Welcome!

- ☐ Introductions
- ☐ Check-in
- ☐ Access

WiFi Access
Network: *Seattleguest*
Password: *none*

www.tinyurl.com/DEELK12RFI

FAMILIES EDUCATION PRESCHOOL & PROMISE

Objectives

Participants will:	In order to identify:	And will know they are successful when they have:
• Revisit expectations for Section 2 of the RFI Application • Consider data points that are most helpful for them in identifying student needs • Reflect on the current state of school data systems	• Areas of need • Focus students • Links to FEPP Levy outcomes • Levy investment focus	• Documented preliminary thoughts on responses to Parts A, B, and C of RFI Section 2 • Set an action plan for completing Section 2

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Agenda

- ☐ Overview: Section 2 of the RFI Application
- ☐ Part A: Historical Performance and Identification of Need

~ *Break* ~

- ☐ Part B: Data Culture and Practice
- ☐ Part C: Focus For This Investment Opportunity
- ☐ Closing

Overview
Section 2: Data Analysis and Use

2018 Families Education Preschool and Promise (FEPP) Levy

Goal
What are we trying to do?

Advance educational equity, close opportunity gaps, and build a better economic future for Seattle students

Focus Students
For whom?

African American/Black, Hispanic/Latino, other students of color, and students from historically-underserved groups
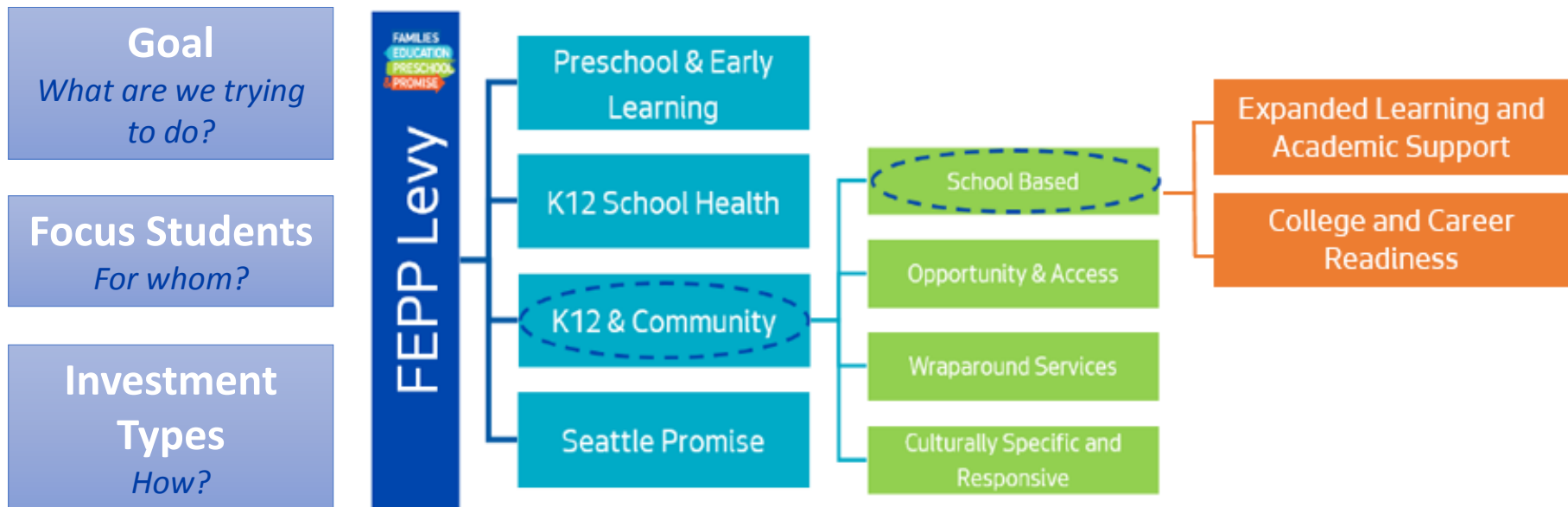
Investment Types
How?

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2018 Families Education Preschool and Promise (FEPP) Levy

Why these components?

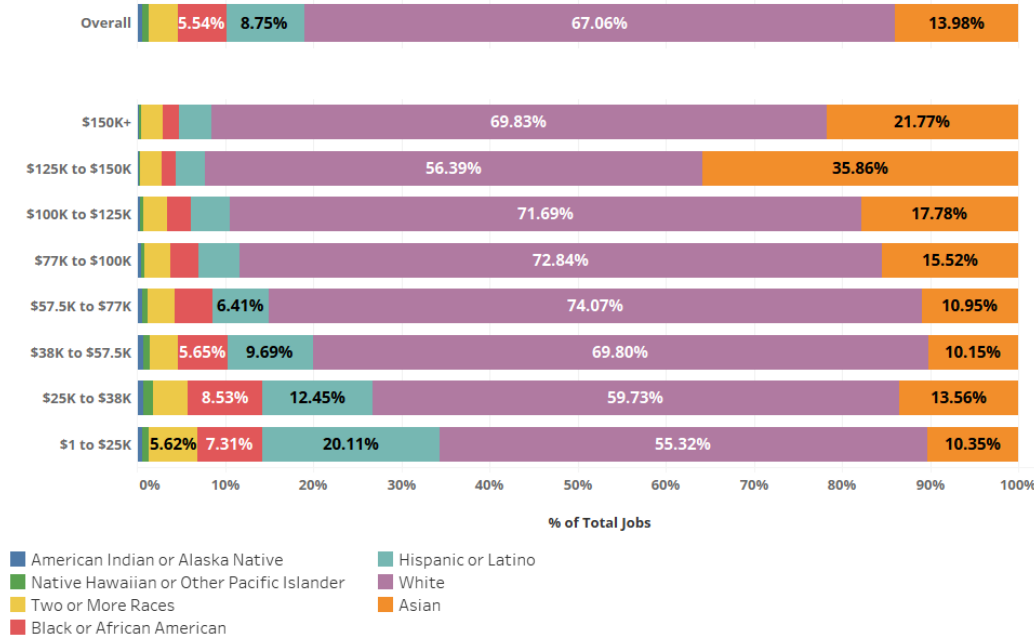| Expanded Learning and Academic Support	College and Career Readiness
• Persistent achievement gaps • Content knowledge needed to succeed in post-secondary opportunities • Critical thinking and other 21st century skills	• Disparities in education continue into the workforce • Labor market trends • Support in seeking _and_ succeeding in post-secondary pathways

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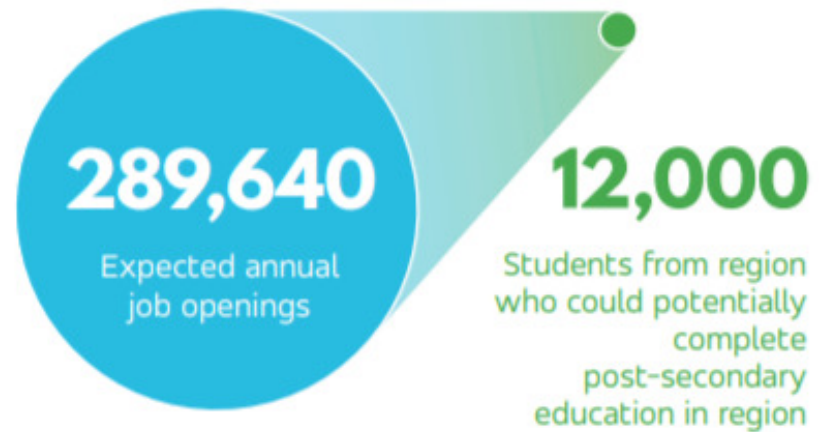
Seattle's prosperity has not been shared by all

People of Color Are Overrepresented in Low Wage Occupations, Underrepresented in High Wage Occupations.
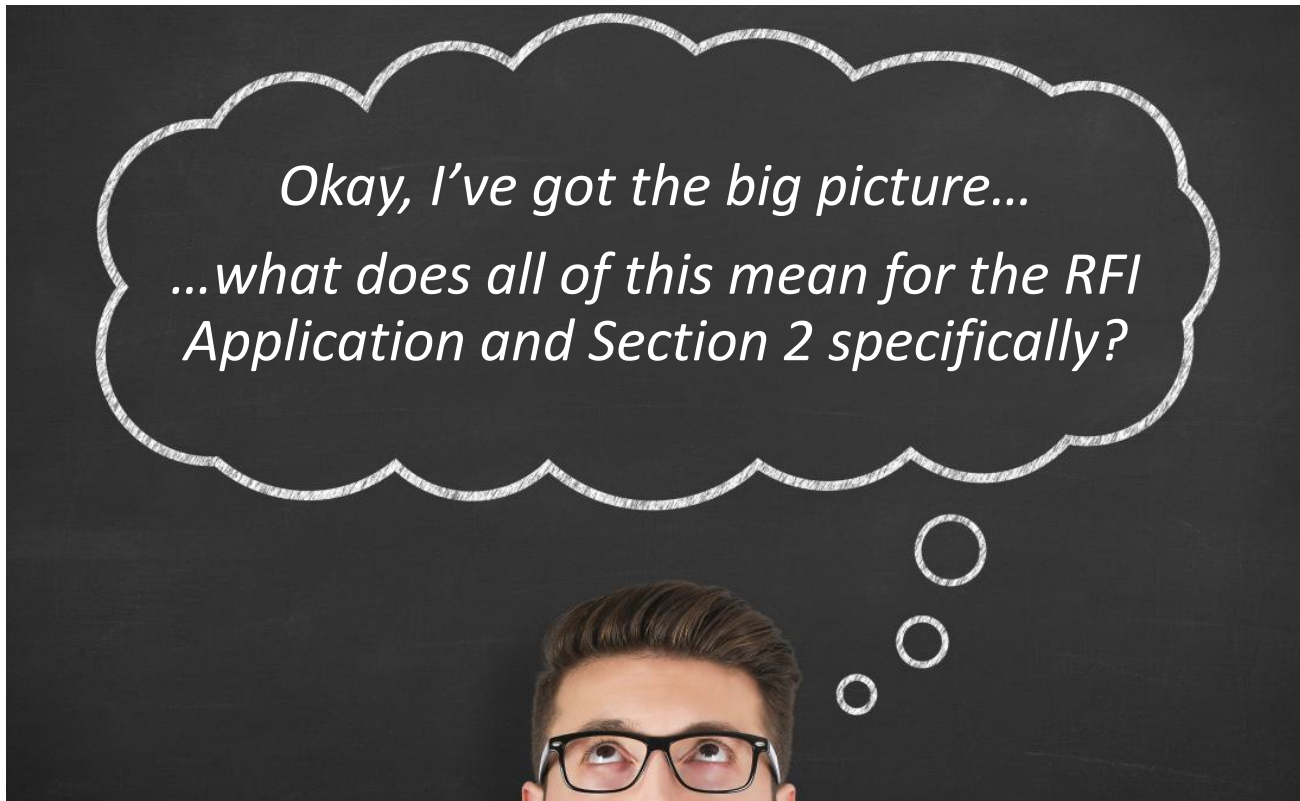Job Distribution by Annual Earnings and Race/Ethnicity
King County, 2017

Overall	5.54% · 8.75% · 67.06% · 13.98%
$150K+	69.83% · 21.77%
$125K to $150K	56.39% · 35.86%
$100K to $125K	71.69% · 17.78%
$77K to $100K	72.84% · 15.52%
$57.5K to $77K	6.41% · 74.07% · 10.95%
$38K to $57.5K	5.65% · 9.69% · 69.80% · 10.15%
$25K to $38K	8.53% · 12.45% · 59.73% · 13.56%
$1 to $25K	5.62% · 7.31% · 20.11% · 55.32% · 10.35%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

% of Total Jobs

- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- Black or African American
- Hispanic or Latino
- White
- Asian

Local education cannot keep up with job demand.

REGIONAL SUPPLY VS. DEMAND
(Annual averages, central Puget Sound)

289,640
Expected annual job openings

12,000
Students from region who could potentially complete post-secondary education in region

At this point you're probably thinking…

Okay, I've got the big picture…

…what does all of this mean for the RFI Application and Section 2 specifically?

Section 2

analyze data

to

inform workplan development

Section 6

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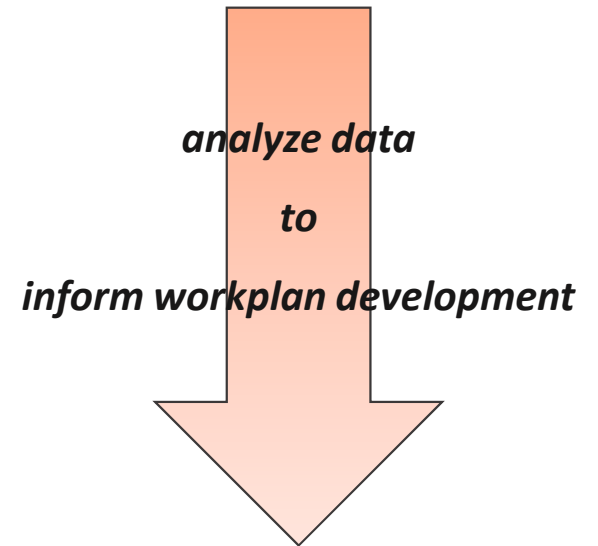
Section 2: Data Analysis and Use

Purpose:

- Use data to identify areas of student and systemic need as well as high priority groups of focus students

- Create a data-informed basis for developing a workplan linked to Levy outcomes

- Demonstrate current systems for collecting, analyzing, and acting on data authentic to your context

- Summarize plan for Levy funds

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Section 2: Data Analysis and Use – 20pts

Part A: Historical Performance and Identification of Need

Part B: Data Culture and Practice

Part C: Focus for this investment opportunity

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Section 2: Data Analysis and Use – 20pts

Part A: Historical Performance and Identification of Need

- 3-year historical data analysis
- Discuss academic and non-academic trends related to levy outcomes
- Identify student populations most in need of support

Part B: Data Culture and Practice

Part C: Focus for this investment opportunity

Section 2: Data Analysis and Use – 20pts

Part A: Historical Performance and Identification of Need

Part B: Data Culture and Practice

• Describe data systems already in place in the school
• Staff roles in data use
• Systems for identifying student need and measuring effectiveness of interventions

Part C: Focus for this investment opportunity

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Section 2: Data Analysis and Use – 20pts

Part A: Historical Performance and Identification of Need

Part B: Data Culture and Practice

Part C: Focus for this investment opportunity

- How did the historical analysis of data help shape plans for levy-funded interventions
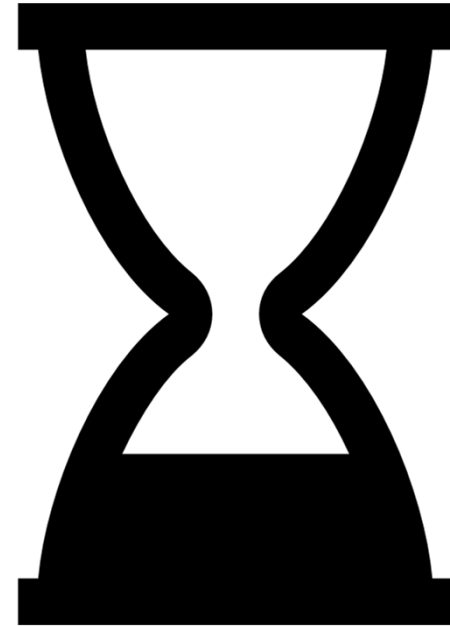- Short- and long-term priorities

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Section 2: Part A

Historical Performance
and Identification of Need

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The task

Conduct a three (3) year historical data analysis

Please <u>do not</u> include identifiable student information in your submission

FEPP Levy School-Based Investment Outcomes

Proficiency in English language arts (ELA) as measured by state assessment(s)

Proficiency in mathematics measured by state assessment(s)

On-time high school graduation

College and career readiness

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How Do You Get Information About Student Needs?

List the sources of information and experiences you use to know what your students' needs are in relation to the Levy outcomes

The Data That Drives Us

- Review your list with your team to create a complete list of the information relevant to your school in making decisions about student needs
- Rank this list in order of usefulness
- What data isn't there that could help inform decisions?

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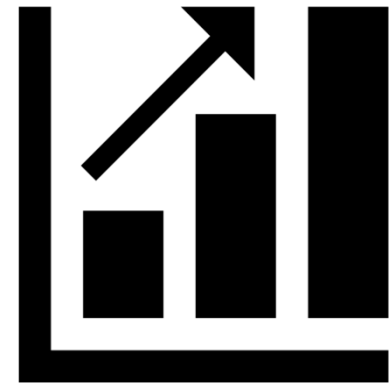
Telling a story with Data
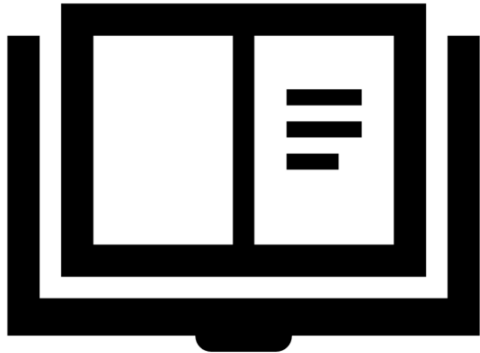
Using these sources, what story do they tell about:

1. Academic and non academic trends
2. Student populations most in need of supplemental support

Share with your table

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Identify at least one action item to turn what you've just created into a draft of Section 2, Part A

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Break - 5 minutes

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Section 2: Part B
Data Culture and Practice

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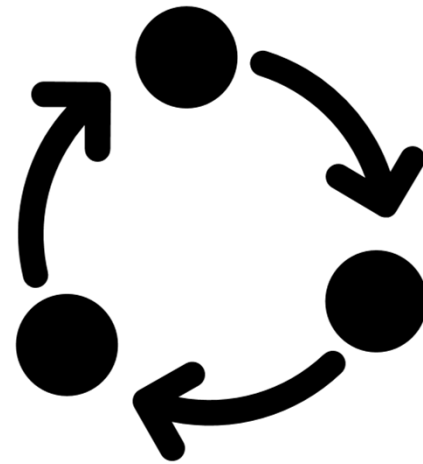
The task

Describe the systems and structures you have in place to collect, analyze, and act on data.

How Does Your School Know?

- Create a map (flow chart, narrative, or other representation) of how your school gathers, analyses, and acts on information about students and the effectiveness of services for them

- What parts of this map could be clearer?

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Identify at least one action item to turn what you've just created into a draft of Section 2, Part B
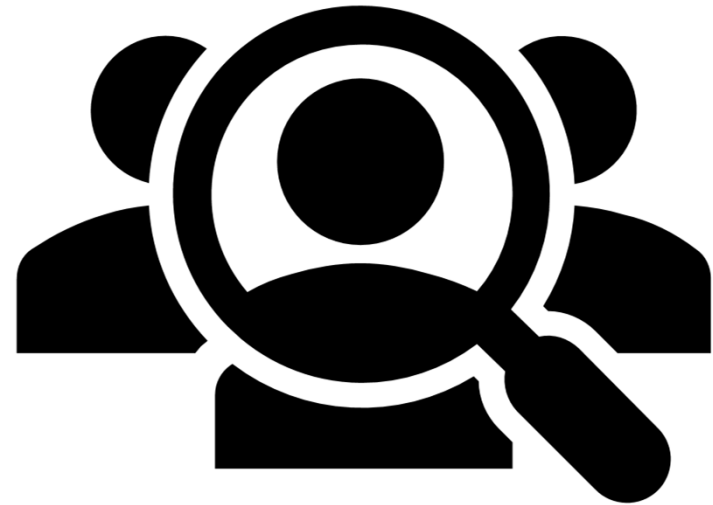
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Section 2: Part C
Focus for this investment opportunity

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The Task

- Reflect on the data analysis
- Summarize your intended focus for levy funds

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Analyzing Your Own Data

Components and Outcomes	Data informed need	Intended focus for Levy funds	Focus Student Groups
ELAS • **ELA Proficiency** • **Math Proficiency** • **On-Time Graduation**			
College and Career Readiness			

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Apply

Identify at least one action item to turn what you've just created into a draft of Section 2, Part C

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Reflect and Next Steps

Review	Identify	Plan
With your team, review the lists and analysis you generated	Which parts of Section 2 need the most additional work	Email your team with the action steps necessary to follow up on this work

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Closing

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Upcoming Technical Assistance (TA)

Attendance at information and **TA sessions is not required (**nor are 'points' awarded for participation). However, it is highly recommended a school principal, designee, and/or key Levy team member(s) assigned to the development of a proposal should attend one information session at minimum, so applicants understand the RFI sections, technical compliance, and overview of application tools provided. For the most current information please visit the DEEL website (https://www.seattle.gov/education).

School-Community Partnership Summit	Thursday October 17, 2019	8:00 a.m.-3:00 p.m. Magnuson Park Hangar 30 6310 NE 74th St, Seattle, WA 98115
Session 3: Academic & College/Career Readiness & Budget Development **Section 6, Appendix C & E**	Monday October 21, 2019	4:00-6:00 p.m. Miller Community Center 330 19th Ave E, Seattle, WA 98112
Session 4: Partnerships, Collaboration & Engagement & Cultural Responsiveness **Section 3, Section 4, Section 5**	Monday November 4, 2019	4:00-6:00 p.m. Miller Community Center 330 19th Ave E, Seattle, WA 98112
Session 5: General Technical Assistance	Monday November 18, 2019	4:00-6:00 p.m. Miller Community Center 330 19th Ave E, Seattle, WA 98112

Homework

Next up:	Preparation:

Workshop 3:
Academic & College/Career Readiness & Budget Development
 	
Monday October 21st
4-6pm
Miller Community Center
	▪ Read/Review instructions for Section 6 *(page 21)*
	  ▪ If you haven't already, download a copy of the Excel workplan template and bring it with you
	
	▪ Read/Review Appendix C *(page 27)*
	  ▪ Begin to think about how these approaches/activities might appear in your workplan
	
	▪ Take a look at the "Getting Started" resources

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Resources

Reference DEEL's website for a list of resources you might consider as you get started. Additional resources will be added as technical assistance sessions occur.

www.tinyurl.com/DEELK12RFI

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Questions?

- Please submit questions to education@seattle.gov with the subject line "Question_School-Based RFI"

- Submitted questions will form the basis of our FAQ and the agendas of subsequent Technical Assistance sessions

- Please mark your calendars and plan to attend the upcoming Technical Assistance Sessions for in-depth support and dedicated 'work time'

- For updates and resources, please go to www.seattle.gov/education

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Thank you!