementation of the recommendations by addressing education from birth through post-secondary education.

*“We must ask our youth what
THEY need to overcome these
barriers.”*

Survey respondent

1. **Any strategies and funding must be directly tied to eliminating educational disparities for African American/Black youth and other children of color. The impacts and changes for these communities of color must be tracked and monitored.** The City must utilize a racial equity policy and/or impact screen such as the City’s Race and Social Justice Initiative (RSJI) toolkit, and continue to refine disaggregated student data to ensure African American/Black communities and other communities of color are prioritized during the design and implementation of the recommendations. Data analysis should be available and transparent to the public. Strategies should inspire hope and high expectations for success in youth.
2. **Ensure ongoing and authentic community, family and student engagement.** Seattle’s student population is rich in cultural and linguistic diversity. Policies and practices must address this diversity and engage communities of color to uplift their voices. The City of Seattle must provide transparency in implementing the recommendations, and ensure accountability to and engagement with those most impacted by education inequities.
3. **Continue a whole-child approach to the City’s support for Seattle’s children and families.** Educational challenges are related to both classroom instruction and to situations students experience at home and in their communities. The City’s role in supporting Seattle’s children should continue to support the diverse array of educational, health, community and cultural needs, with a focus on supporting students to achieve academic success. There are no easy solutions to closing opportunity gaps; effective solutions vary by the unique needs of each student. A whole-child approach includes supporting the lifespan of a child, from prenatal to college/career, and tailoring solutions to different stages of development.
4. **Engage community-based and cultural/language-based organizations to achieve outcomes for Seattle’s students.** Collaboration among the City, School District and community partners is required to meet the diverse range of needs of Seattle students. Meeting the needs of Seattle students is a responsibility shared by us all. A community-wide approach is necessary to close achievement gaps; this approach has proven effective in Seattle schools demonstrating the most progress. It is essential that community based organizations, particularly organizations centered in communities of color with deep cultural and language knowledge, are engaged as partners in planning and implementing these strategies and are fairly compensated for doing so.
5. **Focus on systemic change through implementation of the recommendation strategies.** While programs and supports are central to improving education, addressing the root causes of education disparities, such as racism (individual, institutional and structural), biases and economic inequality, requires bold moves around systems change, accountability and shifts in power. This includes building leadership in communities of color to drive change in dismantling existing inequitable structures. Systems change

“I don’t have a solution, but I have a start. Make us feel like we matter, like we aren’t the only ones in this battle.”

Summit participant

must be integral in each and every strategy, prioritizing strategies that address institutional racism.

Initial Investments

As the Advisory Group was finishing its work, Mayor Murray presented his 2017 budget to the City Council. This budget included four actions the Advisory Group is recommending that address the needs of African American/Black and other historically underserved students of color in Seattle. These initial investments are:

- ***My Brother's Keeper*** — Expand to five additional middle schools this mentoring program for African-American/Black male students, which has been successful at Aki Kurose Middle School.
- ***Innovation model*** – Expand on a pilot basis to a high school this City-funded model, which has been successful in three middle schools, to create a City-school partnership to close disparities around attendance, behavior and curricula.
- ***Summer Learning Program*** – Broaden this City program by an additional 200 slots, with a new focus on programs offering culturally specific curriculum.
- ***Post-secondary*** – Make investments in “summer melt” programs to ensure that students who graduate from high school remain engaged during the summer, and do not fall through the cracks and fail to enroll in college.

VI. Conclusion

There is no more important issue influencing the future of our city than ensuring that all of our children have equitable access to high-quality education in our public school system. It is time for our community to come together and break a cycle of educational disparities that has existed for decades for our students, particularly our African American/Black students and other students of color.

At the close of the Summit panel, one student urged the adults to “get your act together,” to come together to solve a problem that students see is hurting their peers.

The recommendations developed by the Advisory Group provide a road map for charting a new course. These recommendations are based on practices that we know can make a difference in the education of our African American/Black students and other students of color. The recommendations also include ideas that will help the families that nurture and support these children. The recommendations to the Mayor address a wide range of ages through a variety of programs because solving the opportunity gap will require a concerted effort, from early learning programs through high school and beyond.

These recommendations can be successful only if there is a community-wide shared vision for ending the opportunity gap, and a new spirit and level of collaboration and accountability on behalf of our children. At the day-long Education Summit in April, a panel

of students stole the show. The youth described how they experience the opportunity gap, and provided some ideas about how to create more equal opportunities for all of their classmates. At the close of the panel, one student urged the adults to “get your act together,” to come together to solve a problem that students see is hurting their peers. The Advisory Group agrees with the wisdom of our student panelists. It is time for a new, strong collaborative partnership to address the opportunity gap in a real, targeted and sustained way.

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Appendices

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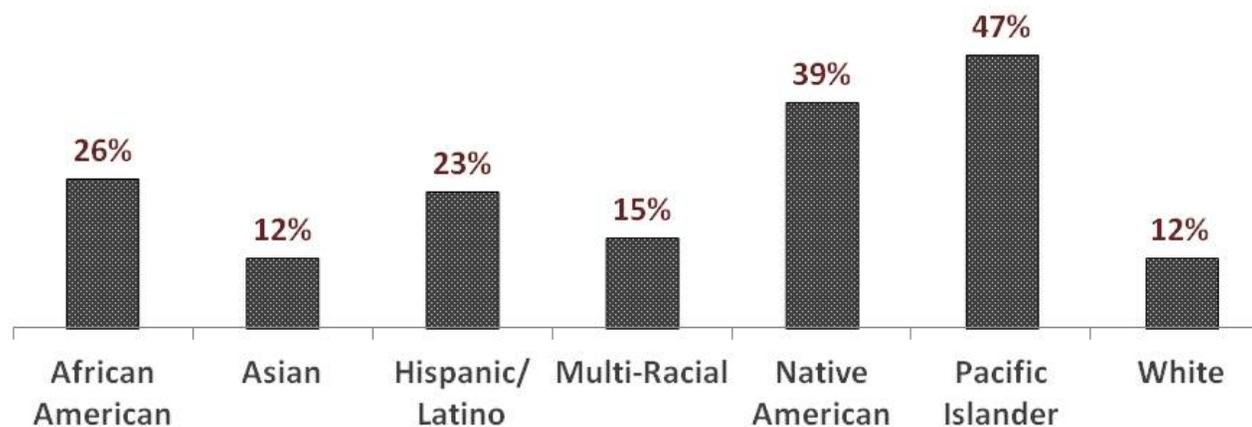
Appendix 1.

Attendance, Discipline and Academics Data Disaggregated by Race/Ethnicity (2014-15)

from April 30th Education Summit Presentation

by Michael Tolley, Assistant Superintendent, Seattle Public Schools

Chronic Absenteeism Rates (2014-15)



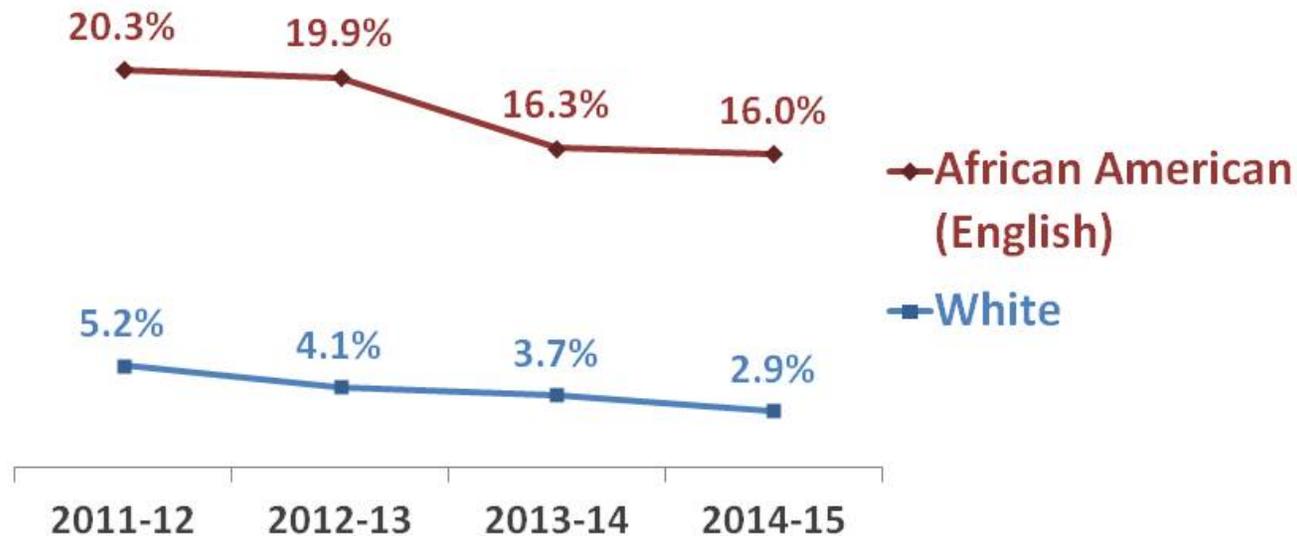
Percent missing 10% or more of possible instructional days (for any reason)



SEATTLE
PUBLIC
SCHOOLS

Every Student. Every Classroom. Every Day.

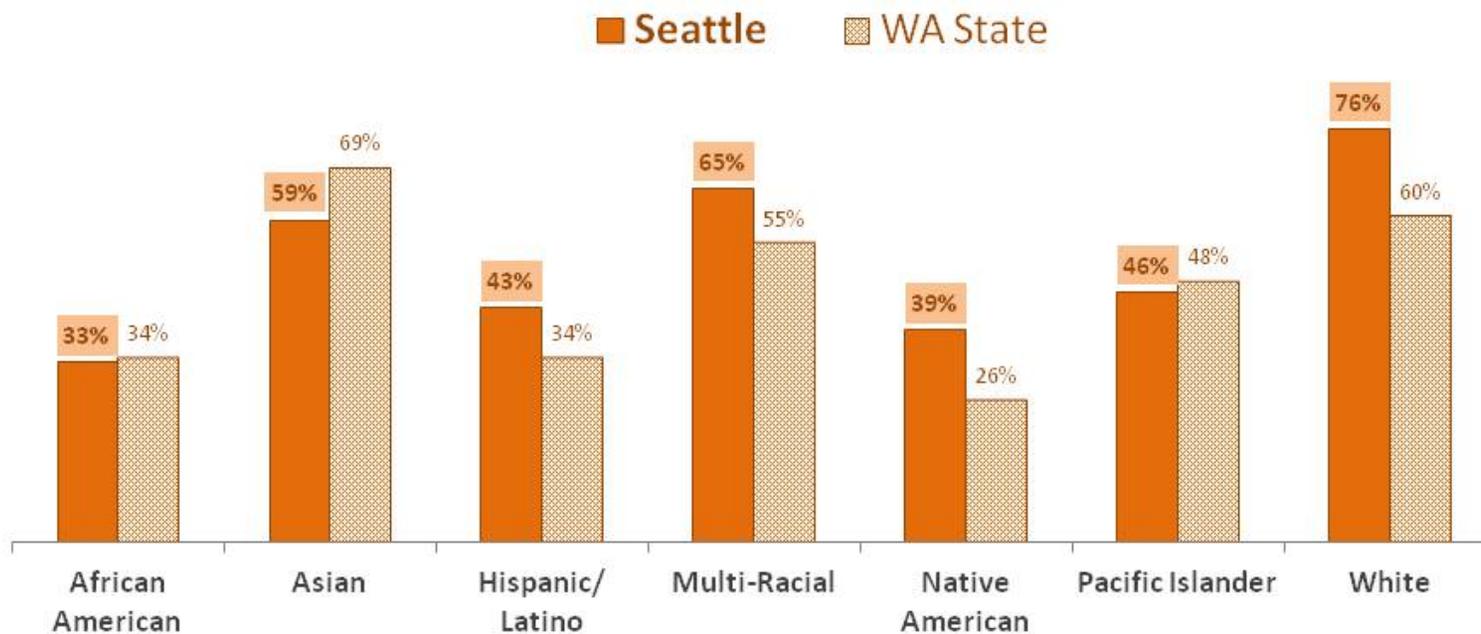
Disproportionate Discipline Student Suspension Rates (Grades 6-12)



Every Student. Every Classroom. Every Day.

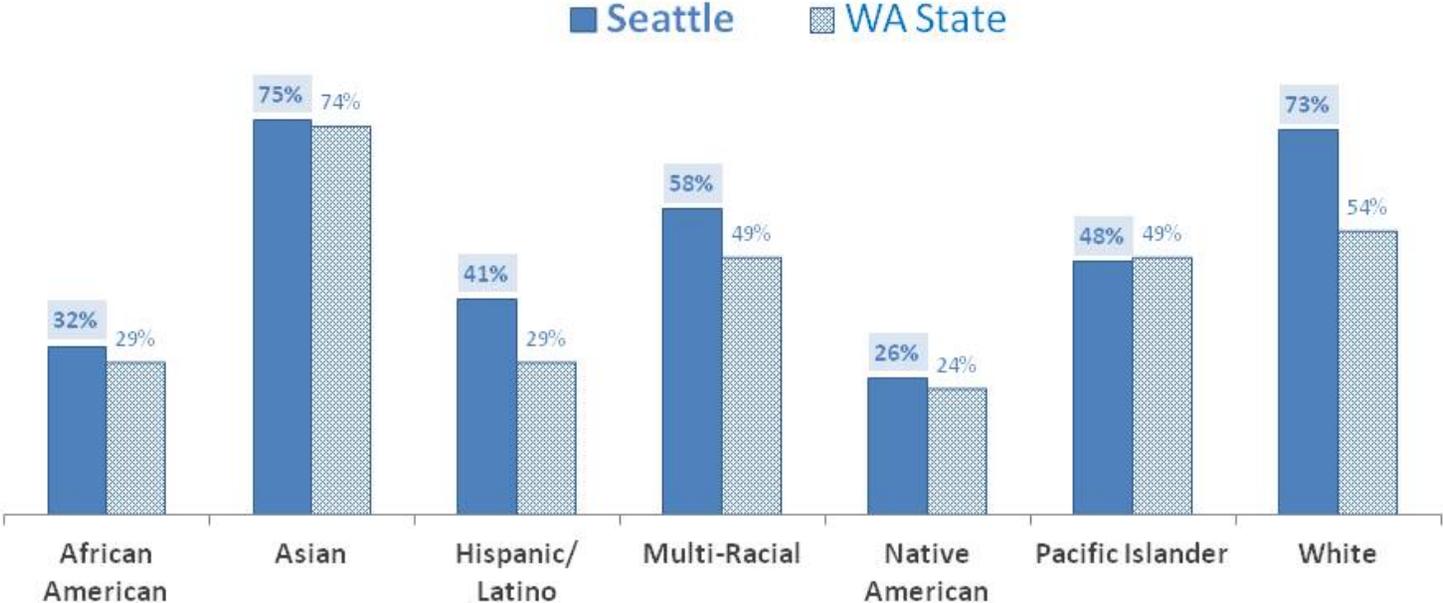
State Assessment Results by Ethnicity

SPS students proficient in 3rd Grade ELA (2014-15)

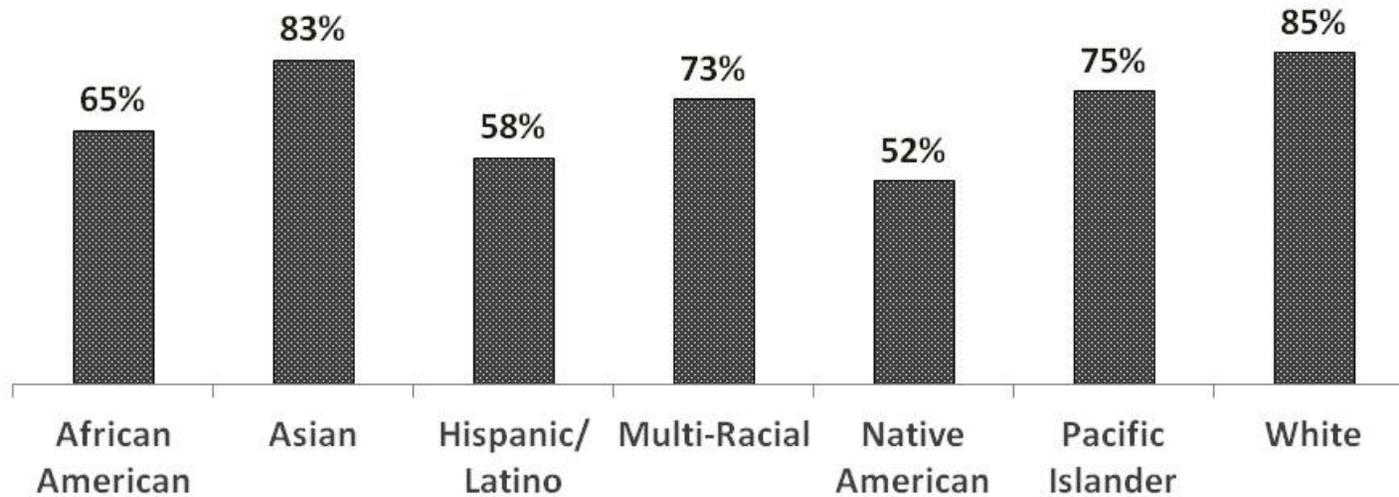


State Assessment Results by Ethnicity

SPS students proficient in 7th Grade Mathematics (2014-15)

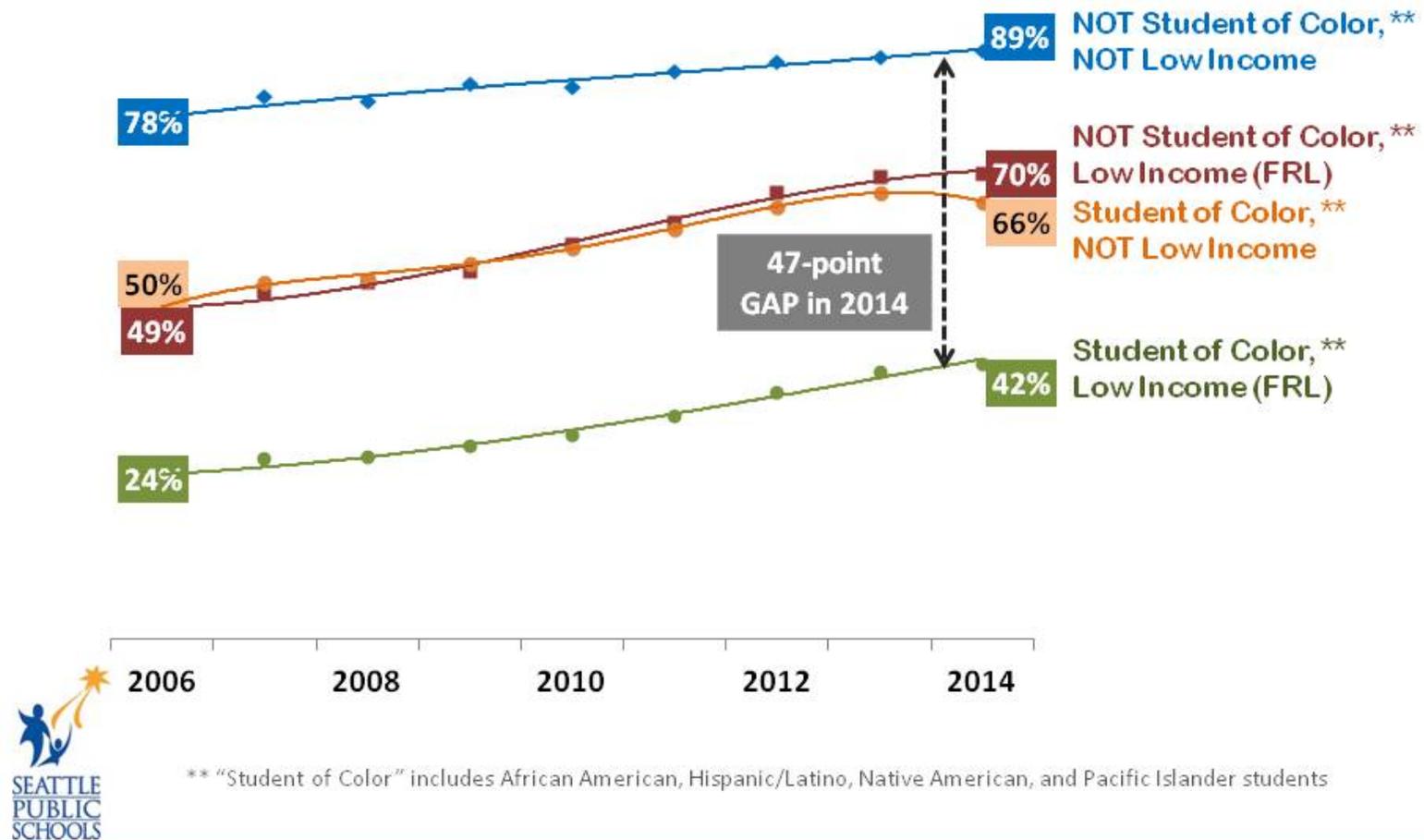


4-Year Graduation Rate (Class of 2015)



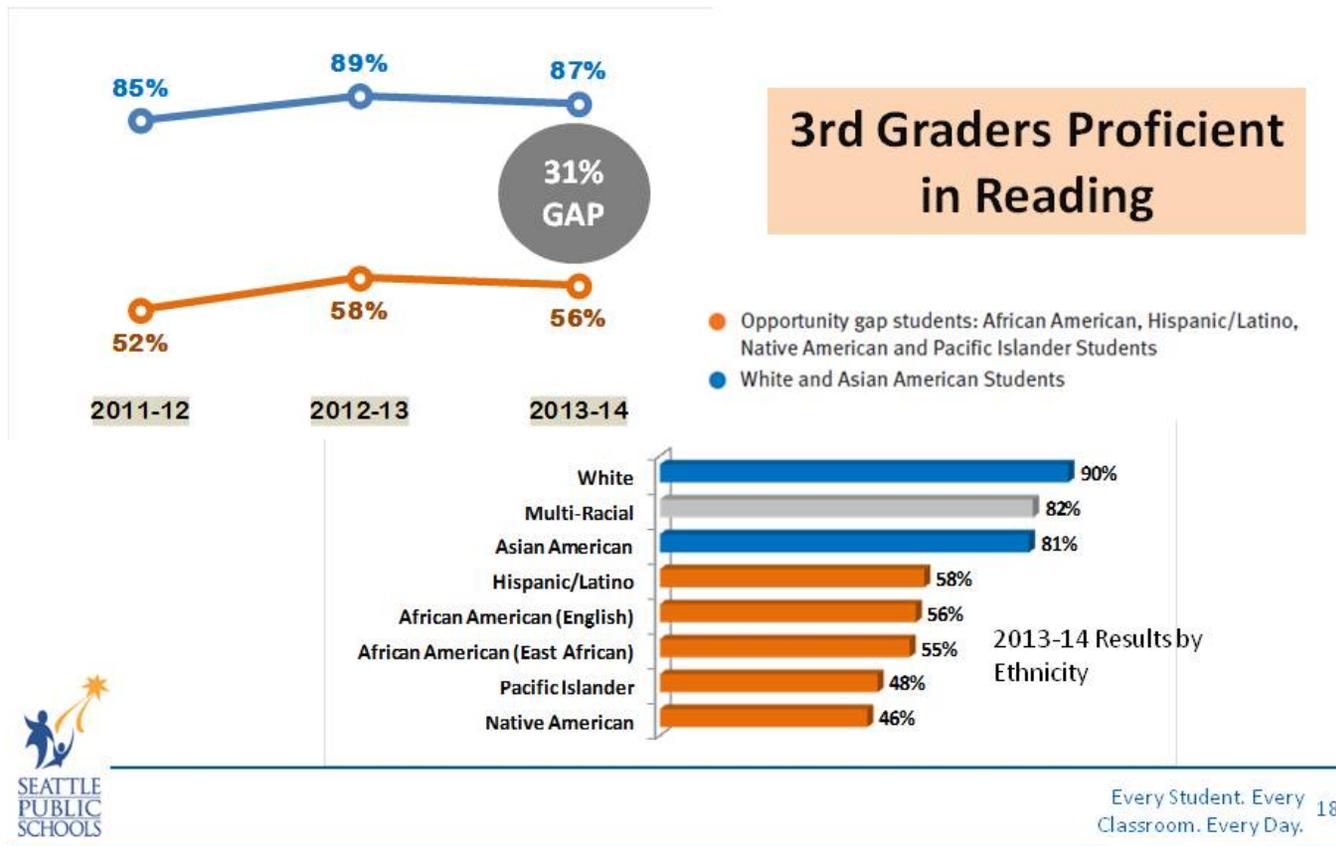
Impact of Income and Race

Percent Proficient in Mathematics (Grades 3-8)

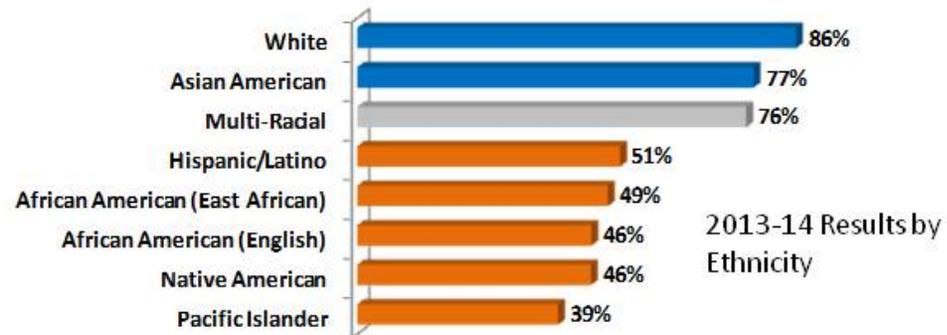
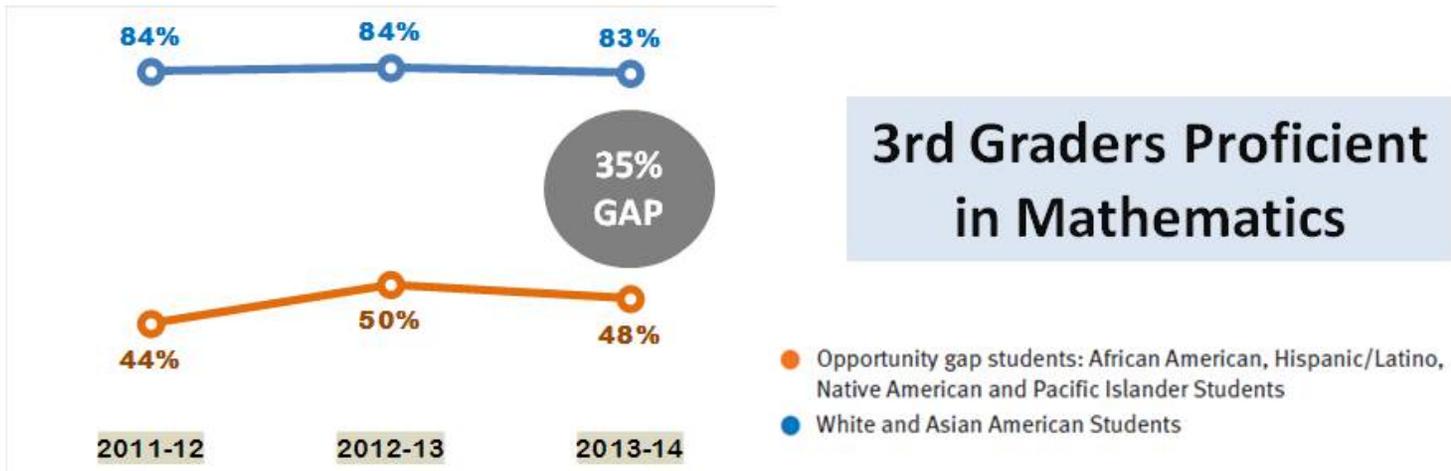


Appendix 2.
Academic Milestones Data by Race/Ethnicity (three academic years)
From Seattle Public Schools Board Work Session on Opportunity Gaps

Early Learning Foundations

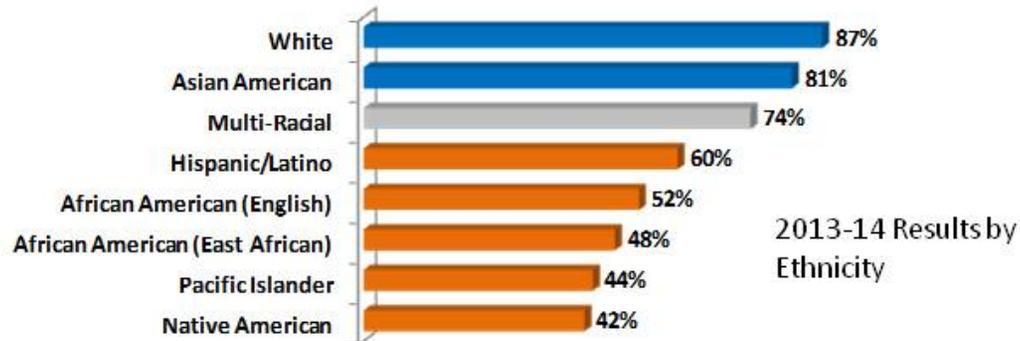
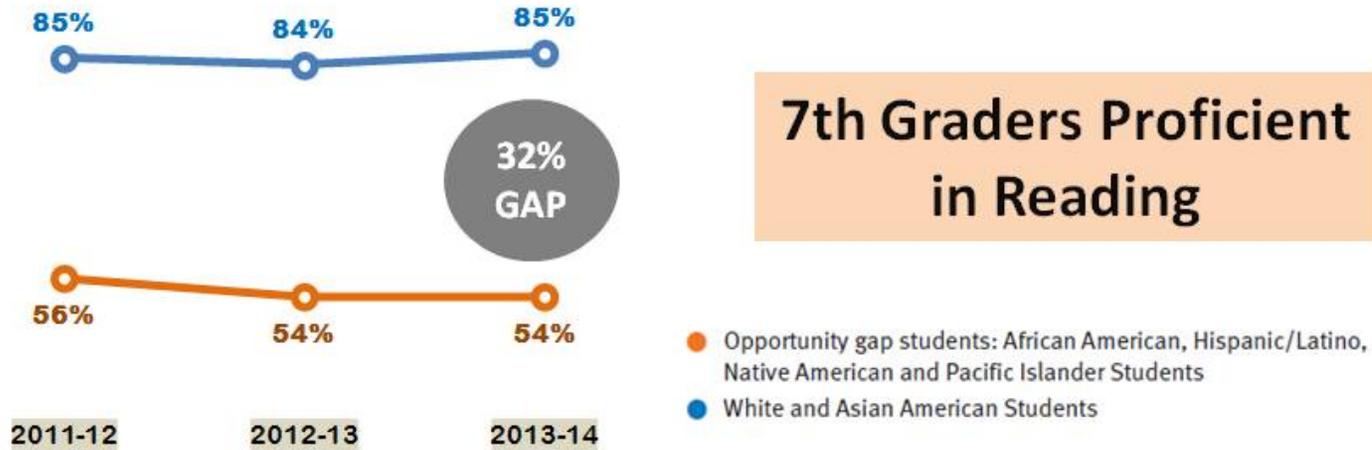


Early Learning Foundations



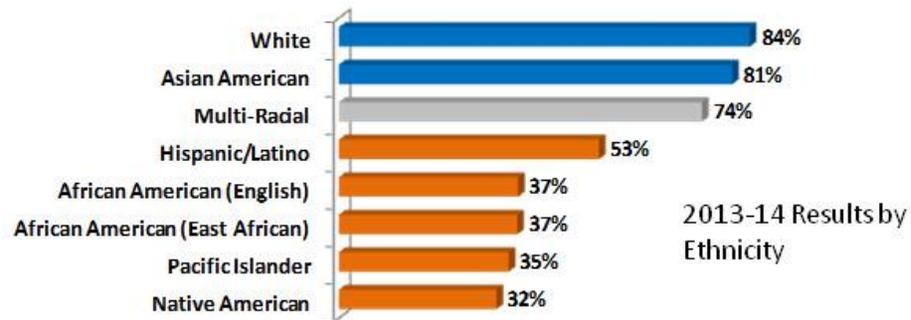
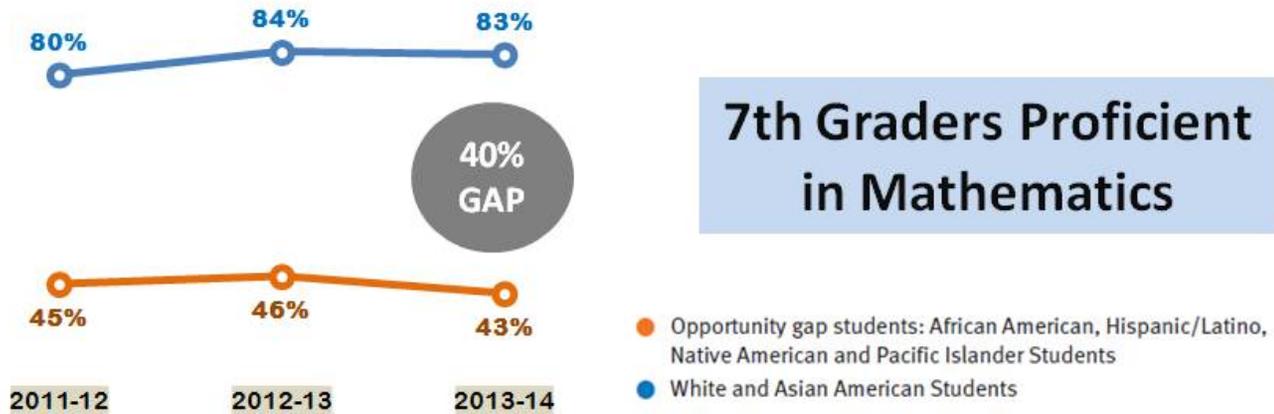
Every Student. Every Classroom. Every Day. 19

Core Academic Development



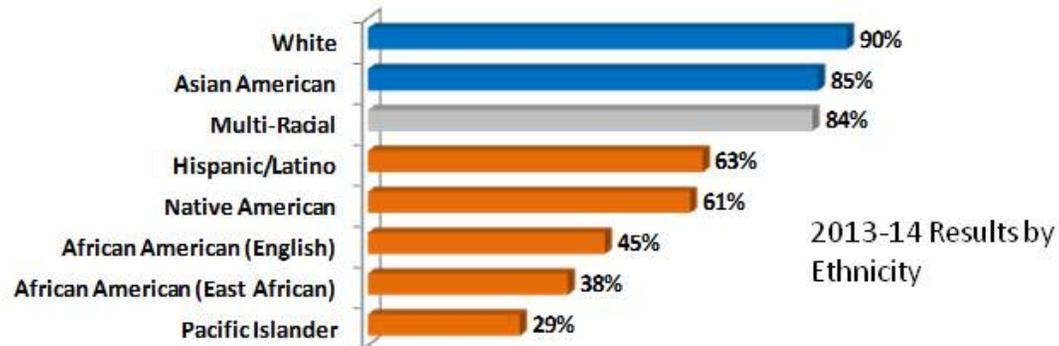
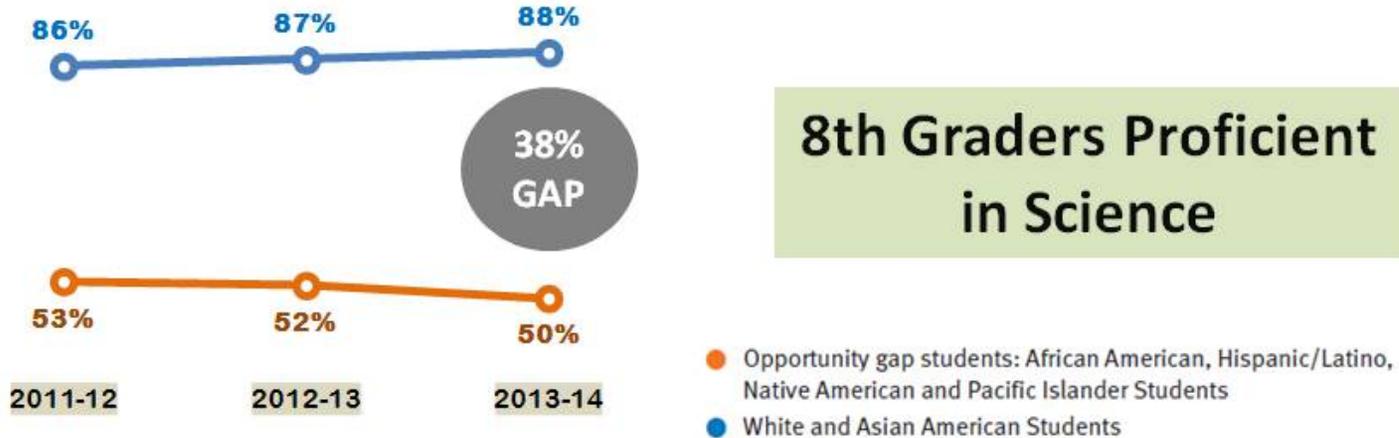
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Core Academic Development



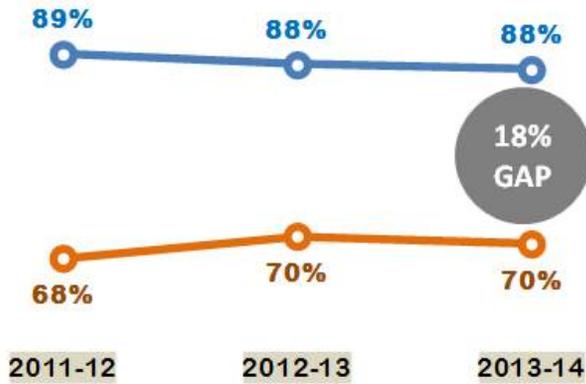
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Core Academic Development



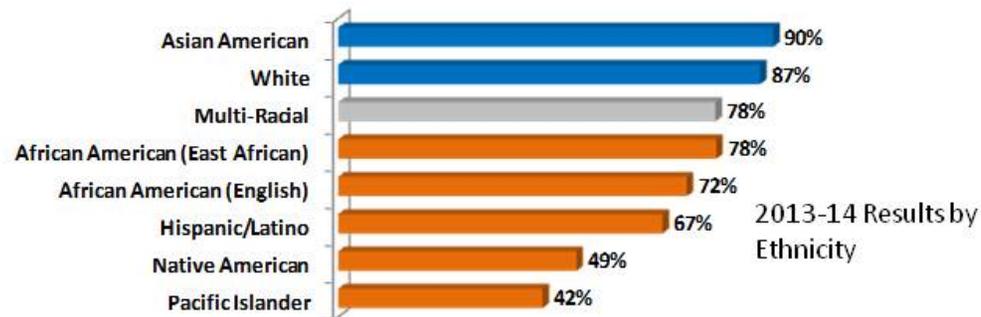
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On-Time Graduation



9th Graders Earning Sufficient Credits

- Opportunity gap students: African American, Hispanic/Latino, Native American and Pacific Islander Students
- White and Asian American Students



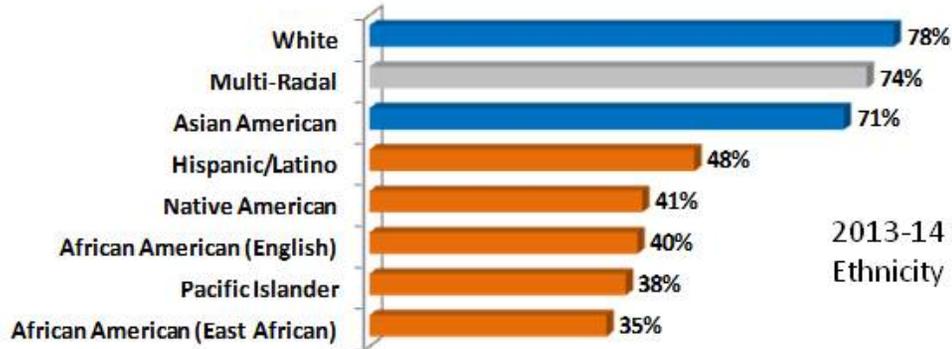
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On-Time Graduation



10th Graders Passing all Exams Required for Graduation

- Opportunity gap students: African American, Hispanic/Latino, Native American and Pacific Islander Students
- White and Asian American Students

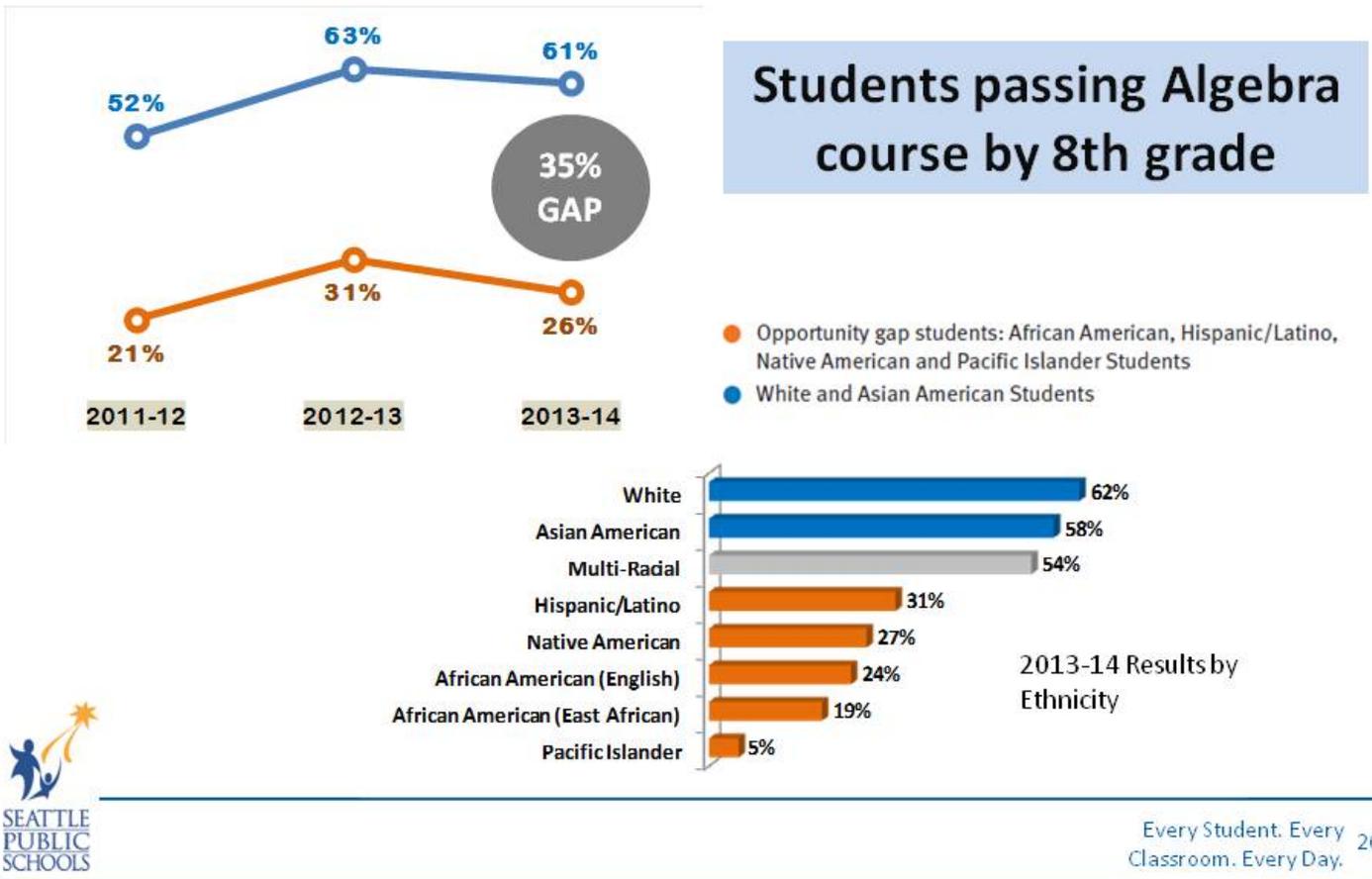


2013-14 Results by Ethnicity

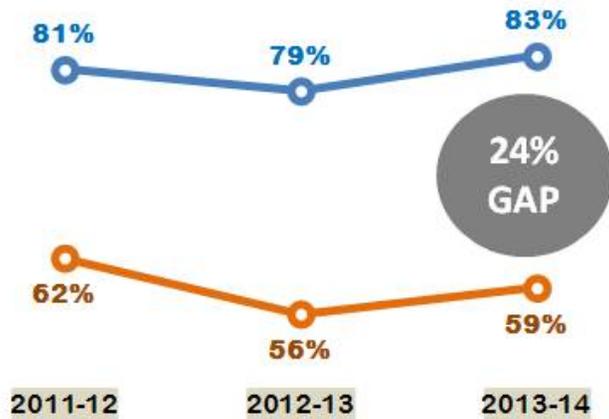


Every Student. Every Classroom. Every Day. 24

Equitable Access/College Readiness

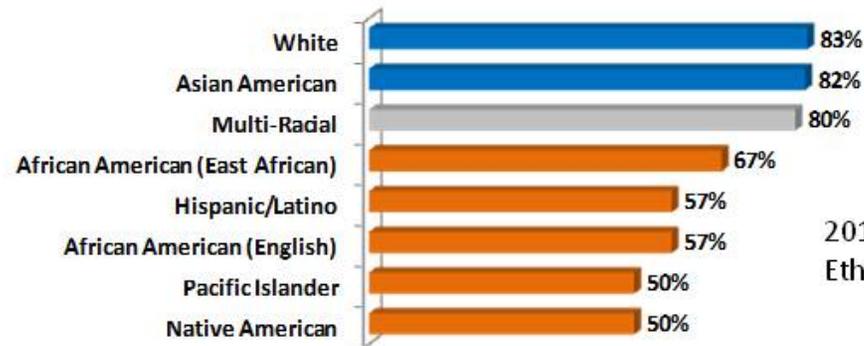


On-Time Graduation



High School Students Graduating within 4 years

- Opportunity gap students: African American, Hispanic/Latino, Native American and Pacific Islander Students
- White and Asian American Students

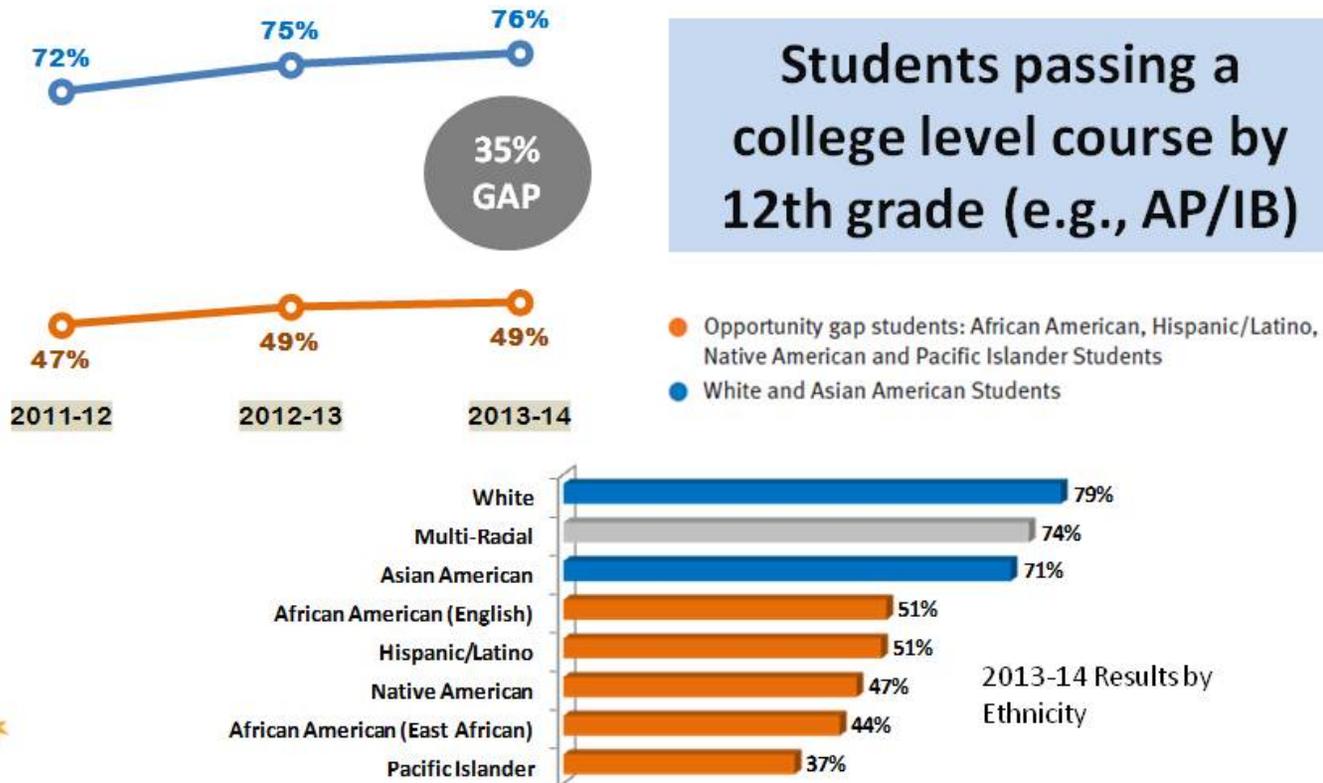


2013-14 Results by Ethnicity



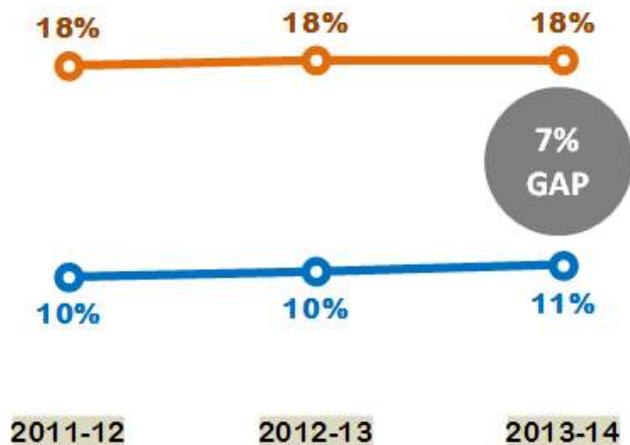
Every Student. Every Classroom. Every Day. 25

Equitable Access/College Readiness



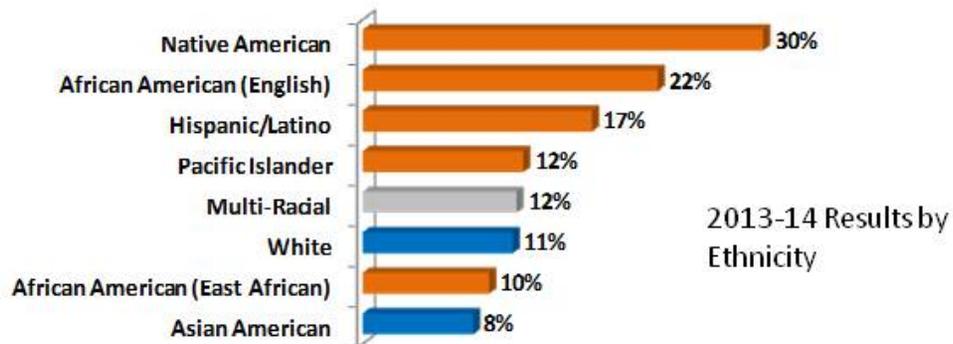
Every Student. Every Classroom. Every Day. 27

Equity/Proportionality



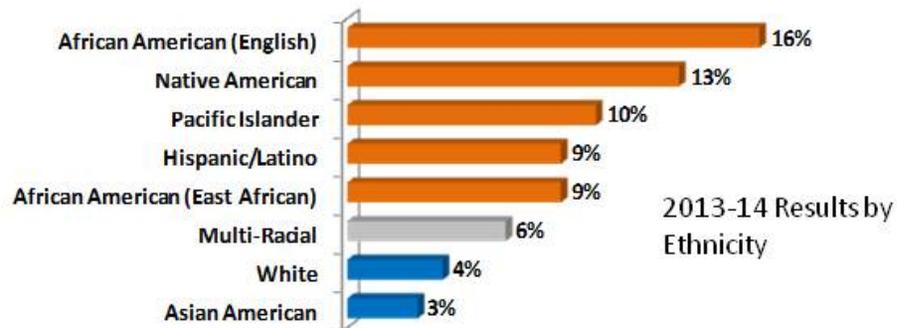
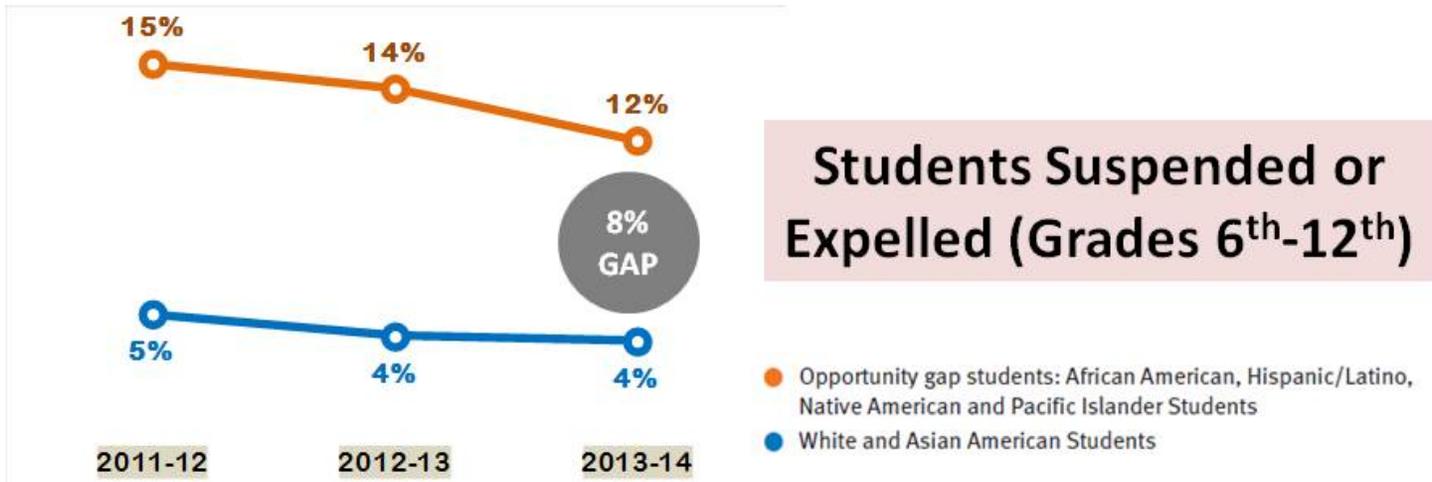
Students in Special Education Program (Grades K-12th)

- Opportunity gap students: African American, Hispanic/Latino, Native American and Pacific Islander Students
- White and Asian American Students



Every Student. Every Classroom. Every Day. 29

Equity/Proportionality



Every Student. Every Classroom. Every Day. 28

Appendix 3.
Community Conversations Sample Agenda



seattle.gov/educationsummit

Community Conversations Agenda

GATHERING AND WELCOME

INTRO VIDEO

- A Call to Action by Mayor Ed Murray.
- Data on disparities, schools that are beating the odds, and City-funded programs.

OUR COMMUNITY'S COMMITMENT TO EQUITY AND EXCELLENCE

- Your role in educational equity and excellence.

SMALL GROUP DISCUSSION

- Break into groups by topic. Within each group, discuss the selected topic using these questions:
 - What does success look like for Seattle students?
 - What barriers do Seattle students, in particular students of color, face?
 - What is a solution to overcoming these barriers?
 - What can the city do to support the solution?
 - Who should the Mayor bring together to make that happen?

SHARE OUT SOLUTIONS

- What solution excited your group the most?
- Share out a quote from your discussion.
- Opportunity for individuals to fill out forms for topics not discussed in small groups.

CLOSING

- Please take a post-it note and complete the phrase "Students deserve..."
- Add your post-it note to our poster, and take a minute to view the room's collective vision for our students.

KEEP THE CONVERSATION GOING

- Online participation: surveyMonkey.com/r/SEAeducationsummit.
- ATTEND THE EDUCATION SUMMIT: Saturday, April 30, 2016 from 9:00am - 2:00pm at Garfield Community Center (2323 E Cherry St, Seattle, WA 98122).

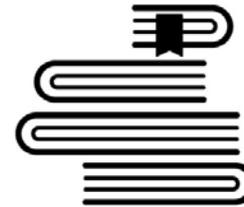
Appendix 4. April 30 Education Summit Program

Education Summit Advisory Group	
Co-Chairs	<p>Kristin Bailey-Fogarty, Teacher, Eckstein Middle School Dr. Sheila Edwards-Lange, Interim President, Seattle Central College Ron Sims, Former Deputy Secretary, U.S. Department of Housing and Urban Development (HUD) Brad Tilden, President and CEO, Alaska Airlines</p>
Advisory Group Members	<p>Kaaren Andrews, Principal, Interagency Academy Janis Avery, CEO, Treehouse Pamela Banks, President & CEO, Urban League of Metropolitan Seattle David Beard, Education Policy and Advocacy Director, School's Out Washington Phyllis Campano, Vice President, Seattle Education Association Dwane Chappelle, Director, Department of Education and Early Learning, City of Seattle Maud Daudon, President & CEO, Seattle Metropolitan Chamber of Commerce Dr. Howard Frumkin, Dean, UW School of Public Health Saadia Hamid, Education Engagement Specialist, Seattle Housing Authority Bruce Harrell, President, Seattle City Council Theodore Howard, Principal, Garfield High School Cassandra Johnston, President, Seattle Council PTSA Erin Kahn, Executive Director, Raikes Foundation Kent Koth, Executive Director, Seattle University Center for Community Engagement Jennifer Mims, Parent Sara Morris, President & CEO, Alliance for Education Roxana Norouzi, Director of Education & Integration Policy, OneAmerica Dr. Larry Nyland, Superintendent, Seattle Public Schools Erin Okuno, Executive Director, Southeast Seattle Education Coalition Estela Ortega, Executive Director, El Centro de la Raza Betty Patu, President, Seattle School Board Fern Renville, Managing Director, Red Eagle Soaring Dr. James Smith, Education Committee Chair, The Breakfast Group Blair Taylor, CEO, My Brother's Keeper Alliance Dr. Ed Taylor, Vice Provost, University of Washington Cynthia Tee, Executive Director, Ada Developers Academy Omar Vasquez, Associate Attorney, Davis Wright Tremaine Dr. Yolanda Watson Spiva, President & CEO, College Success Foundation</p>



City of Seattle
seattle.gov/EducationSummit

Seattle.gov/EducationSummit



**the
mayor's
education
summit**

**Pursuing Equity and Excellence
for Every Seattle Student**

April 30, 2016
Garfield High School
Seattle, Washington

#SEAdSummit

Refreshments and Lunch

Morning Refreshments

Coffee, tea, and water will be available throughout the Summit at the back of the room. Please help yourself.

Morning refreshments and beverages provided by:



Lunch

Lunch will be served at individual tables with the help of our volunteers. Please feel free to enjoy this family-style meal with your table mates.

There is no food allowed in the Childcare Room. Please ensure that children enjoy any lunch or snacks outside of that space.

Lunch provided by:



gy and marine biology for five years and also taught advanced placement biology and marine biology for 10 years. Tolley has a Bachelor of Science in Marine Biology from the College of Charleston, a Master of Arts in Education and an Education Specialist (Ed.S) degree from The Citadel.

Mia Williams

Principal, Aki Kurose Middle School

Mia Williams is the proud principal of Aki Kurose Middle School. In what she calls her dream job, she gets to partner with staff, families, community-based partners and the community to give students what each and every one of them deserve - a top quality, rigorous education that will prepare them well for success in high school, college, career, and life. Williams considers it her moral obligation to be a part of eliminating the education gap and she is truly committed to public education. She believes that outstanding public middle schools will enable us as a society to move closer to achieving social justice. Also she knows that all students can learn within a challenging, nurturing, and safe school community. With her personal commitment to students' learning and well-being, her life's work is to make a positive impact in the lives of each and every student - she is committed to doing everything she can to take care of her students, as if they were her own children.

Williams has more than 20 years of experience as an educator in Seattle Public Schools: eight years as the principal of Aki Kurose Middle School, four years as an assistant principal at Denny Middle School, and three years at Salmon Bay K-8. She also taught at Cleveland, John Marshall, Rainier Beach, New Options, and Salmon Bay schools. Before entering the field of education and during her teaching career, she enjoyed working with the community at Citywide Athletics, Southwest, and Miller Community Centers.

Share Your Ideas!



Need to leave early? Submit your idea online by visiting www.seattle.gov/educationsummit and clicking the "Ideas for Action" link. Or access that link by scanning this QR code with your mobile device.

Welcome to the Education Summit!



Thank you for participating in this important discussion about education and the future of our young people in Seattle.

It has been over 25 years since we last held a citywide discussion like this. Mayor Norm Rice hosted the first Education Summit, out of which came the Families and Education Levy. Today, due to the generosity of Seattle voters, the levy invests \$35 million per year to directly support students in Seattle public schools. It is a valuable resource to help low-income students overcome barriers to their success.

Public education is the backbone of our city and our democracy. Yet, we have not always given our best when it comes to addressing disparities in public education that result in a widening opportunity gap for lower-income children, English-language learners, and children of color. With today's Education Summit, we have an opportunity—and a responsibility—to do better.

We launched this year's Education Summit about two months ago with a series of community conversations that took place in nearly every City Council district. More than 1,300 people participated in these conversations. This summit is a culmination of those conversations. The work we do today will then be taken up by an Advisory Group that I have convened to make recommendations on how we can take all of these great, innovative ideas and put them into practice. I am grateful to Ron Sims, Kristin Bailey-Fogarty, Sheila Edwards Lange, and Brad Tilden for agreeing to Co-Chair this Advisory Group, and to Superintendent Dr. Larry Nyland and School Board President Betty Patu for also serving on the Advisory Group.

Seattle is built on the idea that everyone has the capacity to succeed and thrive. This is one of our core values. We must remain true to that value, and to our identity, and work together to pursue equity and excellence in education.



Edward B. Murray
Mayor Edward B. Murray



Agenda

9:00 Arrival & Registration

9:30 Welcome & Summit Overview

Welcome & Summit Overview	Co-Chair Ron Sims
Opening Remarks	Mayor Ed Murray

9:50 Framing the Issues

A Message from DEEL:

What We Heard in the Community Conversations

Dwane Chappelle
 Director, Department of Education and Early Learning (DEEL)
 City of Seattle

With insights from:

- Kevin Loyal, Urban League of Metropolitan Seattle
- Peggy Kwok, Chinese Information and Service Center

Foundational Building Block:

Seattle's Race and Social Justice Initiative (RSJI)

Patricia Lally
 Director, Office for Civil Rights
 City of Seattle

Seattle Public Schools:

Our Challenge, Our Opportunity, and Our Work Together

Michael Tolley
 Assistant Superintendent for Teaching & Learning
 Seattle Public Schools

School graduate, Dr. Nyland received his Bachelor of Arts, Master of Arts, and Doctorate in Education Administration from the University of Washington. He also served on the Dean's Advisory Council at the UW from 2009-11.

Holly S. Schindler, Ph.D.

Assistant Professor of Education

University of Washington

Dr. Schindler is an Assistant Professor of Education at the University of Washington. Her research focuses on how interventions and policies can best target family and school contexts during early childhood to prevent behavior problems and promote mental health in vulnerable populations of families. Schindler has directed the construction of a comprehensive database housing program evaluations of early childhood education, family support, and health-based interventions conducted over the past five decades to study what interventions work best, for whom, and under what conditions. Currently, she is also collaborating with a local community organization to implement and evaluate a video-coaching program with low-income fathers and their young children. Schindler was recently awarded the 2015 article of the year from the Journal of School Psychology and named as a 2016 Foundation for Child Development Young Scholar. Prior to her time at the University of Washington, she was a postdoctoral fellow at Harvard University's Center on the Developing Child.

Michael Tolley

Assistant Superintendent for Teaching & Learning

Seattle Public Schools

Michael Tolley is the Assistant Superintendent for Teaching & Learning at Seattle Public Schools. Previously, he served as SPS' high school director. Prior to coming to SPS, he was a principal and senior leader in the Charleston County School District in South Carolina. During his time as an interim Associate Superintendent in Charleston, he had direct supervision of 17 schools across all K-12 levels, including eight Title I schools. Tolley served for three and a half years as principal of Burke High School; and was assistant principal (three years) and principal (three years) of the Academic Magnet High School, both in Charleston. During his tenure, Newsweek twice ranked the Academic Magnet High School as the tenth best high school in the nation. Mr. Tolley began his education career teaching biolo-

Patricia C. Lally
Director, Seattle Office for Civil Rights (SOCR)
City of Seattle

Patricia Carrasco Lally is the Director of the City of Seattle's Office for Civil Rights. SOCR enforces Seattle's anti-discrimination laws, conducts fair housing testing, and delivers progressive policy recommendations to City leaders, including the recent Gender Neutral Restroom Seattle Ordinance. SOCR also leads the City's Race and Social Justice Initiative, the first of its kind in the nation. The Initiative is a citywide effort and commitment to end institutional and structural racism in Seattle City government and to achieve racial equity across the community.

Prior to joining the City of Seattle, Patricia worked as an Assistant United States Attorney in Seattle for 11 years and as an associate at the national law firm of Perkins Coie, where she participated in a number of complex civil litigation cases.

Patricia has a long history of working with community-based organizations that work to dismantle barriers to opportunity for those most oppressed. In her free time, Patricia, and wife Denise, enjoy friends and family, traveling, and renovating a vintage teardrop camper.

Dr. Larry Nyland
Superintendent
Seattle Public Schools

Dr. Larry Nyland was appointed by the Seattle School Board as the interim superintendent in August 2014 and was hired as the permanent superintendent in January 2015. He leads Washington state's largest K-12 school district, with 8,000 employees and 52,000 students.

Dr. Nyland came to Seattle from the Marysville School District where he served for nine years as superintendent. During his tenure in Marysville, Dr. Nyland stabilized enrollment, won voter approval for a \$118 million bond issue for new schools in 2006, and worked with staff to raise graduation rates by 22 percent. He accomplished these achievements by strengthening relationships with teachers and staff, engaging families, and building partnerships with the business community, local service organizations, and the Tulalip Tribes.

In 2007, Dr. Nyland was named Superintendent of the Year by the Washington Association of School Administrators, and he was also a finalist for National Superintendent of the Year in 2007. A 1966 Roosevelt High

11:00 Panel Discussion

Introduction by Co-Chair Brad Tilden

Understanding the Student Perspective

Moderator: Mia Williams, Principal, Aki Kurose Middle School
Panelists: Seattle middle school and high school students

12:00 Lunch

12:30 Featured Presentation: Child Development and Resilience

Introduction by Co-Chair Kristin Bailey-Fogarty

**The Science of Child Development and Resilience:
Building the Foundation for Lifelong Learning, Health, and Behavior**

Holly S. Schindler, Ph.D.
Assistant Professor of Education
University of Washington

1:20 Featured Presentation: Addressing the Opportunity Gap

Introduction by Co-Chair Sheila Edwards Lange

**OUSD African American Male Achievement:
Engage, Encourage, Empower!**

Christopher P. Chatmon
Executive Director, Office of African American Male Achievement
Oakland Unified School District (OUSD)

2:10 Tabletop Discussions: Ideas for Action

This is your chance to discuss what you've heard today. After your conversations, your table should write down two ideas for action that you'd like to share with the City using the two index cards on your table. Leave those completed cards in the jar on your table for collection by volunteers.

3:00 Report Out by Several Tables

3:15 Closing Remarks

Dr. Larry Nyland, Superintendent, Seattle Public Schools

Mayor Ed Murray

3:30 Resource Fair

Be sure to visit the exhibit tables in the foyer to learn about some of the resources available to Seattle students and their families.

Thank you for participating today!

Speaker Profiles

Dwane Chappelle

Director, Department of Education and Early Learning (DEEL) City of Seattle

Dwane Chappelle, a Grambling State University graduate, was confirmed by Seattle City Council as the new Director of the City's Department of Education and Early Learning in February 2016. Mayor Murray nominated Chappelle in October 2015 to lead the newly created City department. Prior to his appointment, Chappelle served as the principal of Rainier Beach High School. Under Mr. Chappelle's leadership and with the support of student, parents, teachers and the community, the graduation rate at Rainier Beach increased 25 percentage points. By 2014, the school's graduation rate reached 79 percent, exceeding the district average. Mr. Chappelle and the Rainier Beach High School community made national news for their efforts in using advanced learning to drive equity by implementing the International Baccalaureate Program and ensuring EVERY student has access to these rigorous, high quality courses. Additionally, Rainier Beach dramatic rise in graduation rates afforded

them the opportunity to be named a Washington State School of Distinction.

Chappelle is now bringing his passion for educational equity to the City's Department of Education and Early Learning (DEEL). Currently DEEL is tasked with implementing the Families and Education Levy, the Seattle Pre-school Program, the Child Care Assistance Program, and the Washington State Early Childhood Education Assistance Program. Chappelle would like to use his time at DEEL to strengthen the City's partnerships with Seattle Public Schools, along with community partners, philanthropy and business—bringing various efforts together to change the narrative for every student in Seattle.

Christopher P. Chatmon

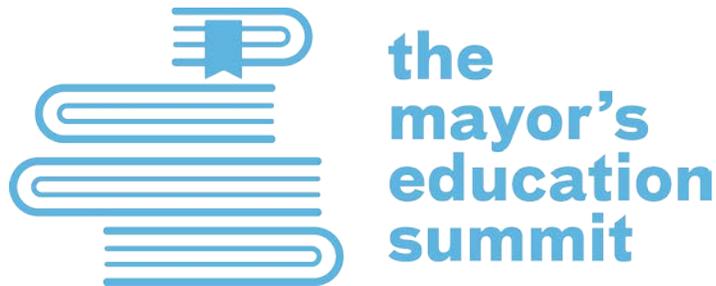
Executive Director, Office of African American Male Achievement Oakland Unified School District (OUSD)

Christopher P. Chatmon serves as the Executive Director of the Office of African American Male Achievement for the Oakland Unified School District (OUSD) and was named a "Leader to Learn From" by Education Week magazine. Chatmon is committed to improving life outcomes for all youth and especially African American males. He is passionate about uplifting the African American community and has dedicated his career and life work to creating pathways of success within Oakland and beyond. His inspirational leadership motivates educators and community members to engage, encourage, and empower youth.

Prior to working with OUSD, Chatmon was the principal of an alternative high school in San Francisco, and Executive Director of Urban Services at the YMCA in Oakland for over 10 years. Chatmon started his career in education teaching history and physical education in the San Francisco school district. In his spare time he is working with the Brotherhood of Elders Network, Concerned Black Men, and is an active member of the Bay Area Chapter of 100 Black Men, Inc. Chatmon earned an M.A. in Education and a secondary teaching credential in Social Science from Brown University. He also holds a B.S. in Psychology with a minor in Physical Education from San Francisco State University. Chatmon is a dedicated husband and father of three sons.

Appendix 5. Report on Themes from Community Conversations, Surveys and Summit

(without Appendix)



Summary of Community Conversations, Online Survey and Summit Event Conversations

May 2016

Background

The Mayor's Education Summit is a community process on how the City can help address the opportunity gap and disparities experienced by Seattle public school students. The summit process started with gathering ideas and input from residents all over Seattle and will conclude with recommended solutions on how the City can help partner with Seattle Public Schools, families, business and community groups, and education advocates to improve results for students. The Education Summit is taking place in three phases from March 2016 through Fall 2016.

The first phase involved gathering input from Seattle's families, students, educators and community members on how to address the opportunity gaps and disparities in order to achieve the City's vision "that every child in Seattle will graduate with hope and the ability to embrace their full potential." Input was gathered in March and April 2016 through multiple community conversations held across the city, along with an online survey.

The conversations and survey prepared for the second phase, the Mayor's Education Summit event, which was held on April 30th at Garfield High School and sponsored by the City of Seattle and Seattle Public Schools. Attendees were briefed on the community input, then heard from students, experts and community organizations. With this background, they gathered in small groups to identify action ideas.

The third phase involves using the community and Summit event input to develop recommendations. An Education Summit Advisory Group composed of education and community advocates, educators, City and school district leaders, and business and philanthropic leaders will develop recommendations and action items for the Mayor about how the City can best align its resources and develop partnerships to make education more equitable and to close the opportunity gap.

This report summarizes the ideas and comments generated through the community conversations, online survey and the April 30th Summit. The Education Summit Advisory Group will use these ideas and comments as the starting point for their work of developing recommendations for the Mayor.

Community Conversations

The community conversations were held at community centers, neighborhood resource centers and several Seattle schools. The sponsors of the community conversations were:

- Alliance for Education
- Chinese Information and Service Center
- Councilmember Rob Johnson and Soup for Teachers
- El Centro de la Raza
- Garfield High School
- Mockingbird Society, Treehouse, and YMCA of Greater Seattle
- Nathan Hale High School
- Neighborhood House
- North Seattle Family Resource Center, Children’s Home Society of Washington, and Lake City Future First
- OneAmerica
- Rainier Beach High School
- Seattle Alliance of Black School Educators and United Black Christian Clergy
- Seattle Education Association (two conversations)
- Seattle Metropolitan Chamber of Commerce (two conversations)
- Southeast Seattle Education Coalition and Vietnamese Friendship Association
- Team Child
- Urban League of Metropolitan Seattle.

In addition, Education Summit outreach took place with the following community organizations as a part of the Department of Neighborhoods, Public Outreach and Engagement Liaison program:

- Ethiopian Community
- Goodwill English as a Second Language
- Youth Commission.

The Mayor extends sincere thanks to all the community hosts and participants.

Participants

Nearly 2,000 people participated in Phases One and Two. Below is a breakdown of how they participated:

4. Community Conversations: more than 1,300
5. Online Survey: 176
6. Education Summit: 500.

The participants included parents and grandparents, students, teachers, school administrators, business people, employers, community leaders, and interested residents from across the city. With the help of community partners, the City was able to convene a diverse group of participants to attend these conversations, representing various ages, races, ethnicities, and languages. Of those who provided demographic information (around half of all participants), 9 percent of the community conversation participants and 3 percent of the online survey respondents were age 20 or under.

Community meeting participants were:

- 35% White
- 28% Black
- 17% Asian
- 10% Latino/a
- 2% American Indian
- 1% Pacific Islander
- 7% Multiple races.

Online Survey participants were:

- 70% White
- 7% Black
- 6% Asian
- 2% Latino/a
- 1% American Indian
- 4% Pacific Islander
- 10% Multiple races.

The community conversations were conducted or interpreted in the following 15 languages: Amharic, Bangla, Cantonese, English, Farsi, Filipino, French, Hmong, Mandarin, Oromo, Russian, Somali, Spanish, Tigrinya and Vietnamese. Participants who responded to this question also listed a total of 37 languages they speak.

Generation of Ideas and Comments

Each community conversation began with a videotaped message from the Mayor and information about the education opportunity gap. Participants gathered in small groups, sometimes organized around a particular topic, with City staff and volunteers serving as note takers. In each group people shared their ideas in response to two questions:

3. What barriers do Seattle students, in particular students of color, face?
4. What is the solution to overcome these barriers?

The online survey included an introduction to the summit purpose and provided the Mayor's videotaped message. The survey asked three questions:

1. My idea for how we can create equity and excellence in our schools is regarding . . . (followed by a checklist of topic areas).

2. What barriers do Seattle students, in particular students of color, face? (followed by an open response box)
3. What is the solution to overcome these barriers? (followed by an open response box)

At the April 30th Education Summit, speakers offered more in-depth information about the opportunity gap and some solutions that have shown promise in other cities. Participants were asked to discuss the following question:

What can the City do to help you, your community, or your organization make sure each child succeeds in school and in life?

Collection and Analysis of the Responses

Comments and ideas from community members were collected in three ways: (1) notes taken at the community conversation discussion groups; (2) responses to the online survey; and (3) action ideas cards filled out by discussion groups and individuals at the April 30th Education Summit. DEEL staff typed up all the notes and cards, and downloaded the online survey results.

Every word from the notes, online surveys and ideas cards was read. Nine themes about barriers and solutions emerged. The comments were sorted into the themes and into subtopics within each theme. A tally organized by theme was prepared and organized by the number of comments received (see Appendix).

It is important to note that this effort was not meant to nor did it provide statistically valid data from Seattle residents. The tally and this summary provide a snapshot of the views of the individuals who chose to participate in the process, as captured in the community conversation notes, Education Summit idea cards and online survey.

Summary of Comments

Common Threads

Overall, there were three common threads heard throughout the comments:

- The importance of affirming and valuing students' race and culture
- The need for programs and supports for students and families in their home language
- The desire to ensure that funding for schools is adequate, fair and flexible.

Themes

The following is a summary of the comments grouped in the nine themes that emerged from the discussions and survey. The themes are presented in order of frequency in which they appeared in the notes, survey and idea cards, from the most frequently mentioned to the least. After each theme title below is a brief summary of the major concerns participants raised and the barriers they cited. This is followed by a bulleted list of solutions that participants suggested, including a bullet with program examples they discussed. After the suggested solutions is a list of selected quotes that were taken down by conversation note

takers, written by survey respondents and written on idea cards. The quotes offer a sample voice of the participants.

Note: The views and opinions expressed below are not necessarily shared by the City of Seattle.

1. Improving School Climate

The subject raised by the participants most frequently related to the climate in schools that surrounds and supports (or does not support) students. School climate refers to the quality and character of school life, and reflects values and expectations, interpersonal relationships, teaching and learning practices, and organizational structures. Elements also include safety, respect, a shared school vision, and care of the school's physical environment. Many participants cited concerns about stereotyping, bias, lack of cultural competency, and low expectations for students of color. A second major barrier they mentioned was the lack of support services for students and their families. There were also concerns about disproportionate discipline and the school-to-prison pipeline, bullying, overcrowded classrooms, and inadequate facilities.

The solutions suggested the most frequently and examples of programs discussed were:

- Offer ongoing cultural competence and anti-bias training for teachers, administration and staff, and provide tools to communicate about race, equity, socioeconomic status and gender issues.
- Use a multicultural and multi-lingual approach and curriculum, and work with communities of color to better understand their needs and assets.
- Provide a family support worker in each school, along with bilingual social workers and more counselors, and consider adding a public health worker and family involvement coordinator.
- Use a restorative justice approach, alternative discipline, and culturally competent behavior expectations, and engage the community in identifying strategies to use.
- Create a trauma-informed cultural model in schools, and provide mental health and trauma-informed practice training for educators.
- Address hunger and poor nutrition through high-quality and universal free breakfast and lunch, suppers in afterschool programs, summer meals, and food pantries in schools.
- Address social/emotional intelligence, resilience and self-advocacy.
- Institute a dropout prevention program.
- Appoint students to leadership roles.
- Create a classroom environment that helps students feel successful.
- Change funding priorities to fund smaller classes.
- Plan for the growth of school capacity that is in line with the growth of the city.
- Improve the conditions of school buildings and resources, and provide more funding for ongoing maintenance.

- *Examples of programs discussed:* Seattle Public Schools/Seattle Education Association Equity Teams; PACA (club to learn about other cultures); Childhaven; Rainier Success Coordinator; Waldorf and Montessori model; Safe Places (for LGBTQ); Proyecto Saber; New Teacher Project (tntp.org); Renton Academy’s trauma-informed model; Restorative Justice Oakland Youth Model; Equity Change Teams in schools like FEAT teams; RULER curriculum (anger management).

The following selected quotations are from conversation, survey and Summit participants:

- “When we talk about barriers, we are really talking about symptoms from historical racism.”
- “Educators can’t deal with kids who have different learning styles. Educators must learn from kids on how to learn.”
- “There needs to be ongoing, consistent effort in equity training.”
- “We’ve got to believe we can change.”
- “[The student was] disciplined for being talkative and energetic.”
- “Look at the root cause of discipline problems—trauma from a young age.”
- “Prepare kids to be confident in themselves.”
- “We cannot let our kids drop out. Build on their strengths.”
- “Establish a city Office of African American Male Achievement.”

2. Improving In-School Instruction and Programming

The second most frequently heard comments from participants were ideas to improve instruction and programs in schools overall and for specific groups of learners. The barriers participants cited included: quality of instruction and curriculum that varies by neighborhood; Eurocentric and monocultural curricula and materials; lack of bilingual programs and support for English Language Learner (ELL) students; too much emphasis on high-stakes testing; lack of and confusion about special education services; limitations on which students can access advanced classes; lack of science, math, engineering and math (STEM), and arts and music classes; and lack of technology resources, especially in low-income schools.

The solutions that participants suggested the most frequently were:

- Provide highly challenging, up-to-date, innovative, antiracist and multicultural curricula supportive of different learning styles and culturally specific learning strategies.
- Help children learn who they are and appreciate the strengths of their own culture (identity development and empowerment).
- Provide better ELL and bilingual programs, and more ELL teachers.
- Decrease reliance on standardized tests, and instead use metrics appropriate for a multicultural student body.

- Provide equitable classes for special education students and more information for parents about the program and the student’s Individualized Education Program (IEP).
- Increase access to advanced placement (AP) and International Baccalaureate (IB) classes, especially for students of color and ELL students.
- Provide better math instruction and technology classes starting in elementary school.
- Provide arts and music education to all students, and use these classes to spur their creativity.
- Provide laptops, tablets, digital devices, wireless access and instruction for all students, as well as updating school computers, software and smart boards.
- *Examples of programs discussed:* Black Scholars program; Freedom Schools model; Middle College programs for at-risk students; Rainier Beach HS IB program; Federal Way model “academic acceleration for all”; Fremont, CA, and Austin, TX, central deaf school that is English-ASL bilingual; Thornton Creek model outdoor classrooms to improve science and tech education; Wit & Glitter—outreach to girls in science and technology.

The following selected quotations are from conversation and survey participants:

- “School assignment policies mean students may be forced to attend low-performing schools for anywhere between 5 to 13 years.”
- “[Barrier is] having my race be a club [Black History] and not a necessity to learn—but you need white history to graduate.”
- “Our son is African American and Puerto Rican. He rarely had a teacher that looked like him, he was rarely ever asked about what he loved and how he could see himself in the curriculum. The standardization of learning and . . . focus on behavior . . . has led him to not trust his own intelligence, his own self worth. . . . He is now a drop out.”
- “We want students of color and Latinos to have extra help in their own language.”
- “We used to live in Denmark and there, Somali kids are taught in their own language.”
- “Being bilingual is not being illiterate.”
- “By tying graduation and funding to test scores, a racist and classist system is perpetuated.”
- “Define success with multi-dimensional measures.”
- “[The school] told students of color that they can’t and shouldn’t take AP classes.”
- “It’s insulting how much better the teachers are for the AP classes—like the district’s priorities are stacked against the economically challenged.”
- “Music and Arts – no art at all. Rainier Beach used to have the Broadway Bound program, but not anymore. We have a lot of creative kids, but they’re not able to put their performances out.”

3. Improving Family/Community Engagement and Partnerships

The third most frequently heard comments were about the need to engage families and build partnerships with the community. Participants said that it is difficult for parents to communicate with schools and the district, and to get engaged with the schools. They said it is a significant barrier that school materials sent home are all in English, and that no interpreters are available for parent-teacher conferences or Parent Teacher Student Association (PTSA) meetings. They said many parents lack the time or knowledge to help their child. There were also concerns that the school district does not value input from parents and families, especially parents of color, and that there is poor transparency by the school district.

The solutions that participants suggested the most frequently were:

- Use more face-to-face communication with parents, including home visits by educators and frequent communication on student progress and grades.
- Institute an authentic, culturally and language appropriate program of family engagement, such as identifying neighborhood ambassadors from local language and ethnic groups, and appointing an engagement liaison at each school.
- Create school/district partnerships with community-based organizations (CBOs) that know the community, such as paying CBOs to provide educational support and social-emotional learning, and partnerships with philanthropy.
- Create business-school partnerships, such as an adopt-a-school program.
- Provide all school information in the languages of families, including ways to support children’s learning at home, and provide interpreters for parent-teacher meetings.
- Form parent peer support groups, drop-in groups and/or a support network.
- Engage communities in designing programs and solutions, and deciding how to spend money to serve their needs.
- Increase transparency, accountability and communication between schools and communities.
- *Examples of programs discussed:* Family engagement pilot of Constance Rice to provide transportation, food and child care for parents to attend PTSA meetings; Chatmon’s program—elders to greet in schools; Encores for Youth national campaign for 50+ volunteers with youth; Oakland Promise—city, school district and other stakeholders share responsibility; Tacoma Housing Authority’s Education Project; Graduate Tacoma; Tacoma Whole Child Initiative; UW Tacoma Center for Strong Schools; YMCA educational success tools.

The following selected quotations are from conversation, survey and Summit participants:

- “The old model of school-parent interaction doesn’t work anymore.”
- “More opportunities that target particular under-represented groups—let them tell what will work for them, not top down.”

- “We fight to be valued because our education matters and our lives matter. That’s what inequality looks like. I don’t have a solution, but I have a start. Make us feel like we matter, like we aren’t the only ones in this battle.”
- “Establish community-based partnerships with a goal of addressing each community’s needs related to student achievement. City help is needed for space/facilities and capacity to provide those services.”
- “As a community we should embrace our world-class local talent and consider corporate partnerships to enhance the public school system. Starting with grade schools and an emphasis on STEM, corporate employees could volunteer in the classroom . . . and loaning corporate campuses for school projects.”
- “Pool all public school PTSA fundraising dollars (in some part) to be distributed equally to all schools.”

4. Supporting Community and Family Needs

Participants offered many comments about the needs of families, especially families with lower incomes and families of color, in order to survive, thrive and help their children be successful in school. They said that families struggle every day with the basic needs: income to support a family, affordable housing, and lack of health care and mental health services, especially in the face of generational trauma and adverse childhood experiences (ACEs). Other barriers cited were the lack of transportation to school and after-school activities, and the lack of access to social services.

The solutions that participants suggested the most frequently were:

- Connect struggling families to food and other supports for basic needs.
- Provide affordable housing for families and teachers, along with housing assistance and emergency housing.
- Provide school-based health and mental health clinics, using a proactive approach to address ACEs starting in elementary school.
- Make families aware of social services, prenatal care and home visiting.
- Use the Families and Education Levy to add fulltime family support workers in schools.
- Provide safe transportation and access to school and after-school programs, including providing ORCA cards for all free/reduced lunch students and those who live in unsafe neighborhoods.
- *Examples of programs discussed:* Dept. of Neighborhoods grants for safety projects and sidewalks; Harlem Children’s Zone wrap-around services for families

The following selected quotations are from conversation and Summit participants:

- “You don’t know what you don’t know [re available resources].”
- “Students should never have to choose between education and employment.”
- “[Need] increased affordable housing near schools, with two+ bedroom units to support our families and teachers.”

- “Support school-based health programs (all-inclusive: mental, physical, oral, vision) for students and, as appropriate, families, as part of the wrap-around service approach that our most vulnerable students need.”
- “Families need proactive services rather than reactive services—help them before they’re ‘problematic.’”
- “Family support workers are the lifeblood to schools. Lack of funding to these professionals is unacceptable. Please City of Seattle help our families with financial supports to keep family support workers in our schools.”
- “Coordinate SDOT, SPD and Metro to create safe routes to school.”

5. Strengthening Post-Secondary Access and Attainment

Participants said that students do not see the connection between their classes and their future. They said that students need information about careers, college, and job and internship opportunities, along with mentors and advisors to give them individual help.

The solutions and example programs that participants suggested the most frequently were:

- Provide a Skill/Vocational Education Center in middle and high schools to provide technical training, job readiness and career development programs.
- Create leadership development programs and ask students what they want to achieve.
- Provide mentoring, support and resources for challenged students and specifically for children of color.
- Engage community members as role models and volunteers in the classroom, and in programs such as a breakfast mentorship group with African American leader role models.
- Provide a college preparation and information program, including ACT/SAT preparation, and assistance filling out the FAFSA/Common Application.
- Provide financial help, such as funding for the ACT/SAT and the FAFSA application, creating scholarships, and/or helping to pass the Free Community College (Washington Promise) legislation.
- Create an internship program (for paid and unpaid positions) including summer interns and job shadows.
- Use the City’s contracting power to prioritize employment of youth of color, and negotiate with area businesses to support summer and after-school jobs with a stipend.
- *Examples of programs discussed:* Running Start to engage students with career and tech schools; Rainier Scholars program opportunities to interact with professionals and visit job sites; Cleveland’s job shadow program; Upward Bound; YMCA Homework Help; LINK – upper classmen mentoring underclassmen; College Bound program; Garfield Y Scholars program to help with college applications and preparation.

The following selected quotations are from conversation, survey and Summit participants:

- “Life skills is an objective, not just academic success.”
- “We must ask our youth what THEY need to overcome these barriers.”
- “Parent mentors in each class!”
- “Convene city, business, colleges and high schools on how to support kids’ transitions out of high school.”
- “Develop partnerships with schools and workforce boards to support internships and job shadows that support and inform career planning and transitions.”

6. School-City Collaboration

Participants discussed the challenges of insufficient funding for schools and said that the least resources seem to go to the schools that need the most support. They also discussed challenges they see in the current governance model, and encouraged high-level leadership to push for improvements.

The solutions that participants suggested the most frequently were:

- Apply equity rather than equality in distributing resources, increasing the Families and Education Levy to provide more funds to schools with the most need, particularly low-income schools and those serving communities of color.
- Encourage the state to fully fund schools (McCleary) and/or to adopt a more progressive tax system.
- The Mayor and Superintendent should work together on a shared vision and goals, and meet with parents and teachers on what is working and what is not.
- Sponsor a public forum about school board positions prior to elections, fund some positions to attract more candidates, and/or provide training to the board in education and cultural competency.
- Some participants encouraged increasing executive/mayoral control of schools or requiring a school board seat as part of the Families and Education Levy; some encouraged the City not to get involved with running the schools.
- Some participants suggested increasing charter schools and having the City become a charter authorizer; others suggested moving away from charters.
- *Examples of programs discussed:* Robust city support for schools in San Diego and St. Paul.

The following selected quotations are from conversation, survey and Summit participants:

- “Schools with more needs should get more resources.”
- “There is a difference between equality and equity. Equality is everyone having the same thing, equity is need based, meaning . . . the people who need the most get the most. I go to Rainier Beach High School and every time we need something it's like we are fighting for what we need and deserve. Here's a place with an amazing staff and students that my freshman year I was told they wanted to close down and build waterfront condos because it was thought of a place of value, not because the

future leaders and scholars of the world were there getting their education, but because it was prime real estate. Stop the disadvantage in the system The advantaged must have that conversation with each other and teach each other.”

- “Fully fund education so there are funds for social services and counseling.”
- “We can talk to add our voices but is someone going to listen to our voices?”
- “We want to know there’s really action and it’s not a publicity stunt.”

7. Recruiting, Supporting and Retaining a Diverse and High-Quality Educator Workforce

Participants expressed concern about the lack of diversity among educators. They said that there need to be more teachers, administrators and staff who can be role models for their students and who have a connection to their culture.

The solutions that participants suggested included the following:

- Actively recruit and retain more teachers of color, including more male teachers, and bilingual and multilingual teachers.
- Provide incentives for people of color to become teachers, and create a mentor program to assist them.
- Support professional development for teachers, including monetary support or incentives and paid training days.
- Incentivize good teachers to work at high-need schools.
- Empower principals, with accountability, to create programs suited to their students.
- Increase pay to attract better and more diverse teachers, and reduce turnover.

The following selected quotations are from conversation participants:

- “How are we going to increase the number of teachers of color?”
- “Recruit and retain teachers of color and increase visibility of people of color to increase the sense of belonging.”

8. Improving Access to Quality Expanded K-12 Opportunities

Participants expressed concern about the lack of meaningful before- and after-school and summer opportunities, and their cultural relevance. They also had concerns about the length of the school day and the start and end times, and about whether the school year was long enough to support the learning of all students.

The solutions and example programs that participants suggested included the following:

- Increase the number, offerings and cultural relevance of before- and after-school programs and Saturday school, including programs in the student’s home language, providing ELL help, and offering programs for children with special needs.
- Offer an extended day for those needing extra help.
- Extend the school year, offer year-round school, and/or offer a free 13th year in all high schools.

- Offer free summer learning opportunities, including multilingual programs.
- *Examples of programs discussed:* STEM clubs; Safe Futures; YTP; TRIO; College Bound.

The following selected quotations are from Summit participants:

- “[Need] afterschool programs that are community-based and culturally relevant.”
- “Create meaningful summer programs that are part of the school curriculum . . . not daycare, make it more school!”

9. Expanding Access to Quality Early Learning

Participants expressed concern about the lack of quality early learning and preschool programs, the expense of programs, and the lack of training opportunities for early learning teachers. Some participants were concerned about using school classrooms for preschool when space is needed for grade school students.

The solutions that participants suggested included the following:

- Make quality and affordable preschool and early learning available for all children, including an all-day option for working parents.
- Fund programs that are working, such as Seattle Preschool and Step Ahead, especially in low-income areas.
- Move preschools out of school buildings to community centers or build preschool facilities.
- Provide or fund training and resources for teachers in a variety of settings, including preschool, home visiting, and play and learn.

The following selected quotations are from survey and Summit participants:

- “City should provide education and training for early learning teachers (Early Achievers) focused on serving communities negatively impacted by the academic opportunity gap.”
- [Response re solutions:] “Higher quality early learning; more affordable child care; paid parental leave for a families in Seattle; more connections between early learning providers and K-12 teachers; better compensation for early learning providers.”
- “City could incentivize more quality accredited preschools that are available to city residents—particularly those with low-incomes. The problem is that many quality preschools in Seattle are taken up with students from outside city whose parents work in city. City needs to incentivize these preschools in low-income and minority neighborhoods.

Appendix 6. Mayor's Education Summit Advisory Group Members

Name	Title	Organization	Constituency
CO-CHAIRS			
Kristin Bailey-Fogarty	Vice Principal and SEA Board Member	Thornton Creek Elementary School	Educators/Labor
Sheila Edwards Lange	Interim President	Seattle Central College	Higher Education
Ron Sims	Former Deputy Secretary	U.S. Department of Housing and Urban Development	Community
Brad Tilden	President & CEO	Alaska Airlines	Business
MEMBERS			
Kaaren Andrews	Principal	Interagency Academy	Seattle Public Schools
Janis Avery	CEO	Treehouse	Community: Foster Kids
Pamela Banks	President & CEO	Urban League of Metropolitan Seattle	Community: African-American community
David Beard	Education Policy and Advocacy Director	School's Out Washington	Community: Out of School Time & Summer
Sebrena Burr	President	Seattle Council PTSA	Parents
Phyllis Campano	Vice President	Seattle Education Association	Educators/Labor
Dwane Chappelle	Director	City of Seattle - Department of Education and Early Learning	City of Seattle
Maud Daudon	President & CEO	Seattle Metropolitan Chamber of Commerce	Business
Howard Frumkin	Dean - School of Public Health	University of Washington	Higher Education
Saadia Hamid	Education Engagement Specialist	Seattle Housing Authority	Community: Low Income Housing
Bruce Harrell	Council President and Chair - Education, Equity and Governance Committee	Seattle City Council	City of Seattle

Name	Title	Organization	Constituency
Theodore (Ted) Howard, II	Principal	Garfield High School	Seattle Public Schools
Cassandra Johnston	President	Seattle Council PTSA	Parents
Erin Kahn	Executive Director	Raikes Foundation	Philanthropy
Kent Koth	Executive Director - Center for Community Engagement	Seattle University	Higher Education
Roxana Nourozi	Director of Education & Integration Policy	OneAmerica	Community: Immigrant/Refugee
Larry Nyland	Superintendent	Seattle Public Schools	Seattle Public Schools
Erin Okuno	Executive Director	Southeast Seattle Education Coalition	Community: SE Seattle
Estela Ortega	Executive Director	El Centro de la Raza	Community: Latina/o, Immigrant/Refugee
Betty Patu	President - Board of Directors	Seattle Public Schools	Seattle Public Schools
Fern Renville	Executive Director	Red Eagle Soaring Youth Theatre	Native American Community; Students/Youth
James Smith	Chair - Education Committee	The Breakfast Group	Community: African-American community
Yolanda Watson Spiva	President & CEO	College Success Foundation	Philanthropy
Blair Taylor	Chief Community Officer	Starbucks	Business
Ed Taylor	Vice Provost and Dean of Undergraduate Academic Affairs	University of Washington	Higher Education
Omar Vasquez	Associate	Davis Wright Tremaine	Business

Appendix 7. Advisory Group Norms

Mayor's Education Summit Advisory Group Committee Norms

1. Advisory Group meetings will not be open to the public or the press. However, meeting materials and agendas will be posted on the Mayor's Office public webpage.
2. Meetings will start and end on time.
3. The committee is comprised of people with a variety of perspectives and interests. Differences of opinion are to be expected and will be respected by the committee and its members. Committee discussions will be characterized by careful deliberation and civility.
4. The committee is encouraged to think creatively about potential solutions for the issues the group has been asked to address. Committee members will agree to keep an open mind to possible new ideas that are consistent with the charge from the Mayor. Committee members will work to understand the different points of view and perspectives of other members. Questions to better understand each member's interests are encouraged.
5. The committee will operate by consensus. The goal will be to reach unanimous consensus in which all members can support, or live with the committee recommendations. If unanimous consensus cannot be reached, differences of opinion will be noted as part of the committee's final recommendations. (It is not intended that there will be a minority report.)
6. The committee is advisory to the Mayor. It is not a decision-making body.
7. Committee members are strongly encouraged to prepare for and participate in every meeting to achieve continuity in discussions from one meeting to the next. Members are expected to review materials in advance of meetings in order to be fully engaged in committee discussions. An absent member may ask someone to attend a meeting on their behalf to listen to the discussion, but that person will not be able to participate in discussions or votes.
8. If a committee member cannot attend a meeting and wishes to make a statement regarding an issue that is on the agenda for that meeting, he or she may provide the co-chairs or the facilitator with a written statement, which will be provided to the full group when the issue is being considered by those present at the meeting.
9. Meeting materials will be sent via email to committee members in advance whenever possible. Any handouts at meetings will be emailed to members who were not present.
10. Meeting summaries will be prepared and distributed via email to all committee members in a timely manner. The summaries will also be posted on Mayor's webpage.
11. Inquiries from the media or others about the committee's deliberations should be directed to the co-chairs. Any member may speak to the media or other groups or

audiences regarding issues before the committee, provided s/he speaks only for her or himself. Members are encouraged to let the process reach its conclusion before describing potential strategies or ideas as committee recommendations. Members agree to bring issues or concerns to the committee before raising them with others in a public fashion.

12. It is understood that committee members cannot unilaterally make commitments on behalf of their respective organizations. However, each member will work hard to understand any issue or concern raised by their organization and communicate those issues in a timely fashion to the full committee.
13. The principal purpose of the Advisory Group meetings is to discuss policies/actions that support the closing of the opportunity/achievement gap. Agendas, presentations and discussion for each meeting should reflect this overarching purpose. Generally, meeting time will not be used for editing of documents.
14. City staff will be responsive to the information requests from the committee. However, it may not be possible to meet all information requests. Any information requests outside of the committee meetings should be made through the City Staff Lead or the facilitator.
15. Agendas for Advisory Group meetings will be determined by the Co-Chairs, in consultation with the lead city staff and facilitator.

Appendix 8. Key Terms

Bias: Prejudice toward one group and its members relative to another group.

Cultural Competency: (See below for definitions provided to the Advisory Group.) The term applies both to individual professionals (teachers, principals, etc.), and to institutions and systems.

Equitable: A solution or outcome where resources are allocated according to each community or community member's level of need.

Equity: Everyone has fair and unbiased access to the resources they need to meet their fundamental needs and fully participate in the life of their community.

Implicit Bias: Biases that people are usually unaware of and that operate at the subconscious level. Implicit bias is usually expressed indirectly.

Individual Racism: Pre-judgment, bias or discrimination by an individual that is based on race.

Institutional Racism: Policies, practices and procedures that work better for white people than for people of color, often unintentionally.

Racial Equity: Race can no longer be used to predict the life outcomes, and outcomes for all groups are improved.

Racial Inequity: Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc.

Structural Racism: A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

Sources: Anthony Shoecraft (Office of Policy) presentation at the 8/22/16 Advisory Group meeting; Glossary attachment to Resolution Relating to Public Outreach and Engagement (2016).



SAMPLE DEFINITIONS OF CULTURAL COMPETENCY

Seattle Public Schools

A culturally competent professional is one who is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth.

Second, a culturally competent professional is one who actively attempts to understand the worldview of culturally diverse populations. In other words, what are the values, assumptions,

practices, communication styles, group norms, biases and so on, of culturally diverse students, families, communities and colleagues you interact with?

Third, a culturally competent professional is one who is in the process of actively developing and practicing appropriate, relevant, and sensitive strategies and skills in working with culturally diverse students, families, communities and colleagues.

Thus, cultural competence is active, developmental, an ongoing process and is aspirational rather than achieved.

National Education Association

Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom.

Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own.

Betancourt et al., 2002

Cultural competence in health care describes the ability of systems to provide care to patients with diverse values, beliefs and behaviors, including tailoring delivery to meet patients' social, cultural, and linguistic needs.

Lavizzo-Mourey & Mackenzie, 1996

Cultural competence is the demonstrated awareness and integration of three population-specific issues: health-related beliefs and cultural values, disease incidence and prevalence, and treatment efficacy. But perhaps the most significant aspect of this concept is the inclusion and integration of the three areas that are usually considered separately when they are considered at all.

Roberts et al, 1990

Cultural competence refers to a program's ability to honor and respect those beliefs, interpersonal styles, attitudes and behaviors both of families who are clients and the multicultural staff who are providing services. In doing so, it incorporates these values at the levels of policy, administration and practice.

Denboba, MCHB, 1993

Cultural competence is defined as a set of values, behaviors, attitudes, and practices within a system, organization, program or among individuals and which enables them to work effectively cross culturally. Further, it refers to the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of individuals and families receiving services, as well as staff who are providing such services. Striving to achieve cultural competence is a dynamic, ongoing, developmental process that requires a long-term commitment.

At a systems, organizational or program level, cultural competence requires a comprehensive and coordinated plan that includes interventions on levels of:

1. policy making;
2. infra-structure building;
3. program administration and evaluation;
4. the delivery of services and enabling supports; and
5. the individual.

Appendix 9.
Final Draft Recommendations from Work Groups
(10/18/16)

WORK GROUP 1

Workgroups 1 & 2

Strategic School Investments

Expand Families & Education Levy Innovation School model to additional elementary & middle schools; develop comprehensive approach for high schools

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

DEEL has invested in Middle School “Innovation Schools” starting with the 2004 Families and Education Levy. This has been a very successful approach, as several schools have moved from having high numbers of students not meeting state standards to now being recognized as outperforming schools with similar demographics. At Mercer and Denny Middle Schools, where the Innovation Model has had the most sustained investment, African American/Black students outperform their District peers on 2015 State Tests as follows:

	English Language Arts Proficiency		Mathematics Proficiency	
	<i>School</i>	<i>District Avg.</i>	<i>School</i>	<i>District Avg.</i>
Mercer	44%	31%	35%	29%
Denny	35%	31%	44%	29%

Schools are required to develop a tiered approach to intervention with students who are performing below grade level. This approach should be able to address multiple barriers students have to being successful in school, including academic, social/emotional/behavioral, and health barriers. Flexible funding allows schools to decide how to best meet the needs of their students, within the context of their particular school. Data is used at innovation sites on a daily or weekly basis to assess the success of the strategies and systems that are in place, and to modify strategies when they are not successful.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This is an expansion of an existing strategy, funded by the Families and Education Levy. Currently, the Families and Education Levy funds nineteen innovation elementary schools, four innovation middle schools and five innovation high schools.

The current High School program is intended for 9th graders only, as research has indicated that successful completion of 9th grade requirements improves the likelihood of graduating on time. A more comprehensive approach could be implemented that includes:

- reducing discipline
- improving attendance
- improving school climate
- adopting a more rigorous curriculum
- creating and/or adopting more culturally relevant curricula
- improving college and care planning

Who is the target audience?

Innovation Schools are schools that have large concentrations of low-performing students and/or students with multiple risk factors. These schools have a high proportion of African American/Black students and other students of color. To be considered an Innovation School, one or more of the following criteria must be met:

- A school receives Title I funds
- A school has an overall Segmentation Level of Level 1 or Level 2 based on the most recent SPS Segmentation Report
- A school has an overall Segmentation Level of Level 3 but its Absolute Score is below 60
- A new school that has a free and reduced-price lunch population and/or an English Language Learners' population above the district averages

A Comprehensive High School Innovation investment should be targeted at a school with high numbers of African American/Black students and other students of color who are not on track for graduation.

2. What is the scale of the action?

Depends on the number of schools deemed eligible, based on the criteria above. Note that this number may change from year to year, as demographic shifts occur within and across schools.

3. What is the desired outcome or measurable? How will we know if this action is successful?

The measurable indicators and outcomes of this recommendation include attendance, grade C or better in core classes, earning the proper number of credits, academic growth measures, English language proficiency growth, meeting grade-level standards, and high school graduation rates. There must be an explicit gap-closing goal within each measure.

4. Describe the proposed role of the city (Funder, Convener, Advocate)

All three.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

This recommendation builds on the existing Families and Education Levy-funded work of City of Seattle and Seattle Public Schools.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

SPS schools are responsible for implementing the strategies described in their innovation work plans. Most schools partner with one or more community-based organizations to provide some portion of services within the work plan (e.g. mental health counseling or family support).

7. What is the time frame (short-term, medium, or long-term)?

Short-term implementation in an additional one to two schools, but long-term strategy to implement more broadly.

8. Estimated cost (based on unit costs where possible)

2016-17 Innovation School investments:

Elementary = \$326,000 per school

Middle = \$590,000 per school

High (9th grade only) = \$447,000 per school (note that this cost per unit would increase if the model is extended to additional grades. A full four year Innovation model for one high school is estimated to cost approximately \$1.7 million.)

9. Conditions needed for success, or what's needed for readiness to implement?

- a. Accessible and comprehensive data systems with proven ability to use data to identify student needs, assess student mastery, and measure progress towards goals.
- b. High quality, consistent school leadership with the skills to implement school-wide systems and structures of expectations and accountability.
- c. Ability of schools to select staff.

- d. Commitment to Families and Education Levy goals and improving outcomes for Levy focus students.

Workgroup I

Summer Learning

Expand high-quality culturally specific summer programs for African American/Black students & other students of color

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Research shows that every summer, low-income students lose 2-3 months in reading skills while higher income peers make slight gains. The reading gap in elementary is particularly large for black males, and because black families are disproportionately lower-income, summer learning loss compounds the challenges for these students.⁴ Most children lose about two months of math skills during the summer. This decline in skills can add up over the course of a child's education, pushing them further behind and widening the opportunity gap.

Summer learning programs can provide African American/Black students and other students of color with a combination of academics and enrichment activities that differ from school year instruction. They provide additional academic time to catch up with their peers; free and nutritious meals; and high-quality, engaging enrichment experiences like field trips that parents may not have the time, knowledge or money to do on their own. These programs have clear age-appropriate objectives that promote students' academic growth and cultivation of other skills that support learning and innovation. Some programs also provide transition programming to support key transitions (such as elementary to middle school); incorporate STEAM (science, technology, engineering and math) elements; focus on project-based learning/small group work, or promote healthy physical activity through sports or other outdoor programming.

Is this expansion of existing program activity or creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

Expansion of City-funded and District-funded high quality summer learning programs. Currently, the City funds programs serving more than 2,000 students, while the District funds programs serving more than 2,500 students.

In expanding summer learning offerings, the City and District will incorporate applicable recommendations of the State Expanded Learning Opportunities Council.

⁴ Race matters Institute: Black Male Achievement and Summer Learning at <http://gradelevelreading.net/wp-content/uploads/2013/07/GLR-CBMA-Summer-Learning-Factsheet-6.17.13.pdf>.

Who is the target audience?

African American/Black students and other students of color. Students who score a Level 1/Level 2 in math and/or reading on the state assessments should be prioritized for City funds. There are a disproportionate number of African American/Black students and other students of color at those levels. Other (non-city) funds could be used for African American/Black students and students of color who score at Level 3/Level 4.

2. What is the scale of the action?

In the 2015-16 School Year, there were 28,517 youth of color (African American/Black, American Indian/Alaska Native, Asian, Pacific Islander, Hispanic, or Multiracial) in Seattle Public Schools. African American/Black students totaled 8,330.

3. What is the desired outcome or measurable?

Immediate outcome would be preventing summer learning loss. Secondary outcomes could include: improved academic outcomes for African American/Black students and other students of color, such as meeting standards and/or demonstrating growth on state assessments; improved in-school attendance; decreased discipline incidents, increased bonding with school.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

All of the above.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Together, the City of Seattle and Seattle Public Schools are the largest providers of free summer learning programs in the city. The City, through the Families and Education Levy, is focused on three goals that directly support the work of Seattle Public Schools: 1) preparing students for kindergarten, 2) reducing the achievement gap, and 3) helping students graduate from high school ready for college or a career.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Lead: The City of Seattle or Seattle Public Schools. Other cities have created third-party nonprofit intermediary organizations to lead the work of building and implementing a citywide summer learning system.

Partners (and roles):

Seattle Public Schools: data analysis to determine eligible students, creation of a risk/progress monitoring tool, common assessment to measure student progress, summer meals, bus transportation, etc.

Community-based organizations providing recreation, arts programs, leadership and life skills, service opportunities, physical and emotional health care, etc.

These organizations would receive funding to implement high-quality summer programming.

Schools: Provide academic instruction (via certified teachers), space for programs, refer students to programs/connect with opportunities.

Youth development organizations: Provide enrichment activities, assist in coordinating various program elements.

School's Out Washington: Program quality assessment (PQA) and related professional development.

Foundations and companies: Funding, career exploration and/or work-based learning opportunities.

7. What is the time frame (short-term, medium, or long-term)?

Short to long-term.

8. Estimated cost (based on unit costs where possible):

Approximately \$2,000 per student.

9. Conditions needed for success, or what's needed for readiness to implement?

- *Culturally relevant curriculum:* Practices and materials that take into account the values, group norms, and assumptions of culturally diverse students and their families and communities. This includes efforts to recruit teachers and instructors of color who mirror the focus students served by the programs.
- **Common assessment:** In order to know that summer learning programs are making an impact, we need a way to measure student progress/academic gains. Note: The district removed the MAP assessment (Measures of Student Progress) in the Fall and state assessments are now administered only in the Spring, so it is difficult to measure the academic impact of summer learning programs.
- *Shared vision:* Creation of community-wide action plan and adoption of common outcomes.
- *Citywide coordination:* Creation of central coordinating body/nonprofit intermediary to work with and across stakeholders.
- *Data management:* People and data systems to collect, analyze and evaluate student data to determine eligible students to be served and academic impact of summer learning programs.
- *Continuous quality improvement:* Institutionalize use of program quality assessment (PQA) tool and related professional development.

- *Sustainable funding*: Committed private/public funding streams to pay for direct programming, capacity building, and additional staffing.
- *Outreach and communications*: Dedicated outreach from providers, referrals from schools (based on data), and centralized clearinghouse for summer program information for students and parents.

Establish & Expand School Based Mentoring

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Schools struggle to squeeze everything academic, as well as social and emotional skills, into a six-hour day, and to support those students having a difficult time keeping up. In order to positively impact the opportunity gap, learning that emphasizes critical thinking, complex problem solving, written and oral communication, and applied knowledge in real-world settings must continue outside of school hours and be supported during school time. High quality mentoring programs are an effective way to supplement regular classroom activities. This is particularly important for many African American/ Black students and other students of color who are falling through the cracks without additional supports.

Evidence at one Seattle middle school (Aki Kurose) suggests that African America/Black students who participate in one mentoring program (My Brother's Keeper) have fewer discipline issues, higher rates of homework completion and better school attendance.

Is this expansion of existing program activity or creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

This could be expansion of existing mentorship programs or creation of new programs, which are aligned with, occur at, and are developed collaboratively with school administration. Mentoring programs should use approaches that provide a universal framework that can be flexibly adapted to meet different scales, circumstances, and intensities of student need, and that have shown promise to address the needs of African American/Black students and other students of color.

Emphasis should also be placed on development of 21st Century/non-cognitive skills. Programs should combine data analysis of existing school and community resources to drive impact. ABCs should prominently figure into this as well: attendance, behavior (discipline infractions) and course performance. The basic framework includes: Mentees and Mentors, community service, group meetings with specific topics and guest speakers, educational field trips such as attending Black and Brown Male Summit, a Legislative Day in Olympia and the Expect More Become More: All Male Student of Color Conference.

Focus should also be provided on the intersectionality of race and gender to understand the problems facing African American/Black students and other students of color, both boys and girls. For example, the recent efforts to support African American/Black male students is a good start, but mentoring programs should also focus on the needs and

supports for African American girls, and offer solutions that will improve the academic achievement of students. When only race or gender is discussed, girls of color and their hardships at school and at home are made invisible.

Examples of a middle school based mentoring program are My Brother's Keeper and Young Ladies On The Rise.

Who is the target audience?

Gender-specific African American/Black students and other students of color with emphasis on recruiting struggling students in Seattle Public Schools--students who score a Level 1/Level 2 in math and/or reading on the state assessments.

2. What is the scale of the action?

Implement program at all middle and high schools to increase specific supports and interventions to meet the needs of African American/Black students and other students of color to further address the opportunity gap. Implementation should focus initially on schools with a high proportion of African American/Black students and other students of color. Assess applicability to elementary schools.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Personalize each student's journey towards college and career readiness by providing advocacy and mentorship for African American students and students of color, with the goal of creating a positive relationship between every child and a caring adult. Empower students to construct narratives that foster personal leadership, academic growth and positive social interactions. Pre/post survey assessing social/emotional development, school grades, school attendance, behavior referrals, progress towards/meeting standard on State tests (SBA).

4. Describe the proposed role of the city (Funder, Convener, Advocate):

All of the above.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Together, the City of Seattle and Seattle Public Schools are the largest providers of before and after school programs in the city. The City of Seattle, through the Families and Education Levy, is focused on three goals which directly support the work of Seattle Public Schools: 1) preparing students for kindergarten, 2) reducing the achievement gap, and 3) helping students graduate from high school ready for college or a career.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Lead: The City of Seattle.

Partners: Seattle Public Schools, program providers, schools, youth development organizations, School's Out Washington, foundations and companies.

7. What is the time frame (short-term, medium, or long-term)?

- a. Short term – implement program at 5 comprehensive middle schools in Fall 2016 serving a minimum of 10-20 students at each school plus 1 pilot high school.
- b. Long term –
 - Expand to all comprehensive middle schools, K-8 middle schools.
 - Expand or increase mentoring opportunities at high schools.
 - Support funding at participating sites based on need and number of students in focus demographic.

8. Estimated cost (based on unit costs where possible):

\$30,000/school year/site

- *Cost includes a \$199.00 stipend for each student that meets program goals*
- *Group size – minimum 10 to 20 students*

9. Conditions needed for success, or what's needed for readiness to implement?

- *Common assessment:* In order to know that mentoring programs are making an impact, we need a way to measure student progress/academic gains as well as social/emotional development.
- *Shared vision:* Creation of community-wide action plan and adoption of common outcomes.
- *Citywide coordination:* Creation of central coordinating body/nonprofit intermediary to work with and across stakeholders.
- *Data management:* People and data systems to access, collect, analyze and evaluate student data to determine eligible students to be served and academic impact of before and after school programs.
- *Continuous quality improvement:* Institutionalize use of program quality assessment (PQA) tool and related professional development.
- *Sustainable funding:* Committed private/public funding streams to pay for direct programming, capacity building, and additional staffing.
- *Outreach and communications:* Dedicated outreach from providers, referrals from schools (based on data), and accessible program information for students and parents.

- *Transportation:* Ensure safe access to after program transportation for school based programs.
- *Programming Costs:* Provide on-going funding to guarantee that struggling students have access to mentoring programs.
- *Space:* Allocate space in schools.
- *Partners:* Build and develop partnerships with businesses, Universities/Colleges, Fraternities/Sororities, and Service Organizations to provide mentors at these school-based programs.

☑ Enhance Before & After School Opportunities at Elementary, Middle and High Schools

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Before and after school programs, also called out-of-school time (OST) programs—include a variety of program types, structured in numerous ways, and designed to affect a variety of outcomes. As the name implies, such programs generally occur outside of mandated school hours, although some programs classified as afterschool or out-of-school may be part of a larger program where elements are delivered during school hours. OST programming may be delivered before school, in the afternoons once school has been dismissed, on weekends, or during the summer. Current OSTs generally have one of three purposes, although these are not mutually exclusive: improving students’ academic performance, preventing problem behaviors from developing, and encouraging positive youth development.

We know that a disproportionate number of African American/Black students and other students of color are falling behind in academic performance, being subject to greater rates of disciplinary actions, and have lower graduation rates. OST programs can be an effective means of supporting these students outside of the classroom. Where OSTs were once primarily viewed as a safe haven for youth when parents were unavailable for supervision, the growing emphasis on the need for improved academic performance and basic skills to succeed in the 21st century has transformed the vision of what OSTs can, and should, do for youth, particularly students in need of support and falling behind in our school system. The OST environment allows for learning and teaching methodologies that can be geared to address different learning styles and provide alternative ways for students to show subject mastery.

Before and after school programs provide struggling students with additional academic time to catch up with their peers, social and emotional development, and high-quality enrichment experiences like classes and field trips that parents may not have the time, knowledge, or the resources to do on their own. These programs have proven to be an important part of the funding for Innovation Schools (see below), which have a high proportion of African American/Black students and other students of color. Some programs also provide transition programming to support key transitions like elementary to middle school, incorporate STEAM (science, technology, engineering, art and math) elements, or focus on project-based learning/small group work.

These programs also provide activities to promote healthy eating, physical activity, and athletic opportunities for students. Physical activity is an essential component of health

among children. Active children perform better in school, are happier, have greater self-esteem, have better social relations, are less likely to suffer from conditions such as depression and obesity, incur lower health care costs, and become healthier and more active adults.

The Afterschool Alliance report, “America After 3pm: Afterschool Programs in Demand” 2014, states that, “there are distinct differences in afterschool program participation and demand across income levels and ethnicity. Participation in and demand for afterschool programs are much higher among children from low income households compared to higher income households, as well as higher among African-American and Hispanic children than Caucasian children.

“Similarly, Hispanic and African-American children are at least two times more likely to participate in an afterschool program than Caucasian children. At the same time, unmet demand for afterschool programs is also higher among African-American and Hispanic children (60 percent and 57 percent, respectively) compared to Caucasian children (35 percent), according to their parents.

“Cost and lack of a safe way for their children to get to and come home from afterschool programs are among the barriers that low-income households, African-American families and Hispanic families report keep them from enrolling their children in an afterschool program.”

Finally, the 2014 report states that “students who regularly participate in quality afterschool programs make better grades, improve work habits & grades, and have higher graduation rates.”

Is this expansion of existing program activity or creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

The Families and Education Levy has identified schools eligible for Innovation funding and are expected to deploy strategies in all of the major investment areas of academics, case management, and college and career readiness and Linkage funding (middle schools with smaller concentrations of at-risk students) and are expected to focus on fewer strategies. Schools with a larger number of at-risk students, typically African American/Black students and other students of color, receive a larger investment.

Currently, fourteen elementary schools, seven K-8 schools, ten middle schools, and five high schools in Seattle Public Schools are funded for these investments. Four additional elementary sites are eligible over the next two years. Seattle Parks and Recreation provides programming in partnership with SPS at seven schools; of those seven schools all but one is an innovation school.

Additionally, Seattle Parks and Recreation provides licensed school-age care at twenty-three locations, eight of which are located adjacent to or in schools. These programs serve approximately 1200 youth. Given capacity issues and demands for services from families

a new 'Enrichment Framework' is being utilized which brings a variety of classes into school buildings. There will be seventeen elementary school locations beginning Fall 2016. We will incorporate applicable recommendations by the State Expanded Learning Opportunities Council into these programs.

Who is the target audience?

Families and Education Levy programs currently focus on the most struggling students in Seattle Public Schools--students who score a Level 1/Level 2 in math and/or reading on the state assessments. School-age care and enrichment programs are open to all students. However, increasing support to additional schools will address the needs of African American/Black students and other students of color, who are a disproportionate percentage of Level 1/Level 2 students.

2. What is the scale of the action?

Increase overall investment proportionally to ensure that all Level 1/Level 2 students have access to and receive appropriate supports and interventions to meet Levy goals. Increase specific supports and interventions to meet the needs of African American students and students of color to further address the opportunity gap. Increase investment in scholarship opportunities for school-age care and enrichment programs. Identify and develop strategies to remove barriers that inhibit youth participation.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Outcomes could include: improved academic performance for African American/Black students and other students of color, such as meeting standard and/or demonstrating growth on state assessments, improved in-school attendance, enhanced social and emotional development, and decreased discipline incidents. Effective and promising practices, especially those implemented at Families and Education Levy funded sites, should be identified and shared with other schools and programs.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

All of the above.

Funder: Fund school based programs at FEL innovation levels.
Provide additional school-age care scholarship resources.
Provide funding for enrichment and STEAM programs.

Convener: Bring together OST stakeholders to ensure access and opportunity to high quality programs and better coordinate services.
Bring together business community to develop program sponsorship opportunities.

Advocate: Support access and opportunity to high quality enrichment/STEAM programs.

Encourage philanthropy to support costs associated with OST programs, including athletics.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Together, the City of Seattle and Seattle Public Schools are the largest providers of before and after school programs in the city. In addition, we have a number of community-based providers running before and after school programs in our schools and park facilities. The City of Seattle, through the Families and Education Levy, is focused on three goals which directly support the work of Seattle Public Schools: 1) preparing students for kindergarten, 2) reducing the achievement gap, and 3) helping students graduate from high school ready for college or a career.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Lead: The City of Seattle.

Partners: Seattle Public Schools, program providers, schools, youth development organizations, School's Out Washington, foundations and companies.

7. What is the time frame (short-term, medium, or long-term)?

Short to long-term.

8. Estimated cost (based on unit costs where possible):

- 2016-17 innovations school investments: Elementary = \$326,000 per school; Middle = \$590,000 per school; High (9th grade only) = \$447,000 per school (note that this cost per unit would increase if the model was extended to additional grades). Note: Before and After School programs are a portion of the program enhancements for Innovation school investments.
- School-age care scholarships = \$6500/student/school year
- Enrichment/STEAM programs = \$1800/class for 12-15 students (10 week program)

9. Conditions needed for success, or what's needed for readiness to implement?

Common assessment: measure student progress/academic gains to assess impact.

Shared vision: Creation of community-wide action plan and adoption of common outcomes.

Citywide coordination: Creation of central coordinating body/nonprofit intermediary to work with and across stakeholders.

Data management: Systems in place to access, collect, analyze and evaluate student data to determine eligible students to be served and measure impacts.

Continuous quality improvement: Institutionalize use of program quality assessment (PQA) tool and related professional development.

Sustainable funding: Committed private/public funding streams to pay for direct programming, capacity building, and additional staffing.

Outreach and communications: Dedicated outreach from providers, referrals from schools, and accessible program information for students and parents.

Transportation: A funding commitment to address the barriers of getting elementary school students to community center and community-based programming sites, as well as address access to after program transportation.

Programming Costs: Provide on-going funding to guarantee that struggling students have access to before and after school programs.

Space: Allocate space in schools, assist in development/access to community spaces. Licensed programs have specific space requirement.

Summer alignment: Connect school year opportunities and services to access and opportunity for summer programs.

Workgroup I

Early Learning:

Increase support for parents & caretakers of children prenatal - 3 years

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap; and, is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

A recent study by the Center for American Progress⁵ found that:

Based on the average effect that two large-scale, highly effective programs in different parts of the country had on participating children's achievement scores, it is estimated that high-quality UPK would reduce the achievement gap at kindergarten entry in math 45 percent for African American children and 78 percent for Hispanic children, while essentially closing the entire gap in reading for both groups.

In addition, a recent evaluation of the Parent Child Home Program (PCHP) in King County⁶ found that:

"...children who participated in PCHP were more likely to be ready for kindergarten, have increased English language proficiency, and improved reading and math test score in 3rd grade than their low-income peers."

In Seattle, 49% of the 2016 PCHP cohort identified as Black/African American and 23% as Hispanic.

The City of Seattle's Early Learning Division is focused on the implementation of preschool for 3 and 4 year olds and childcare for Birth-12, with a strong prioritization on the implementation of the new Seattle Preschool Program. The City also has some smaller investments in supporting infants and toddlers through the Nurse Family Partnership and the Parent Child Home Program.

At this time, the City is not heavily invested in initiatives to support 0-3, but there is strong interest in developing a strategic plan to build internal capacity to support this effort. The recommendation presented here, "Increasing support for parents and caretakers of children Prenatal-3 years," does not include a specific recommendation or

⁵ "How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?" Center for American Progress; Allison Friedman-Krauss, W. Steven Barnett, and Milagros Nores; April 2016

⁶ "PCHP Washington Longitudinal Study Results"; ORS Impact; February 2016

initiative, but rather provides context for how Seattle might address the need of parents and caretakers of our youngest residents.

A child's brain development begins at birth (and before) and in direct relationship with the interactions a child has with parents, caregivers, child care professionals and other caring adults. The brain, which completes 90% of its growth by the age of 5, has its fastest rate of development in the first year. Emotional well-being and stimulating environments have a direct impact on the brain architecture, which provides the foundation for all future learning, behavior and health. Investing in healthy and stimulating environments for infants and toddlers has a direct impact on reducing or eliminating the opportunity gap.

There are numerous efforts across the city and county to support the healthy development of infants and toddlers. Currently, the King County levy initiative Best Starts is in the process of finalizing its Implementation Plan. Its strategies for Prenatal-5 years of age consist of:

- Support for parents, families, and caregivers
- Screen children to prevent potential problems, intervene early, and effectively link to treatment
- Cultivate caregiver knowledge
- Support high quality childcare (in home and in centers, licensed and unlicensed)

Each of these strategies needs improvement in access and quality for Seattle families with young children:

- *Support for parents, families, and caregivers:* HSD's Family Resource Centers could serve as access points for family resources that address basic needs and provide connections with other parental supports, such as child development information and nurturing of literacy skills. Best Starts will be supporting the implementation of such hubs, and Seattle could augment those that do not receive additional county support.

Best Starts is expected to expand the Nurse Family Partnership Program in King County. Since that program is currently fully funded in Seattle, the City has requested that the County consider investing in PCHP along with the City.

- *Screen children to prevent potential problems, intervene early, and effectively link to treatment:* This is a significant need for our Family Child Care providers. Some services are already funded by DEEL, and the City is advocating for expansion of these through Best Starts.
- *Cultivate caregiver knowledge and support high quality childcare:* DEEL provides training to Family Child Care providers. Quality care

depends on well trained and compensated caregivers. The Seattle Preschool Program is tasked with developing a pilot program to see how key elements of SPP quality can be brought to Family Child Care.

It is the Early Learning Division's recommendation to wait until the Best Starts implementation plan is fully finalized so that we can contribute to its execution in a coordinated and thoughtful way.

Who is the target audience?

For prenatal - 2 years old; low-income families, particularly African American/Black and Hispanic families.

For preschool: All parents and caregivers of children 0 – 4.

2. What is the scale of the action?

To be determined.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Children will be better prepared for kindergarten.

4. Describe the proposed role of the city:

Funder, Advocate

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

TBD

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

DEEL would have co-lead responsibility with the Human Services Department. King County will be a key partner. The Washington State Department of Early Learning will also be a key partner, building on the current collaboration that exists between that department and DEEL.

7. What is the time frame (short-term, medium, or long-term)?

Medium term. On September 7th, the Best Starts Implementation Plan was passed on by the King County Council's Health, Housing and Human Services Committee with a recommendation that it be adopted by the full Council. Action may take place September 19. Steps toward implementation will begin during the fall and winter of 2016 with programs receiving funds beginning in early 2017.

8. Estimated cost (based on unit costs where possible)

TBD

9. Conditions needed for success, or what's needed for readiness to implement?

Once implementation of Best Starts takes place, DEEL will be in a better position to identify gaps that need to be addressed, and how best to collaborate with King County to avoid inefficiencies.

WORK GROUP 2

Workgroups 1 & 2

Strategic School Investments

Expand Families & Education Levy Innovation School model to additional elementary & middle schools; develop comprehensive approach for high schools

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

DEEL has invested in Middle School “Innovation Schools” starting with the 2004 Families and Education Levy. This has been a very successful approach, as several schools have moved from having high numbers of students not meeting state standards to now being recognized as outperforming schools with similar demographics. At Mercer and Denny Middle Schools, where the Innovation Model has had the most sustained investment, African American/Black students outperform their District peers on 2015 State Tests as follows:

	English Language Arts Proficiency		Mathematics Proficiency	
	<i>School</i>	<i>District Avg.</i>	<i>School</i>	<i>District Avg.</i>
Mercer	44%	31%	35%	29%
Denny	35%	31%	44%	29%

Schools are required to develop a tiered approach to intervention with students who are performing below grade level. This approach should be able to address multiple barriers students have to being successful in school, including academic, social/emotional/behavioral, and health barriers. Flexible funding allows schools to decide how to best meet the needs of their students, within the context of their particular school. Data is used at innovation sites on a daily or weekly basis to assess the success of the strategies and systems that are in place, and to modify strategies when they are not successful.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This is an expansion of an existing strategy, funded by the Families and Education Levy. Currently, the Families and Education Levy funds nineteen innovation elementary schools, four innovation middle schools and five innovation high schools.

The current High School program is intended for 9th graders only, as research has indicated that successful completion of 9th grade requirements improves the likelihood of graduating on time. A more comprehensive approach could be implemented that includes:

- reducing discipline
- improving attendance
- improving school climate
- adopting a more rigorous curriculum
- creating and/or adopting more culturally relevant curricula
- improving college and care planning

Who is the target audience?

Innovation Schools are schools that have large concentrations of low-performing students and/or students with multiple risk factors. These schools have a high proportion of African American/Black students and other students of color. To be considered an Innovation School, one or more of the following criteria must be met:

- A school receives Title I funds
- A school has an overall Segmentation Level of Level 1 or Level 2 based on the most recent SPS Segmentation Report
- A school has an overall Segmentation Level of Level 3 but its Absolute Score is below 60
- A new school that has a free and reduced-price lunch population and/or an English Language Learners' population above the district averages

A Comprehensive High School Innovation investment should be targeted at a school with high numbers of African American/Black students and other students of color who are not on track for graduation.

2. What is the scale of the action?

Depends on the number of schools deemed eligible, based on the criteria above. Note that this number may change from year to year, as demographic shifts occur within and across schools.

3. What is the desired outcome or measurable? How will we know if this action is successful?

The measurable indicators and outcomes of this recommendation include attendance, grade C or better in core classes, earning the proper number of credits, academic growth measures, English language proficiency growth, meeting grade-level standards, and high school graduation rates. There must be an explicit gap-closing goal within each measure.

4. Describe the proposed role of the city (Funder, Convener, Advocate)

All three.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

This recommendation builds on the existing Families and Education Levy-funded work of City of Seattle and Seattle Public Schools.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

SPS schools are responsible for implementing the strategies described in their innovation work plans. Most schools partner with one or more community-based organizations to provide some portion of services within the work plan (e.g. mental health counseling or family support).

7. What is the time frame (short-term, medium, or long-term)?

Short-term implementation in an additional one to two schools, but long-term strategy to implement more broadly.

8. Estimated cost (based on unit costs where possible)

2016-17 Innovation School investments:

Elementary = \$326,000 per school

Middle = \$590,000 per school

High (9th grade only) = \$447,000 per school (note that this cost per unit would increase if the model is extended to additional grades. A full four year Innovation model for one high school is estimated to cost approximately \$1.7 million.)

9. Conditions needed for success, or what's needed for readiness to implement?

- Accessible and comprehensive data systems with proven ability to use data to identify student needs, assess student mastery, and measure progress towards goals.

- High quality, consistent school leadership with the skills to implement school-wide systems and structures of expectations and accountability.
- Ability of schools to select staff.
- Commitment to Families and Education Levy goals and improving outcomes for Levy focus students.

Diversity in the Educator Workforce

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Research indicates that students of color benefit from a diverse educator workforce. For example, educators of color can contribute to deeper understanding of the “funds of knowledge” of students and their families, informing both the practices of their colleagues and the institutionalized structures within a school or a school district.⁷

Teachers of color also tend to have higher expectations for their students of color (as measured by higher numbers of referrals to gifted programs).⁸

However, Seattle’s educator workforce, much like the state as a whole, does not reflect the diverse student population it serves. According to a report from the Center for Education Data and Research, only 11.5 percent of teachers were from underrepresented minority groups (American Indian, Black, and Hispanic), while underrepresented students made up 32 percent of Seattle’s population during the 2011-12 school year.⁹ A review of the workforce data over 25 years shows that the gap between underrepresented minority students and teachers is growing statewide.¹⁰ Strategies to improve teacher diversity must increase the pool of underrepresented educators in the pipeline and support retention of these teachers once in the system.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This recommendation takes the following four-pronged approach to diversifying educator workforce:

- **Expanding Pipeline through Alternative Routes Options:**

This strategy would build on the efforts of Seattle Public Schools to increase the pipeline of diversity among teachers by creating opportunities

⁷ Source: 2015 Annual Report from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC); <http://www.k12.wa.us/WorkGroups/EOGOAC.aspx>

⁸ Grissom, Jason, and Christopher Redding. “Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs,” *AERA Open*, 2 (2016) 1–25.

⁹ Goldhaber, D.; Theobald, R.; Tien, C. (2015). Educator and Student Diversity in Washington State: Gaps and Historical Trends. Center for Education Data and Research: <http://www.cedr.us/papers/working/CEDR%20WP%202015-10.pdf>

¹⁰ Goldhaber, D.; Theobald, R.; Tien, C. (2015). Educator and Student Diversity in Washington State: Gaps and Historical Trends. Center for Education Data and Research: <http://www.cedr.us/papers/working/CEDR%20WP%202015-10.pdf>

for instructional assistants to earn their teaching certificate. Currently, SPS partners with both City University and University of Washington to provide an alternative routes program for instructional assistants with a bachelor's degree. The District provides tuition assistance and release time to take coursework. Upon successful completion of the program, candidates are given teaching positions in Seattle Public Schools. The District is working to better promote its current certification program and to create an option for instructional assistants (IAs) with only an associate degree. The City could also support the district in exploring an alternative routes program for "career changers" who are not currently working in K-12 education system.

- ***Strengthening Retention Program for Teachers of Color:*** This recommendation would expand and/or modify Seattle Public School's Star Mentor program that serves new teachers. The program offers 21 hours of paid workshop time over the course of the year that covers topics such as developing student growth goals. The City would provide additional resources for targeted supports for African American and other teachers of color.
- ***Remove Economic Barriers such as Housing for new teachers of color:*** The City would explore the possibility of providing subsidized housing for educators of color just entering the teaching profession. The district's focus group working on diversifying educator workforce identified affordable housing as one of the biggest financial barriers. A first year teacher earns about \$46,000 for a 9 month contract.
- ***Advocate for State Legislation to Improve Diverse Teacher Pipeline:*** The City and SPS would partner on legislative priorities to address issues regarding teacher shortages broadly and, more specifically, teacher certification, recruitment and retention policies.

Who is the target audience?

Instructional assistants, mid-year professionals, and new teachers of color with a focus on African American males.

2. What is the scale of the action?

- ***Alternate Routes Program:*** According to SPS's HR Department, the pool of instructional assistants of color is over half that of whites. Based on a survey conducted by SPS of its instructional assistants, about 65 % of respondents stated they would like to become teachers. However, only 26% of them knew there were programs to support them to become certificated staff.
- ***Retention Program:*** This program would serve new African American and other teachers of color through their first three years of teaching.
- ***Subsidized Housing for New Teachers of Color:*** Further exploration is needed to identify eligibility requirements and identify approximate number of teachers meet those criteria.

3. What is the desired outcome or measurable? How will we know if this action is successful?

- Set a goal for 60% of paraeducator program participants to be African American and other people of color.
- Include additional target for having recruitment of African American male teachers and other teachers of color.
- Set a long-term goal to increase percentage of teachers of color over 5 to 10 years.

4. Describe the proposed role of the city (Funder, Convener, Advocate)

Funder: The City can provide resources to SPS to for expanded recruitment and retention supports specific to African American male teachers and teachers of color. In addition, the City can provide financial support to prospective teachers in the form of tuition assistance to increase the number of instructional assistants of color that participate in the program. Finally, the City could establish incentive programs such as housing vouchers to further eliminate financial barriers for instructional assistants of color wanting to become teachers.

Advocate: The City can partner with SPS on advocating policies and funding to the Legislature that would improve the pipeline for teachers of color.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

As mentioned above, this program would help supplement work that the District is currently doing to increase the diversity of its educator work force.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

The district would have a lead role in implementation, with support from higher education institutions, the Professional Educator Standards Board, and the City.

7. What is the time frame (short-term, medium, or long-term)?

Promotion of current certification programs for instructional assistants and advocacy at the state level can happen in the short-term. Development of an option for IAs with associate degrees and career changers with no education experience is a more medium-term strategy. Addressing economic barriers is likely a mid to long-term strategy.

8. Estimated cost (based on unit costs where possible)

Supporting recruitment (alternative routes program) and retention programs (Star Mentor expansion) will take approximately \$150,000 annually in resources to SPS for the following activities and travel costs to national conventions:

- Subsidized Housing for 15 to 20 teachers/families

- Publicize and recruit pipeline candidates of color. Recruitment efforts would include visiting Seattle Schools and community groups.
- Recruit and develop a secondary pipeline of applicants who will begin their careers as Instructional Assistants, with a goal of transitioning to one of the alternative pathway programs.
- Develop a partnership agreement between Seattle University, City of Seattle and SPS to specifically recruit underrepresented minorities and specifically African American males
- Retention and support efforts that are specific to teachers of color as an expansion to the Stars Mentor Program.

The City could also provide tuition assistance for 25 paraeducators and/or mid-career professionals who commit to a specific length of time teaching in Seattle Public Schools. The average cost of tuition is \$10,000 with a total cost of \$250,000 annually. Seattle University is planning to provide the program for IAs with associate degrees only at a reduced per-credit cost of \$400. Full cost of the program will be available once program has received approval from Professional Educators Standards Board.

The City could also provide supports that remove economic barriers for 25 new teachers and/or participants in the alternative route programs such as subsidized housing. Further research will need to be done to determine both needs of participants and programs

9. Conditions needed for success, or what’s needed for readiness to implement?

- Formal agreements between Seattle Public Schools, City of Seattle, and 4-year institutions.
- Credential programs designed for IAs, so they can go to school while also working.
- Additional capacity at the district to manage new workload on recruitment and retention.
- Affordable housing options and incentives that would attract new teachers of color.

☑ Reducing Disproportionality in Discipline

Build and sustain a positive school culture and climate

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

During the 2014-15 school year, the suspension/expulsion rate for African American/Black students was more than five times higher than for White students in Seattle Public Schools.¹¹ New state legislation (House Bill 1541) makes significant changes to student discipline laws including limitations on long-term suspensions and expulsions. In addition to changes in policy, a concerted effort to change the way schools engage with students and address their needs is necessary to reduce this disparity.

“Studies find that [a positive school culture and climate] decreases absenteeism, suspensions, substance abuse, and bullying, and increases students’ academic achievement, motivation to learn, and psychological well-being.”¹²

Strategies that build positive school culture and climate and support student social-emotional health:

- incorporate Social-Emotional Learning into the curriculum
- use Trauma Informed Practices
- promote Positive Behavior Intervention System (PBIS)
- implement Restorative Justice and Restorative Practices
- provide case management and wrap-around services

Adopting this mix of practices within Seattle schools will reduce the need for discipline, and when necessary, will reduce the harm that comes with suspending students from the classroom. A mix of strategies should be incorporated into entire school feeder patterns to create a positive culture and climate throughout all grades that will respect student needs, reduce student misbehavior and reduce disciplinary actions. (School feeder patterns designate the series of schools that students follow as they graduate from one level to the next, and are organized by regions.)

¹¹ <http://k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx>

¹² *How to Create a Positive School Climate*; Vicki Zakrzewski; Greater Good in Action, University of California, Berkeley

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

Seattle schools are implementing a number of the practices above throughout the district at small scale. The recommendation is to expand these practices and use them in combination with one another:

- Multi-Tiered Systems of Support for Behavior (MTSS – B) is being implemented in over 50 schools in the district in school year 2016-17.
- RULER (a social-emotional learning framework) is being implemented in sixty (60) elementary and K-8 schools throughout the district.
- Collaborative Learning for Educational Achievement and Resilience (CLEAR) is being used at West Seattle Elementary. This approach is intended to develop a trauma-informed environment conducive to learning.
- Positive Behavioral Interventions & Supports (PBIS) is being implemented in fifteen (15) Seattle schools with an additional twenty-five (25) projected for 2016-17. (The City is also supporting place-based community-oriented approach to reduce youth violence using PBIS as a strategy, called Rainier Beach: A Beautiful Safe Place for Youth.) Restorative Justice Programs for discipline are being implemented at Cleveland and Rainier Beach high schools.
- Wrap-around services are provided through a combination of family supports and health services.
- Seattle Minority Engagement and Discipline Reduction (MENDR) Research Collaboration between SPS and the University of Washington to support schools in implementing, assessing and addressing disproportionality in discipline.

We recommend expanding multiple strategies throughout entire district feeder patterns, at multiple levels in the SPS K-12 system.

Who is the target audience?

School feeder patterns with disproportionate rates of suspension of African American/Black students, especially those in foster care or homeless. (See description on first page for definition of feeder pattern.)

2. What is the scale of the action?

All district schools, beginning with those that have the highest rates of disproportionate use of discipline.

3. What is the desired outcome or measurable? How will we know if this action is successful?

The measurable indicators and outcomes of this recommendation include reduced student referrals for discipline, reduced use of suspensions and expulsions, and reduced number of repeat referrals. There must be an explicit gap-closing goal within each measure.

4. Describe the proposed role of the city (Funder, Convener, Advocate)

All three.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

This recommendation builds on the Seattle Public Schools framework for Eliminating Opportunity Gaps and expands on programs being implemented at small scale.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

SPS schools are responsible for implementing the school specific strategies described above. Most schools will partner with one or more community-based organizations to provide some portion of services within the work plan (e.g. mental health, counseling or family support).

The City will also continue to reduce disproportionate discipline by supporting expansion of place-based strategies such as training and support of community members and City staff (i.e. police officers, community center staff, city librarians).

7. What is the time frame (short-term, medium, or long-term)?

Long-term strategy.

8. Estimated cost (based on unit costs where possible)

Feeder Pattern Leads

Given the geographic properties of Seattle and Seattle Public Schools, place-based initiatives should be aligned with SPS' middle school feeder patterns (of which there are 10). This allows for a focused and comprehensive plan that engages all stakeholders and is reflective of the characteristics, values, and strength of each neighborhood.

Because this work requires an integrated approach to engage, align, and train multiple systems and buildings each feeder pattern will need dedicated staff to lead the work, provide technical assistance, training, and ensure effective rollout.

SPS' Behavioral Health Services department already has four Clinical Specialists and Consulting Teachers doing this work building-by-building. These staff have strong backgrounds in setting up systems, mental health, complex and historical trauma, PBIS,

as well as identifying and removing barriers students face in accessing quality instruction and would be powerful leaders in this work. With additional staff the department would be able to fully support the implementation of PBIS with a focus on common and consistent expectations and language throughout each feeder pattern and across the city as well as the roll out of the Multi-Tiered System of Support (MTSS) Whole Child framework.

Professional Development

In addition to a feeder pattern lead, Professional Development would need to be delivered (and in some cases, developed) to provide community stakeholders and schools with PBIS (both universal and tiers 2 and 3 supports and interventions), culturally relevant support strategies, trauma informed practices, de-escalation, restorative practices, and, for a smaller subset of participants, case management. In addition, training that increases understanding of foster care system and supports for homeless students. These have all been shown to be effective in addressing student behavior and reducing the use of exclusionary discipline and law enforcement contact. Professional development would be offered throughout the school year and at the Summer Institute.

Case Management

Lastly, we know that a robust MTSS/PBIS implementation requires that a team within each building is monitoring students who may need additional supports and interventions. Too often these teams do not have the resources (staff time) to ensure that there is consistency and desired outcomes with Tier 2 and 3 supports and interventions. Case management support has been shown within Seattle Public Schools in the past to benefit students and MTSS implementation. Given this, we anticipate needing staff in buildings to support MTSS supports and interventions. Given the number of different roles in buildings already, an investment into a Staff Matching Fund would support different roles taking on these new responsibilities. With case management skills and funds to support this work, a school may be able to bring staff assigned part-time to a building (such as a .4 nurse, or .5 family support worker) to full time so they can provide case management services to those students needing coordination. Other schools may have needs that require a full (or greater) FTE to serve in this role.

Budget - (initial with scale-up and sustainability)

Description	Cost	Total
Clinical Specialist/Consulting Teachers to support feeder patterns	6 at \$110,000 each	\$660,000
Professional Development	On-going throughout school year and Summer Institute	\$100,000
Case Management (e.g. Family Support Staff, Social Worker, Counselor, Nurse, School Psychologist, Head Teacher, House Administrator)	2 per feeder pattern (20) at \$110,000 each	\$2,200,000
Total:		\$2,960,000

9. Conditions needed for success, or what's needed for readiness to implement?

- Supports are coordinated across multiple staff and external providers to support *the whole child*
- Protocols for implementation and ongoing professional development provided by the district to support implementation by school-based leaders
- Implementation of supports is intentional, tailored and adaptive for each student
- Extra time is leveraged whenever and however possible (before, after, during school)
- Accessible and comprehensive data systems with proven ability to use data to identify student needs, assess student mastery, and measure progress towards goals
- High quality, consistent school leadership with the skills to implement school-wide systems and structures of expectations and accountability

Workgroup 3

School-based Health Centers & Trauma-Informed Schools

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

School-based Health Centers provide comprehensive medical and mental health care to students. This includes services such as well-child exams, immunizations, family planning and individualized mental health therapy.

A broad array of research and a recent systematic review has found that school-based health centers (SBHCs) are effective in improving a variety of education and health related outcomes. Substantial educational benefits associated with School-based Health Centers include reductions in rates of school suspension or high school non-completion, and increases in grade point averages and grade promotion (Knopf et al, 2016). A 2009 study of Seattle SBHC users showed improved attendance and GPA as compared to non-users. Healthcare utilization also improved, including substantial increases in recommended immunizations and other preventive services (Walker et al, 2009).

Access to School-based Health Centers where students spend their time reduces out of school time for students, out of work time for families, and enables integration of school success goals into the medical and mental health treatment of students. SBHCs can help students address a variety of unhealthy behaviors that can create long term health risks, and work collaboratively to complement the care provided by school nurses. This collaboration enhances students' health, overall well-being and academic success. SBHCs may also provide individualized and school-wide health promotion and health education activities to promote healthy eating and physical activity among students. Physical activity is an essential component of health among children. Active children perform better in school, are happier, have greater self-esteem, have better social relations, are less likely to suffer from conditions such as depression and obesity, incur lower health care costs, and become healthier and more active adults. School-based health services can also support a trauma-informed approach by both providing services to students impacted by trauma and by supporting universal school practices, such as the CLEAR model, that incorporate an understanding of the impact of trauma on students' behavior and learning.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

School-based Health Centers in Seattle provide comprehensive medical and mental health care to students. Seattle currently has 25 schools with School-based Health Center services. The Families and Education Levy funds programs in all comprehensive high schools, Interagency Academy, Seattle World School, 5 middle schools and 8 elementary schools. Dental services are also provided at 10 locations. Elementary School-based Health Centers are able to work more closely with families and other community providers as well as provide preventive care and early intervention that includes school-wide health education. Trauma-informed schools efforts would be new, based on current implementation of the Collaborative Learning for Education Achievement and Resilience (CLEAR) model in Seattle and elsewhere in the state. Developed by WSU, CLEAR is a universal prevention intervention designed for schools, which includes positive behavioral intervention and supports impacting school climate. CLEAR aims to create and sustain trauma-informed practice models through staff development, consultation, and support. CLEAR aligns with more intensive services and empowers school professionals to support the high needs of students and families based on building resources and capacity in support of Multi-Tiered Systems of Support principles.

Who is the target audience?

School-based Health Center services are available to all students enrolled in the school where the clinic is located. Targeted outreach is directed towards student groups with specific challenges, such as attendance and academic concerns as well as known chronic health conditions. Students can self-refer for services or be referred by school counselor, school nurse, teacher or other school staff. Trauma-informed schools interventions are universal, benefitting all students in a school.

2. What is the scale of the action?

School-based Health Center services could be expanded to add additional schools across the district. Currently, 5 middle schools are without services and only 8 elementary sites have limited services. There are no services currently in K-8 schools. The proposed recommendation would be to increase the capacity at existing elementary sites and expand to new sites across the city to include more elementary schools, all middle schools and K-8 schools. Trauma-informed school interventions could be expanded to additional sites depending on building interest, readiness, and funding available.

3. What is the desired outcome or measurable? How will we know if this action is successful?

SBHCs are currently operating on performance based contracts to measure the following outcomes and indicators:

Measure	Target
Middle school students helped by school-based health centers and/or health support services will pass all classes	88%
High school students helped by school-based health centers and/or health support services will pass all classes	76%
Elementary, middle and high school students will receive primary care services, including medical and mental health services	7660
Students will be brought into compliance with required childhood immunizations	70%
Students will be screened for behavioral risk factors	1200
Elementary school students helped by school-based health centers and/or health support services will have fewer than 10 absences per year	74%
Middle school students will have fewer than 10 absences per year	64%
High school students will have fewer than 10 absences per year	49%
Interagency students helped by school based health center and/or health support services who are enrolled for twenty or more days with an	46%
Interagency students helped by school based health center and/or health support services who are enrolled for twenty or more days with an	42%
Students screened at school (oral health)	1000
Students receiving a dental exam at school (oral health)	285
Students receiving treatment at school (oral health)	285
K - 5th grade students have fewer than 5 absences (excused or unexcused) in the first semester (FSP)	65%
K - 5th grade students have fewer than 5 absences (excused or unexcused) in the second semester (FSP)	63%

Historically, SBHCs are serving more than 6500 students with 35,000 annual visits and have met or exceeded these performance outcomes listed above. At the client level, mental health patient progress is tracked via regular standardized assessment. Trauma-informed schools interventions will measure changes in staff attitudes and behaviors over time, discipline data, and referral for support services.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

The City could serve in all roles as funder, convener and advocate. Public Health has been supporting the Levy investments in School-based Health Centers for more than a decade and provides contract oversight, technical assistance, professional development and support to reach performance goals. Public Health also serves the system and various provider types to standardize some elements and performance expectations related to the scope of work. Public Health also has experience managing trauma-informed schools funding and partnerships.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Seattle Public Schools does not directly provide medical or mental health services as part of basic education. School-based Health Centers support student and school goals for academic achievement and graduation. School-based Health Centers work cooperatively with school nurses, counselors, teachers, administrators, and parents as an integrated part of the school. Improved health status can lead to improved academic achievement and this is aligned with SPS goals. An opportunity to expand SBHCs to more schools would increase the reach and impact of these services to more students across the city. Trauma-informed schools work aligns with SPS’ “MTSS-B” framework by supporting trauma-informed practices as its foundation.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Lead: Public Health-Seattle & King County has longstanding experience and history of managing the funding and leading the implementation of School-based Health Centers and trauma-informed schools interventions. Public Health manages the partnerships between city departments, Seattle Public Schools and the healthcare organizations. It would be recommended for Public Health to continue this role for any expanded services or funding sources.

Partners: Though Public Health leads the investment, as a Levy funded project, DEEL is an essential partner in the implementation. Partnering provides opportunity for alignment with other city funded programs including Levy Innovation and Youth Mental Health (supported by HSD). Seattle Public Schools is also an essential partner for the implementation and integration of this work. Relationships with Seattle Schools includes data sharing and lease agreements. Additionally, community based organizations (hospitals, community health centers, community mental health agencies) are the staff on the ground that operate the clinical services under their own organizational structures. These organizations contribute significant funding (at least 35%) to the clinical operations from some insurance revenue, additional grants and donations. Trauma-informed schools interventions could include expanding existing partnerships with school-based health and WSU (CLEAR), and/or exploring innovative community-based approaches towards similar goals.

7. What is the time frame (short-term, medium, or long-term)?

Long Term.

8. Estimated cost (based on unit costs where possible):

New elementary sites would require approximately \$150,000 annual investment while a K-8, Middle or High School would require \$250,000 annual operating costs. These costs represent only a portion of the total operating costs for a clinic. Sponsor providers would be required to provide additional operating costs and revenue to the program. Infrastructure building of clinics and facilities averages \$300,000 per site. A building-wide coach-consultation model for trauma-informed schools including community partners would require approximately \$100,000 annually.

9. Conditions needed for success, or what's needed for readiness to implement?

Several conditions for readiness and success are needed including:

- Ability for schools to self-select/Building readiness – school leadership and staff support and system expectations for accountability.
- Sponsor participation – medical provider willingness to provide services and support clinic goals.

☑ **Family Engagement & Collaboration:**

Promote Family-friendly School Environments by Strengthening Educator & Parents' Competencies to Partner Effectively for Student Learning

I. **Description**

Build educator capacity to collaborate with and support the range of leadership development for African American/Black and other families of color, as well as English Language Learners (ELL), in culturally responsive ways that ensure parents feel welcomed, knowledgeable, and equipped to support their child's learning.

Why AG believes it will have an impact on reducing/eliminating the opportunity gap:

Students do better in school when their parents are engaged in their education. Research also indicates that engaging families is consistently cited by educators as “the biggest challenge” they face and that they feel the “least prepared to engage families in supporting their children’s education.”¹³ The largest predictor of whether families are involved at home and school are the specific school/teacher programs, practices that encourage and guide families’ engagement.

Elements of high-quality, research-based family engagement¹⁴:

- **Dual Capacity-building Approach.** Builds parents’ ability to support their child’s learning as well as educators’ ability to partner effectively with families so that children will succeed.
- **Linked to Learning.** Aligns with school and district achievement goals and connect families to the teaching and learning goals for the students.
- **Relational.** Builds respectful and trusting relationships between home and school.
- **Developmental.** Builds the intellectual, social, and human capital of stakeholders engaged in the initiative.
- **Collective/Collaborative.** Conducted in group (vs. individual) settings and focuses on building learning communities and networks among educators, families and community stakeholders.
- **Interactive.** Provides opportunities for praxis, allowing participants to test out and apply newly information and skills.

¹³ Markow, D., Macia, L., & Lee, H. (2012). *The MetLife survey of the American teacher: Challenges for School Leadership*. New York, N.Y: MetLife

¹⁴ U.S. Department of Education. *Partners in Education: A Dual Capacity-building Framework for Family-School Partnerships*. 2013, <http://www2.ed.gov/documents/family-community/partners-education.pdf>

- **Systemic.** Purposefully designed as a core component of educational goals, like school readiness, equitable student achievement, school climate and turnaround.
- **Integrated.** Embeds capacity-building efforts into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration.
- **Sustained.** Embeds family engagement across programs and provides adequate resources and infrastructure support.
- **Measurable/actionable.** Continuous learning guides school-level decision-making and policy, and informs technical assistance and professional development.

The PTA’s National Standards for Family-School Partnerships are:

- **Standard 1: Welcoming all families into the school community—**Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- **Standard 2: Communicating effectively—**Families and school staff engage in regular, two-way, meaningful communication about student learning.
- **Standard 3: Supporting student success—**Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- **Standard 4: Speaking up for every child—**Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- **Standard 5: Sharing power—**Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- **Standard 6: Collaborating with community—**Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Is this expansion of existing program activity or creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

The recommendations below build on SPS’s current family engagement capacity and infrastructure. The recommendations seek to strengthen parent leadership development and enable more systemic approaches to creating more culturally responsive and welcoming school environments for African American/Black, ELL and other families of color—they are:

- **Develop and integrate family engagement indicators into existing data systems.** Integrate family engagement measures into current SPS climate surveys—as well as into the monitoring and tracking mechanism—to inform school-level decision-making, policy, technical assistance and professional development needs. Collect comprehensive feedback from families about the effectiveness of engagement practices and align them with school/district academic goals.
- **Increase opportunities for educators to build greater skill and capacity to partner with families.** Develop cadres of family engagement leaders (principals and educators) through *Family Engagement Fellowship*—capacity-building and technical assistance partnerships that aim to improve educators’ skills to build stronger relationships with families, utilize family engagement data to inform practice, and systemically improve school climate.
- **Expand the number of parent leadership development opportunities for African American/Black and other parents of color.** Expand the amount of engagement opportunities for families beyond the dominant, traditional structures (e.g., PTA). Support expansion of ethnic-specific PTSA’s. Create more opportunities for principals to adopt community-based parent leadership models (e.g., Dearborn Park’s *Parent Mentors Program*)—including models that focus on building the political power of parents of color outside of the school district (EXAMPLES INCLUDE: Chinese Information and Service Center; Parent Ambassadors; OneAmerica; Para Los Ninos; Urban League; Children’s Alliance; CPPS; SESEC). The City can complement this effort by incubating a parent leadership training for Seattle Preschool Program (SPP) parents.
- **Provide comprehensive language access services and supports for ELL families (translation and interpretation) particularly in high stakes meetings.** This includes highly trained interpreters and more money for interpreting especially for less commonly spoken languages. City is also working on language access so there is a possibility to share resources with SPS and provide common trainings for interpreters.
- **Adopt dual-generation strategies for African American/Black, ELL and other parents/families of color.** Enable whole-child impact by targeting programs (e.g., educational, social) for both African American/Black, ELL and other students and parents of color, particularly for elementary-aged or younger, that simultaneously ensure a) students receive high quality education and b) support for parents in gaining skills and education necessary to increase their wage-earning potential and family stability. Whole-family approaches focus equally and intentionally on services and opportunities for parents and child.

Who is the target audience?

Primary emphasis is on African American/Black, ELL, Pacific Island, Native, and Latino parents; principal leaders and educators; staff from CBOs.

2. What is the scale of the action?

Scaffold a district-wide strategy through phased pilot efforts that prioritizes Levy, high need, and/or Title I schools (and possible feeder patterns).

3. What is the desired outcome or measurable? How will we know if this action is successful?

- Baseline family engagement data (via family engagement surveys and assessments).
- Family engagement survey:
 - % of African American/Black, ELL and other parents of color who feel their child's school environment is welcoming and culturally responsive to them.
 - % of African American/Black, ELL and other parents of color who feel their school provides them with leadership opportunities and decision-making influence.
 - % of African American/Black, ELL and other parents of color who are confident in their ability to support their child's learning prenatal to 12.
 - % of teachers who feel confident in their ability to engage diverse families.
- Leadership development opportunities:
 - % of African American/Black, ELL and other parents of color participants.
 - # educator participants.
 - # principal leader participants.
 - # students showing improved levels of academic engagement.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

Convener: Collaborate with SPS, other key stakeholders in co-hosting best practice, capacity-building and technical assistance symposia from regional/national leaders.

Funder: Provide field-building resources to educator and family participation in leadership (e.g., fellowship), systemic capacity-building, and professional development activities.

Advocate: Partner in advocating to the Legislature, school board on increased investments in family engagement training, infrastructure and alignment with teacher/principal evaluations.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

This strategy builds off SPS's existing SPS family engagement efforts. Collaboration between the City (e.g., DEEL, HSD, Mayor's Office) SPS, and community-based partners can also leverage investments and promote peer-to-peer learning by creating communities of learning and support among family support professionals.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

SPS's School Family Partnerships Department and City departments will co-lead parent leadership and capacity-building efforts to strengthen the district's family engagement implementation.

7. What is the time frame (short-term, medium, or long-term)?

Short-term – SPS and City departments can partner to map family engagement services and investments to identify areas where collaboration and alignment can improve impact and outcomes.

Long-term – SPS, the City, and CBOs will co-design family engagement strategies in neighborhoods that require intensive outreach and support for families.

8. Estimated cost (based on unit costs where possible):

- **Expand the number of parent leadership development and educator capacity-building opportunities.** TBD—Dearborn Park's *Parent Mentors Program* cost \$15K-20K per school annually (coordinator, trainings, stipends, materials).
- **Develop and integrate family engagement indicators into existing data systems.** TBD—The *Road Map Family Engagement Survey* (and user's guide) is free of charge. More calculation is needed to project associated analytical, dissemination and implementation costs.

9. Conditions needed for success, or what's needed for readiness to implement?

- **Needs Assessment/Asset Map:** Conduct family engagement assessments (e.g., *Center for Authentic Family Engagement* is a technical assistance resource). Review parent/family feedback from existing surveys; conduct family engagement assessments at priority schools (process and organizational conditions).
- **Develop a Shared vision:** Integrate family engagement definition and common outcomes in city innovation school model framework.
- **Alignment:** Aligning with the state/OSPI would ensure a robust emphasis on systemic policy and practice change around family engagement implementation, particularly the emerging recommendations from the Parent and Community Engagement Workgroup of the OSPI's ESSA (Every Student Success Act) Consolidation Plan. Examples include: increased dedicated funding for family engagement; transparency of funded family engagement programs; stronger integration of family engagement into teacher/principal evaluations; adopting a guiding definition and statement on family engagement.
- **Citywide coordination:** Leverage city and district advisory bodies to coordinate efforts.

- **Sustainable funding:** Funding will be needed to expand and replicate parent leadership efforts.
- **Outreach and communications:** Developing comprehensive community engagement and outreach plans that target culturally responsive ways to reach African American/Black, ELL and other families of color would ensure strong local-state alignment and a systemic emphasis on policy change around family engagement implementation.

☑ **Family Support**

Create a comprehensive, robust system of support for families

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Research shows that students who have their basic needs met, are active and healthy, and enjoy a stable home and family environment perform better academically, engage in fewer risky behaviors, and are more likely to graduate high school. Providing Seattle’s preschoolers and students with a comprehensive, robust, and continuous system of support—inside the classroom and out—will help mitigate internal and external barriers to learning.

Seattle Public Schools, the City of Seattle, and many community-based organizations use a strengths-based framework to provide family support services for individual families and students to support readiness to learn and increase families’ involvement in their students’ education. Family Support often provides case management to address issues impacting academic performance, such as attendance, challenging student behaviors, medical/dental needs, access to food assistance, and utility discounts. Support also helps empower families to be their child’s first teacher by promoting reading and literacy, and promotes family engagement with school. Family Support staff often serve as student mentors/trusted adults, using evidence-based tools such as Check & Connect, Multi-Tiered Systems of Supports (MTSS), and boys’ and girls’ groups to change student narratives. Recent work by the Chicago Consortium on School Research has shown that “parent and community ties” can have a systemic and sustained effect on learning outcomes for children.

To achieve the next level of family support, there must be greater coordination between agencies and partners to create a family-centered approach for providing supports that will not only expand access to services, but will increase equity for students facing the greatest challenges. High quality, research-based family support allows schools to:

- Operate as a hub to connect families with a range of services that meet basic needs, such as assistance with housing, health care, and utility discounts, etc.
- Support families’ physical well-being, including access to food and meals, promoting physical activity, and encouraging families to engage in outdoor activities with their student.
- Partner with City and County agencies to give families easy access to existing supports, such as the Vehicle License Fee Rebate, Utility Discount Program, Seattle Housing Authority, food banks, parenting classes, etc.

- Expand collaborations with CBO's to provide services in each preschool program and school that is tailored to the unique needs of that community.
- Provide students with in-class or in-school case managers to help identify strengths, address problems, and support students and families in times of need.
- Develop culturally and linguistically relevant support to assist families in navigating the SPS school system and other City services.
- Develop innovative approaches and methodologies to implement climate surveys that leverage both existing school building-level channels *and* school-level natural brokers, such as community-based organizations, PTSA, equity teams, Family Engagement Action Teams (FEAT), and parent leaders. (e.g., adopt the Road Map Project Family Engagement Survey)
- Identify tactics that better operationalize the work of family support staff in early learning programs and schools across the district.
- Develop partnerships to cultivate education professionals' skills and knowledge of family support and its impact on student outcomes.

Is this expansion of existing program activity or creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

This recommendation builds on Seattle's long history of providing family support through multiple entry points. This recommendation would expand services to early learning programs and schools currently not receiving some form of family support services. Creating an effective and high quality system of family support services will require a multidisciplinary, cross-sector collaboration between early learning providers, SPS, municipal agencies, and community-based organizations.

Who is the target audience?

The focus audiences for expanded family support services are low-income African-American/Black and other families of color, and ELL, immigrant, and refugee families in neighborhoods with high needs, and/or resource deserts. These families face barriers and challenges that prevent them from being supportive and engaged as partners in their child's learning.

2. What is the scale of the action?

The scope of this intervention is city-wide with a focus on neighborhoods identified as having the greatest need (number of students eligible for free and reduced lunch, eligible for McKinney-Vento services, high unemployment rates, high rates of foreclosures, etc.).

3. What is the desired or measurable outcome? How will we know if this action is successful?

More families will be stable and connected with available resources, as evidenced by:

- a decrease in chronic absences
- a decrease in mobility rates
- an increase in attendance rates
- an increase in the percentage of eligible families enrolled in the Utility Discount Program
- an increase in the number of students/families connected with supports services
- an increase in the percentage of eligible students accessing free and reduced lunch
- an increase in the number of school staff who feel prepared to identify students in need
- an increase in the number of teachers who know what family supports are available to students
- an increase in positive health indicators

4. Describe the proposed role of the city (Funder, Convener, Advocate):

The City will act as both convener, by helping draw partners together to identify areas for collaboration, and a strategic investor, by aligning current funding to support the recommendations in this strategy.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

To be implemented with fidelity, this recommendation must be executed in collaboration and support of existing SPS family support efforts. Family Support staff collaborate with various SPS programs and departments to support the whole child, including Special Education, McKinney-Vento, Community Partnerships, Student Health Services, Attendance and Discipline, Enrollment and Early Learning.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Joint leadership by SPS's family support team, Human Services Department, and DEEL. Key partners include early learning providers, King County/Best Starts for Kids, Public Health-Seattle & King County, family resource centers, and community-based organizations such as the YMCA.

7. What is the time frame (short-term, medium, or long-term)?

Short- to long-term.

8. Estimated cost (based on unit costs where possible):

Low- or no-cost options may be available through coordination of existing services, with longer-term increases in investment identified by partners.

The current Seattle Preschool Program (SPP) Implementation Plan does not include robust family supports. DEEL would like to invest in a literature review of evidence-based family support research and conduct a comprehensive needs-assessment of SPP providers and their families prior to developing recommendations for family supports in the next SPP levy.

Approximate cost: \$100,000

9. Conditions needed for success, or what's needed for readiness to implement?

- Needs Assessment/Asset Map: identify what family support services exist in which neighborhoods; compare family engagement and rates of support for students to identify focus neighborhoods.
- Shared vision: Creation of city-wide action plan and adoption of common outcomes.
- Citywide coordination: Creation of steering committee to coordinate efforts.
- Sustainable funding: Once no-cost and low-cost efforts have been identified and implemented, funding will be needed to expand and replicate family supports.
- Outreach and communications: a comprehensive outreach and communications plan will be needed to reach families and encourage them to make use of family supports.

Transportation

Expand safe, affordable transportation options so children & youth can easily get to school & extended learning opportunities

I. Description

The Advisory Group believes every Seattle student is entitled to safe, affordable, and reliable passage to and from school and other learning opportunities. Safe routes that allow students to commute to school safely should include walking and biking paths, sidewalks, well-lit and marked streets and intersections, as well as public transportation that is accessible and safe for all students.

Students who have trouble getting to and from school and other activities regularly and on time, whether because of overgrown sidewalks or long bus commutes, have lower rates of attendance and participation in extra-curricular activities, and lower academic performance. Additionally, safety in the community can have a significant impact on academic attainment and development. Childhood exposure to violence has significant consequences including causing children to suffer from anxiety, depression, have aggression and behavior problems, health-related problems, academic and cognitive problems, and delinquency. Black/African American and students of color are disproportionately represented in many Seattle neighborhoods that struggle with transportation and safety.

Over the past ten years, more elementary students have been walking and biking to school, from 15 percent in 2005 to 24 percent in 2015. During that same period, significant resources have been focused on addressing community “hot spots” where children and youth are more likely to be involved in or impacted by crime and violence. Seattle should continue to implement strategies that promote community safety and safe transportation in neighborhoods, with an emphasis on strategies that offer multiple benefits, such as community connections, supportive youth relationships with adults, and physical activity.

To address these problems, it is recommended to:

- Continue funding school buses for students who are eligible for the free and reduced lunch program who live within two miles of their schools;
- Provide transportation or bus tickets and child care to enable low income families to attend school-sponsored, family-involvement events;
- Increase funding for Safe Passage to reduce violence and provide safe routes for students traveling to and from schools;

- Provide free Metro passes to low-income students year-round, not just during the school year;
- Focus additional transportation and safety supports through pilot projects that target schools with high numbers of Black/African American and other students of color and/or low-income families;
- Support the implementation of “Let’s Go,” a joint project of the City of Seattle, Cascade Bike Club, and Seattle Public Schools, to provide pedestrian and bike safety education at elementary schools in the City.
- Fund capital improvements such as crosswalks, sidewalks and traffic signals to increase safety along walking/biking routes for children going back and forth to school and to before-and-after school programs.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This proposal would expand existing resources to better meet the needs of the community.

Who is the target audience?

The target audience is Black/African American and other students and families of color, as well as low-income SPS students and families.

2. What is the scale of the action?

City-wide expansion of transportation and Safe Passage programs (long-term) through pilot projects (short-term) that target services to schools with high enrollment of Black/African American and other students of color and/or low-income families.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Transportation and safety will no longer be a barrier to students’ participation in school or extracurricular activities, as measured by an increase in the number of students:

- # of students walking
- # of students biking to school

Overall attendance rates will increase and incidents of tardy or absent students will decrease, as measured by:

- # of students who are on time for class
- # of students with a high attendance rate

4. Describe the proposed role of the city (Funder, Convener, Advocate)

The City will function as a funder to provide additional resources to support expansion of Metro cards and Safe Passage. Additionally, the City can work with community-based organizations to encourage partnerships that promote low- and no-cost programs to increase awareness of safe transportation options, such as biking, walking, and commuting. The City can also continue funding and promoting place-based projects to improve community safety and appearance, such as Rainier Beach: A Beautiful Safe Place for Youth.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

This recommendation will complement existing partnerships between SPS, the City, and community-based organizations to expand and replicate successful projects and initiatives. These recommendations align with and support Safe Routes to School, a core component of Seattle’s Vision Zero plan to end traffic deaths and serious injuries by 2030.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

The City of Seattle would serve as the lead partner, with support from Metro and SPS, to engage key partners such as the Seattle Police Department and Seattle Department of Transportation, as well as community-based organizations such as Boys and Girls Clubs (Safe Passage), Cascade Bike Club, Bike Works, and others.

7. What is the time frame (short-term, medium, or long-term)?

Short-term pilot projects can be launched within the next few months to provide students with Metro passes during the summer to help them participate in educational and extra-curricular activities. Continued programming and funding over the long-term can build on these early projects to create a truly interconnected City that nurtures and supports young people as they transition to adulthood.

8. Estimated cost (based on unit costs where possible):

Expansion of Safe Passage would cost approximately \$145,000 per neighborhood, with some cost savings possible if the program were implemented in multiple areas with shared management.

9. Conditions needed for success, or what’s needed for readiness to implement?

Sustainable funding for increased funding of Metro cards, Safe Passage, and other programs.

☑ Homeless Student School Support

Support services for unstably housed students

I. Description

Collaborate with Seattle Public Schools (SPS) and community based organizations (CBO) to ensure homeless students and students in foster care are identified and provided necessary supports to ensure they succeed academically.

Why AG believes it will have an impact on reducing/eliminating the opportunity gap:

Data shows student homelessness is on the rise, with more than 1.3 million homeless students nationwide identified during the 2013-14 school year.¹⁵ This is a 7 percent increase from the previous year and is almost certainly an undercount. Students who experience homelessness are disproportionately youth of color, and LGBTQ students are heavily overrepresented in the unaccompanied youth population. In 2013-14, 4% of Seattle Public School students identified as homeless and 46% of those students were Black/African American and 23% were Hispanic/Latino¹⁶. Additionally, students of color, who make up 74% of homeless students in SPS², are less likely to identify as homeless¹.

Homeless or unstably housed children are often absent, change schools frequently, have lower test scores, slower grade progression, and are more likely to drop out of school.¹⁷ Local state data shows homelessness has a negative impact on academic progress. In 2013-14, Washington State had a graduation rate of 77.2%, while homeless high school students graduated at 46.1%.¹ Furthermore, the Raikes Foundation, in partnership with GradNation, conducted a nationwide survey that found 82% of homeless students report being homeless had a big impact on their life overall, 72% on their ability to feel safe and secure, 71% on their mental and emotional health, 62% on their physical health, and 69% on their self-confidence.¹ Studies also find that students in foster care are much more likely than their peers to struggle and fall behind academically. Only 65% of students who are in foster care at age 17 graduate by age 21, compared with 86% of all youth¹⁸.

¹⁵ Ingram, E., Bridgeland, J., Reed, B., & Atwell, M. (2016). Hidden in Plain Sight Homeless Students in America's Public Schools. Retrieved from

<http://www.gradnation.org/sites/default/files/HiddeninPlainSightFullReportFINAL.pdf>

¹⁶ OSPI Legislative Report. 2013-14 Demographics – Homeless Student Data.

<http://www.k12.wa.us/HomelessEd/pubdocs/2013-14DistrictDemographics.xlsx>

¹⁷ Galvez, M. & Luna, J. (brief for the Tacoma Housing Authority) Urban Institute. (2014). Homelessness and Housing Instability: The Impact on Education Outcomes. Retrieved from

http://www.tacomahousing.net/sites/default/files/print_pdf/Education/Urban%20Institute%20THA%20Homelessness%20and%20Education%202014-12-22.pdf

¹⁸ National Youth in Transition Database. Unpublished analyses (April 2016). Administration on Children, Youth and Families, HHS.

To support unstably housed students, including homeless youth and those in foster care, Seattle Public Schools should adopt the following requirements outlined in the Every Student Succeeds Act (ESSA) and which are due to go into effect nationwide in 2016-17:

- **Actively work with students to help them stay in school and succeed.** Actions may include:
 - ensuring homeless students and students in foster care have assignments and are provided extra assistance when students have to miss school;
 - providing flexibility on assignments and attendance;
 - assisting with transportation to and from school and after-school activities;
 - providing ELL/translation services for immigrant and refugee families experiencing housing instability and/or for youth in the foster care system;
 - supporting homeless students and students in foster care if there are delays in transferring transcripts and test scores between schools; and
 - providing a safe place for youth to store their belongings, study, and gain access to food and hygiene items before and after school.

- **Standardize a universal screening tool to ensure early detection of student's unstable housing** to ensure that all school staff receive adequate training to assist in identifying and supporting homeless students and students in foster care. A universal screening tool will also allow residency information to be gathered at various points during the school year to allow students to receive necessary supports as quickly as possible when circumstances change.

- **Provide outreach to inform homeless students and their families of their rights** by working with a community-based organization to connect with and support parents and students.

- As of the 2016-17 school year, ESSA will also require specific accountability for tracking outcomes for homeless and foster care students to ensure this population is visible and to improve awareness of the services needed to close the achievement gap for these students.

Is this an expansion of existing program activity or the creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

The recommended actions will expand Seattle Public Schools' current efforts to support homeless students and support adoption of the new ESSA requirements. These recommendations also complement the City of Seattle's State of Emergency (SOE) Homeless Schoolchildren interventions. Recommendations include:

- **Collaborate with SPS to pilot a homeless student training for McKinney Vento school point people.** Provide a resource packet to every school's point person with information on local resources for homeless students, including housing, food, hygiene centers, afterschool activities, and tutoring resources

funded through the City of Seattle, along with information on how to identify homeless students who may not be enrolled in services. Work with the McKinney Vento Liaisons to identify additional services that may be offered onsite such as, school counseling referral and other McKinney Vento required services. Provide these resources to all SPS staff online.

- **Provide additional time and support for school-based McKinney Vento leads to carry out the duties of their roles.** McKinney Vento leads in each school need adequate paid staff time and training to identify homeless students, support their connection with services, provide academic support and flexibility to those students, and train and support other staff in the school to successfully work with homeless students.
- **Develop and integrate homeless assessments three times per school year.** Supplement the annual homeless student assessment with a short follow-up survey to be completed in the Winter and Spring quarters. School-based McKinney Vento point people could review the updated surveys and share the data with the district McKinney Vento Homeless Liaisons. Additionally, survey current McKinney Vento students/families to gather feedback on school support services.
- **Create a safe place for homeless students and students in foster care to store school belongings and complete homework.** Require schools to provide a safe place for homeless student to store school belongings, address hygiene needs, complete school assignments, and have access to food before and after school.
- **Ensure there are standard SPS expectations that are observed at each school to allow flexibility for homeless students and students in foster care on school assignment deadlines, extra school work support, and attendance.**
- **Partner with local community-based organizations to inform students and their families of their rights and offer ongoing support.** Organizations like the Seattle King County Coalition on Homelessness (SKCCH) provide information on McKinney Vento rights, such as the pamphlet titled, “Understanding Educational Rights for Homeless and Unstably Housed Students.” Ensure there is funding to provide these or similar resources to Seattle Public School students who are receiving McKinney Vento services or who may otherwise be at risk for homelessness.
- **Seek housing placements that will allow students to remain in their school,** thus mitigating the additional stress of changing schools.
- **Track the progress of the current place-based Seattle Housing Authority pilot program at Bailey Gatzert Elementary School for possible replication at other schools in SPS.**
- **Work with SPS to create a dashboard of academic indicators for homeless students and students in foster care and set target goals for graduation and other academic areas.**

Who is the target audience?

Homeless students, students in foster care, Parents/guardians, SPS District McKinney Vento Liaisons, principal leaders, school counselors, educators, instructional assistants, and staff from CBOs. As the largest homeless student population in Seattle, Black/African American and other students and families of color should receive focused attention and culturally relevant outreach and support.

2. What is the scale of the action?

District-wide (long-term) through a piloted (short- and mid-term) implementation to that prioritizes schools with the highest number of McKinney Vento, literally homeless students and students in foster care.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Homeless students and their families will receive support, school staff will be better trained and equipped to support homeless students, and schools will provide the onsite flexibility homeless students and students in foster care need to thrive academically, as demonstrated by:

- Homeless student training development opportunities:
 - # McKinney Vento point people participants (from priority schools).
 - # educator participants (from priority schools).
 - # principal leader participants (from priority schools).
 - # McKinney Vento students showing improved levels of academic achievement.
- McKinney Vento homeless student survey (questions from GradNation homeless youth survey):
 - % of homeless students/families who feel supported to do well and stay in school.
 - % of homeless students/families who feel comfortable talking about their housing situation with people who work at the school they attend.
 - % of homeless students/families who identify they were connected with services or programs outside the school.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

- **Convener:** The City will collaborate with SPS, and community-based organizations on outreach and support efforts for homeless students and families, and support training for school staff on identifying and referring homeless students/families and students in foster care to City-funded services.

- **Funder:** Provide on-going funding for the SPS McKinney Vento Liaison. Track the number of McKinney Vento students served in City-funded contracts, and provide funding for informational materials for homeless students and families.
- **Advocate:** Partner with SPS, community-based organizations, and other key stakeholders to advocate for increased investments in McKinney Vento support services and increased support for students in foster care. Additionally, the City can advocate with the State of Washington to invest resources to fund supports for Seattle students who are homeless and/or in foster care.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

This strategy builds on SPS’s existing McKinney Vento and student support efforts. Collaboration between the City, SPS, and community-based partners will also leverage investments and promote better support for homeless students and their families.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

SPS’s McKinney Vento Liaisons and City departments (DEEL, HSD, DON) will co-lead efforts to improve McKinney Vento student support and identification efforts. Partnership between the schools, City, and state child welfare agencies will also be needed to better serve students in foster care. To scale these programs, support from the State’s Homeless Student Stability Program will be needed to augment local funding.

7. What is the time frame (short-term, medium, or long-term)?

In the short-term, SPS and City departments can work together to map homeless student services and investments to identify areas where collaboration and alignment can improve impact and outcomes. In the long-term, SPS, the City, and CBOs will co-design homeless student strategies in neighborhoods that require intensive outreach and support for homeless students and their families.

8. Estimated cost (based on unit costs where possible):

- **Collaborate with SPS to pilot a homeless student training for McKinney Vento school point people.** \$25,000 to TBD. SPS and the City would need to project associated staff costs. Recording and distributing pilot trainings online would keep costs low.
- **Provide additional time and support for school-based McKinney Vento leads to carry out the duties of their roles.** TBD. This number would need to be developed in partnership with the SPS human resources department to estimate accurate staffing needs to allow McKinney Vento staff to fully serve homeless students, while ensuring the other duties of those staff are covered.
- **Develop and integrate homeless assessments three times per school year.** Collaboration with SPS is needed to project associated staff costs to integrate

indicators into existing surveys, dissemination, and conducting backend analytics, but the GradNation questions are free and mailing could be kept below \$5,000. \$70,400 in City support for the on-going funding of the SPS McKinney Vento Liaison granted through the youth participatory budget process would be required.

- **Create a safe place for homeless and foster care students to store school belongings and complete homework.** TBD. The estimate for this recommendation would be based on the number of schools requiring physical modifications and additional staffing before and after school. In many schools, this may be a no-cost option. Collaboration with SPS to conduct a needs assessment in each school and to identify school staffing and physical space needs would be required.
- **Partner with a local community based organization to inform students and their families of their rights.** TBD. A needs assessment to identify existing efforts and capacity is required to identify costs associated with this recommendation. In some cases, increased access to schools and staff will increase CBO's ability to serve homeless students and families, while in other schools and neighborhoods, additional staff and resources may be required.

9. Conditions needed for success, or what's needed for readiness to implement?

- **Needs Assessment/Asset Map:** Identify school space and staff capacity available to support homeless and foster care students (staffing, food, storage, etc.).
- **Shared vision:** Creation of city-wide action plan to support homeless and foster care students.
- **Citywide coordination:** Creation of steering committee to coordinate efforts.
- **Sustainable funding:** Once no-cost and low-cost efforts have been identified and implemented, funding will be needed to expand and replicate homeless student supports.
- **Outreach and communications:** A comprehensive outreach and communications plan will be needed to reach school staff, homeless students, and their families and encourage them to make use of homeless student supports.

WORK GROUP 4

Workgroup 4

☑ Workplace-based Learning

Complement career / college prep in K-12 via employer intermediaries

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Students are more engaged in school and their education when they have hands-on learning opportunities about topics and issues that have real-world connections and value. Teaching academics in the context of career and college readiness increases retention and student output, by showing students why they are learning what they are learning. As mentioned in the recommendation regarding Career/College Planning, this work is particularly important for African American/Black students and students of color who may not see pathways to career and college opportunities based on their family or community history.

Research tells us that education taught in the context of work skills (contextualized learning) has the greatest impact on adult learners in all college courses (a disproportionate number of whom are African American in Washington State), increasing retention rates beyond any other type of education delivery for this population¹⁹. Initial research on similar high school programs (“Programs of Study”) show promise for increasing students’ interest in continuing on to related secondary options²⁰, and could be a powerful tool for African American students and other students of color.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This effort expands existing programs, aligns them more intentionally with education programming, and creates new program activities as well, and includes:

- a) Expanded internship opportunities
 - The Mayor’s Youth Employment Initiative (MYEI) is currently funded by the City of Seattle, and is interested in expanding the number of youth served. Partner with additional WMBE firms.
- b) Increased access to job-shadow and workplace-based project learning

¹⁹ <http://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-research.aspx>

²⁰ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.432.2005&rep=rep1&type=pdf>

- Currently in discussion with SPS Career and Technical Education (CTE) program to provide stipends for short-term workplace-based activities.
- c) Coordinate employer site visits
- SPS, Seattle College District, and OED all fund industry site visits, but these are not coordinated, not aligned with learning objectives.
 - Ensure site visits are with WMBE businesses, so students see themselves represented at the workplace.
- d) Expand employer classroom visits
- Currently done on an ad hoc basis or coordinated by Educurious in some SPS high schools.
- e) Include local Hiring Ordinance training programs (particularly pre-apprenticeships) for youth employment activity
- f) Develop Career and Technical Education (CTE) programs that target industry growth sectors to increase the possibility of internships and private sector support
- Currently CTE programs are developed based on faculty or administrator interest, *not* based on labor market demand. Partner with WMBE firms.

These efforts should be coordinated through an expanded role of the MYEI employer intermediary Educurious.

Who is the target audience?

In a recent inventory of over 1000 youth in King County, Employment and Education were the top two concerns for African American/Black youth²¹. As such, workplace-based learning program activities could be most impactful for African American/Black students and other students of color.

2. What is the scale of the action?

This recommendation considers middle-school up through and including the two years of post-secondary education. We recommend a ‘scaffolded’ approach that starts with high school students, and builds towards developmentally appropriate activities that will be influenced by age, ability, and employer interest.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Increased post-secondary enrollment and persistence. Increased employability.

Need to track industry certifications that are associated with training programs.

²¹ King County Youth Survey, by Amy Zawada - The Forum for Youth Investment 2/10/2015

4. Describe the proposed role of the city (Funder, Convener, and Advocate):

There are a great deal of employer outreach activities through Seattle Public Schools for students to undertake career exploration, but it is mostly ad hoc, and needs coordination. As a convener, the City could help align and coordinate this capacity. As a funder, this role could be augmented by increasing Educurious' role districtwide. Educurious currently fulfills this expanded role for other school districts within the region, which includes some SPS schools.

This employer coordination function could be adapted to compliment SPS Career and Technical Education (CTE) Programs of Study (through the General Advisory Council), and could organize an array of developmentally appropriate and differentiated programming through which the private sector could take place.

The City, as an employer, could help facilitate these workplace-based experiences through coordination with the Employment Pathways component of the Mayor's Workforce Equity Initiative.

5. How does this recommendation complement/supplement the work of Seattle Public Schools and Seattle College District?

- Employers are often looking for ways to get involved in education systems. Having an intermediary facilitate their interaction with SPS simplifies their involvement, offers an array of options and levels of participation, and thereby increases the likelihood of it happening.
- SPS currently has Career Academies which integrate academics and CTE around a career theme, and usually include employer engagement. This recommendation would augment Career academies, by increasing workplace-based activities for each academy, and centralizing employer engagement through an intermediary.
- SPS Skill Centers, which are CTE-funded programs meant to create talent pipelines in growing industry sectors, are so under-enrolled that SPS cannot afford to fund their administration. SPS has reached out to OED for help with employer engagement to help bolster their Skills Centers. Organizing employer engagement on behalf of these sectors would increase program support and student enrollment.
- Articulation efforts are already underway between SPS, CTE and Seattle College District, and would be more attractive to students were workplace-based learning opportunities coordinated with this effort.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

a. The City:

- The primary requisite role is as a convener, organizing existing capacity, and then funding gaps/administrative needs to organize the existing components collectively.
- Expand the role of its youth employer intermediary Educurious to include a range of employer engagement.
- Use the levy to incent the support of CTE courses, particularly those that both align with growth sectors and articulate to higher education pathways.
- Align City’s efforts to increase pre-apprentice and apprenticeship on public works projects, with efforts to reduce education achievement gaps.

b. SPS:

- Align efforts of the General Advising Council and City of Seattle employer intermediary.
- Implement SB6552 which provides math and science credit for STEM courses, like City of Seattle-funded Core+ .

c. Seattle College District:

- Coordinate employer engagement activities with SPS and Educurious, especially industry sector-specific classroom and site visits.
- Articulate math and science credits emphasizing CTE growth sectors (e.g.; Core+ at Rainer Beach, and the Manufacturing Academy at South Seattle College).
- Host a Skills center site for dual enrollment of a CTE program.

This convening should be a partnership between SPS and City of Seattle, with a supporting role of Seattle College District and other post-secondary institutions. SPS would benefit from having the City substantiate its CTE programs through augmentation.

7. What is the time frame (short-term, medium, or long-term)?

Project-based approaches can be implemented in the short-term (one to two years). The timeframe would be dictated by scope. Long-range results would be accomplished by organizing existing capacity under one coordinated effort and tracking outcome data.

8. Estimated cost (based on unit costs where possible):

- Site visits are typically \$158 per student/6 weeks (costs include transportation and lunch)
- Internship cost per quarter is \$2800 per student

- Stipends for workplace-based projects are under negotiation
- Administration costs for coordinating site visits and employers in the classroom, and aligning this with MYEI, should incur minimal per student costs where Educurious is already working, but will still need further investment

9. Conditions needed for success, or what’s needed for readiness to implement?

- a. Each year of the MYEI, stakeholder coordination grows. SPS and the Port of Seattle are both interested in aligning efforts in 2017 to support workplace-based approaches, and to help ensure these efforts are aligned with college/career planning in SPS and Seattle College District. SPS’ CTE administrators have asked to be part of MYEI.
- b. Currently the MYEI’s intermediary – Educurious - serves students that come through the HSD’s Seattle Youth Employment Program, and, through a Race to the Top grant, also serves some SPS high schools. These two functions could be aligned more intentionally.
- c. Educurious’ scope should be expanded by coordinating with SPS’ General Advising Council (GAC - which coordinates Perkins Act funding across SPS) to coordinate a range of developmentally appropriate workplace-based activities.
- d. *SPS has many statutory incentives through the Perkins Act to substantiate its CTE offerings, and they have repeatedly asked the City for help with employer engagement.* The City should help SPS identify which sectors would elicit the most employer support, help them develop a more strategic approach to meeting Perkins Act requirements, and augment their efforts through their employer intermediary.
- e. Specific emphasis should be placed on coordinating the City of Seattle efforts to organize pre-apprenticeships for public works projects (Local Hiring Ordinance managed by FAS) with relevant training at SPS, and to build opportunity through the Employment Pathways component of the Workforce Equity Initiative by funding the administrative cost to do so.
- f. SPS is trying to build more, and increase enrollment in, Skills Centers, and they have already approached the City for help. They are interested in considering locating these centers on Community College campuses. The College District is very interested in this approach. The City could help facilitate this partnership, and help ensure employer engagement and support.
- g. Expansion of internship and other workplace-based learning programs requires sufficient supports for both students and employers to ensure that both can get the most from the experience. It isn’t enough to simply “find a slot” for a student.
- h. Recruitment for new Career and Technical Education (CTE) programs need to actively reach out to community based organizations who serve African American/Black students and other students of color. The CTE programs should

also partner with culturally competent private firms, WMBE where possible, to create good role models.

☑ Financing Postsecondary Attainment

Remove financial barriers to postsecondary education & training

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

While half of all people from high-income families have a bachelor's degree by age 25, just 1 in 10 people from low-income families do.²² The lack of postsecondary attainment in low-income families is the main reason for continuing cycles of poverty, as these families face higher unemployment rates and lower lifetime earnings. This is particularly acute for African American/Black students and students of color.

A primary driver of educational inequality is the high cost of postsecondary education. Over the past forty years, public funding of postsecondary institutions has been drastically cut, while real wages for low and middle class families have stagnated. Low-income families now devote over 80% of their income to college costs. Faced with this financial barrier, many fail to enroll or drop out before completing.

Is this expansion of existing program activity or creation of new program activity? (If expansion, describe program activity it will expand. If new, describe if it is based on other models.)

Both. The 13th Year, State Needs Grant and College Bound Scholarships are existing programs which require increased funding to fully meet need. The Seattle Promise would be a new program that could be modeled after local financing models developed in other cities nationally.

Who is the target audience?

Low-income Seattle students, who have a disproportionate number of American/Black students and other students of color. The initial focus of the 13th Year expansion and the Seattle Promise grant would be on schools with a high number of American/Black students and other students of color.

2. What is the scale of the action?

Across these three strategies, the goal is to minimize the financial barriers faced by low-income Seattle students. The scale would depend on the available resources and eligibility criteria.

²² Martha J. Bailey and Susan M. Dynarski, "Inequality in Postsecondary Attainment," 2011.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Immediate outcome: reduce unfunded need faced by middle- and low-income families. Other desired and longer term benefits would include increased postsecondary persistence and completion rates, lower student debt, and an increase in the college-going culture and student support programs.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

All of the above.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

The Seattle Promise grant would target low-income Seattle Public School students with a high proportion of American/Black students and other students of color. Additionally, 13th Year is available to students enrolled at Chief Sealth, Cleveland and Rainier Beach High Schools.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Lead: The City of Seattle, Seattle Public Schools, 4-year and 2-year postsecondary institutions, College Access Network, College Success Foundation.

Partners (and roles):

- *Seattle Public Schools:* Analyze data to determine eligible students, creation of risk/progress monitoring tool, common assessment to measure student progress, summer meals, bus transportation, etc.
- *Program providers:* College Success Foundation, College Access Networks and other community based organizations working to connect students to postsecondary and financial aid options.
- *Foundations and companies:* For funding, career exploration and/or work-based learning opportunities.

7. What is the time frame (short-term, medium, or long-term)?

Both short and long-term.

8. Estimated cost (based on unit costs where possible):

Based on past years' experience with the 13th year program, 30% of all high school students enroll in this program, at an average cost of \$2K per student year. Per high school, this equals approximately \$1,440,000.00 annually.

The current program design also includes an additional \$100K/720 students, for developmental education mitigation (i.e.; getting students to college-level math and English).

9. Conditions needed for success, or what's needed for readiness to implement?

- Funding: Sustainable philanthropic, private and public funding streams.
- Administrative Support: To administer funds across multiple entities.
- Long-term Measurement: In order to know that financial aid is making an impact, we need to measure its long-term impact on postsecondary attainment.

☑ Career/College Planning

Increase postsecondary access and persistence by raising career and college awareness through guidance curriculum

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

It is extremely important to build a ‘college-going’ culture in schools. Many African American/Black students and students of color do not see pathways to careers or colleges that seem achievable. In many cases there are few community or family role models who have utilized college or training programs to advance their careers. As a result, many African American/Black students and students of color do not explore opportunities open to them. The recent increase in the development of state and federal programs and policies regarding college and career readiness is specifically meant to close the opportunity gaps in educational achievement by showing students why they learn what they learn, and open up new doors to college and careers. This recommendation is meant to align with this policy direction.

Students respond well (increased retention and academic performance) when seeing how their academics apply to a college/career pathway.²³ Evidence suggests greater persistence in post-secondary institutions for students who enlist this approach, in relation to comparison schools in the state (many Seattle schools included here) that did use this approach²⁴. As such this recommendation includes a mandatory career pathways class in high school. Additionally, a substantial increase in the number of career/college counselors in schools is recommended to provide the one-on-one contact students need; this recommendation includes the possibility of augmenting this function through contracts with Community Based Organizations.

Parents who did not go to college will not have the same background information or ability to advise their students as those who have college experience. For example, low-income and parents of color overestimate cost of college by up to 228% and lack information on financial aid²⁵. This approach could have implications for these families.

²³ The Consortium on Chicago School Research, in their study “From High School to the Future: Potholes on the Road to College,” reported: “Across all our analysis, the single most consistent predictor of whether students took steps toward college enrollment was whether their teachers reported that their high school had a strong college climate, that is, they and their colleagues pushed students to go to college, worked to ensure that students would be prepared, and were involved in supporting students in completing their college applications.”

²⁴ http://www.collegespark.org/files/documents/CRI/CRI_Report_AVID_and_NAV_November_2013_FINAL.pdf

²⁵ *ibid*

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This recommendation expands existing programs, many supported through the state's OSPI, not yet implemented in SPS, and can be augmented by City-funded programs. The City's programs/resources (like the Mayor's Youth Employment Initiative) may be able to augment the effort.

Who is the target audience?

The mandatory career pathways class and the increase in the number of career/college counselors should be implemented throughout the district, but it could be phased in by starting at schools with the highest percentage of African American/Black students and students of color.

2. What is the scale of the action?

The de-funding of college/career guidance counselors in SPS throws a higher premium on South Seattle high school and middle school students (and/or Title I schools), and as such this recommendation should at least address the need in this geographic area. Many school districts besides SPS statewide have implemented career/college readiness for their middle and high schools, under the scrutiny of rigorous research to determine efficacy. SPS can use the experience of other school districts to implement such an effort locally, and to identify areas the City may be able to augment. While previous efforts from some high schools within SPS were not successful, there is a new curriculum - Navigating College & Career Readiness for All Students – that has demonstrated efficacy.

3. What is the desired outcome or measurable? How will we know if this action is successful?

There should be alignment with a 6-year long analysis of a state-wide effort to establish a baseline of data. Desired outcomes for African American/Black students and other students of color would be: increased graduation rates; increased College Bound application rates; improved college attendance, persistence, and graduation data; improved pre-college course taking patterns; increased participation in career training programs; congruent student and staff surveys; and student-led conference attendance and perception data.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

All three. Differentiated community resources - job shadows, internships, campus visits, on-site speakers, and community service opportunities, as well as up-to-date labor market information, and direct linkage to college programming – would all upgrade this approach. City-funded capacity in these areas already exists or is underway, and efforts to align this capacity with career/college planning should be considered.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Lesson plans exist for career/college planning that are based on Washington State Essential Academic Learning Requirements (EALRs); American School Counselor Association (ASCA) National Model Standards in the areas of personal and social, career, and/or academic development; and Common Core State Standards for career and college readiness. Consideration should also be given to Washington State’s 24 Credit Career and College Ready Graduation Requirements.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

While SPS could implement this approach alone, a full-fledged approach could be to include the considerable existing capacity from the City and Seattle College District, and would direct students to consider a wide range of post-secondary options, including AA degrees and apprenticeships.

- *SPS* should lead the renewed effort to implement their original plan for career/college counseling (Navigating College & Career Readiness for All Students).
- *City of Seattle* is a lead partner for augmenting career/college counseling activities, through CBO contracts (case managers as advisors, intrusive advising), and by coordinating and expanding the capacity of their youth employment mediator Educurious.
- *Seattle College District* is a partner to lead high school re-entry (through Open Doors funding), create articulating career pathways and apprenticeship (e.g.; Core+ and the Manufacturing Academy at Georgetown Campus) and credit articulation efforts (already underway for CTE and dual-enrollment programs).

7. What is the time frame (short-term, medium, or long-term)?

If funding support was provided and if this were made a priority of SPS, implementation could be completed within a short timeframe (one – two years).

8. Estimated cost (based on unit costs where possible):

Office of Superintendent of Public Schools (OSPI) training and curriculum exists for free (Navigating College & Career Readiness for All Students), and would be integrated with school advisors’ continuing education credit requirements. The costs affiliated with training, then, would be associated with increasing the capacity of advisors to undertake this work. This might be offset by allowing CBOs to be included in this training. Some CBOs are already doing career advising for adult learners, and they could be contractually obligated to do the same for their high school customers.

9. Conditions needed for success, or what’s needed for readiness to implement?

Some resources are available for implementation; the capacity to coordinate remains a challenge. SPS has previously attempted implementation, but had problems with the vendor. Seattle College District wants to create career pathways for students into community college and apprenticeship, but leadership in SPS is needed to elevate this capacity.

☑ **IB (International Baccalaureate) Pathway**

Expand the continuum through primary and middle school

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Research indicates that students participating in IB programs at every level show higher achievement in school and in social-emotional learning. Participation in the IB Diploma Program leads to higher rates of college enrollment and on-time graduation rates from post-secondary institutions among low-income and first-generation college-going students. This would have particular benefit for African American/Black students and students of color. In fact, recent data suggests that low income African American students participating in the Diploma Program enroll in college at the same high rates as their more affluent white peers. The best way to prepare students to take advantage of this opportunity is to ensure their elementary and middle school education is aligned to the standards and practices that help to produce these impressive results.

The IB Primary Years Program and Middle Years Program provide the support and framework for that alignment, and for curricular and instructional best practices like project-, concept-, and inquiry-based learning, the inclusion of world language learning at every level of school, and explicit support for trans-disciplinary skills throughout elementary and middle school. Importantly, these programs are intended as whole-school models, eliminating the disparities that can be created through tracking and “school-within-a-school” models of rigorous academics

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

This is an expansion of existing IB programs within the school district, particularly as a way of serving low-income students of color in the South End as they prepare to participate in the Diploma Program at Rainier Beach High School, which has already shown significant progress in improving graduation rates, college attendance, and academic metrics.

Who is the target audience?

The target audience is underserved students and families in southeast Seattle with specific emphasis on African-American/Black students and other students of color.

2. What is the scale of the action?

This action would initially be at the scale of one elementary and one middle school.

3. What is the desired outcome or measurable? How will we know if this action is successful?

The desired outcome is increased academic achievement and engagement in school with the result of closing disparities in achievement across demographics. We will use program participation rates, student grades, school-based assessment data, and state assessments to determine whether or not progress is being made, and we will know the action has been successful when a majority of those metrics show consistent narrowing of disparities among racial, ethnic, and socio-economic groups.

4. Describe the proposed role of the city (Funder, Convener, Advocate)

The city would both fund and provide personnel support to coordinate the implementation of these programs across the selected schools.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Seattle Public Schools currently has three existing IB Diploma Programs at Ingraham, Chief Sealth and Rainier Beach High Schools, and the implementation of a Primary Years and Middle Years Program will increase the alignment of curricular and instructional philosophies, best practices, and assessments across schools in the district.

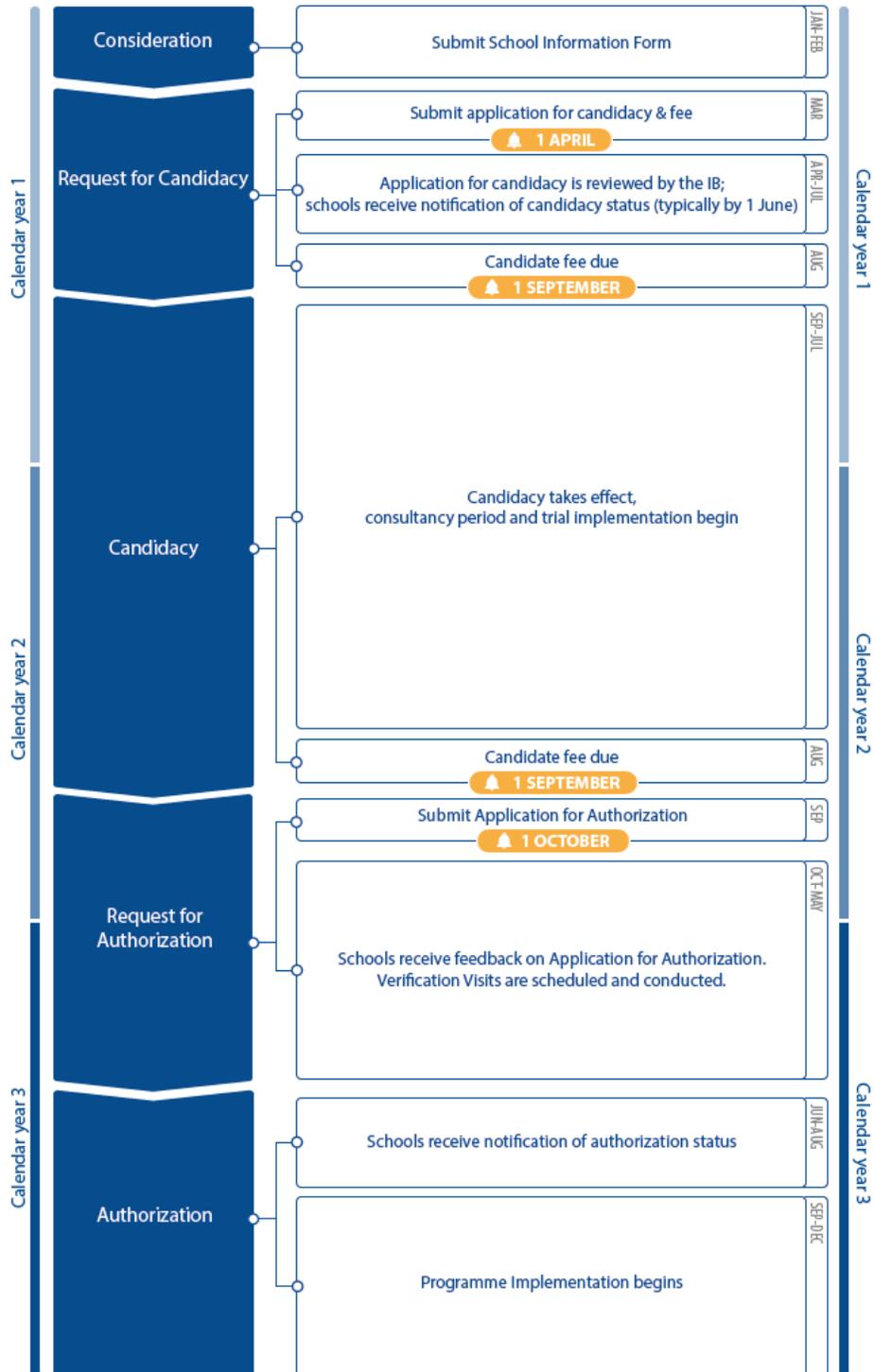
6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Lead responsibility for implementation would rest with a joint collaboration between one staff member from the city and one from the district, yet to be determined. Partners should include Southeast Seattle Education Coalition, The IB Organization, Rainier Beach Action Coalition, Seattle Education Association.

7. What is the time frame (short-term, medium, or long-term)?

(See illustration on next page)

Three year implementation process:



8. Estimated cost (based on unit costs where possible)

- *Application Process, per-program:*
 - Application Fee: \$4,000, one-time
 - Candidate Fee: \$9,500 annually for the first three years
 - Evaluation Visit Fee: \$3,700 one-time
 - Consultation Fee: \$1,300 one-time
 - School-based program coordinator: \$60k-\$100k annually
 - Faculty/administration training: \$20k
 - Materials: \$20k
 - District/City-based implementation coordinator: \$150k
- *Post-authorization, per program:*
 - Annual Fee: \$9,800 (MYP)/\$8,310 (PYP)
 - School-based program coordinator: \$60k-\$100k annually
 - World Language instruction: \$100k-\$200k annually
 - Ongoing staff training: \$10,000-\$15,000
 - Materials: \$10,000
 - District/City-based program coordinator: \$150k

9. Conditions needed for success, or what's needed for readiness to implement?

- Adequate financial and human resources
- Community and educator buy-in
- Training for relevant staff

☑ Expand SPS International Schools & Dual Language Immersion Programs

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Researchers Wayne P. Thomas and Virginia P. Collier, in their 2012 book *Dual Language Education for a Transformed World*, provide evidence for the use of dual language immersion programs to improve outcomes for English language learners. For example, they found:

- “English language learners in dual language programs score significantly higher on state tests as well as norm reference tests than in English as a second language only programs. (pg. 1)”
- “English learners in DL master much more of the curriculum, academically and linguistically, than English learners in ESL-only programs. They experience full gap closure rather than partial gap closure. (pg. 1)”
- “... when English learners and African American students of low socioeconomic status participate in dual language programs, they score very strongly higher (in terms of practical significance) in EOG Reading in all grades, compared to English learners and African American students not attending dual language programs. The dual language program seems to strongly counteract the negative impact of low socioeconomic status on school achievement. (pg. 75)”

In addition to the academic benefits, dual language programs can support students in meeting their Washington State graduation requirements and meet the requirements to enter a four year college program. The state now requires that students have either two credits in a world language or a personal pathway credits. The world language credit requirement is linked to similar requirements for university admission.

Is this expansion of existing program activity or creation of new program activity? If expansion, describe program activity it will expand. If new, describe if it is based on other models.

In August of 2016, Seattle Public Schools International Schools/ Dual Language Immersion Task Force released their report to the Superintendent analyzing the current

pathways available for dual language immersion students and assignment plan models for International Schools. Included in the report is a list of recommendations. These recommendations are taken from a subset of the Task Force's report:

Recommendation 1: Complete the southeast Dual Language Immersion pathway by adding a high school.

Recommendation 2: Strengthen the southwest Dual Language Immersion pathway by adding additional elementary feeder to Denny International Middle School.

Once the southeast and southwest pathways have been established, the City could begin phasing-in other regional pathways.

Who is the target audience?

English language learners and native English speaking African-American students and other students of color.

2. What is the scale of the action?

An initial expansion of the program to 1 or 2 elementary schools in southwest and 1 high schools in southeast with option to phase-in other regions in later years.

3. What is the desired outcome or measurable? How will we know if this action is successful?

We will set improvement targets for the following measures for students at the schools with international programs:

- Percent of African-American and other students of color meeting standard and showing growth on math and English language arts
- Percent of African-American and other students of color graduating and successfully transitioning to a four-year college program

4. Describe the proposed role of the city (Funder, Convener, Advocate):

The City would provide funding in the form of a grant to the school district.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

Seattle Public School convened an International Schools/Dual Language Immersion Task Force to make recommendations for further expansion of the program. This Advisory Group recommendations supports the expansion plan in the Task Force report that was released this month.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Seattle Public Schools would be the lead in implementing the program with funding from the City and other partners.

7. What is the time frame (short-term, medium, or long-term)?

- 2016-17 SPS would identify potential program expansion sites
- 2017-18 school sites would do preplanning
- 2018-19 First school year of program

8. Estimated cost (based on unit costs where possible):

Costs per school:

- Preplanning (1st year): \$15,000
- Launch Year (2nd Year): \$60,000 elementary - \$100,000 middle/high school
- Phase-in Support (each year a new grade level is phased-in): \$30,000

9. Conditions needed for success, or what's needed for readiness to implement?

- There needs to be a commitment to develop a complete K-12 pathways in each region. Currently the only true pathway is the Southwest with Concord elementary – Denny Middle School and Chief Sealth High School. Southeast needs a high school to compete that pathway.
- Schools will need 1.0 FTE teachers whenever starting an Immersion Continuation program at middle or high school so they can attract capable, properly trained teachers AND they can have adequate time to develop challenging content-based curriculum – mainly from scratch.
- Schools need access to curriculum and supplemental materials in the languages that they are teaching for subjects such as social studies, WA State History and US history.
- The district will need support in developing a coherent literacy program in the languages being taught. This includes formative assessments to help identify reading level of students and track progress. It also requires purchasing books at various reading levels for students. SPS has begun piloting a Chinese literacy program with the help of the Confucius Institute; however, there needs to be a similar effort made in Spanish.
- The district will need to provide adequate professional development, curriculum resources, and literacy materials for all teachers supporting the dual language program. Without adequate support, it will be difficult to retain dual language teachers in the district.

Workgroup 4

» Supporting Open Doors programs

Increase capacity of school re-entry programs

I. Description

Why the AG believes it will have an impact on reducing/eliminating the opportunity gap:

Open Doors is a dropout reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. This funding mechanism leverages ongoing institutional dollars from state and federal sources. Students who age-out of Open Doors become eligible for another funding mechanism available at Seattle area colleges called High School 21, creating an education pathway for those needing an alternative to the traditional high school setting. These education options appear underutilized locally.

Open Doors provides an alternative to students who drop out, including those who are released due to “discipline.” It is difficult to identify how many students drop out because of discipline issues, but discipline issues are often cited by enrollees of Open Doors programs. Open Doors requires integrated community based organization (CBO) case management. The Advisory Group recommends an Open Doors program model that partners with CBOs that have proven impact with African American/Black youth and other youth of color.

Approximately 20% of the African American/Black students dropped out of their class cohort over a five year period, twice the rate of white students (Hispanics had a higher dropout rate at 26%). In addition, students in foster care are much more likely than their peers to struggle and fall behind academically. Only 65% of students who are in foster care at age 17 graduate by age 21, compared with 86% of all youth²⁶. These youths need a way back along their education pathway, and Open Doors provides a viable alternative.

Between 2011-13 in Seattle, the highest concentration of youths having less than a high school diploma are African Americans, Hispanics, and “other races” with rates

²⁶ National Youth in Transition Database. Unpublished analyses (April 2016). Administration on Children, Youth and Families, HHS.

of 12%, 14.6%, and 11.9% respectively. In the same time frame, 27% of African Americans are disconnected youth (defined as 18- to 26-year-olds who have only a high school diploma or less, are unemployed, and are not attending school). This percentage is especially startling given that African Americans make up only 6% of youths. Hispanics also account for a greater portion of disconnected youth than the total youth population (14% vs. 9%).²⁷

Who is the target audience?

Efforts must be undertaken to reach African American/Black youth and other youth of color to ensure they stay attached to career pathways offering further education and meaningful employment. Without such assistance, these youth may be digging themselves into a hole from which they cannot climb out. Given there is already funding available, and at least some programs are very successful with African American/Black disconnected youth, Open Doors should be one tool used in an arsenal of options.

2. What is the scale of the action?

Currently there are three Open-Doors programs in Seattle, serving approximately 200 youth annually. The Learning Center South at Seattle Vocational Institute (SVI) is operated under partnership between SPS, King County, Seattle Education Access, Central Seattle College, and Roadmap project, and opened in 2016. Another program with the same partners is located at the Interagency high school in Columbia City. At the Seattle Vocational Institute program 37% of the youth identify as African American. The Interagency site serves 109 students annually; 28.8% are African American/Black. Of the 12 students who went on to college from the Interagency program last year, 2 were African American, and 4 Hispanic.

The third program, called Career Link, has operated for many years as a high school completion program and switched to an Open Doors program in School Year 2014. It boasts as high as a 90% completion rate, serving approximately 250 students annually. In Career Link, 83% are students of color, with the highest percentages being African American/Black and Hispanic. Career Link is operated in partnership between Highline School District, the Roadmap Project, and South Seattle College; at least 1/3 of the students are Seattle residents.

One of the barriers identified by students and their case managers in Open Doors programs in South King County, is, ironically, employment (50% of SVI's students are already working). Given their desperation, these youths jump at the chance for any kind of pay, which keep attrition rates high.

²⁷ Source: US Census Bureau, 2011-2013 American Community Survey 3-Year Estimate. Disconnected Youths are defined as those individuals 18 – 26 who have only a high school diploma or less, are unemployed, and are not attending school.

Though further research would be necessary before proceeding, an evening expansion class of the existing program may address this. The current program has a limited schedule from 10 am – 1 pm. Other education delivery options, (“hybrid” classes, work-place-based option) that are amenable to working students should be considered.

3. What is the desired outcome or measurable? How will we know if this action is successful?

Increased number of out-of-school African American/Black youth and other youth of color completing and persisting in college.

4. Describe the proposed role of the city (Funder, Convener, Advocate):

As a convener, the City could bring together the key stakeholders who are working to implement these programs to identify program needs and how to bolster and institutionalize best practices.

5. How does this recommendation complement/supplement the work of Seattle Public Schools?

SPS has lent support to the Open Doors programs at their interagency high school headquarters and recently founded at the Learning Center South program at Seattle Vocational Institute. SPS receives 7% of each students’ FTE just for signing them into the program. The remaining 93% goes to the College/ Community Based Organization partners for program administration.

6. Who would have lead responsibility for implementation? Who needs to be involved as a partner?

Currently Seattle Central College is the lead administrator for the SVI program. Interagency is the lead for their program. South Seattle College is lead for Career Link. Convening these partners around a Seattle regional approach to school re-entry would be a great opportunity to align best practice, and identify programming meant for target populations.

7. What is the time frame (short-term, medium, or long-term)?

Implementation could be completed within a year’s time.

8. Estimated cost (based on unit costs where possible):

An evening expansion could add a 10 credit class running four nights a week. The quarterly cost for an evening option would be \$10,000 for instructional salaries and benefits. Program administrators estimate between 15 and 20 students would be registered each quarter in the class. Current plans account for \$300 per student per quarter for support funds that can go toward books, testing fees, wrap around services. Built in with the instructional costs, this would equal an additional \$6,000 per quarter for 20 students.

Current program administrators at SVI recognize these students clearly need mental health and substance abuse counseling; the majority of the students to date are struggling with these issues. A part-time counselor would cost approximately \$40K annually, and it is not clear if this program element could be leveraged elsewhere.

Part-time case management for non-WIOA (Workforce Innovation and Opportunity Act) eligible students is also often cited by program administrators. King County is providing a full-time Case Manager currently, but only for students who are eligible for these federal dollars. To augment this gap, up to \$50,000 for a part-time Case Manager might be helpful.

9. Conditions needed for success, or what's needed for readiness to implement?

The stakeholders – King County, Seattle Public Schools, the Roadmap Project, Community Based Organizations, and Seattle Community Colleges – could be convened with City leadership in DEEL and HSD to map existing program gaps and implementation needs before determining the next steps.