



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, December 10, 2013**

MINUTES

MEMBERS PRESENT: José Banda, Tim Burgess, Elise Chayet, Lucy Gaskill-Gaddis, Cristina Gonzalez, Sheeba Jacob, Charles Knutson, Kevin Washington, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Leilani Dela Cruz (HSD), Carmela Dellino (elementary school consultant), Sahar Fathi (I&R), Sonja Griffin (OFE), Megan Holmes (Public Health), Mohamed Sheikh Hussein (Commissioner Refugee and Immigrant), Erica Johnson (OFE), Nayab Khan (Seattle Univ.), Forrest Longman (CBO), Holly Miller (OFE), Kaetlin Miller (Public Health), Isabel Muñoz-Colón (OFE), Roxana Norouzi (One America), Alex Pedersen (Council staff), Adam Petkun (OFE), Sara Rigel (Public Health), Sue Rust (OFE), Sid Sidorowicz (OFE), Priya Singh, Charles E. Wright, Jr. (SPS)

The meeting was called to order at 4:04 p.m. Introductions were made. Tim Burgess welcomed the attendees and asked if there were edits or comments to the October 8 LOC minutes. Sid Sidorowicz said the Seattle Channel videos are going great. The minutes were approved.

Holly Miller introduced Erika Johnson who has been hired in OFE to help with the Preschool for All process. She thanked the English Language Learner (ELL) presenters and asked Isabel Muñoz-Colón to provide context for their presentation. I. Muñoz-Colón said that last year she presented the English Language Learner data analysis using data provided by SPS, and today's presentation is update to that presentation. At the January meeting we will present the annual report which will take a deeper dive, looking at how these kids are doing. I. Muñoz-Colón said the presentation focuses on the state of English Language Learners in Seattle. It's a more expanded look that includes Step Ahead and the K-12 system. Sahar Fathi will talk about the immigrant and refugee populations in Seattle. Nayab Khan helped research and compile best practices for secondary students.

I. Muñoz-Colón said there are three goals for the presentation: provide greater context about the immigrant/refugee community in Seattle, show new ways to analyze the data, and provide a gap analysis for currently funded Levy schools.

S. Fathi discussed the slide on foreign born. S. Fathi started by explaining the difference between immigrants and refugees. For example, immigrants can go home anytime whereas refugees cannot. Immigrants coming to Seattle are often on Science, Technology, Engineering, and Math related job visas and have high levels of education. Refugees do not come to Seattle with jobs ready for them and have only six months to learn English and find employment. Kevin Washington asked how many immigrants actually get jobs in six months. S. Fathi said

she was not sure but would be surprised if it's even 50 percent. She said it was better before the economy fell.

C. Gonzalez asked if the family makeup of immigrants and refugees in Seattle mirrors that of their sending countries. S. Fathi said she can send numbers for families v. single immigrants or refugees. She said most folks eventually bring their children over to be with them. This is similar to foreign-born families. S. Sidorowicz said this is a question for the Seattle School District: Of the children we serve, how many were born in another country and came here? We don't know if the parents immigrated here as refugees and then the child was subsequently born here. I. Muñoz-Colón said there is some data in the system but it's not the most reliable. S. Fathi said one barrier for collecting data is that Seattle is a sanctuary city; we're not technically allowed to ask someone what their legal status is.

H. Miller asked what the next waves of foreign born are and S. Fathi said Syrian and Egyptian. Mohamed Sheikh Hussein said Central Africa as well.

I. Muñoz-Colón then presented demographic and academic data for ELLs in Seattle. One new addition to the presentation this year is information on ELL students in Step Ahead. T. Burgess asked her to talk for 10 seconds on what Step Ahead is. I. Muñoz-Colón said it's a Levy-funded preschool program run through the City of Seattle that serves 3- and 4-year olds. Last year the program served 360 students at nine sites, most in the south end of Seattle. I. Muñoz-Colón then went on to describe the demographic and achievement data of non-English speaking students in Step Ahead.

Greg Wong asked if the Step Ahead targets are City-defined and I. Muñoz-Colón said yes. S. Sidorowicz added they are based on norms for the Peabody Picture Vocabulary Test. C. Gonzalez asked if the differences in performance of the different Step Ahead sites is a result of students coming in at different levels or more effective strategies used by the agency. I. Muñoz-Colón said that it is difficult to determine because individual Step Ahead organization do not come up with individual plan describing how they have tailored strategies' to meet the needs of students.

T. Burgess asked I. Muñoz-Colón to explain what Teaching Strategies Gold is. I. Muñoz-Colón said it's an observational assessment that measures a child's development. Children are scored across five domains to see if they are kindergarten ready.

I. Muñoz-Colón then went on to provide the demographic and academic data of ELL students in K-12. Elise Chayet noted that the demographic makeup of ELL students in Seattle Public Schools looks different than those in the Step Ahead program. S. Griffin stated that the Step Ahead sites are doing more targeted outreach.

S. Jacob asked if it is a fault of programming that students were taking a long time to transition out of the program. I. Muñoz-Colón said it's a mix of things: the level of instruction the student was receiving from their sending country, and the capacity of the school to engage student in classroom at high rigor. K. Washington stated that high school ELL students were caught because they need more time to learn English but have less time to get there.

I. Muñoz-Colón also noted that there is a disproportionate amount of English Language Learners in Special Ed. G. Wong asked if the District doing anything about this issue. I. Muñoz-Colón said other school districts in the Road Map are looking at this issue. Renton for example has protocols that a school must go through before placing an ELL student in Special Education. José Banda stated that SPS is aware of this issue and his team is working on it.

I. Munoz-Colon and Nayab presented current research on serving ELLs and the best practice gap analysis conducted of currently funded Levy programs. G. Wong asked if dual language instruction was effective for students that don't speak either English or the other language being taught. S. Griffin discussed that some sites do use multiple languages to support student learning. I. Muñoz-Colón said that experiences at schools like Beacon Hill International School is that even if students are in situations where they are learning two new languages, the dual language instruction still seems to improve student outcomes.

I. Muñoz-Colón ended by talking about next steps. For example, she said the elementary schools needed to increase capacity of staff to serve English Language Learners. In addition, there needs to be greater access for summer learning in the elementary grades where there are a lot of English Language Learners. T. Burgess said that the UPK proposal serving all of our city's 3- and 4-year olds will also support the needs of ELL students.

M. Hussein asked that the LOC consider changing the Request for Investment and Request for Qualifications process so that more culturally appropriate CBOs can be funded to support ELL students. He argued that it was the best way to reach out to immigrant and refugee families and parents.

The meeting was adjourned at 5:30 p.m.