



City of Seattle

Recommendations of the 2011 Families & Education Levy Advisory Committee

A decorative graphic element consisting of a large, light blue, three-dimensional rectangular block on the left, which tapers to the right. On the right side, a smaller, light blue, three-dimensional rectangular block is positioned, containing the text "January 2011". The background is white.

January
2011

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2011 Families & Education Levy

Levy Advisory Committee Recommendations

Introduction

This report outlines recommendations of the Families and Education Levy Advisory Committee (LAC) for the 2011 renewal of the Families and Education Levy. In the following pages you will find a summary of the LAC's recommendations with information about the factors considered by the LAC, along with a description of the process the LAC followed.

In their planning, the LAC considered the current academic performance of students in Seattle public schools, research on best practices to improve academic performance, and lessons learned through the 2004 Families and Education Levy. Information on data the LAC examined along with research and best practice is also summarized.

The LAC reinforced the need for data-sharing between the City and Seattle Public Schools and a strong accountability structure based on setting robust targets and monitoring outcomes and indicators to allow nimble course corrections to improve results.

Summary of Goals, Investment Areas & Strategies

Goal for our City: All students in Seattle will graduate from high school college/career ready.

What results we expect from the 2011 Families and Education Levy

Levy-funded programs will help improve:

- Children's readiness for school
- Students' academic achievement and reduction of the academic achievement gap
- Students' graduation from high school and preparation for college/career

Recommended Investment Areas and Strategies

Early Learning Investment Area - Birth to 5-year-olds

1. Improve early learning services for families by providing better training to preschool teachers and others who take care of children, using assessments to find out how well we are preparing children for school, and reaching out to families to provide them better opportunities to help their children get started on learning.
2. Continue providing preschool slots for 4-year-olds.
3. Expand programs that work with families in their homes to develop learning skills for their young children.
4. Expand health and mental health screenings and follow-up for children in preschool, child care, and home settings.
5. Provide academic support for children not at grade level and help smooth their transition from pre-school to Kindergarten and from Kindergarten to 1st grade.

Elementary School Investment Area - Kindergarten to 5th Grade

1. Provide family support services to students at risk.
2. Provide culturally and linguistically relevant family support services for immigrant, refugee, and Native American families.
3. Support students' basic academic skill building by funding extra learning time during the school day.
4. Support students' basic academic skill building by funding summer learning programs.
5. Support students' basic academic skill building by funding out-of-school time enrichment programs.

Middle School Investment Area – 6th to 8th Grade

1. Support students' basic academic skill building by funding extra learning time during the school day.
2. Support students' basic academic skill building by funding summer learning programs.
3. Support students' basic academic skill building by funding out-of-school time enrichment programs.
4. Support students' social, emotional, and behavioral development through an intervention system.
5. Help all students with college and career planning and readiness by providing a system of academic advising.
6. Help those students who are farthest behind in college and post-secondary readiness with a model of case management services.

High School Investment Area – 9th to 12th Grade

1. Support students' basic academic skill building by funding extra learning time during the school day.
2. Support students' basic academic skill building by funding summer learning programs.
3. Support students' social, emotional, and behavioral development through an intervention system.
4. Help all students with college and career planning and readiness by providing a system of academic advising and college guidance with planning high school and beyond (9th grade), assessment for college readiness (10th grade), internships and job shadowing (11th grade), and college and financial aid applications (12th grade).
5. Help those students who are farthest behind in college and post-secondary readiness with a model of case management services.

Student Health Investment Area – Kindergarten to 12th Grade

1. Maintain current school-based health centers in ten high schools and four middle schools.
2. Expand school-based health centers to high-need schools such as the Secondary Bilingual Orientation Center (SBOC) and Mercer Middle School.
3. Provide elementary school-based primary health care and mental health services coordinated with middle school school-based health centers (SBHC) and the family's health care home.
4. Implement health services for high-risk middle and high school students in alternative settings.
5. Enhance dental and mental health services provided at school-based health centers.

Section 1: Background on LAC Recommendations

The Levy Advisory Committee (LAC) proposal ties a set of prioritized strategies together into a comprehensive, targeted and integrated approach that we believe will put Seattle students who receive Levy-funded services on the path to graduate from high school ***college and career ready***. The LAC recommends that the 2011 Levy be funded at \$234 million¹ and focus on five key investment areas: Early Learning, Elementary School, Middle School, High School, and Student Health. The strategies prioritized within each of these investment areas are based on research, national and local best practices, previous Levy experience, and community input.

As a fundamental principle, and in implementing the LAC's prioritized strategies, the Committee recommends that the City focus Levy resources on the students and schools with the greatest need.² Some strategies are recommended on a citywide basis, others have a more targeted approach. The strategies will be implemented using a systemic, integrated approach that can be tailored to meet the needs of specific communities, schools, and students.

The LAC considered many factors in developing the recommended Levy funding level. First, we considered the shameful and persistent achievement gap in our city. Many students of color, students from low-income families, and English Language Learners continue to achieve at levels significantly lower than their peers, setting them at a lifetime disadvantage. This is not acceptable. Second, we recognize that students today need some form of post-secondary education or training to earn a living wage. Yet in order to be college and career ready, they need both higher levels of academic skill and additional supports to access post-secondary education. Currently, resources are not available to help students reach this higher bar.

Given these realities, the Committee's recommended strategies seek to enhance the work of the current Levy, while also creating new strategies to bridge critical gaps. The LAC's integrated, targeted package of recommendations can make a difference in the lives of many Seattle children. A significant funding increase is necessary to effectively implement the recommended package. This Committee recognizes, however, that the academic needs of Seattle's children and youth are so significant that this funding level, by itself, is unlikely to be sufficient to completely fund the priority strategies for all students in need, nor will it fully meet the Levy's goal for our city: ***All students in Seattle will graduate from high school college and career ready***.

¹ See Attachment A for three budget ranges, including the committee's recommended \$234 million package.

² See Section 1 Appendix for detailed list of priorities for funding and implementation principles.

Section 2: Levy Advisory Committee Process

LAC Membership

The LAC consisted of 24 members: the 12 members of the 2004 Levy Oversight Committee and 12 new members, with six of the new members appointed by the Mayor and six appointed by the City Council.³

LAC Planning Process

The LAC met twice monthly from June 2010 through December 2010 in three-hour sessions.⁴ In preparation for their deliberations and priority-setting, the LAC was briefed on current Levy investments, Seattle School District strategy planning, student achievement data, City funding capacity, Youth and Families Initiative results,⁵ and research and best practices in potential investment areas. Following the briefings, much of the LAC work was accomplished in subcommittees which reconvened periodically to report progress and seek feedback. By late November, the LAC had developed a set of draft priorities, implementation principles, indicators and outcomes and recommended investment areas and strategies for public review and comment.

Using contacts from the Youth and Families Initiative (YFI) and advertising broadly to citizens, the LAC scheduled two outreach meetings in north and south Seattle.⁶ Attendance and participation by non-English-speaking members of the public was sought through YFI lists and through the services of Planning Outreach Liaisons representing ten languages. The LAC recommendations were translated into ten languages.

Each meeting was well attended. In the south-end meeting, over 250 individuals engaged in a decentralized process of visiting tables representing each recommended investment area, learning in depth about investment strategies, and voting for their priority investments. The majority of south-end participants spoke English as a second language and benefitted from translated material and on-site interpreters who led them through the process. In the north end, over 100 participants engaged in the same process.

In mid-December, the LAC reconvened to reconsider and finalize their recommendations in light of public input. The City's Office for Education prepared a draft LAC report which was reviewed and revised by the LAC. This is the final version of that document. This report and the LAC recommendations were conveyed to the Mayor and to the City Council, and jointly proposed for consideration by the full City Council.

³ See Section 2 Appendix for Levy Advisory Committee roster.

⁴ Meeting schedules, agendas, minutes and documents can be accessed at: http://www.seattle.gov/neighborhoods/education/committees_archive.htm.

⁵ See Section 2 Appendix for the Youth and Families Initiative summary.

⁶ See Section 2 Appendix for community feedback summary.

Next Steps

The City Council will review the LAC recommendations, conduct public outreach, and hear from experts during January, February and March, with final action by the Council anticipated in late March or April 2011. Among the decisions required by the City Council will be ballot timing, assuming the Council proceeds to propose renewal of the Families & Education Levy.

Levy Implementation

Following voter approval of the Levy, the City's Office for Education will engage with Seattle Public Schools and other City agencies to conduct detailed Levy implementation planning. The Executive will submit a proposed Implementation Plan to the Council for approval and, after City Council review and approval. OFE will develop requests for investments and contracts to take effect September 1, 2012.

Section 3: Understanding the Academic Need

Multiple factors were considered by the Committee in order to understand the educational needs of students in Seattle. First, the Committee examined baseline data showing how well Seattle students are meeting grade-level standard on state tests.⁷ At first glance, these numbers appear strong, and in many cases Seattle outcomes exceed the state average. A deeper look at the data, however, led to grave concerns. For example, while 90% of white students are reading at grade level in 3rd grade, only half of African American students and students who qualify for free and reduced lunch are meeting the same bar. Similar patterns are seen in math, with less than 40% of African American, Latino and low-income 4th grade students performing at grade level, compared to 80% of white students. Among 4th grade students who are English Language Learners, only 20% are at grade level in math. Based on research, we know that students who are not reading by the end of 3rd grade, or have not mastered basic mathematical concepts by the end of the 4th grade, face significant barriers to succeeding in school.⁸ These findings hold true for Seattle, where data show a growing achievement gap as students get older, with even fewer English Language Learners, students of color, and low-income students meeting standard on state tests in middle and high school.⁹

Outcomes on state tests are important, not only to gauge a student's progress on key milestones, but because passing state tests in the 10th grade is also a graduation requirement. For the Seattle Public Schools' Class of 2008, only 63% of students graduated on-time. For low-income students, English Language Learners, and many students of color, that rate was barely 50%. These rates are not acceptable and need to be dramatically improved.

By 2018, 67% of the jobs in Washington state will require some form of post-secondary education. This makes higher academic skills and post-secondary opportunities critical to our students' and our city's economic future. While we have data on students who graduate from high school, what is less clear is how many of our graduates are prepared for post-secondary education. While this definition varies, the ultimate goal is for students to have passed the appropriate classes with a grade of C or better and to have attained the requisite skills needed to succeed in post-secondary programs. The increasing need for remedial courses for students attending local community colleges and for students seeking to enter the trades indicate that our students are not acquiring the skills needed to succeed in post-secondary education.

In addition to academic data, the Committee examined behavioral data, such as school attendance rates and on-time promotion. Recent research in Seattle and other cities has established key early warning indicators for identifying students at risk of not graduating, such

⁷ See the full data packet reviewed at the June 29 LAC meeting here: http://www.seattle.gov/neighborhoods/education/documents/LAC_062910.pdf

⁸ See Section 4 Appendix for additional research information.

⁹ See Section 3 Appendix for additional data on outcomes by student sub-group.

as course failure, on-time promotion, and attendance.¹⁰ Attendance data from the elementary, middle and high school level indicate a serious problem with students who are chronically absent, missing 18 or more days of school. During the 2008-09 school year, over 9,000 Seattle students (20% of the total student population) were chronically absent. These percentages were much higher for many students of color and for students from low-income families.¹¹ While course failure information for middle and high schools students was not readily available, data indicate that more than 17% of 9th graders beginning the 2009-10 school year were repeating 9th grade.¹²

Finally, the Committee analyzed data from the Seattle Public Schools' newly-released comprehensive school reports.¹³ These reports highlight each school's overall academic performance, academic growth, and school climate, as rated by teachers, students, and parents. Based on these new measures, 13 schools ranked Level 1 and were deemed in need of significant improvement. Twelve of the 13 Level 1 schools were elementary schools; one a middle school. The majority of Level 1 schools were located in South Seattle, serving a disproportionate numbers of students of color, English Language Learners, and students from low-income families.

Taken together, these data clearly show our failure to provide the appropriate level of academic support to ensure that **all** of our students are prepared to succeed in school and beyond. Given this reality, the Committee sought information from research, national and local best practices, and previous Levy experience to develop and recommend a comprehensive set of strategies to best meet the needs of struggling students. This information is summarized in the next two sections: Section 4: Research & Evidence-Based Practice and Section 5: 2004 Levy Investments & Outcomes.

¹⁰ See Section 4 Appendix for information on this body of research.

¹¹ See Section 3 Appendix for absence data by school level and student groups.

¹² See Section 3 Appendix for data on impact of low credits on graduation rates.

¹³ See Section 3 Appendix for information on school reports and a map schools, by color-coded by level.

Section 4: Research & Evidence-Based Practice¹⁴

The Committee started with Seattle's Road Map to Success to provide a framework for exploring effective strategies.¹⁵ The Road Map represents key milestones in educational achievement for children and youth, based on research and best practice. For example, students who are not reading by the end of 3rd grade face significant barriers to succeeding in school. The same holds true for students failing to master basic mathematical concepts by the end of the 4th grade. Additional milestones, such as attendance, passing core courses in 6th grade, or promoting on-time to 10th grade, are strong predictors of graduating from high school. Children and youth failing to meet the milestones on the Road Map are considered at-risk for academic failure, making their life prospects quite bleak.

The Committee's purpose for using these milestones was three-fold. First, the milestones provide an easy way to identify children who are at-risk for academic failure. Second, they provide a structure for developing investments areas and recommending strategies. Third, they provide a clear means for measuring success.

The Road Map's education milestones are aligned with goals set forth in the Seattle Public School's District Scorecard. The Road Map also includes a number of family and community support milestones, recognizing that factors influencing student success occur within and outside of the classroom.

First and foremost, the Committee found that students struggling academically at any point along the Road Map need more academic time. Additional learning time can take many forms: before school, during school, after school, and in the summer. It can even mean better use of current time, by increasing the quality of how that time is spent. Low-income children in particular benefit from extra learning time, including high quality early education experiences, both at home and in more formal settings, and summer programs, which prevent summer learning loss. The importance of additional learning time was incorporated into the recommended Levy strategies, resulting in home-visiting programs, preschool slots, extra learning time at school, summer learning programs, and out-of-school time.

Second, the Committee found that extra learning time alone is not sufficient. Additional time must be paired with appropriate materials, instruction and activities, tailored to meet the specific academic needs of each student. More of the same does not work, nor is there a silver bullet or one-size-fits-all approach. This was clear from the experience of current Levy investments. For example, many different middle school math programs have been implemented, with varying degrees of success. Research on English Language Learners also

¹⁴ See Section 4 Appendix for a summary of the research and presentations that shaped the Committee's recommendations.

¹⁵ See Section 4 Appendix for Seattle's Road Map to Success graphic.

indicates the importance of tailored strategies. The key is to recognize these differences up front and implement with a built-in continuous improvement model, measuring indicators and outcomes throughout the year and making adjustments as needed. These research and best-practice findings are incorporated into the structure of the recommended Levy investments, which seeks to provide individual schools and organizations with the opportunity to develop programs and activities that will meet the academic needs of the students they serve.

Third, the Committee recognized that some students also need social, emotional, and health supports in order to succeed academically. These supports align with the family and community support milestones on the Road Map. Most importantly, families need to participate throughout the education continuum. While many families struggle to engage with schools, immigrant and refugee families, in particular, face barriers to participation. Fortunately, there are promising collaborative practices and tiered services for overcoming such barriers. Other key variables contributing to academic achievement are sound mental and physical health. Research demonstrates that at-risk students need to be identified early and served regularly, in order to impact student achievement. Recent evidence from two University of Washington studies of the current Levy-funded school-based health centers confirms these findings.

The Committee used these research and best-practice findings to recommend Levy strategies, including integrating social, emotional and behavioral supports with academic interventions; enhancing and expanding current health and mental health services, preschool-12th grade; continuing family support, focused on elementary students; and, providing a new, community-based strategy for working with refugee and immigrant families and their students.

Finally, in order to meet the enhanced Levy goal of students graduating from high school, **college and career ready**, the Committee recognized the need for specific supports related to college and career planning. Best practice shows there are multiple components to this type of support, including positive adult/student relationships, ensuring students are gaining requisite academic skills, supporting and expanding students' academic aspirations, and encouraging students to reflect on their learning. These key components are incorporated into the structure of the recommended Levy strategies, providing college and career planning for students in middle and high school, with additional case management services for those students farthest behind.

Section 5: 2004 Levy Investments & Outcomes

Early Learning Investments

Research on early learning is clear: The achievement gap is present before students enter preschool. Assessment tools implemented through current Levy investments indicate that some children enter preschool two to three years behind in their receptive English language skills. Many children also struggle in other developmental areas. To close these gaps, current Levy investments work with families in their homes to promote early learning skills, provide preschool opportunities for low-income families, increase the quality of classrooms and preschool teachers through professional development, and provide kindergarten transition support. Increasing numbers of children have been meeting kindergarten readiness guidelines adopted by the City and its partners. The Committee recommends continuing these strategies. In order to reach the preschool children with the greatest needs, the new Levy will expand its quality and professional development focus to include children served in less formal settings, such as home day care centers and those cared for by family members, friends, and neighbors (known as FFN care). The Committee also recommends the addition of a health and mental health screening and services component.

Elementary Investments

Current Levy investments at the elementary school level provide family support and out-of-school time programs. Both of these investments are largely viewed as external to the core instructional function of the school and less integrated into a broader academic strategy. Analysis of current Levy data shows elementary investments having a smaller impact on academic achievement, compared to current middle and high school Levy investments. While Levy-funded elementary programs have largely focused on making meaningful connections with families, students who enter elementary school behind are not getting the academic support they need to close the gap. The Committee recognized the need to strengthen the Levy's investment at the elementary level to be a more integral part of each school's academic improvement plan. In addition to keeping the current elementary strategies, several new strategies are included in this recommendation, including extended learning time and summer learning opportunities. The Committee is also recommending a new community-based family support strategy to provide culturally and linguistically competent services for immigrant, refugee and Native American families.

Middle School Investments

Current Levy investments at the middle school level support all K-8 and middle schools in sports, out-of-school time programs, social/emotional supports, and academic intervention strategies. The bulk of this investment has focused on five "innovation" middle schools. These investments are larger and more integrated into the structure of the school, creating alignment in academic interventions and support services to meet student needs. While results at the

middle school level have been strong with more students meeting grade-level standards who had not done so previously, the achievement gap persists. Given these findings, the Committee recommends continuing current middle school efforts and adding three additional strategies to improve achievement. First, **summer learning programs** to provide additional learning time and prevent summer slide. Second, **academic advising** to provide students with both the information and support they need to get and stay on a post-secondary track. Finally, **case management services** to provide stronger supports for students farthest behind in college and career readiness.

High School Investments

Current Levy investments at the high school level focus on supporting 9th grade students at three “innovation” high schools. Strategies include social/emotional supports, academic interventions, and summer learning opportunities. Findings indicate a reduction in the total number of absences for 9th graders, with equal or greater reductions made for many students of color and those who qualify for free and reduced lunch. These 9th graders are also passing their classes at a higher rate. Given this success, the Committee recommends continuing the current high school strategies, expanding to two additional “innovation” high schools. Two new strategies are also recommended, including academic advising, to provide students with both the information and support they need to get and stay on a post-secondary track, and case management services to provide stronger supports for students farthest behind in college and career readiness. Both of these strategies are necessary to meet the enhanced Levy goal of students graduating from high school, ***ready for college and career***.

Student Health Investments

Recognizing the health and mental health barriers to academic achievement, the Levy has long invested in student health services. These health services, particularly the school-based health centers (SBHCs), provide the critical physical and mental health support necessary to remove those barriers, and have resulted in higher GPA, attendance, and graduation rates.¹⁶ The Committee recommends continuing the school-based health services strategy, expanding such services to the Secondary Bilingual Orientation Center and Mercer Middle School. Three new strategies are also recommended as part of the comprehensive student health investment. First is the strategy is to provide school-based health services for elementary schools. Services will be coordinated through SBHCs already in place at middle schools and families’ health care home. The second strategy is a health services model to serve high-risk middle and high school students in alternative education settings. Finally, the Levy will provide enhanced dental and mental health services at SBHCs.

¹⁶ See Section 5 Appendix for research on impacts of school-based health centers (SBHCs).

Section 6: Partnerships and Accountability

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to meet the goals set forth in the 2011 Families and Education Levy proposal. In 2005, a formal partnership agreement was created, outlining the roles and expectations of each partner in attaining these goals.¹⁷ The Committee recommends that this agreement be renewed for the 2011 Levy.

Given the immense academic needs of our students in Seattle, the City will need additional partners to broaden the impact of Levy investments. The Committee recommends the Levy seek partnerships with other organizations in the form of leveraged funding or collaborative efforts. For example, the United Way is already committed to funding \$25 million for a home-visitation program for 2- and 3-year-olds, which will complement the proposed Levy's early learning investments. Similar partnerships will be necessary to maximize outcomes for Seattle children and youth.

Accountability is also critical to the success of Levy investments. The LAC recommends maintaining the current Levy accountability structure for the 2011 Levy. This accountability structure is based on Levy-funded programs meeting goals for student outcomes and indicators.¹⁸ For the current Levy, the City and Seattle Public Schools have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy-funded programs. This data system is critical to measuring student outcomes and continuing to improve Levy investments. The City will continue its data-sharing agreement with Seattle Public Schools for the 2011 Levy in order to measure the effectiveness of Levy investments.

Indicator and outcomes from Levy investments will be reported annually. Levy-funded programs will use interim data to make continuous improvement efforts. The Levy will continue to use performance-based contracts, tied to achieving specific indicator and outcome goals. Contracts will be awarded on a competitive basis. Course corrections will be made to improve student outcomes. Investments not achieving outcomes will be defunded.

¹⁷ Link to Partnership Agreement: <http://www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf>

¹⁸ See Section 6 Appendix for a detailed list of indicators and outcomes.

Section 1 Appendix Background on LAC Recommendations

Levy Advisory Committee Investment Priorities

(Resolution 31206, Section 6)

Section 6. Investment Priorities. The Advisory Committee's recommendations to the Mayor and City Council shall prioritize investments that promote educational reform, promise high impact, and are responsive to and in accord with the critical considerations listed below. The recommendations for the Levy proposal shall:

- a. Align with the goals outlined in the School District's current five-year Excellence for All strategic plan, as well as future strategic plan goals.
- b. Support potential School District reforms such as CORE 24, skill centers, pre-school to 3rd grade programs, teacher quality incentives, and remediation strategies for students performing below grade level.
- c. Contain intentional strategies to increase kindergarten readiness, improve academic achievement, reduce the academic achievement gap, and increase high school graduation rates.
- d. Provide a continuum of services that are systemically oriented to address a range of issues and potential barriers to academic achievement, including health conditions.
- e. Leverage multi-year partnerships that contribute to the support of specific strategies.
- f. Target critical transition points from pre-kindergarten through high school graduation, such as ensuring children are ready for kindergarten, reading at grade level in 3rd grade, and completing middle school without any failing grades in core subjects and without unexcused absences.
- g. Provide safe environments including classrooms, schools and school campuses to better support student learning.
- h. Reflect evidence-based best practices that have been shown to measurably improve academic success.
- i. Include outcomes that can be routinely measured to evaluate the ability of programs and services to improve academic achievement and allow course corrections to be made that maximize effectiveness.
- j. Provide sufficient flexibility to invest in innovative strategies, allowing for creative restructuring of services to more rapidly achieve significant results and contribute to long-term improvements.

- k. Focus on serving high needs students in schools throughout the city.
- l. Incorporate geographically-targeted strategies that combine services and deploy resources in ways that provide the greatest opportunity for students in struggling schools to succeed. Such strategies may include modifying school schedules and methods of service delivery, contract schools, and improvements to instruction to better meet the needs of students and families within their communities.

2011 Families & Education Levy Planning Summary Document

Goal for our City: All students in Seattle will graduate from high school college/career ready.

What results we expect from the 2011 Families and Education Levy

Levy-funded programs will help improve:

- Children's readiness for school
- Students' academic achievement and reduction of the academic achievement gap
- Students' graduation from high school and preparation for college/career

Priorities for Levy funding

- Children at risk, including English Language Learners
- Schools with the highest level of academic need
- Children birth to age 5 likely to attend low performing schools
- Students with the highest level of academic need
- Maximizing impact by funding a targeted number of schools and students
- Build on the success of previous investments, where possible
- Use evidence-based and/or promising practices to improve academic outcomes
- Invest in family strengthening practices

Implementation principles

- Use an accountability structure based on student outcomes, indicators and performance-based contracts
- Encourage course corrections to improve outcomes; defund projects that do not achieve outcomes
- Report on student performance at least annually
- Continue data-sharing agreement with Seattle Public Schools
- Maximize partnerships to achieve outcomes
- Provide support for innovative academic strategies aimed at dramatically improving academic achievement
- Help support academic elements of place-based community strategies for transformation of schools or feeder patterns of schools

Recommended Investment Areas and Strategies

Early Learning Investment Area - Birth to 5-year-olds

1. Improve early learning services for families by providing better training to preschool teachers and others who take care of children, using assessments to find out how well we are preparing children for school, and reaching out to families to provide them better opportunities to help their children get started on learning.
2. Continue providing preschool slots for 4-year-olds.
3. Expand programs that work with families in their homes to develop learning skills for their young children.
4. Expand health and mental health screenings and follow-up for children in preschool, child care, and home settings.
5. Provide academic support for children not at grade level and help smooth their transition from pre-school to Kindergarten and from Kindergarten to 1st grade.

Elementary School Investment Area - Kindergarten to 5th Grade

1. Provide family support services to students at risk.
2. Provide culturally and linguistically relevant family support services for immigrant, refugee, and Native American families.
3. Support students' basic academic skill building by funding extra learning time during the school day.
4. Support students' basic academic skill building by funding summer learning programs.
5. Support students' basic academic skill building by funding out-of-school time enrichment programs.

Middle School Investment Area – 6th to 8th Grade

1. Support students' basic academic skill building by funding extra learning time during the school day.
2. Support students' basic academic skill building by funding summer learning programs.
3. Support students' basic academic skill building by funding out-of-school time enrichment programs.
4. Support students' social, emotional, and behavioral development through an intervention system.
5. Help all students with college and career planning and readiness by providing a system of academic advising.

6. Help those students who are farthest behind in college and post-secondary readiness with a model of case management services.

High School Investment Area – 9th to 12th Grade

1. Support students' basic academic skill building by funding extra learning time during the school day.
2. Support students' basic academic skill building by funding summer learning programs.
3. Support students' social, emotional, and behavioral development through an intervention system.
4. Help all students with college and career planning and readiness by providing a system of academic advising and college guidance with planning high school and beyond (9th grade), assessment for college readiness (10th grade), internships and job shadowing (11th grade), and college and financial aid applications (12th grade).
5. Help those students who are farthest behind in college and post-secondary readiness with a model of case management services.

Student Health Investment Area – Kindergarten to 12th Grade

1. Maintain current school-based health centers in ten high schools and four middle schools
2. Expand school-based health centers to high-need schools such as the Secondary Bilingual Orientation Center (SBOC) and Mercer Middle School.
3. Provide school-based primary health care and mental health services coordinated with middle school school-based health centers (SBHC) and the family's health care home.
4. Implement health services for high-risk middle and high school students in alternative settings.
5. Enhance dental and mental health services provided at school-based health centers.

Section 2 Appendix

Levy Planning Process

2011 Levy Advisory Committee (LAC) Roster	
Hon. Mike McGinn	Mayor (Julie McCoy attends)
Hon. Tim Burgess	City Council
Maria Goodloe-Johnson	School Superintendent (Holly Ferguson attends)
Michael DeBell	School Board Member
Gaurab Bansal	Attorney, former elementary and middle school teacher
Sandi Everlove	Founder and Chief Education Officer, TEACHFIRST
Lucy Gaskill-Gaddis	Chair, League of Women Voters Education Committee
Chris Korsmo	Executive Director, League of Education Voters
David Okimoto	Sr. Vice President, Community Services, United Way King County
John Pehrson	Retired Boeing Engineer, Board Member, Vice Chair MESA
Kevin Washington	Semi-retired consultant, volunteer for local & state childhood education projects
Greg Wong	Attorney, also on Board of Directors of Schools First
Laura Davis-Brown	Principal, Technology Access Foundation
Eric Bruns	UW Associate Professor, Psychiatry & Behavioral Sciences
Sharon Cronin	Educator in bilingual, multicultural and special education
Patrick D'Amelio	President & CEO, Big Brothers Big Sisters of Puget Sound
Brianna Dusseault	former CRPE researcher, now SPS Executive Director NW Region
Ana Cristina Gonzalez	Board President, Seattle Education Access
Saadia Hamid	Site Coordinator, Neighborhood House Parent-Child Home Program
Vu Le	Executive Director, Vietnamese Friendship Association
Annie Lee	Executive Director, Team Child
Tré Maxie	Executive Director, Powerful Schools
Jill Wakefield	Chancellor, Seattle Community Colleges
Karen Yoshitomi	Pacific NW Regional Director, Japanese American Citizens League

Levy Advisory Committee Responsibilities

(Resolution 31206, Section 5)

Section 5. Advisory Committee Responsibilities. The Advisory Committee shall be responsible for making a final recommendation to the Mayor and City Council for a 2011 Families and Education Levy ballot proposal, per the schedule outlined in Section 7. In developing goals, strategies and programs to recommend, the Advisory Committee shall consider a wide variety of approaches that promote academic excellence. The Advisory Committee shall also consider public input gathered during the Mayor's Youth and Families Initiative. The Advisory Committee shall propose at least one Levy renewal alternative at the current Levy funding level, plus inflation, and two other alternative proposals.

Youth and Families Initiative Summary

The Levy Advisory Committee (LAC) had the benefit of using information from the Youth and Families Initiative to inform their planning and prioritization. The Initiative was a comprehensive community engagement process aimed at identifying challenges youth and families in our City are facing and collectively mobilizing towards solutions so that all children in Seattle can succeed. This process included five large group community workshops, 131 community caucuses, and a youth summit. Through the course of these meetings, 2,800 Seattle residents from across the city identified 1,202 issues and concerns confronting youth and families in our community. On June 5, 2010, 219 delegates from the caucuses, workshops, and youth summit gathered at the Seattle Center for the Kids and Families Congress. The delegates reviewed the 1,202 priorities and refined them down to the 35 issues that are *most* critical to address if we are to solve the challenges that Seattle's youth and families are currently facing. Key issues related to the work of the Families and Education Levy are highlighted below.

EDUCATION

Delegates focusing on Education identified 13 priority issues (and key components of those issues) that must be addressed in order to improve the outcomes for youth and families in Seattle. These will be central in guiding the action plans for each priority issue. The priority issues and their key components are below:¹⁹

1. Early Learning

- Provide programs that are high quality, affordable, and accessible to all
- *Require* early education for all children—define basic education to include early learning*
- Ensure that early learning opportunities are available for free/subsidized
- Provide training/education for parents to understand the importance and benefits of early learning
- Increase the availability of and access to bilingual early learning programs
- Ensure that early learning programs are culturally competent

2. Teacher Quality

- Key elements of high quality teachers include:
 - Cultural competence
 - Well trained (with regular professional development)
- SPS needs more:
 - Diverse teachers (particularly teachers of color)
 - Bilingual teachers

¹⁹ Bullets marked with an asterisk (*) were identified by youth delegates in the education breakout session.

- To ensure high quality teachers, teacher tenure should be eliminated and a system of performance- based retention should be implemented. Student input should be a component of teacher evaluation*
- It is not only important to attract high quality teachers, it is also important to retain these teachers

3. Cultural Competency

- Teachers, staff, and administration must receive information about different cultures in order to understand and acknowledge the cultures of *all* students
- Train school board members, school leadership, and teachers in anti-racism
- Provide bilingual education for all students

4. Equity

- Bring all students to the same level of success—eliminate the achievement gap
- Ensure equitable:
 - Allocation of funding and resources across schools
 - Access to information
 - Distribution of programs (including learning support and out of school)
 - Availability of advanced courses
 - Distribution of quality schools
- Make *all* schools excellent

5. Family Support

- There is a need for:
 - A holistic approach that encompasses all types of support
 - Support to be adjusted based on the diverse cultures and needs of families
- Teach parents how to navigate the school system
- Provide family support workers at schools
- Recognize and address language barriers parents face, ensuring support for ESL families

6. Curriculum

- This new generation needs a new, relevant curriculum*
- Curriculum should address and accommodate multiple learning styles, provide more enrichment options, and have more experiential learning opportunities
- Curriculum should be inclusive and culturally relevant to all communities
- Curriculum should be anti-racist
- Incorporate higher academic standards and rigorous curriculum district-wide
- Decrease busy work and increase learning*

- Increase the availability of elective classes (e.g. art, music, foreign languages, etc.)
- Exempt alternative schools from curriculum alignment*

7. Academic Support

- Increase the availability of:
 - Before, during, and after school tutoring and academic support
 - Classroom support*
 - Home visits*
 - Study halls
 - One-on-one support
 - Early intervention
 - Support targeted at ESL and immigrant students

8. Collaboration

- Authentic collaboration should be between: schools, communities, public and private institutions, and families. These groups should share resources and streamline services
- Federal, State, County, and City governments need to work collaboratively to provide a continuum of services

9. Bilingual Education

- There is a need for additional:
 - Bilingual teachers
 - Bilingual transitional schools/programs (like SPS Secondary Bilingual Orientation Centers)

10. Funding/Resources

- To use resources appropriately, we need to evaluate how funds are used, identify what is working, and fund accordingly
- There must be an equitable distribution of funds and resources
- Leverage resources through collaboration
- Funding needs to be stable and sustainable
- Support a reduction in the price of higher education—it is too expensive for many families

11. Family/Community Involvement

- Create bridges for collaboration and partnerships between schools and communities
- Teach parents how to be involved in their children’s education and advocate for their children in school

- Provide opportunities for *all* families to be engaged
- Provide bilingual support for engagement, addressing the cultural and language barriers parents face to being involved
- Look from a cultural perspective and incorporate involvement accordingly
- Support parents as their children transition from 8th grade to high school
- Educate parents about youth development

12. School-Based Health

- School-based health centers should:
 - Be a portal to the entire health care system, providing referrals to community resources and data
 - Provide holistic healthcare
 - Include an emphasis on nutrition
 - Reduce risk behavior through early intervention
 - Provide mental health services

13. Safe Schools

- Seattle Public Schools needs more funding to increase school safety
- There is a need for superior security in schools
- Bullying in schools should not be tolerated

HEALTH

Delegates focusing on Health identified five priority issues (and key components of those issues) that must be addressed in order to improve the outcomes for youth and families in Seattle. These will be central in guiding the action plans for each priority issue. The priority issues and their key components are below

1. Mental Health

- There is a need for:
 - Education and prevention
 - Screening & identification
 - Access to counseling and individual services
 - The availability of activities that promote mental health
 - The provision of services for youth and adults
- Services should be accessible through multiple portals, including school-based health centers

2. School-Based Health

- School-based health centers should:
 - Be a portal to the entire health care system, providing referrals to community resources and data
 - Provide holistic healthcare
 - Include an emphasis on nutrition
 - Reduce risk behavior through early intervention
 - Provide mental health services

3. Access

- Youth and families need access to: transportation, insurance, health education, early intervention, outreach/services for vulnerable populations, school-based health, holistic services (including physical health care), and a database of resources

4. Dental Care

- Kids and families need access to dental health prevention and screening
- It is important for parents to know the serious impacts of dental health on overall health

5. Cultural Competency

- Cultural competency must be used to determine what services are offered and how services are delivered

Community Feedback Summary

In addition to the community input through the Youth and Families Initiative, the LAC sought feedback from citizens on their recommended strategies. Feedback was gathered both in person and online. Citizens had the opportunity to attend a public meeting and provide written and verbal feedback. Attendees also participated in a dot exercise to prioritize the strategies. An online survey was available for prioritization. Results from the public meetings and online survey are below.

These strategies received the **most overall support** at the public meetings and in the online survey:

1. Expand school-based health centers to high-need schools such as the Secondary Bilingual Orientation Center (SBOC) and Mercer Middle School.
2. Provide culturally and linguistically relevant family support services for immigrant, refugee, and Native American families.
3. Maintain current school-based health centers in ten high schools and four middle schools.

4. Improve early learning services for families by providing better training to preschool teachers and others who take care of children, using assessments to find out how well we are preparing children for school, and reaching out to families to provide them better opportunities to help their children get started on learning.
5. Enhance dental and mental health services provided at school-based health centers.

Looking at just **first place votes**, maintaining the current school-based health centers received the most support, and supporting elementary students' basic academic skill building by out-of-school time enrichment programs received the second most votes.

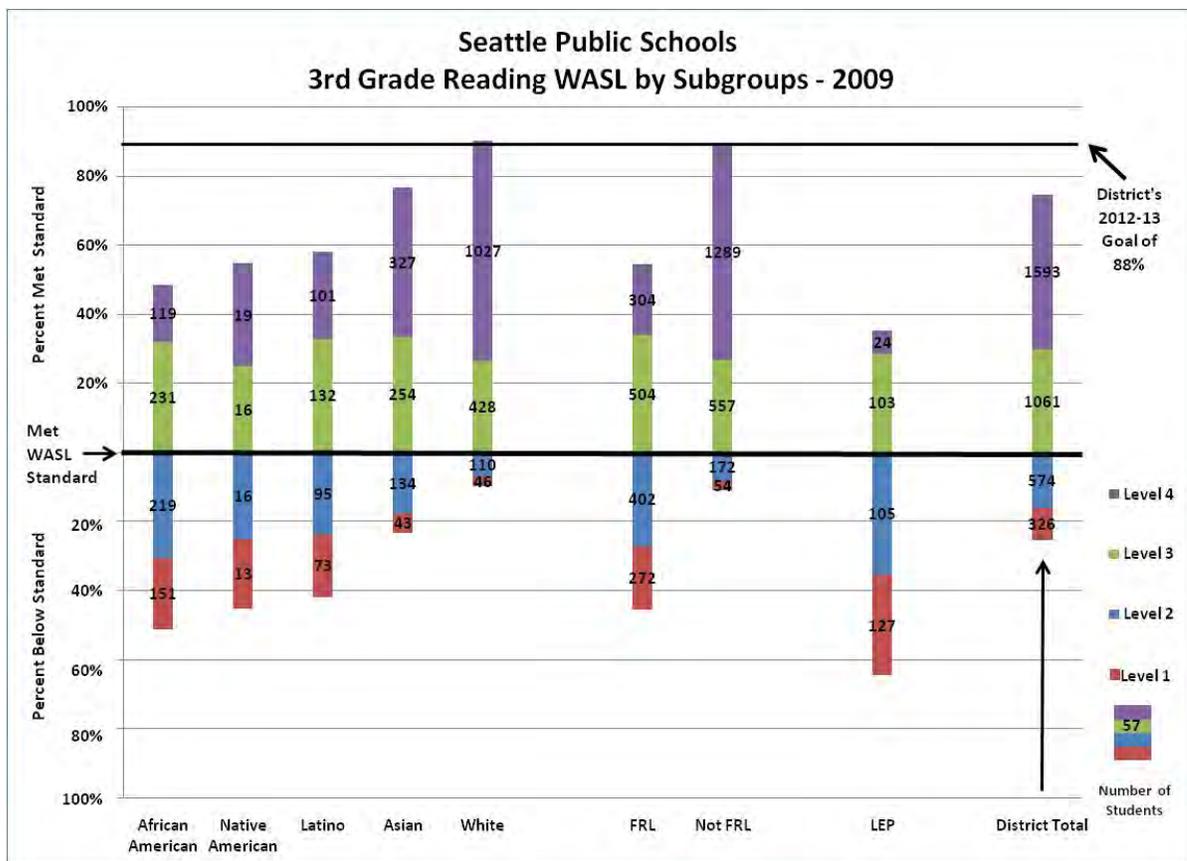
As a group, the Health strategies received the most support, with the K-5th grade strategies next.

Section 3 Appendix Understanding the Need

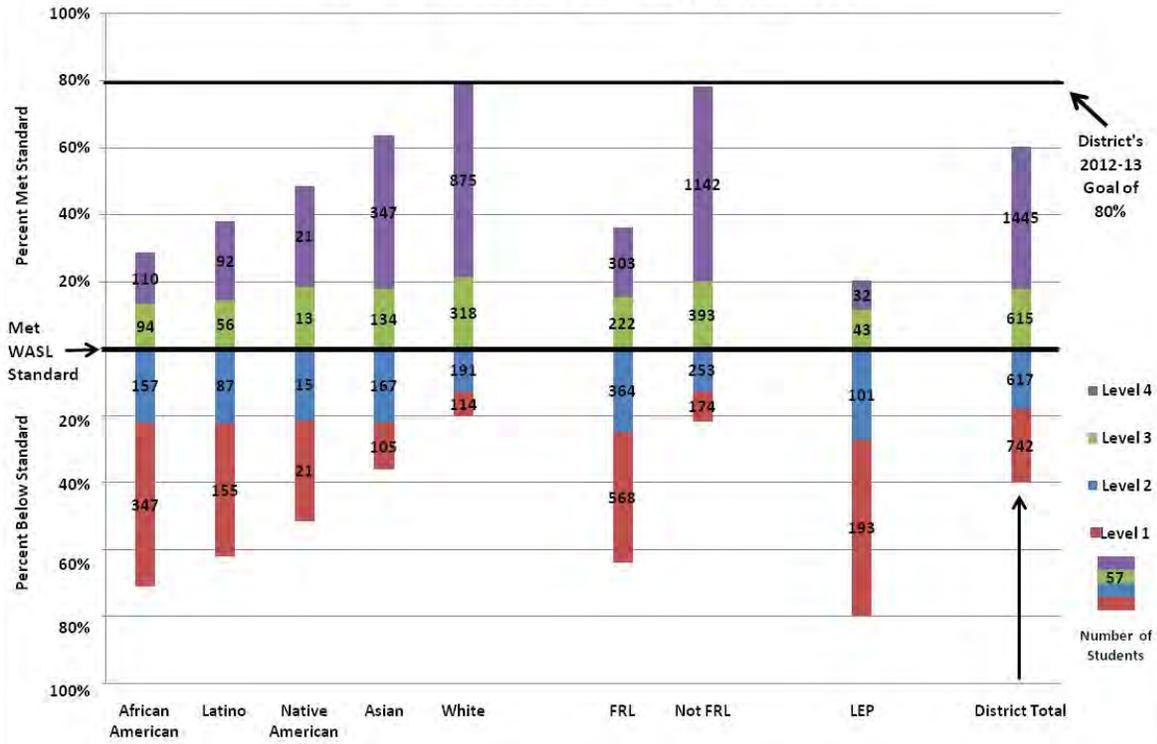
The following data charts are a sample of data used by the LAC to understand the current levels of achievement and areas of need for children and youth in Seattle. These charts are aligned with the Seattle Public Schools' District Scorecard and demonstrate the persistence of the achievement gap in our city, and the distance we have to go to meet the school district's strategic plan goals. The full data packet was included in the LAC June 29 meeting, and can be accessed here:

http://www.seattle.gov/neighborhoods/education/documents/LAC_062910.pdf

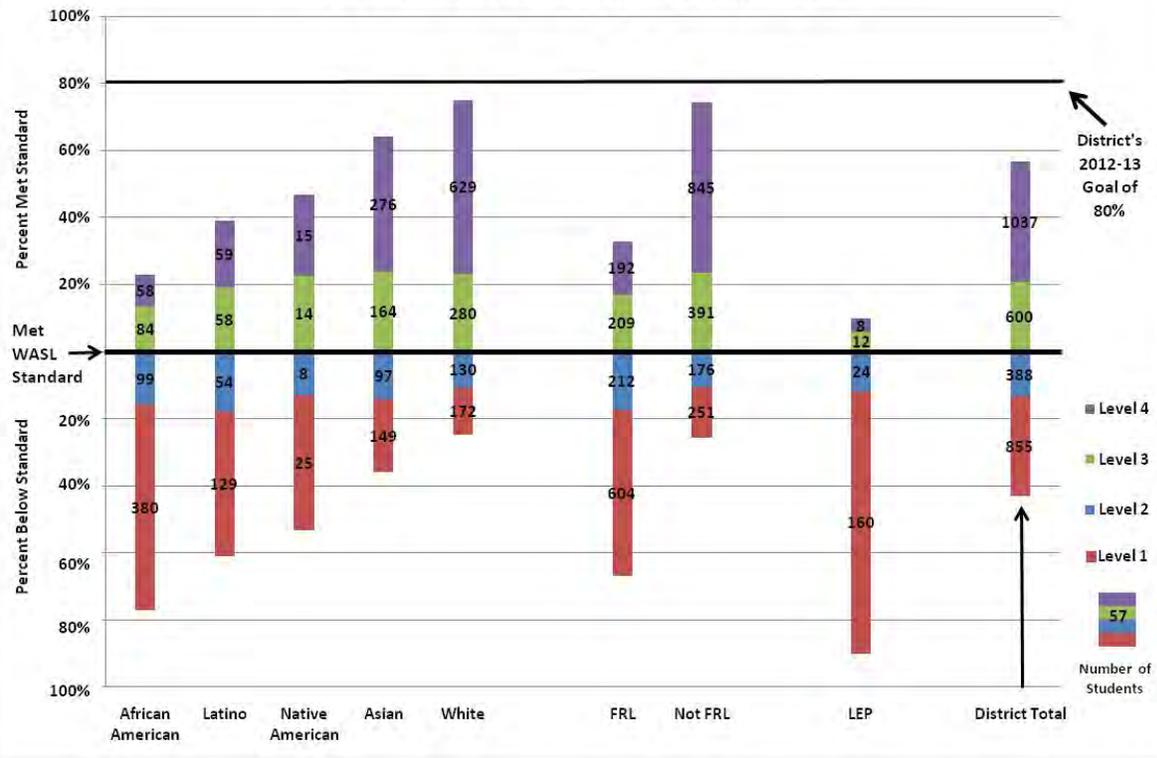
Academic Outcomes



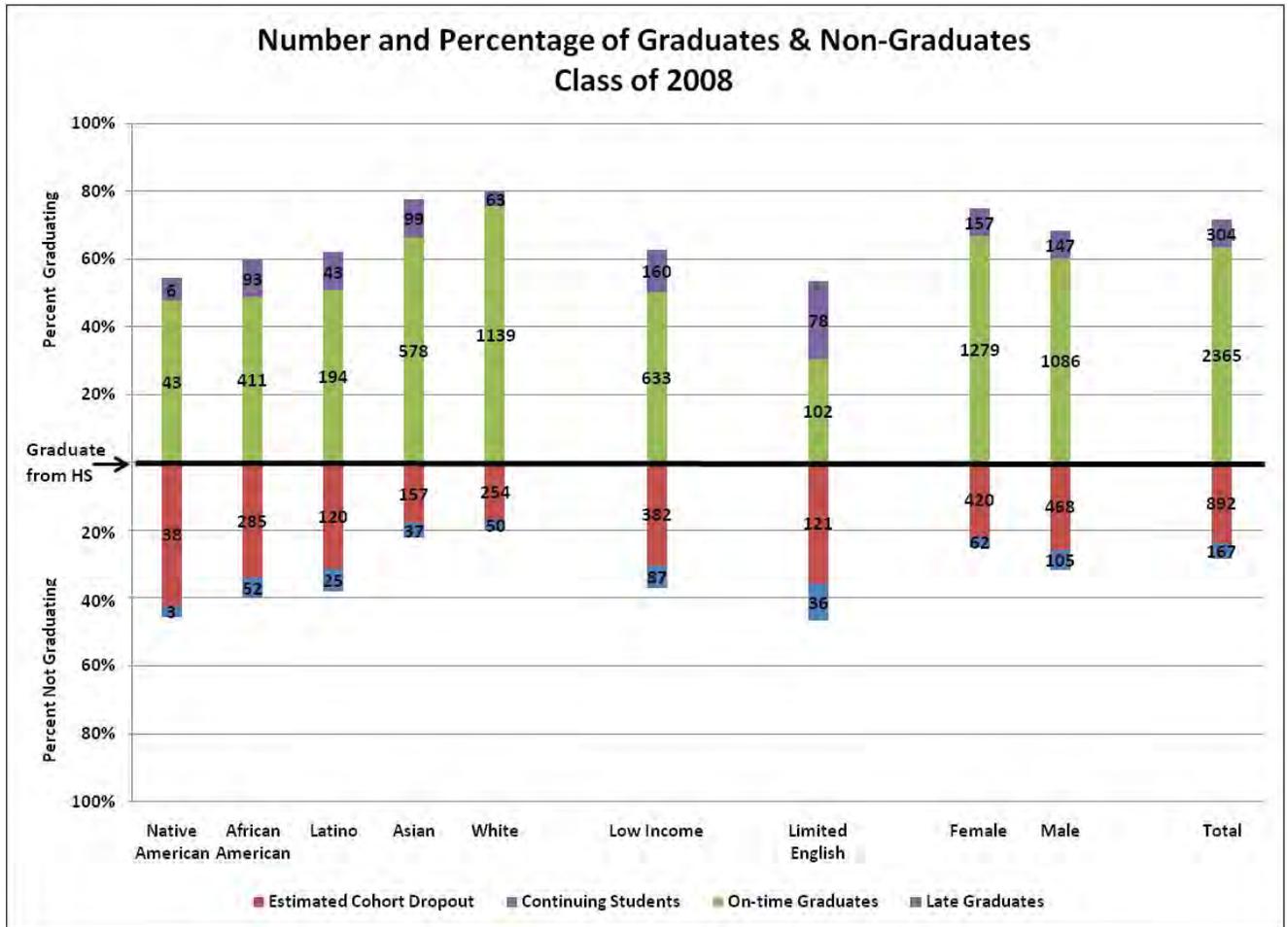
Seattle Public Schools 4th Grade Math WASL by Subgroups - 2009



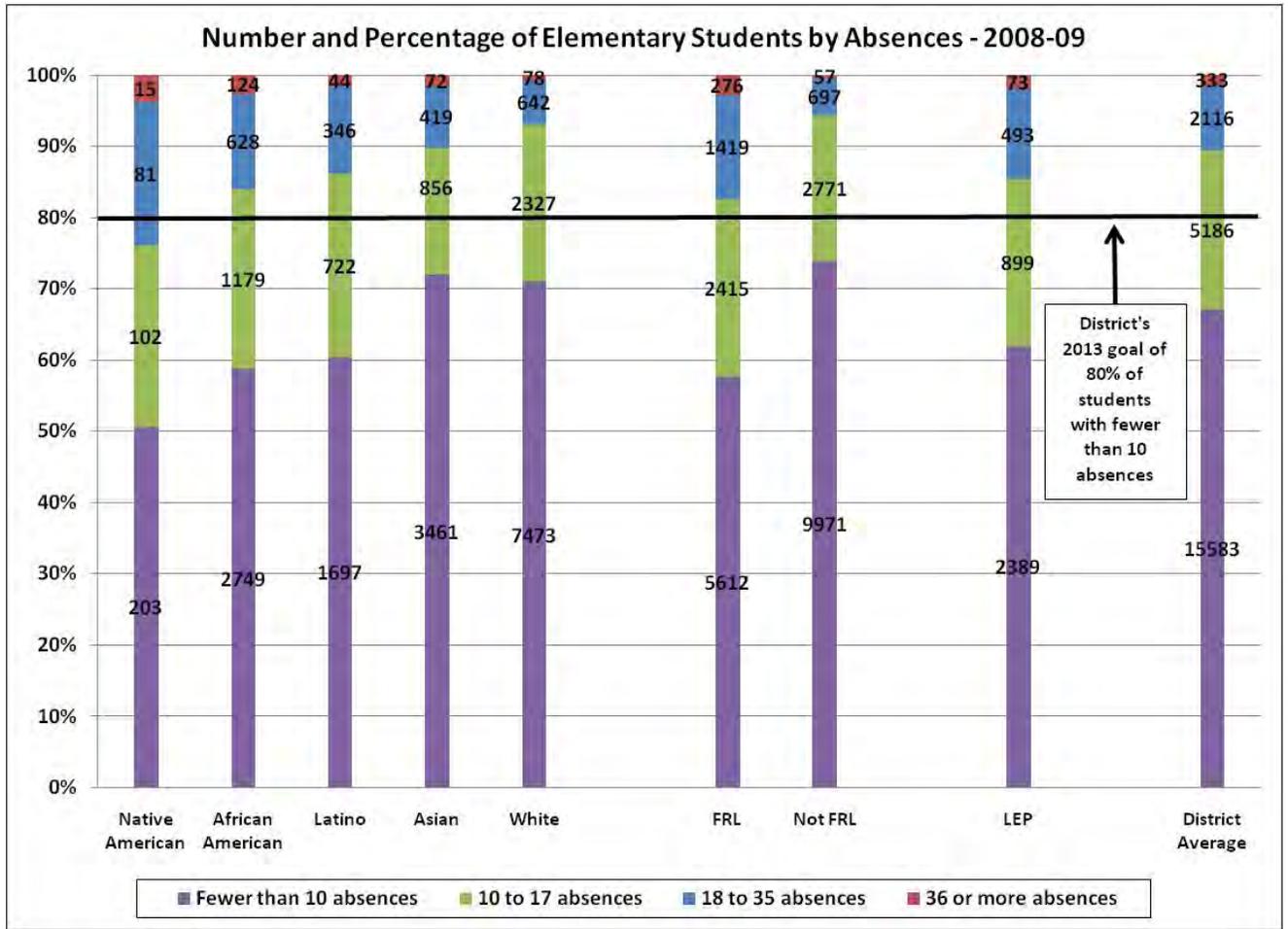
Seattle Public Schools 7th Grade Math WASL by Subgroups - 2009



Graduation Rates



Behavioral Indicators



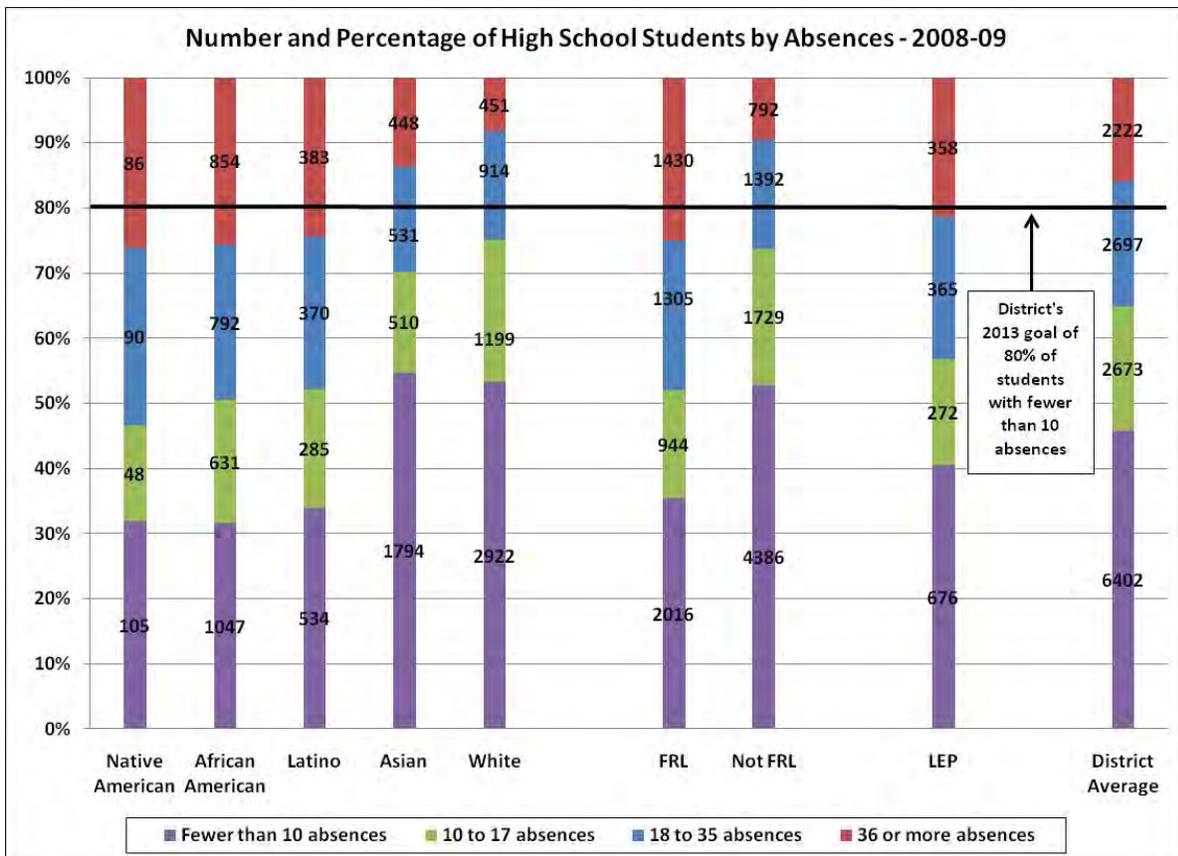
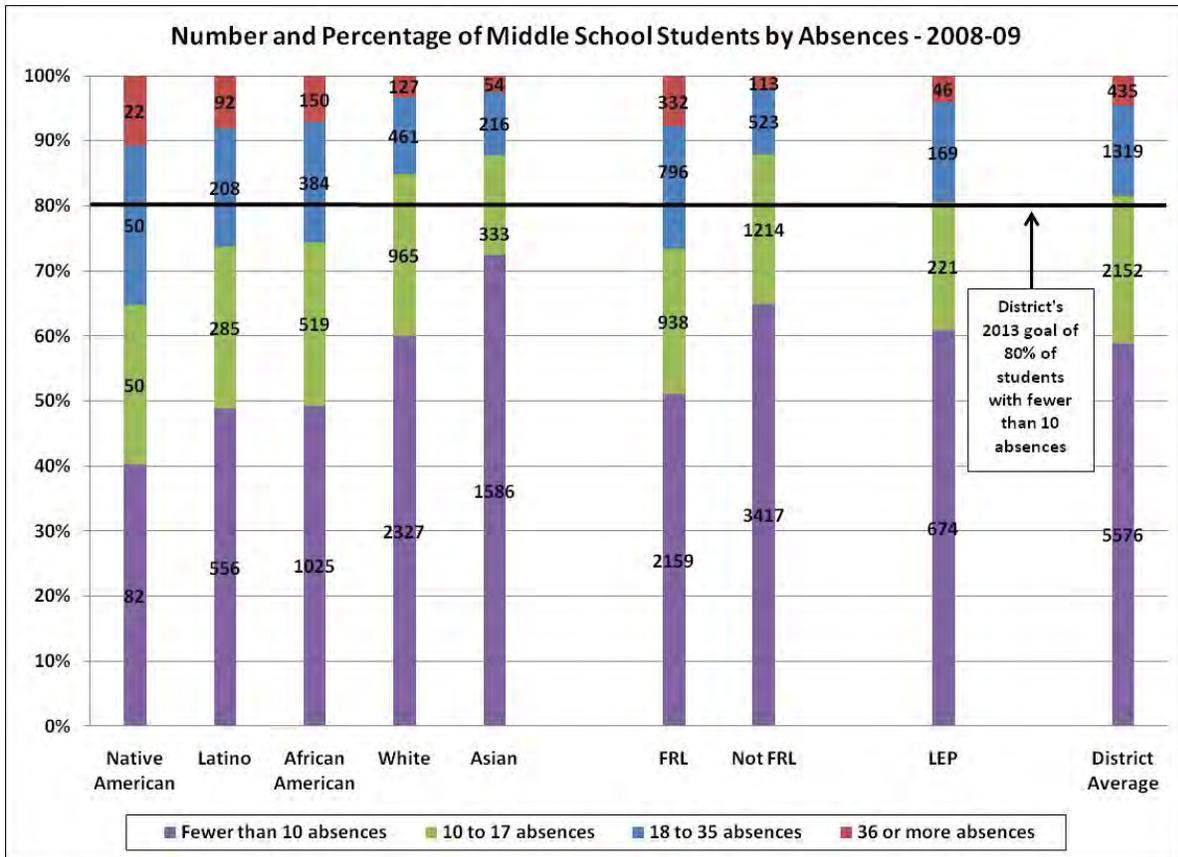


Figure 1: Unexcused absences are strongly predictive of risk and failure.
 (Seattle Public Schools, Class of 2008 Cohort Study, Mary Beth Celio, 2009)

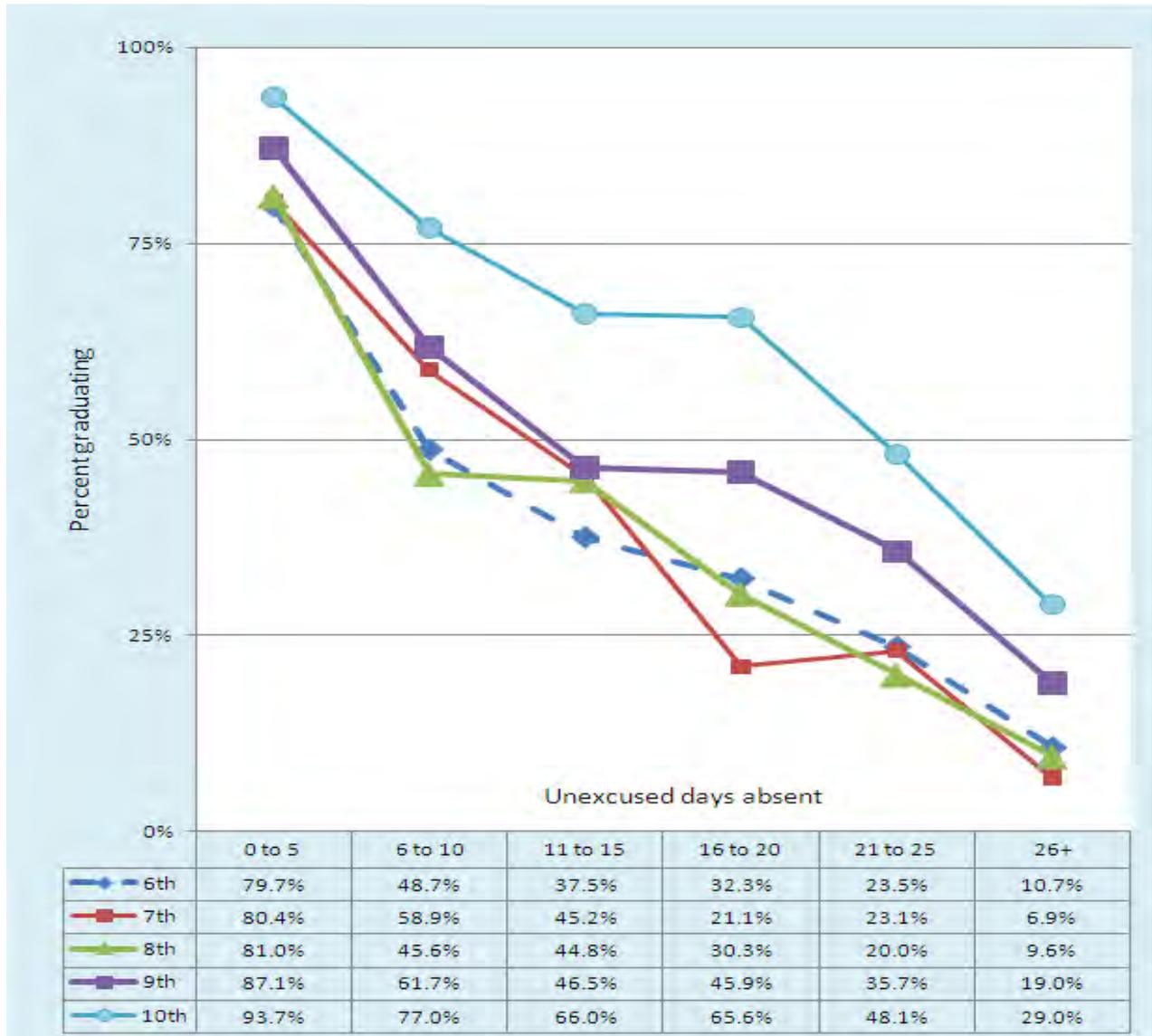
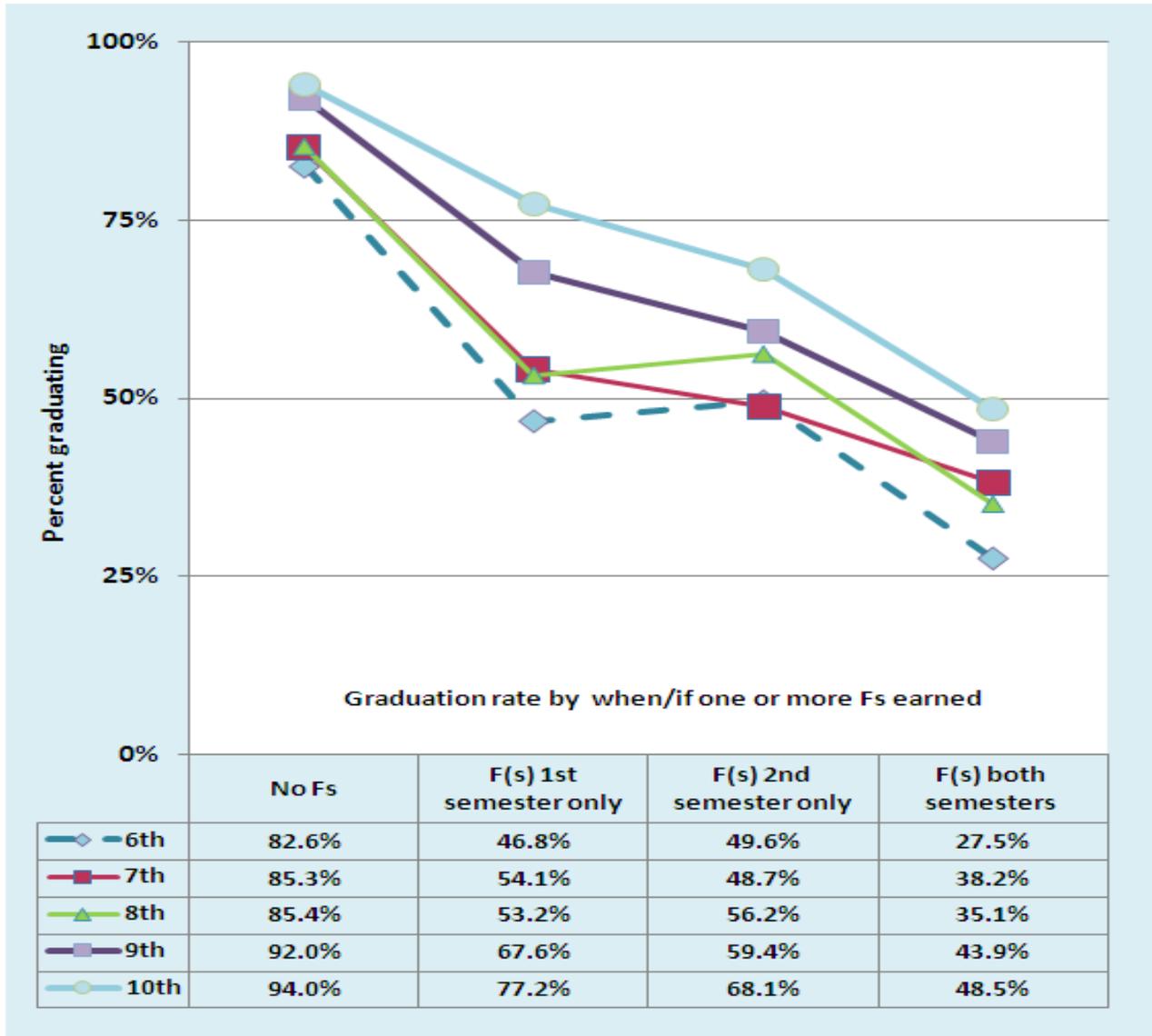


Figure 2: Fs in core courses are strongly predictive of leaving high school without a diploma. (Seattle Public Schools, Class of 2008 Cohort Study, Mary Beth Celio, 2009)



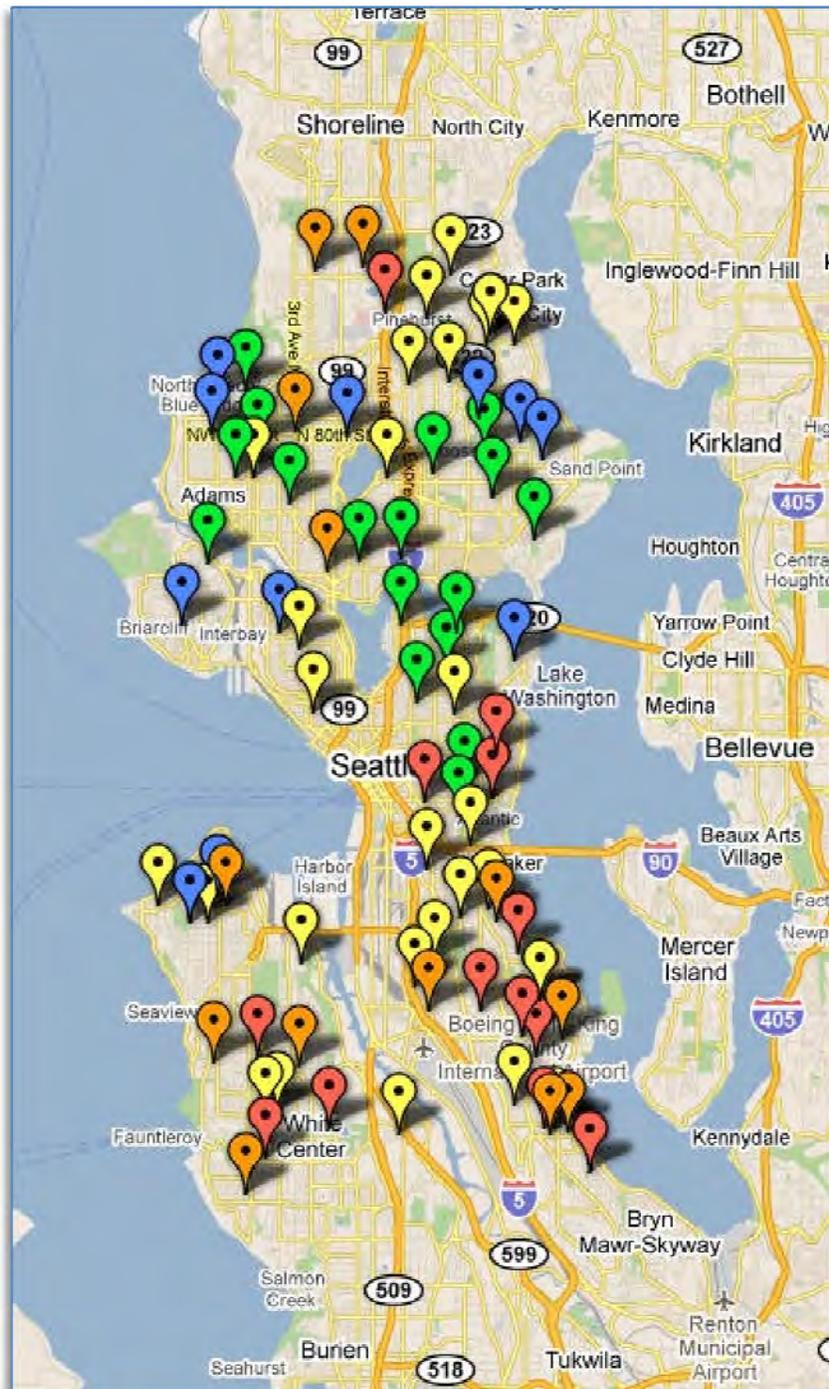
SPS School Reports and Segmentation Map

The Seattle Public Schools released a comprehensive school report for each of its schools this year. These reports highlight each school's overall academic performance, academic growth, and school climate, as rated by teachers, students, and parents. In addition to the school reports, the district is using a new performance framework to measure schools based on their academic absolute and growth performance. Schools are grouped into the five levels, with Level 1 being the lowest performing and Level 5 the highest. The map at right shows the distribution of schools across our city. School levels are represented by the following colors:

- Level 1 – Red
- Level 2 – Orange
- Level 3 – Yellow
- Level 4 – Green
- Level 5 – Blue

Note the geographic areas of low performance in our city, which are concentrated in the southeast and southwest sectors.

The release of the school reports and performance framework coincides with the first year of implementation of the district's new student assignment plan, which assigns students to their neighborhood schools. This system replaces a long-standing open choice system in the city. It also means that many students and families will be force-placed into a low-performing school.



Section 4 Appendix: Research & Evidence-Based Practice

The LAC used data and findings from researchers and practitioners to make informed decisions on Levy recommendations. The following presentations and information were included in the planning process.

Seattle Public Schools Class of 2006 Cohort Study (Mary Beth Celio): Highlighted key early warning indicators for identifying students at risk of not graduating. Indicators included middle and high school course failure, GPA, and attendance.

<http://www.seattle.gov/neighborhoods/education/documents/MaryBethCelioReport2007.pdf>

Additional research on key leading indicators:

- Foly, E. et. al.(2010). *Beyond Test Scores: Leading Indicators for Education*. Annenberg Institute for School Reform.
<http://www.annenberginstitute.org/pdf/LeadingIndicators.pdf>
- Musen, L. *Early Reading Proficiency* (May 2010). Annenberg Institute for School Reform.
http://www.annenberginstitute.org/pdf/LeadingIndicator_Reading.pdf
- Balfanz, R., Herzog, L., & Mac Iver, D. (2007). Preventing student disengagement and keeping students on the graduation path in the urban middle grade schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223–235.
- Allensworth, E. & Easton, J.Q.(July 2007). *What Matters for Staying On-Track and Graduating in Chicago Public Schools*. Chicago Consortium on School Research.
<http://ccsr.uchicago.edu/publications/07%20What%20Matters%20Final.pdf>
- Balfanz, R. (June, 2009). *Putting Middle Grade Students on the Graduation Path*. Everyone Graduates Center. Johns Hopkins University.
http://www.nmsa.org/portals/0/pdf/research/Research_from_the_Field/Policy_Brief_Balfanz.pdf

Federal and state education reform efforts (Mary Jean Ryan): Described education reform efforts by states, including Washington, in response to federal government’s Race to the Top grant program. Talked about the importance of college and career readiness. Discussed regional efforts to align goals for student indicators and outcomes across organizations. Highlighted local efforts in innovative and geographically-based strategies (e.g. I3 and Promise Neighborhoods). www.cceresults.org

- Race to the Top: <http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>
- Investing in Innovation (I3): <http://www2.ed.gov/programs/innovation/index.html>
- Promise Neighborhoods:
<http://www2.ed.gov/programs/promiseneighborhoods/index.html>
- *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success* (2010). ACT. <http://www.act.org/research/policymakers/pdf/MindTheGaps.pdf>

- *Setting Statewide College- and Career-Ready Goals*. (2010). National Governor's Association Center for Best Practices.
<http://www.nga.org/Files/pdf/1008COLLEGECAREERREADYGOALS.PDF>
- *The Condition of College & Career Readiness: Class of 2010*.
http://www.act.org/news/data/10/pdf/readiness/CCCR_Washington.pdf
- *Help Wanted: Projection of Jobs and Education Requirements through 2018* (2010). Georgetown University Center on Education and the Workforce.
<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/state-levelanalysis-web.pdf>

Education improvements in other cities and districts (Paul Hill): Discussed urban school reform efforts over the past two decades. Highlighted need for flexibility and innovation at the school level, given the complexities in different schools and difficulty in reforming centrally. Noted no silver bullet exists. www.crpe.org

- *Multiple Pathways to Graduation: New Routes to High School Completion* (with Shannon Marsh), Seattle, Center on Reinventing Public Education, May 2010.
http://www.crpe.org/cs/crpe/download/csr_files/wp_crpe2_multpathwys_may10.pdf
- *Learning as We Go: Why School Choice Is Worth the Wait*, Palo Alto, CA, Hoover Institution Press, 2010.
- *Portfolio School Districts for Big Cities: An Interim Report* (with Christine Campbell, David Menefee-Libey, Brianna Dusseault, Michael DeArmond & Betheny Gross), Seattle, Center on Reinventing Public Education, October 2009
http://www.crpe.org/cs/crpe/download/csr_files/pub_psdp_interim_oct09.pdf
- *Performance Management in Portfolio School Districts*. (with Robin Lake), Seattle, Center on Reinventing Public Education, August 2009.
http://www.crpe.org/cs/crpe/download/csr_files/pub_dscr_portfperf_aug09.pdf
- *Facing the Future: Financing Productive Schools* (with Marguerite Roza and James Harvey), Seattle, Center on Reinventing Public Education, December 2008.
http://www.crpe.org/cs/crpe/download/csr_files/pub_sfrp_finalrep_nov08.pdf
- *Making School Reform Work: New Partnerships for Real Change*, Ed. (with James Harvey), Washington, D.C., Brookings Press, 2004.
- *It Takes A City* (with Christine Campbell and James Harvey), Washington, D.C., Brookings Press, 2000.
- *Fixing Urban Schools* (with Mary Beth Celio), Washington, D.C., Brookings Press, 1998.

Serving English language learners (ELL) and their families (Gabriel Uro, Diem Nguyen & Veronica Gallardo): Presented local and national demographic and outcome data on ELL students. Discussed challenges immigrant and refugee families face, and highlighted promising collaborative practices and tiered services for meeting the needs of these students and families.

- Fortuny K., Chaudry, A., and Hernandez, D.J.. *Young Children of Immigrants: The Leading Edge of America's Future*. Prepared for Urban Institute Roundtable Meeting. June 2010.
- *The Integration of Immigrants and Their Families in Maryland: A Look at Children of Immigrants and Their Families in Maryland*. Annie E. Casey Foundation. Urban Institute. June 2010.
- Fuligni, A.J. *Family Obligation Among Children in Immigrant Families*. Migration Information Source. July 1, 2006. <http://www.migrationinformation.org/Feature/print.cfm?ID=410>
- Matthews, H., Ewen, D. *Early Education Programs and Children of Immigrants: Learning Each Other's Language*. Center for Law and Social Policy. Prepared for the Urban Institute Roundtable Meeting June 2010.
- *Raising the Achievement of English Language Learners in the Seattle Public Schools*. Council of the Great City Schools. Summer 2008. http://www.seattleschools.org/area/strategicplan/CGCS_Bilingual_Review_Report.pdf

Home visiting models (Nancy Ashley): Described Parent-Child Home Program (PCHP), including key features and goals, target populations and demographics, and program outcomes. <http://parent-child.org/>

- Bibliography of Parent-Child Home Program research: http://parent-child.org/assets/Proven_Outcomes/Resources/Biblio-1968-2010_FINAL.pdf

Pre-kindergarten – 3rd grade plan (Mary Seaton & Bea Kelleigh): Highlighted Seattle's PreK-3rd Partnership action plan, including goals, outcomes and indicators, and areas of collaboration. Such areas included extending high-quality pre-K programs, providing professional developments for Prek-3rd teachers, providing family support services, providing extended learning and summer opportunities, and reaching out to children in informal care setting (e.g. Family Friend & Neighbor care) http://newschoolfoundation.org/wp-content/uploads/2010/08/PreK3rd-Action-Plan_20106.pdf

Health needs for children birth to 5th grade (Lenore Rubin & Kathy Carson): Highlighted approaches to the health and mental health needs, including approaches to support children's mental health in child care settings, training childcare providers around mental health, and the early identification of children's mental health problems.

- Duran, E. et al.(2009). *What Works: A Study of Effective Early Childhood Mental Health Consultation Programs*. Washington, DC: Georgetown University Center for Child and Human Development.
- Fung, J.L., Bruns, E.J., & Trupin, E.W. (June 2010). *Child Care Consultation Pilot Project*, Washington State Department of Early Learning.

<http://www.del.wa.gov/publications/research/docs/ChildCareConsultationFinalReport2010.pdf>

Family Support Program (Thelma Payne & Janet Preston): Described the purpose of the program, different tiers of support and services, target student populations, approach to providing services, and student outcomes. This program currently operates as a case management model and is unique in its scope and approach. A study by researchers at the University of Washington is being commissioned to measure the effectiveness of this program on students' academic success.

Extended learning time/Out-of-School Time (Lori Chisholm, Erica Mullen & Kristi Skanderup): Described programs and impacts on student achievement. Noted that students' academic needs vary, so programs must acknowledge these differences and provide multiple types of support in order to be successful.

- *Structuring Out-of-School Time to Improve Academic Achievement*. NCEE 2009-012. U.S. Department of Education.
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
- *Are Two Algebra Classes Better Than One? The Effects of Double-Dose Instruction Chicago*. (August 2010). Consortium on Chicago School Research at the University of Chicago Urban Education Institute.
<http://ccsr.uchicago.edu/publications/Double%20Dose-7%20Final%20082610.pdf>
- *College Prep for All? What We've Learned from Chicago's Efforts*. (August 2010). Consortium on Chicago School Research at the University of Chicago Urban Education Institute.
<http://ccsr.uchicago.edu/publications/College%20Prep%207x10-10-%20final%20082610.pdf>
- *On the Clock: Rethinking the Way Schools Use Time* (January 2007). Education Sector.
<http://www.educationsector.org/sites/default/files/publications/OntheClock.pdf>

Impacts of school-based health centers (SBHCs) on academic success (Eric Bruns, T.J.

Cosgrove, Jerry DeGriek): Discussed findings from two UW studies on Levy-funded SBHCs. Results indicate low to moderate users of SBHCs have higher GPAs and attendance rates, and were less likely to drop out than non-users.

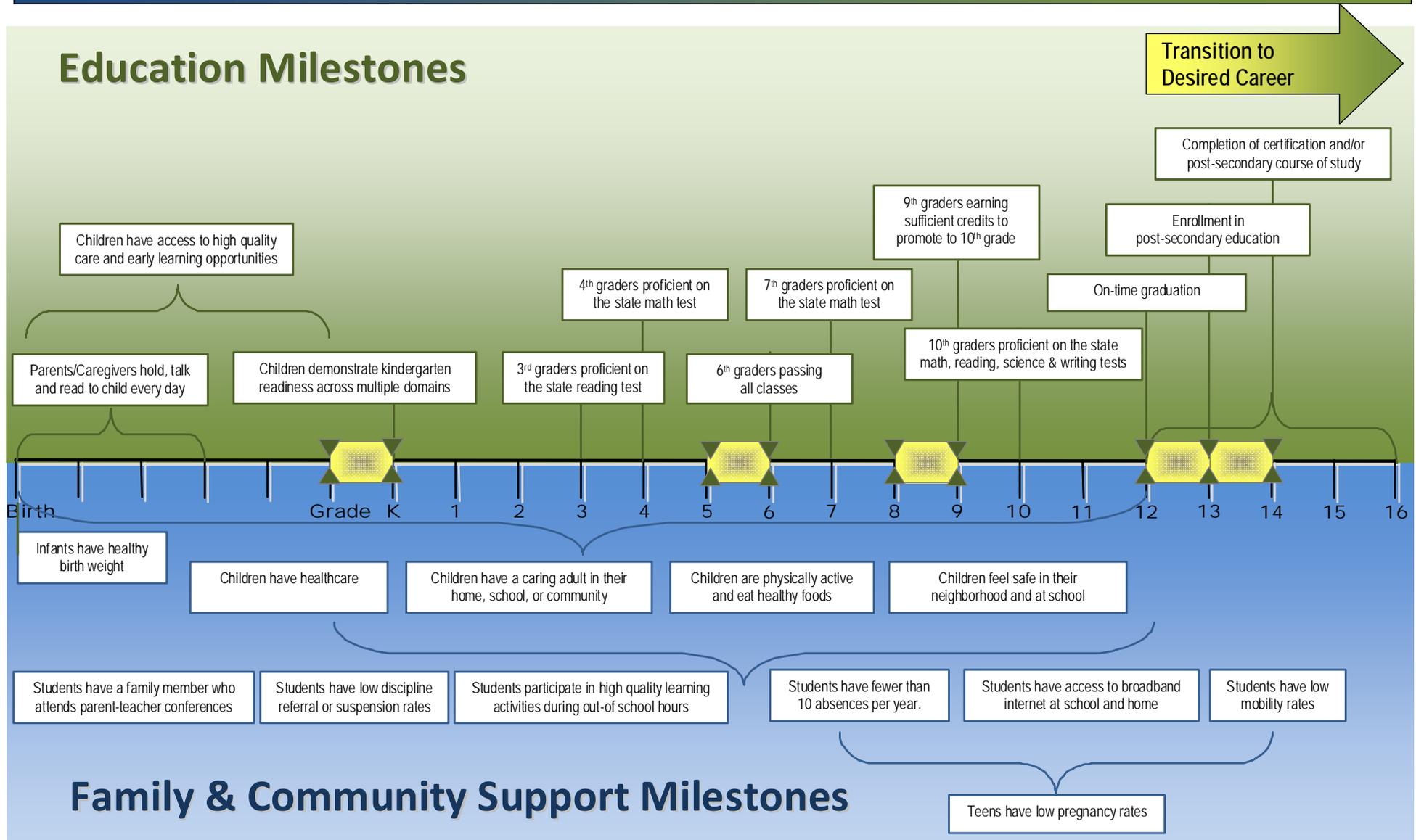
- Walker, S.C., Kerns, S.E.U., Lyon, A.R., Bruns, E.J. & Cosgrove, T.J. (2009) *Impact of School-Based Health Center Use on Academic Outcomes*. *Journal of Adolescent Health*. 1:7.
- Kerns, S.E.U., Pullmann, M.D, Walker, S.C., Lyon, A.R., Bruns, E.J.& Cosgrove, T.J. (in press). *Effect of adolescent use of school based health centers on high school dropout*. *Archives of Pediatrics & Adolescent Medicine*.

Academic guidance and college planning (Janet Blanford): Discussed various models, including advisories, high school and beyond planning, and career counselors. Noted that this work is currently being done both inside and outside the school district, but not all students are being served.

- *Partners in Learning: Designing and Implementing an Effective Advisory*. Program Educators for Social Responsibility (ESR).
<http://www.esrnational.org/hs/reform/hsadvisory.htm>
- Smaller Learning Communities Program. Northwest Education Regional Laboratory.
<http://www.nwrel.org/scpd/sslc/>
- Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc>.

Education Milestones

Transition to Desired Career



The road map represents a timeline that begins with the birth of a child (far left side) and progresses through childhood, adolescence, and early adulthood to conclude at the point of transition to a desired career (far right side). Gold boxes highlight key transition years – beginning kindergarten, starting middle school, entering high school, graduating from high school, and both the freshman and sophomore years of college. Along the roadmap are critical milestones that provide opportunities to measure both individual and community progress toward success.

 = Key Transition Years

(Adapted with permission from Strive Cincinnati's Roadmap to Success)

Section 5 Appendix: 2004 Levy Investments & Outcomes

The following tables detail the Investment Areas, and Outcomes and Indicators for the current Levy-funded programs. Information includes the following:

1. Levy Investments Areas from the 2009-10 school year
 - How funds are invested
 - What funds are leveraged
 - Where investments are made
 - Which students are served
 - What strategies are used

2. Indicators and Outcomes from each Levy Investment Area – 2005-06 to 2009-10
 - How many children and students were served
 - How many met indicator goals
 - How many met academic outcome goals

Additional information about 2004 Levy investments and outcomes can be found in our mid-year and annual Levy reports, located at the following link:

http://www.seattle.gov/neighborhoods/education/edlevy_report.htm

Families and Education Levy Investments Early Learning – 2009-10

	Preschool	Professional Development	Child Care Subsidies	Compensation Program	Parent-Child Home Program	
Levy Funds	\$2,503,240	\$1,100,464	\$166,000	\$149,261	\$130,548	
Leveraged Funds	<ul style="list-style-type: none"> • \$ 877,296 - Early Childhood Education and Assistance Program (ECEAP) state funds • Private fees \$90,000 • Head Start \$90,000 	\$ 433,239 - City General Fund	\$188,000 - City General Fund		\$693,277 Business Partnership for Early Learning (BPEL).	
Organization	Human Services Department (HSD)	HSD	HSD	HSD	HSD	
Locations	<ul style="list-style-type: none"> • <u>Community Day School Association:</u> Leschi, Beacon Hill, Madrona, Hawthorne, Maple, Highland Park • Chinese Information & Service Center • <u>Seattle Public Schools</u> South Shore • Seed of Life • Tiny Tots • Refugee Women's Alliance • José Martí 	<ul style="list-style-type: none"> • La Escuelita • Black Star Line • Causey Learning Center • <u>Denise Louie:</u> Beacon Hill, International District, Lake Washington • <u>Sound Child Care Solutions:</u> Little Eagles Southwest Early Learning Center 	<p>All locations at left, plus: <u>4 Head Starts</u></p> <ul style="list-style-type: none"> • Neighborhood House • First AME • United Indians • Seattle Public Schools <p><u>6 ECEAP Sites</u></p> <ul style="list-style-type: none"> • EEU @ UW • Prospect Preschool • CCS MLK Home Day Care • Primm • Refugee and Immigrant Family Services • Sea Mar 	All preschool locations listed at left.	<ul style="list-style-type: none"> • Tiny Tots • José Martí • Seed of Life • Refugee Women's Alliance • La Escuelita 	<ul style="list-style-type: none"> • Southwest Youth & Family Services • Neighborhood House • Atlantic Street Center <p>Serving families in SE & SW Seattle</p>
Students Served	4-year-olds from families who earn 110-300% of the Federal Poverty Level (FPL)	3- and 4-year-olds from families who earn 110-300% of the Federal Poverty Level (FPL) enrolled in above child care centers	Birth – 5-year-olds served in above child care centers	Birth – 3-year-olds are served in above child care centers	2- and 3-year-olds from low-income families	
Strategies	<ul style="list-style-type: none"> • Full and half day preschool programs for 600 low-income 4-year-olds. • Implementation of High/Scope or Creative Curriculum, which includes the use of classroom and individual embedded assessments to understand areas of strength and areas of needed growth to ensure school readiness. • Focus on bilingual/dual language programs. 	<ul style="list-style-type: none"> • Teacher training • Coaching & mentoring • Teacher practice • Academic coursework • Technical assistance 	Provides additional hours of care for children served in preschool programs.	Additional compensation for SEEC child care staff (birth-3) to reduce turnover and reward professional development.	<ul style="list-style-type: none"> • Home visits with families twice a week, focused on early literacy skills. • Detailed info at: http://parent-child.org/whatWeDo.pdf 	

Early Learning Indicators & Outcomes

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Total number of 4-year-olds served	280	155	388	427	420	425	500	516	600	645
Number of 4-year-olds whose teachers meet quality standards by the end of the school year					252	439	325	484	423	553
Number and percent of 4-year-olds assessed as school ready at the end of the school year	182 / 65%	77 / 50%	248 / 64%	326 / 76%	300 / 72%	358 / 84%	361 / 72%	450 / 87%	423 / 71%	351
Number of students from Levy preschool programs who meet the DRA standard in 2 nd grade	97	N/A	193	N/A	193	In '10-'11	249	In '11-'12	300	In '12-'13
2- and 3-year-olds served through the Parent-Child Home Program (PCHP)	100	96	200	212	200	209	200	201	200	198
Number of 3-year-olds served by the PCHP meeting standards at the end of two years	N/A	N/A	64	78	75	81	75	83	75	75

**Families and Education Levy Investments
Elementary Community Learning Centers – 2009-10**

Levy Funds	\$668,068
Leveraged Funds & In-Kind Support	<p>\$62,000 (Tiny Tots) \$10,000 (YMCA) \$48,000 (Office of Superintendent of Public Instruction) \$38,600 (Seattle Public Schools)</p> <p>Volunteer time from principals, teacher, and other support staff.</p>
Organizations	Tiny Tots & YMCA
Locations	<p>Van Asselt - Tiny Tots Concord - YMCA West Seattle - YMCA</p>
Students Served	Students who have scored Level 1 or Level 2 on the WASL or below grade-level on the DRA
Strategies	<ul style="list-style-type: none"> • Homework completion help • After-school tutoring support in math and literacy from school teachers and CLC staff. • Enrichment activities (art, music, dance, etc.) • Family engagement activities, such as literacy nights • Small group supplemental instruction during and after school using school curricula • Staff participate as members of student intervention team • Collaboration with teachers on identifying student needs and implementing improvement plans

Elementary Community Learning Centers Indicators & Outcomes

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Elementary students served	200	227	210	264	230	261	230	304	230	336
Number of ECLC students served who meet/exceed the math, reading & writing WASL or DRA standard for the first time (WASL only in 2009-10)	14	76	30	54	50	46	60	68	60	40
Number of months participation target was met					9	8	9	9	6	9
Number of ECLC students who increased homework completion within 6 months			84	86	115	189	138	172	138	141

Families and Education Levy Investments Family Support Program – 2009-10

Levy Funds	\$2,502,472			
Leveraged Funds & In-Kind Support	\$167,035 (Medicaid Match) \$108,850 (Seattle Public Schools for Family Support Workers at Mercer Middle & Nova High School) In-kind supports of food, rent, clothing, school supplies, etc., provided by many organization, including: Assistance League of Seattle, Windermere, Northwest Harvest, & Seattle Milk Fund			
Organization	Seattle Public Schools			
Locations	High Service Level	Medium Service Level	Low Service Level	
	<u>Central</u> Gatzert Leschi Lowell Madrona Northgate <u>South Central</u> Beacon Hill Dearborn Park Hawthorne Van Asselt	<u>South</u> Brighton Dunlap Emerson Wing Luke <u>West</u> Concord Highland Park Roxhill West Seattle	Aki AS1 Arbor Heights B.F. Day Broadview Thomson Gatewood Graham Hill Greenwood Kimball Maple McClure John Muir South Shore Sanislo	Referral service model used for all remaining elementary schools
Students Served	Students identified at the end of preschool or who are below grade-level on the DRA or WASL			
Strategies	<ul style="list-style-type: none"> • Manage caseload of 45 focus students for specific goals (attendance, behavior, mobility, achievement). • Home visits to connect with parents and help establish learning environments in the home. • Participate in school action teams, to discuss student data, progress, and plan necessary actions. • Schedule and participate in parent/teacher conferences. • Special projects serving specific students groups (African American and Latino boys, East African girls, etc.). • Serve as a bridge builder, advocate and translator between school and home. • Facilitate PreK-K transition by providing a continuity of services for children and families. 			

Family Support Indicators & Outcomes

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Number of focus students served	2,000	1,331	2,000	1,528	1,500	1,182	1,150	1,390	1,000	1,052
Number and percent of FSW focus students served who meet/exceed the math, reading & writing WASL or DRA standard for the first time (WASL only in 2009-10)	160	326 / 25%	200	334 / 22%	275	276 / 23%	240	232 / 18%	200 / 20%	48/10%
Number of focus students and families who achieved at least one of their service plan academic goals			800	1178	800	587	698	1,032	580	885
Number of focus families who increased participation in school events after 6 months			750	957	1000	879	873	1,032	730	620

Families and Education Levy Investments Middle School Programs – 2009-10

	Middle School Support Program	Community Learning Centers (CLCs)	Community Learning Centers/Out of School Time (OST)	Sports	Transportation & Security
Levy Funds	\$1,256,341	\$644,290	\$1,066,396	\$188,223	\$324,097
Leveraged Funds & In-Kind Support	<ul style="list-style-type: none"> • Nesholm Foundation • Casa Start • City Year • Mental Health Providers 	\$560,000 (YMCA)	\$70,000 (Parks Dept.)	Levy provides coaching stipends for MS sports. All other MS sports costs funded by SPS.	
Organization	Seattle Public Schools	YMCA	Parks Dept.	Parks Dept.	Parks Dept.
Locations	<u>Innovation Sites</u> ²⁰ (2/3s of funds) Denny Hamilton Madison Mercer <u>Linkage Sites</u> (1/3 of funds) All other middle schools & K-8s	Aki Hamilton Madison Madrona Washington	Denny Eckstein McClure Mercer Whitman All K-8s (except Madrona)	All middle schools & K-8s	All middle schools & K-8s
Students Served	Students scoring Level 1 or Level 2 on the Math, Reading and/or Writing WASL	Prioritize students scoring Level 1 or Level 2 on the Math, Reading and/or Writing WASL. Other students may participate.	Prioritize students scoring Level 1 or Level 2 on the Math, Reading and/or Writing WASL. Other students may participate.	No prioritization	For students in CLCs/OST and sports
Strategies	<ul style="list-style-type: none"> • Extended learning time: before, during and after school, breaks, & summer programs (math & literacy) • Professional development, including workshops and coaching • In-school alternatives to suspension • Extra teacher time to use data for instructional planning • Social-emotional support, including partnerships with CLCs, School-Based Health Centers, mental health providers & City Year 	<ul style="list-style-type: none"> • Academic interventions • Homework completion help • Enrichment activities after school • Lunchtime activities • Serve on school committees (intervention & success teams) • Peer mediation • Summer academic & enrichment activities • Family engagement aligned with school • Family assistance & resources • Cultural programming/engagement 	None	None	None

²⁰ Innovations sites selected jointly by the Office for Education and Seattle Public Schools, based on academic performance and school need. Sites have changed over the years.

Middle School Programs Indicators & Outcomes

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Number of MSSP students served	1,200	1,571	4,350	5,104	2,292	2,909	3,000	2,771	3,000	6786 (MSSP & CLC students)
Number of MSSP students served who meet/exceed the math, reading & writing WASL standards for the first time	84	160	301	446	414	473	510	635	650	780
Number of MSSP students making progress on their student learning plans			240	829	550	1,217	678	1,939		
Percentage of MSSP students passing all courses 1 st and 2 nd semester ²¹									77%	84% (1 st) 83% (2 nd)
Number of MSSP students who participate in CLC programs at target level			240	302	415	452	510	635	650	1,048
Percent of MSSP students moving from Level 1 to Level 2 on the math WASL			20%	21%	30% - Linkage 50% - Innovation	16% - Linkage 15% - Innovation	30%	15%	30%	26%

²¹ Indicator added based on Mary Beth Celio study and alignment with Seattle Public Schools' strategic plan goals

**Families and Education Levy Investments
High School Academic Achievement Strategy- 2009-10**

Levy Funds	\$1,184,000 (Seattle Public Schools), \$160,000 (YMCA) = \$1,344,000
Leveraged Funds	\$160,000 (YMCA)
Organization	Seattle Public Schools, YMCA
Locations	Chief Sealth Franklin West Seattle
Students Served	All first time 9 th grade students
Strategies	<ul style="list-style-type: none"> • Use of early warning system to identify students and track progress on key indicators, including attendance, grades and behavior • Tiered interventions to meet individual needs of students (academic, behavioral, & social/emotional) • Extended learning time for academic skill building and homework completion, which takes place before, during, and after school • Establishing tardy and attendance policies with immediate, consistent consequences • Teacher professional development, including the support of Professional Learning Communities (PLCs), understanding, using, and communicating student data, including the Measures of Academic Progress (MAP) and common planning times for 9th grade teams. • Connecting with families through student-led conferences, family data nights, and phone calls and or emails as needed (daily, weekly, monthly). • Social-emotional support through 9th grade social workers and counselors either embedded in classrooms or part of the 9th grade leadership team. • A six-week summer academic enrichment program for 120 incoming 9th graders, located at Seattle University. Includes basic skill building in math and literacy, enrichment classes such as cooking, service learning projects, and a business practicum and group project, led by Seattle U. students. • A one-week school-based Summer Bridge program that orients all incoming 9th graders students to high school expectations, study skills, high school courses and available resources for support.

High School Academic Achievement Strategy Indicators & Outcomes

	2008-09		2009-10	
	Target	Actual	Target	Actual
9 th grade students served	Students with 1 or more risk factors	720	First-time 9 th graders	971
Number of focus students who promote to 10 th grade on time	450	537		
Percent of 9 th graders who promote to 10 th grade on time			Chief Sealth: 77%	Chief Sealth: 87%
			Franklin: 78%	Franklin: 78%
			West Seattle: 83%	West Seattle: 80%
Number and percent of focus students who have fewer than 9 absences first semester	TBD	511 / 71%		
Number and percent of focus students earning 2.5 or more credits first semester	75%	574 / 80%		
Percent of focus students who improve on their baseline of math and/or reading assessments at mid- and end-of-year	75%	30% (mid) 16% (end)		
Percentage of students passing all core courses first semester ²²			Chief Sealth: 71%	Chief Sealth: 80%
			Franklin: 78%	Franklin: 75%
			West Seattle: 77%	West Seattle: 70%
Percentage of students who have fewer than 8 absences (excused or unexcused) first semester ²³			Chief Sealth: 65%	Chief Sealth: 73%
			Franklin: 67%	Franklin: 76%
			West Seattle: 68%	West Seattle: 65%
Percentage of students who have fewer than 8 absences (excused or unexcused) second semester			Chief Sealth: 57%	Chief Sealth: 67%
			Franklin: 60%	Franklin: 70%
			West Seattle: 65%	West Seattle: 58%

²² Indicator added based on Mary Beth Celio study and alignment with Seattle Public Schools' strategic plan goals.

²³ Indicator added based on Mary Beth Celio study.

Families and Education Levy Investments Student Health – 2009-10

	School-Based Health Centers	School Nurses
Levy Funds	\$3,201,890	\$800,472
Leveraged Funds	\$1,406,266 (2008-09)	\$445,740 (2009-10)
Organizations	Human Services Department & five community sponsors listed below	Seattle Public Schools
Locations	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Sponsor: Group Health Cooperative</p> <ul style="list-style-type: none"> • Aki Kurose MS • Franklin HS • Nathan Hale HS • Washington MS <p>Sponsor: Neighborcare Health</p> <ul style="list-style-type: none"> • Chief Sealth HS • Denny MS • Madison MS • Roosevelt HS • West Seattle HS </div> <div style="width: 45%;"> <p>Sponsor: Public Health—Seattle & KC</p> <ul style="list-style-type: none"> • Cleveland HS • Ingraham HS • Rainier Beach HS <p>Sponsor: Swedish Medical Center</p> <ul style="list-style-type: none"> • Ballard HS <p>Sponsor: SCH - Odessa Brown Children's Clinic</p> <ul style="list-style-type: none"> • Garfield HS </div> </div>	<p>All schools with SBHCs Total FTE = 13.2</p>
Students Served	<p>All students eligible for service. Students served represent a higher percentage of low-income and students of color than the district average.</p> <p>Targeted services for students identified with academic performance concerns by school staff and community partners.</p>	All students
Strategies	<ul style="list-style-type: none"> • Comprehensive primary health care • Screenings, health assessments, and interventions that focus on students who are academically at risk • Help students manage chronic conditions • Reproductive health services • Mental health screening, counseling, case management, and referral • Care coordination and referral for drug/alcohol services and dental care • Address high-risk behaviors most common among adolescents • Immunization compliance 	<ul style="list-style-type: none"> • Care for students who become ill or injured at school • Emergency care planning • Individual Health Plans for medically fragile students • Health assessments for special education • State-mandated on-site screenings • Chronic disease management and behavioral risk factor screening

Student Health Indicators & Targets

	School Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Middle & high school students receiving primary care in school-based health center	5,000	4,755	5,000	5,118	5,000	5,045	5,000	5,268	5,000	5,532
Students brought into compliance with required childhood immunizations	2,500	4,001	1,500	4,911	5,000	5,612	5,000	5,299	5,000	7,388
Students assisted by school nurses and health center clinicians in managing asthma, depression, and other chronic conditions	600	1,700	1,800	1,814	1,800	2,067	1,800	2,178	1,800	2,364
High-risk students identified and served through more intensive SBHC interventions that support academic achievement	1,500	436	800	1,793	600	896	600	1,056	600	902
High-risk students screened for behavioral risk factors by school nurses					600	1,044	600	867	600	729
10 th grade students helped by school-based health services who pass the math, reading & writing WASL	100 /2% of all SBHC Users	586 /17%	150 /3% of all SBHC Users	474 /9% Value-Added	150	386	175	324	175	319
Graduating 12 th grade students helped by school-based health services and nurses					825	1,221	825	1,306	825	1,353

Section 6 Appendix Partnerships and Accountability

Indicators & Outcomes

Early Learning (Birth to 5-year-olds)

- Families will read or tell stories to their child daily
- Families will be involved/engaged at home or school
- Children will retain their home language while acquiring English
- Children will meet standard on a kindergarten assessment

Elementary School

- Students will meet grade-level standards on district and state reading and math tests
- English Language Learners will meet, exceed or make significant gains on the state's English proficiency test
- 3rd graders will be proficient on the state reading test and 4th graders proficient on the state math test
- Students will have fewer than 10 absences per year

Middle School

- Students will pass all courses with a C grade or better
- Students will meet grade-level standard on state tests in math, reading, science & writing
- English Language Learners will meet, exceed or make significant gains on the state's English proficiency test
- Students will have fewer than 10 absences per year
- School will reduce suspensions and expulsions

High School

- 9th grade students will pass all courses with a C grade or better
- English Language Learners will meet, exceed or make significant gains on the state's English proficiency test
- Students will have fewer than 10 absences per year
- Students will promote on-time to 10th grade
- Students will pass end-of-course exams in math and science
- Students will meet standard on 10th grade state tests in reading & writing
- Students will graduate on time prepared for entering a four-year college
- Students will matriculate on to college
- Students will take fewer developmental level education courses when they enter college

Student Health

- Students brought into compliance with childhood immunization requirements
- Students assisted in managing asthma, depression, and other chronic conditions
- High-risk students screened for behavioral risk factors.
- High-risk students identified and served by interventions that support academic achievement.

Strategic Investment Area / Component	Description	Low Range		Medium Range		High Range	
		Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy
EARLY LEARNING							
Comprehensive Early Learning Investment	Coordinated strategy to improve Early Learning including Step Ahead and ECEAP, CCCP, Head Start and FFNs	Serves incoming SPS Kindergarten students at 10 elementary schools	\$27,907,157	Serves incoming SPS Kindergarten students at 12 elementary schools	\$33,488,272	Serves incoming SPS Kindergarten students at 23 elementary schools	\$50,635,579
Health†	Health screenings and mental health services for Step Ahead, ECEAP, CCCP, Head Start, & FFNs	Serves incoming SPS Kindergarten students at 10 elementary schools	\$1,554,684	Serves incoming SPS Kindergarten students at 12 elementary schools	\$1,865,621	Serves incoming SPS Kindergarten students at 23 elementary schools	\$3,348,338
Home Visitation Program	Home visitation to help parents develop learning skills in their young children.	80 children	\$2,180,854	120 children	\$3,233,780	160 children	\$4,286,706
Kindergarten Transition - Pre-K to K†	Academic support for children not at grade level Pre-K to K and K to 1st; also includes portfolio reviews	10 schools and 20 Kindergarten classrooms	\$1,298,424	12 schools and 24 Kindergarten classrooms	\$1,558,109	23 schools and 46 Kindergarten classrooms	\$2,779,440
ELEMENTARY							
Health †	School-based primary care and mental health services for 5 to 6 K-5 schools in one feeder pattern that is coordinated with MS SBHC and health care home	Serves students in one elementary feeder pattern	\$1,537,911	Serves students in two elementary feeder patterns	\$2,871,289	Serves students in two elementary feeder patterns	\$2,871,289
Academic Innovation†	Extended Learning Time & Out-of-School Time	Not included	\$0	Serves students in 12 schools	\$15,928,847	Serves students in 23 schools	\$25,255,622
Extended Learning Time†	Summer Learning	Serves 380 students in 10 schools	\$2,820,993	Serves 455 students in 12 schools	\$3,405,040	Serves 875 students in 23 schools	\$5,263,840
Family Support - Case Management	Highest risk students	Serves students in 10 elementary schools	\$10,598,401	Serves students in 12 elementary schools	\$12,718,081	Serves students in 23 elementary schools	\$20,324,530
Family Support: CBO Support †	Targeted support for Refugee/Immigrant families and students		\$3,163,702		\$3,163,702		\$3,163,702
MIDDLE SCHOOLS							
Middle School Linkage Sites	Extra learning time and social, emotional and behavioral support	Students in 7 middle schools and 10 K-8s	\$2,771,569	Students in 6 middle schools and 10 K-8s	\$2,445,502	Students in 4 middle schools and 10 K-8s	\$2,282,469
Middle School Linkage Sites	Out of School Time	Students in 7 middle schools and 10 K-8s	\$11,157,277	Students in 6 middle schools and 10 K-8s	\$8,784,501	Students in 4 middle schools and 10 K-8s	\$7,598,112
Middle School Innovation	Extra learning time	Students in 2 middle schools	\$3,855,762	Students in 4 middle schools	\$7,711,523	Students in 5 middle schools	\$9,126,620
Middle School Innovation	Out-of-School Time	Students in 2 middle schools	\$2,372,776	Students in 4 middle schools	\$4,745,553	Students in 5 middle schools	\$5,931,941
Middle School Innovation	Social, emotional and behavioral support	Students in 2 middle schools	\$790,925	Students in 4 middle schools	\$1,581,851	Students in 5 middle schools	\$1,977,314
Middle School Innovation/Linkage Site Manager	Support, coaching and training for school staff and leadership	All middle and K-8 schools	\$854,199	All middle and K-8 schools	\$854,199	All middle and K-8 schools	\$854,199
College and career planning†	Advisories	Students in 2 middle schools	\$438,964	Students in 4 middle schools	\$877,927	Students in 5 middle schools	\$1,039,031
College and career planning†	Case management	300 students	\$1,438,407	450 students	\$2,157,610	600 students	\$2,876,814
Middle School Student Academic Support†	Summer learning	600 students	\$4,770,005	950 students	\$7,252,644	1300 students	\$8,855,194
Middle School Student Support	Transportation		\$2,563,366		\$2,563,366		\$2,563,366
Middle School Student Support	Sports		\$1,488,704		\$1,488,704		\$1,488,704

HIGH SCHOOLS		Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy
High School Innovation	Social, emotional and behavioral support	Support 9th graders in 3 high schools	\$2,372,776	Support 9th graders in 4 high schools	\$3,163,702	Support 9th graders in 5 high schools	\$3,954,627
High School Innovation	Extended Learning Time	Support 9th graders in 3 high schools	\$1,542,305	Support 9th graders in 4 high schools	\$2,056,406	Support 9th graders in 5 high schools	\$2,570,508
High School Innovation	Support, coaching & training for school staff & leadership	Support 3 high schools	\$1,148,194	Support 4 high schools	\$1,148,194	Support 5 high schools	\$1,148,194
College and career planning†	Advisory	Support all students in 3 high schools	\$774,711	Support all students in 4 high schools	\$1,044,022	Support all students in 5 high schools	\$1,301,426
College and career planning†	Guidance Component	Support all students in 3 high schools	\$2,016,860	Support all students in 4 high schools	\$2,689,147	Support all students in 5 high schools	\$3,361,433
College and career planning†	Case Management	400 at risk 9th-12th graders who had been identified in middle school	\$744,202	600 at risk 9th-12th graders who had been identified in middle school	\$1,243,640	800 at risk 9th-12th graders who had been identified in middle school	\$1,715,227
College and career planning†	College Readiness Assessment	Not included	\$0	All 10th graders in SPS	\$1,021,876	All 10th graders in SPS	\$1,021,876
High School Student Academic Support	Summer learning - incoming 9th graders	Support 120 students in transition program	\$1,233,844	Support 160 students in transition program	\$1,645,125	Support 200 students in transition program	\$2,056,406
High School Student Academic Support	Summer learning - struggling students	Support 180 students	\$1,850,766	Support 250 students	\$2,570,508	Support 350 students	\$3,598,711
HEALTH		Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy
School-Based Health Centers	Maintain Current SBHCs	10 HS and 4 MS SBHCs	\$26,029,294	10 HS and 4 MS SBHCs	\$26,029,294	10 HS and 4 MS SBHCs	\$26,029,294
School-Based Health Centers	School-based health support	Support for schools w/SBHCs	\$5,783,120	Support for schools w/SBHCs	\$5,783,120	Support for schools w/SBHCs	\$5,783,120
School-Based Health Centers†	SBHC, school nursing, & family engagement svcs at secondary school for newly-arrived students	1 school - SBOC	\$2,873,696	1 school - SBOC	\$2,873,696	1 school - SBOC	\$2,873,696
School-Based Health Centers	Operational support for new SBHC at highest need MS without an SBHC	1 school	\$2,127,220	1 school	\$2,127,220	1 school	\$2,127,220
School-Based Health Centers†	School-based services and community referrals to meet health care needs, including evidence-based mental health interventions	Not included	\$0	Students in the Interagency School Programs	\$1,938,758	Students in the Interagency School Programs	\$1,938,758
School-Based Health Centers†	Development and implementation of an integrated outcome monitoring and feedback/professional development system for SBHC mental health providers		\$698,082		\$698,082		\$802,633
School-Based Health Centers†	Mobile and/or school-based dental services for students at City-funded SBHCs	Not included	\$0	Not included	\$0		\$1,939,117
INNOVATION		Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy
TBD	TBD						
Administration / Evaluation		Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy	Assumptions	Costs for 7-Year Levy
Administration			\$5,387,324		\$5,680,371		\$7,764,377
Evaluation		\$200K/year	\$1,600,000	\$200K/year	\$1,600,000	\$200K/year	\$1,600,000
TOTAL:			\$139,746,475		\$182,009,282		\$234,109,433

† Indicates a new investment strategy