

Families & Education Levy Oversight Committee

Tuesday, October 14, 2008

4:00 – 5:30 p.m.

City Hall, 7th Floor

Meeting Purpose:

- Bilingual External Evaluation Presentation and Discussion
- Briefing on Family Support and Family & Community Partnerships

4:00	Welcome and Introductions	Deputy Mayor Tim Ceis
4:05	Review of Agenda and Approval of Minutes from September 16, 2008 meeting	Tim Ceis
4:10	Bilingual Audit Presentation and Discussion	Veronica Gallardo Transitional Bilingual Education Seattle Public Schools
5:00	Family Support and Family & Community Partnerships	Thelma Payne Family Support Worker Program Seattle Public Schools
5:30	Adjourn	

Handouts

Minutes from 9/16/08 LOC Meeting
Bilingual Education Presentation
FSFCP Presentation

Next Meeting:

Tuesday, November 18, 2008



DRAFT



City of Seattle

FAMILIES AND EDUCATION LEVY
Tuesday, September 16, 2008 • 4:00-5:30 p.m.
LEVY OVERSIGHT COMMITTEE
7th Floor, City Hall

MINUTES

MEMBERS PRESENT: Tim Burgess, Frances Contreras, Marie Kurose, David Okimoto, John Pehrson, Carla Santorno, Michael DeBell for Cheryl Chow

OTHERS PRESENT: Kacey Guin (OFE), Carla Bryant (OFE), Erica Mullen (YMCA), Laura Garcia (SPS), Lin Carlson (SPS), TJ Cosgrove (PHSKC), Jerry DeGriek (HSD), Becky Guerra (DOF), Alan Painter (HSD), Eric Anderson (HSD), Peter Harris (Legislative) Patricia Lee (Legislative), Margie Viall (HSD), Kathleen Groshong (HSD), Sid Sidorowicz (OFE), Holly Miller (OFE), Donnie Grabowski (OFE), Sonja Griffin (HSD), Bea Kelleigh (HSD)

Tim Burgess called the meeting to order and asked for introductions. The minutes of the May 13, 2008 meeting of the Levy Oversight Committee (LOC) were approved, with one revision. Carla Santorno requested that word “standards” be replaced with “metrics” as the first word in the next to last sentence on Page One. The final minutes will reflect this change.

2004 Families and Education Levy Budget Briefing

Donnie Grabowski gave an update on the budget. The briefing covered planned vs. actual revenues and expenditures, Levy underspend, and highlights of the 2009 Proposed Budget. John Pehrson asked why the investment earnings are different from original projections, and whether expending these earnings has an effect on future Levy budgets. D. Grabowski noted that actual Levy spending has been slower than originally anticipated, leaving larger fund balances and therefore higher interest earnings. Using these funds should have no negative effect on future budgets.

T. Burgess inquired about the 1½% inflation rate. D. Grabowski answered that the 1½% inflation factor was set by Council staff when the Levy ordinance was planned. Frances Contreras asked whether the 1½% inflation rate is standard across all programs. Holly Miller answered that yes, all programs received the same 1½% rate.

David Okimoto asked about the expiration of the Levy. Sid Sidorowicz said that the Levy collection will end in 2011 but that the money collected will be used through the end of the 2011-12 school year. The Levy will be up for renewal in 2011. If passed, collection for the new Levy will start in 2012.

T. Burgess asked why the crossing guard program expenditures have been so low and why the program ends after 2008. H. Miller stated that there are always fewer persons hired as crossing guards than funds allow. J. Pehrson added that the program was added by the City Council, after the Levy planning process, and that funding the program was

provided for only three-and-a-half years. T. Burgess asked whether the Mayor's budget funds crossing guards in 2009 and 2010. H. Miller responded yes.

J. Pehrson asked how the crossing guards were being funded. D. Grabowski stated that funds came from Levy savings, plus excess revenue. Excess interest earnings account for \$648,000 and savings provide \$352,000.

F. Contreras asked if the administration and evaluation funding is used for monitoring and testing students. H. Miller responded that these funds are used for OFE and the data system used to report on Levy outcomes.

D. Okimoto asked whether the LOC was required to take action on the budget. H. Miller answered that the LOC could advise the Mayor on their agreement (or disagreement) with the crossing guard funding and the transfer of some Out-of-School Time (OST) funding to Middle School Support Program (MSSP), as recommended by the LOC in 2007.

J. Pehrson questioned the funding of the crossing guards, saying they were not an academic program. Using Levy funds was intended to be a short-term solution until alternatives were adopted. No alternatives have been presented that he is aware of. Patricia Lee responded that the City Council has reviewed alternatives, and none of them have been deemed acceptable. No alternative funding is available. F. Contreras said the crossing guards are a public safety issue and should be included as a line item in the district's or city's budget. This is how these programs are typically funded nationally.

H. Miller added that this has been a difficult issue, but the proposed budget offers the program some stability. J. Pehrson responded that he will be reluctant to continue funding the program though the Levy in future years.

J. Pehrson moved that the budget recommendations submitted by OFE be approved. D. Okimoto seconded and all members approved.

M. Kurose said it would be good to look at the budget and outcomes at the same time. H. Miller answered that discussions about outcomes take place in the spring when the LOC reviews the mid-year report and makes recommendations on course corrections and increased targets for programs.

Proposed Changes for Early Learning Program for 2008-09 School Year

H. Miller introduced this discussion by noting that the City is moving toward blending funds used for Early Learning and to improve quality. Programs are generally established by funding streams and the City would like expand the reach of our programs to more children by better leveraging funds.

Bea Kelleigh and Sonja Griffin, both from HSD, provided an overview of the proposed programmatic and budget changes to the Early Learning program for the 08-09 SY. D. Okimoto asked about the Levy serving fewer students than called for in the original plan. S. Griffin answered that the number of Step Ahead Pre-K slots will be reduced, but overall the services provided through the professional development institutes will reach more children, via their teachers.

D. Okimoto asked why the Levy would be giving money to Head Start programs, given their already high level of funding, and inquired how much money ECEAP and Head Start would be receiving from the Levy. S. Griffin said that the idea of joint professional development is to raise the quality for all students. This model results in all programs using the same assessments and providing uniform data for analysis. Overall, ECEAP will receive \$100,000 extra in Levy funding. The actual amount of funding for Head Start is less clear.

Carla Bryant explained that the professional development model began two years ago, based on the idea that Pre-K providers could pool their professional development resources to provide stronger and more comprehensive training for everyone. For example, Head Start often focuses on social services, and not necessarily professional development for their teachers. Last year, \$30,000 was spent on professional development institutes that benefited a variety of teachers. These were pooled funds. C. Bryant stated that through Step Ahead, ECEAP, and Head Start working together, you get economies of scale in training, and create a cohort of teachers who work toward post-secondary education goals. S. Griffin assured that the Levy was not providing funding directly to Head Start, but was investing professional development dollars into a broader pool of funds to provide better training. Other strategies undertaken to improve professional development include providing a website that allows networking for Early Learning providers and the adoption of a common assessment to measure classroom quality.

F. Contreras asked if there was a push to include 3-year-olds in Pre-K services. She said that two years is critical for getting kids ready for school. S. Griffin stated that Head Start and ECEAP are currently serving 3-year-olds and will be assessing these children and submitting their data. This will allow for the analysis of outcomes based on one versus two years of preschool.

Michael DeBell inquired about the unmet need and asked how many children aren't being served. B. Kelleigh responded that there are about 2,500 children likely to be candidates for these services (4-years-old and low-to-moderate income) and about 1,400 will be served by the proposed model.

S. Griffin asked if the proposed changes need to be voted on. T. Burgess said they did not.

Youth Violence Prevention Initiative Briefing

Marilyn Littlejohn from the Office of Policy and Management, and Doug Carey from the Department of Finance, presented the new Mayor's Youth Violence Prevention Initiative.

F. Contreras asked if this initiative will serve homeless youth. M. Littlejohn stated that homelessness was not an eligibility criterion in and of itself. M. Kurose asked if this work was connected to Reinvesting in Youth (RIY). M. Littlejohn said they used best practices from RIY to inform their work in connection with juvenile court. S. Sidorowicz said the goal was to look at gaps in services for these youth, and that youth in the court system were already receiving services expanded by RIY.

M. Kurose asked about partnerships with schools, particularly in regard to disciplinary procedures. M. Littlejohn said they were examining peer mediation programs, as well as alternatives to suspension.

D. Okimoto asked, if the primary focus is on students with disciplinary actions in the middle schools, are they the ones committing crimes? He is concerned that the initiative might not be able to achieve its outcome target if the focus is on these kids. He asked about the work that was being done around gang activity and inquired about the role of the police department. D. Carey said that resources within the gang unit were being beefed up and that gang unit officers were rotated within the precincts every 60 days to spread expertise across the precincts. In addition, officers would be located in four middle schools. T. Burgess added that arresting offenders was also one element of the city's response.

C. Santorno said that the district had recently designed a safety net program to serve at-risk kids that was also utilizing a hub model. This model is largely focused on high school students, so the city's focus on middle school students would provide a nice complement.

The meeting adjourned at 5:55.



Bilingual Community Meeting
(Title III)

Levy Oversight Committee
October 14, 2008

Every student achieving, everyone accountable.

Overview



- Welcome - Veronica Maria Gallardo, Bilingual Manager
- Overview of Review Findings and Recommendations
- Accomplishments
- Next Steps



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Bilingual Review



- Superintendent Goodloe-Johnson requested that the Council of the Great City Schools review the Seattle Public Schools’ instructional program for English Language Learners
- Council represents 66 of the nation’s largest urban school districts -- almost 20 percent of the nation’s English Language Learners



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Findings



- **Leadership & Direction**
 - City of Seattle wants to be a center of international trade and culture
- **Goals & Accountability**
 - Unclear academic goals for English Language Learners
- **Program Design & Delivery**
 - Program quality varies by school
- **Curriculum & Instruction**
 - Limited opportunities for academic English Language development (lack of small group learning)

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Findings



□ Data & Assessments

- Data and assessments are not used regularly to inform instruction

□ Student Placement

- Registration and student placement process for newly arrived immigrants is challenging

□ Human Capital & Development

- Limited time reserved for professional development focuses on English Language Learners students

□ Instructional Assistants

- Instructional Assistants have close connections to English Language Learners and strong ties to community groups

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Page 5

Findings



□ Bilingual Orientation Centers

- Bilingual Orientation Centers seem disconnected from larger academic program of the District

□ Parents & Community

- District lacks organized way to receive parent input and track the resolution of family concerns

□ Funding & Resource Allocations

- Limited coordination in the use of funds

□ Compliance

- Out of compliance with some state requirements

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Page 6

Recommendations



- Define goals for academic attainment of English language learners
- Develop system-wide program of quality services that addresses the needs of all ELL students
- Phase out pull-out program and replace an improved instructional program and high leverage learning
- Strengthen the BOCs' focus on academic achievement and successful transitions into general education



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Page 7

Recommendations



- Incorporate instructional assistants into professional development
- Incorporate second language acquisition needs into all district instructional efforts (new teacher training, textbook adoption, etc.)
- Involve the community systematically in the reform and implementation of the district's programming—ELL and general education

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Page 8

Accomplishments



- 1st all-Bilingual staff retreat, August 26th
- In the process of hiring 25 additional Instructional Assistants
- New Bilingual page on ESIS so teachers have access to ELL student information
- Hired additional Bilingual Coach
- Since June our new Bilingual Manager has visited almost all of the schools that serve ELL students, and has visited numerous community organizations

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Page 9

Accomplishments



- Translated documents from the Bilingual Review are posted online
- Extended the hours at Bilingual Family Center to better serve our families
- Established weekly meetings for coaches
- In the process of clarifying the roles and responsibilities for Instructional Assistants and teachers

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Page 10

Next Steps



- Superintendent's Bilingual Outreach Taskforce (Applications will be available in October)
- Internal District Project Management Team
- Ongoing community outreach – Oct. 13th Roxhill, and October 21st Roosevelt High School
- Additional community meetings to provide an update on our progress in spring, 2009

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Page 11

Sharing From First Community Meeting



Prioritize the top 3 recommendations you want to be addressed

- more security so that students don't get harassed
- more instructional assistants
- simplify communication between district and families
- BOCs

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Page 12

Sharing Continued -



What things are important to you when selecting a school for your child?

- trust of, communication with parents
- good teachers
- teachers who speak Spanish and understand the culture and history of Latinos
- quality of instruction and curriculum
- proximity, location
- physical education
- safety
- equality for all students

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Page 13

Sharing Continued -



What types of workshops would you like to participate in that would help you support your child's learning?

- how to help children in school
- how I can help my children improve their behavior
- classes for parents to help their children avoid violence, alcohol, and drugs
- course explanations for parents
- ESL classes for parents
- after school programs/ study centers
- working on patience, communication with teachers

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Page 14

SPS – Bilingual Education Program



- Questions?

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Page 15