



DRAFT



City of Seattle

FAMILIES AND EDUCATION LEVY
Tuesday, October 14, 2008 • 4:00-5:30 p.m.
LEVY OVERSIGHT COMMITTEE
7th Floor, City Hall

MINUTES

MEMBERS PRESENT: Someireh Amirfaiz, Cheryl Chow, Frances Contreras, Kris Hildebrandt, Marie Kurose, David Okimoto, John Pehrson

OTHERS PRESENT: Peter Aberg (Legislative), Carla Bryant (OFE), Lin Carlson (SPS), TJ Cosgrove (PHSKC), Jerry DeGrieck (HSD), Veronica Gallardo (SPS), Becky Guerra (DOF), Kacey Guin (OFE), Bea Kelleigh (HSD), Holly Miller (OFE), Erica Mullen (YMCA), Alan Painter (HSD), Thelma Payne (SPS), Janet Preston (SPS), Sue Rust (OFE), Linda Rose Slater (SPS), Acquinetta Hebert-Williams (SPS)

Holly Miller called the meeting to order and asked for introductions. The minutes of the September 16, 2008 meeting of the Levy Oversight Committee (LOC) were approved.

Family Support (FSW) & Family & Community Partnerships (FCP) Briefing

Thelma Payne, FSW/FCP Program Manager, Janet Preston, FSW Supervisor, Linda Rose Slater, FCP Supervisor, and Acquinetta Hebert-Williams, FSW Training Specialist, presented a review of their program for the 2008-09 school year. They described the new service model for 2008-09. The model serves schools in geographic clusters, with the most resources going to the neediest schools. Schools with very low need receive FSW services on a referral basis. They also highlighted their African-American and Latino Male Program, focused on the social and academic development, and their Readiness to Learn Program, which is building connections between preschools and elementary schools.

David Okimoto asked which high school had a family support worker (FSW). T. Payne answered that Nova High School funded an FSW out of their school budget. A.S.1 at Pinehurst had also funded an FSW and some of the middle schools were looking into doing the same. John Pehrson asked if the FSWs had a plan for each of their focus students. T. Payne answered that a service plan is developed for each family and signed by the parent, FSW, principal, teacher, and other relevant parties. J. Pehrson asked what part the teacher plays in assessing the needs of the student. T. Payne answered that in addition to regular communication with the FSW, the teacher fills out a formal survey three times per year, assessing a student's progress on their service plan. Frances Contreras asked about the reception of the African American (AAMP) and Latino Male Program (LMP). T. Payne said that the AAMP started planning in 07-08 and is currently serving 20 students in each of three elementary schools. Teacher and parent comments about the program thus far are very positive, particularly around the benefits of mentoring. The LMP is in its first year of planning. They are developing an advisory team and many of the people involved are fathers of the focus students. Marie Kurose asked, out of the 2,000 students served by FSWs that passed the WASL, how many were

ELL students. T. Payne said she would get that number but didn't have it readily available. F. Contreras said the figure was 10% district-wide and was curious if FSW focus students beat this average. Kris Hildebrandt noted that mobility was a major risk factor in school success and inquired about changes in service when a student switches schools. J. Preston stated that FSW services are available in all schools and that a focus student would still receive services in their new school. T. Payne emphasized that one of the goals of FSWs is to make sure students are able to remain in the same school, regardless of the mobility of their family. For example, they assist families in finding housing in the same area or foster care in the same neighborhood. She said that one of the goals in starting with students in kindergarten is to reduce the number of schools a child attends during elementary school.

F. Contreras asked how many of the children served by FSWs have attended preschool. Acquinetta Williams said that 60% of the children FSWs serve have some preschool experience and that many of the children come out of the Early Learning Network. Cheryl Chow noted that the issue is the quality and depth of the preschool program. A. Williams noted that many parents enroll their children in a program but then take them out because it is not providing the type of education they want for their child. Someireh Amirfaiz asked what struggles parents are having in helping their children navigate the education system. What are the commonalities or differences across groups? L. Slater said that, while she didn't have specific data on hand, qualitative data are collected that inform the CBOs on the types of programs needed to meet parents' needs. S. Amirfaiz asked what parents are struggling with. J. Preston said that families are struggling economically to remain in Seattle.

SPS Bilingual Audit Briefing

Veronica Gallardo, SPS Bilingual Manager, provided a briefing on the findings from the recently completed SPS bilingual audit. The overall finding is that the district has much work to do in order to improve the academic outcomes for bilingual students. Particular focus is being placed on professional development for staff and alignment of curriculum. The superintendent is forming a Bilingual Outreach Taskforce to help guide this work. The district is also conducting ongoing outreach through print materials and community meetings.

J. Pehrson asked who was considered bilingual staff. V. Gallardo said this included both bilingual education teachers and paraprofessionals. M. Kurose asked how many bilingual teachers were in the district. V. Gallardo said there were 97 bilingual teachers. M. Kurose inquired about the number of bilingual students currently in the district. V. Gallardo said that the district currently serves 6,000 students in bilingual programs, but they do not keep track of the students who exit the program. S. Amirfaiz said it has always been a struggle to get district data disaggregated by country of origin and asked if there was a plan to expedite this process. V. Gallardo said the district was in the process of hiring a data analyst who will support this type of analysis. She said they were currently looking at data by academic achievement needs to see which schools are struggling the most. S. Amirfaiz said that the problem has been getting detailed data, particularly around immigrant and refugee students. V. Gallardo said SPS was addressing this data problem with the legal department and thought that enrollment services would be allowed to ask for this information for the 2009-10 school year. F. Contreras asked if the data was being compartmentalized or could it be shared across all SPS departments. V. Gallardo said that

the bilingual data are available through the Office of Research, Evaluation, and Assessment. C. Chow said that the district's VAX system is currently a barrier to a centralized, shared data system. Linwood Carlson said that the issue with the data may be the ability of OFE to report these data, given the small number of students in particular categories. Data cannot be reported when there are fewer than 10 students in a particular category. M. Kurose asked how students fared when they left the bilingual program. V. Gallardo said not well. She said there was need for professional development for both bilingual and regular teachers in order to better serve these students. H. Miller described a secondary bilingual program in Los Angeles that has solid structure and progression plan for getting students to fluency. She said the program is a collaboration between LAUSD and UC-San Diego. V. Gallardo said another recommended model is the international high school in St. Paul. Her department is also exploring models being implemented in New York. F. Contreras asked what bilingual student needs are not being met. V. Gallardo said the biggest needs relate to the curriculum and instruction alignment from school to school. They need an assessment to monitor student progress and instruction, and professional development for teachers and instructional assistants was a key strategy. She also said the current funding is not sufficient. M. Kurose inquired about the diversity of bilingual instructors. V. Gallardo said she wasn't certain on the demographics but could get that information. C. Chow said that in her experience the instructional assistants were people of color and the teachers were mostly white. S. Amirfaiz asked about the vision for the Bilingual Orientation Centers (BOCs) and how the district will support that vision. V. Gallardo said the BOCs are to be a hub and resource center for families but also a high performing school community. S. Amirfaiz said more funding was needed to help achieve this vision. V. Gallardo said they may also need to reallocate funding to develop assessments and align curriculum. S. Amirfaiz said that Sylvan Learning Center had been contracted to work at the BOC and wondered how that was working. V. Gallardo said she wasn't aware of a contract with Sylvan.

J. Pehrson asked to hear more about the School-Based Health Centers (SBHCs). He said this was a large investment and seemed to be the most distant from achieving the goals of the levy. H. Miller said she would schedule a Health Program briefing at an upcoming LOC meeting.

The meeting adjourned at 6:00.