

Families and Education Levy Oversight Committee

AGENDA

Tuesday, October 8, 2013

4:00 – 5:30 p.m.

7th Floor, City Hall

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from September 10, 2013	Tim Burgess
Review Agenda	Holly Miller
Summer Learning Recap (attendance pre- and post-test)	Adam Petkun
Demo of Levy Funding Database	Sid Sidorowicz
Seattle Channel Proposed Video Series	John Giamberso, Brian Callanan
Thank You and Adjourn	Tim Burgess, All

Attachments

Draft Minutes from 9/10/13
Summer Learning presentation
Seattle Channel handouts
CBO Summaries

Next Meeting

November 12, 2013



DRAFT



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

MINUTES

MEMBERS PRESENT: José Banda, Tim Burgess, Elise Chayet, Michael DeBell, Jerry DeGriek, Sandi Everlove, 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), Sonja Griffin (OFE), Isabel Muñoz-Colón (OFE), Holly Miller (OFE), Alex Pedersen (Council staff), Adam Petkun (OFE), John Pehrson (LOC alumnus), Pegi McEvoy (SPS), Sara Rigel (Public Health), Sue Rust (OFE), Pat Sander (SPS), Sid Sidorowicz (OFE), Kristi Skanderup (middle school consultant)

The meeting was called to order at 4:04 p.m. Introductions were made. Tim Burgess welcomed the attendees. The minutes from the August 13 LOC meeting were approved. Holly Miller reviewed the agenda and moved "Preschool for All" to the beginning of the agenda.

PRESCHOOL FOR ALL

T. Burgess handed out copies of the Resolution that City Council is going to entertain on September 23. It establishes a work plan for the next 9-12 months to implement free Universal Pre-Kindergarten (UPK) for Seattle's 3- and 4-year-olds. He would welcome comments and reactions now or in the future. The Recitals point to research and the attached Appendix A has the citations to this research. He briefly ran through the different sections and noted we are relying on two reports: the State's "Washington Preschool Program: Increasing Access and Outcomes for Children," technical report and the National Institute for Early Education Research (NIEER) report. Lucy Gaskill-Gaddis asked how he will distinguish this work from what we're doing with the Levy. T. Burgess said in the gap analysis work OFE has done so far, there are a lot of kids in our city who have no preschool exposure at all. Also, for kids enrolled in preschool programs, the quality of those programs is pretty divergent. Even though the Levy has made some movement in this direction, there is still a long way to go. Jerry DeGriek said the Mayor's Office and OFE have been looking into this for some time, and we applaud Councilmember Burgess for this Resolution and look forward to working with him on this. T. Burgess thanked J. DeGriek for saying that and said the Mayor sent a nice note and is very supportive.

Greg Wong commented on the analysis, noting that it appears to be just counting how many kids are in preschool, while the key part is "not high quality" which needs to be clearer. There will be some issues with providers who don't want to be identified as "not high quality." How do we achieve universal preschool and how can it be structured so the high-quality element doesn't get lost.

T. Burgess said these are good points. In UPK, a mix of kids is valuable and helps everybody. He said this is an issue nationally: How do we help preschool providers and teachers who have not achieved the level of quality we'd like? How do we approach this and move them along? The UW will soon launch an online BA completion program specifically targeted at preschool teachers which will be a huge boost for these folks who want to do the right thing and need some assistance to get there.

L. Gaskill-Gaddis thought there were states that started out providing preschool for low-income children and then switched to universal access. T. Burgess said, yes, Georgia, New Jersey, and Oklahoma are such states. H. Miller said for most programs, such as San Francisco Unified School District, the nature of the industry is decentralized. They knit together funding, create standards to help improve quality, and put in place support for teachers. All of the programs look a little different. Sandi Everlove said when California reduced class size and needed to hire new teachers, they were not as qualified. How will we make sure when the doors open all of those kids have quality teachers? T. Burgess said there will be phasing. It may take us two, three, or four years to get there. New Jersey started in 31 of their school districts and used a phase-in program to bring current teachers along, and introduce new providers. It would be great if the City of Seattle could lead our state in closing the opportunity gap. If we apply evidence-based practices, we can achieve that. We could be the first in the U.S. to do so.

BUDGET PRESENTATION

Donnie Grabowski discussed the Levy budget. On Monday, September 23, the Mayor's proposed budget will be presented to City Council. OFE issues 20-25 contracts per year in accordance with the Levy Implementation and Evaluation Plan. She reviewed the 7-year estimated and 2012 actual revenues. J. DeGriek asked for clarification on the projected revenue shortfall. D. Grabowski said it is based on the shortage of 2012 property tax and investment earnings. D. Grabowski explained that if current revenue shortage trends continue, we have a solution to this since we had a leftover balance from the 2004 Levy. We received approval from the City Budget Office and Law to transfer expenditures from the current Levy to the 2004 Levy (assuming they were in accordance with the 2004 Levy Implementation & Evaluation Plan). This created a balance in the 2011 Levy that we can reserve to help close the gap.

J. DeGriek asked why the actual revenue is so much lower than the estimated. D. Grabowski said it has to do with market activity. Originally, investment earnings were estimated in the 1.25–2.5% range. We are currently collecting in the .8% range. Sid Sidorowicz added that Finance gave us those estimates. J. DeGriek said it is a very significant difference. D. Grabowski said our goal is to not spend the \$1.5 million balance and that we expect to add to this balance because agencies may not spend their full contract allocations, and OFE may not fully allocate available dollars (for example, if there aren't enough quality applications). T. Burgess asked who manages the Levy fund investments. D. Grabowski said it's the City's general investment pool. T. Burgess said they are very conservative. G. Wong asked how investment earnings projections look long-term, given that these estimates will be more than doubling. D. Grabowski said we've earned about 22% of the 2013 estimated investment earnings. If we project out that if we only earn 38% of estimates, which was what we earned in 2012, we'd have to reserve a little over \$3 million over the life of the Levy. As long as we don't reallocate all of the unspent balances for other purposes, we'll be fine. T. Burgess recognized the good management by D. Grabowski on projecting this out.

D. Grabowski reviewed the estimated and actual expenditures. Once programs are fully ramped up, they inflate 2-2.5% annually. She noted that we now have 10 FTE in our office. Lastly, the 2014 proposed budget mirrors the 2011 Levy expenditure plan.

END-OF-YEAR RESULTS TO DATE FOR 2012-13

S. Sidorowicz introduced the results to date and said while we don't have Measures of Student Progress (MSP) results yet, we have other indicator data. We take an early look at some of the results, revisiting issues and course corrections. He said that looking at aggregate data, MSP results are improving. Individual schools are reconciling their data with the state's findings. Summer Learning data will be done in November, since its results are tied to Measure of Academic Progress (MAP) assessments. Kathryn Aisenberg and Isabel Muñoz-Colón are meeting with schools over the next several months to review results. K. Aisenberg said we have received valid student IDs instead of proxy IDs from SPS so we can help schools identify priority students to serve. She said we have three-hour meetings with schools to which we bring data for each school. At the middle school level, we will review 2012-13 data to evaluate the effectiveness of implemented strategies. Both the Innovation and Linkage middle schools will meet in mid-October to conduct a deeper dive into their prior year data to determine what, if any, strategy modifications are needed to better serve their students this year. This is just one part of OFE's efforts to better support school teams with data analysis.

S. Sidorowicz reviewed the Elementary Innovation tables. He explained the bands in the percentage of the target that was achieved. Anything over 90% is considered success for the goal we set. Each school has two outcomes and three indicators. We also look at first semester versus second semester results. For example, attendance drops off in the second semester.

For the family support tables, the first one shows results for the school district's Family Support Program. For the Levy's community-based family support programs, we have Chinese Information and Service Center (CISC) and Refugee Women's Alliance (ReWA). This year we added the Seattle Indian Health Board as a provider.

L. Gaskill-Gaddis asked if school-based means multiple schools. S. Sidorowicz said the Levy contracts with Public Health – Seattle & King County (PHSKC) which then contracts with schools. Family Support Workers are dispersed across the school district. As we get more elementary innovation schools, the ability to allocate funding for social-emotional support transfers to those schools. Schools decide which service is most important for their students. They can use a school employee or hire an outside agency for social/emotional support services. As innovation schools get phased in, the amount of the OFE –PHSKC contract diminishes. S. Everlove asked what the ARI assessment is on ReWA's Indicator #6. S. Sidorowicz said he would have to check with Isabel, and A. Petkun noted it's for their summer portion of their program.

G. Wong asked if there is anything to be read into community-based programs performing better than school-based programs. S. Sidorowicz said that would be comparing different approaches and different numbers of students. School-Based Family Support serves about 1,000 students. Each community-based organization is targeting only 40 students so they can concentrate more on issues in a wraparound structure. The Family Support Program has

always been very selective and targets students behind academically. Targets have always been low since these students have a variety of social/emotional and health issues.

We're putting in place professional development targeted toward specific interventions. L. Gaskill-Gaddis asked if we have information by school on the Family Support Program. If so, is there much variation? S. Sidorowicz said, until this last year, the Family Support Workers served all elementary schools in one way or another. Some schools had FSWs that served a caseload of students while others had a referral model. Disaggregating that data by school has been challenging given the variance in the number of children served. Some schools had two FSWs, while others shared one worker. S. Jacob asked if there were any interventions that need to be modified based on results so far or if it's too early. S. Sidorowicz said nothing major with Community-Based Family Support will change, but for School-Based Family Support, reading intervention will be a focus in this next year. Specific training and specific tools to work with students behind are being provided.

H. Miller described another major change. OFE, Health, and SPS are trying to create two parallel comprehensive school health models. SPS' operations now includes family support, nursing, support for school-based health clinics, discipline and nutrition services. Likewise we have consolidated our investments in those areas in the health department to more comprehensively knit together investments. As a result of the evaluation of the Family Support Program, we realized we need to adopt a different model. This consolidation is an effort to start that change. It's been difficult and we're still working on it. Health is beginning to share with SPS some of their data techniques and processes that will help us all do a better job supporting students.

It's a challenge with internal resistance to change in part because the Program has been around a long time. There is now a whole cadre of younger FSWs who in some cases have better training and are eager to use data. Recognizing what Sid said, part of their mission is to work with families of challenged kids; this is what they want to do. We helped find best practices from around the country to help them. K. Washington asked, given what you've said (there aren't a lot of best practices that you can bring to our situation), does that stand in way of redoing training for this group of Family Support Workers because we're not certain where training needs to be applied? H. Miller responded that we are trying individual things that have worked in other settings (for example, improving literacy outcomes). We're giving some of them really intensive training in improving parent capacity to support their child's literacy.

Sara Rigel added that the program is emerging and redeveloping. FSW staff and individual providers are focusing on student needs. For example, there is professional development around attendance, not just for family support per se, but for all our providers. Skill levels are variable so we are building skills to get consistent practice. We provide technical assistance to track progress of students on regular basis. SBHC has brought tools to the FSWs to track attendance, grades, and interventions. All FSWs attended our annual retreat a few weeks ago. Planning about outcomes and goals for students in their buildings involved both health and family support staff.

H. Miller said there are cultural issues to take into account. The FSWs felt they were lone rangers advocating for social/emotional support. They are beginning to see they are not lone rangers and can work with their colleagues. This is a big cultural shift. The other shift is

around use of data. Staff have to be curious about data on a regular basis. Previously, FSW leadership would look at data at end of year. They are now putting into place on-going monitoring processes to use data in everyday work.

S. Sidorowicz added that the FSW evaluation showed that much of the data FSWs collected was seen as compliance with OFE directives. They thought that's what we wanted so they were doing a lot of paperwork around compliance. They are now moving to use the Mental Health Information Tracking System (MHITS) with PHSKC. This will build a system that will set goals for students and monitor results. There was also a recent announcement around trauma-informed schools. This effort addresses the role trauma plays in student behavior and how to build a school culture around addressing that. S. Rigel and others are involved in this effort and have brought in experts to work with schools, health, and family support staff.

S. Everlove asked if we are able to disaggregate to see a particular provider and how students are faring. Are you able to tell your superstar from others? S. Sidorowicz said we typically don't disaggregate by school. We track result for each Innovation school but we do not track individual results for all of the activities they put into place. In the data meetings, Isabel and Kathryn say here's what you set out to do, this didn't work well, why was that? Should we change? We monitor results at the school level. We just look at school-wide results and walk through an analysis. It's the school's responsibility to monitor their partners. K. Aisenberg said we are trying to build capacity with schools. We use spreadsheets to track results. We work closely with the SPS IT team to provide tools to meet the needs of end users. We have ongoing conversations to make improvements.

For the Middle School tables, K. Aisenberg said there are three innovation schools. S. Sidorowicz inquired how the pool of students taking the spring 2013 math changed compared to previous years. K. Aisenberg remarked that the number of high school students taking the MAP assessment decreased from the previous year. Additionally, we anticipate that next year there will be a further reduction given that high schools are not required to administer to all students. L. Gaskill-Gaddis asked Superintendent Banda what's going to happen with MAP. J. Banda said we are continuing to use MAP until we are told otherwise. T. Burgess said the SSD chose MAP. From the LOC's position, we do not have a preference what assessment tool the district uses as long as they are doing an assessment. S. Sidorowicz noted the importance of having a balance between standards-based assessments and growth assessments to ensure we can measure both absolute achievement and growth.

G. Wong asked if the performance measures addressed all students or only a subset. K. Aisenberg said the answer varies. For Denny and Mercer, the MAP measure pertains to all students, whereas for linkage schools receiving a smaller investment, the measure may only apply to incoming MSP math level 1 and level 2 students.

For the High School tables, K. Aisenberg said to keep in mind that Franklin for their N tested every student. For Ingraham, the number of students tested was smaller than previous years. Next year will we will reframe that target and those conversations have already begun. S. Everlove asked, back to Interagency, can students earn pieces of credits? K. Aisenberg said credits are earned both in class and online and are awarded in .1 increments. The data analysis is very nuanced. Of those enrolled 20 or more days, how many credits did they earn via both in-class delivery and the online system? S. Everlove asked if we should care more

about students receiving incremental credit in math vs. their attendance. K. Aisenberg said we should care more about credit accumulation as it directly impacts a student's ability to promote to tenth grade. We're worried about promotion to next grade level.

Regarding Health, S. Sidorowicz noted there are three different sets of results: 1) health services in school as a whole; 2) for students just seen by SBHCs; and 3) for School District Health Services. MAP or passing all classes are used as measures because MSP has gaps across various grades. We agreed with SPS that the goal is for students to pass all classes. SBHCs increased targets this year. In school health, immunization compliance is the highest we've seen. It's gone from 7,000 to almost 10,000 students brought into compliance. We will wait until next year before determining whether the target should be as high as this year's actuals. It would be nice to see target go down instead of up.

Behavioral risk screening and referral has gone up. It took a long time for MS and HS clinics to get the screening system in place. A couple of elementary schools also did well this year. J. DeGriek asked if we can look more closely at this at some point. We questioned the behavioral risk indicator in past – is it truly a good measure? We have looked at it off and on over the years. S. Sidorowicz responded that we did start requiring reporting on the follow-up after screening. In a future health briefing we can get a more in-depth look at behavioral screening and referral. S. Rigel noted that it's a natural practice where the school nurse does the initial screen and hands the student over to a Mental Health provider. There is also communication with families about the normal recommended vaccination schedule and what needs to be available in school. There is a broad scope of vaccinations to achieve full immunization, and the schools and SBHCs had a nice combined effort this last year.

E. Chayet asked if we will start getting MHITS data at school level. S. Rigel responded that we are not certain but can look into it. E. Chayet asked, once we get the kid somewhere, what's the intervention? S. Rigel pointed out that MHITS is a case management tool. J. DeGriek asked how extensive MHITS use is. S. Rigel answered that all providers are using MHITS.

T. Burgess congratulated Superintendent Banda on the new school year starting and asked if he knew the school attendance count. Pegi McEvoy said she thinks it is around 52,000 but it's not firm yet. T. Burgess said it's another year of growth and thanked J. Banda for his leadership on contract negotiations and not giving up on the teacher evaluation issue.

C. Gonzalez said we were just given a lot of information at the meeting and need to bring it back up a level. In general most targets are fairly good ones numerically, but what about the substance of the targets? S. Sidorowicz noted that we have funded another cohort study with Mary Beth Celio. Passing core courses and attendance came from her last analysis. We may see from her work a reason to pick some other targets – particularly in elementary school. Her work is going back to 4th grade. We might revisit the current targets but we're pretty happy with the array of measures in place. We can always fine tune how we calculate goals and numbers.

H. Miller said there's an article on preschool attendance done by the University of Chicago and how it affects 3rd grade reading. School-going behavior is now an outcome for our preschool contracts this year. S. Sidorowicz also pointed out that consolidated health also extends to preschool.

H. Miller said this is an interim report, not the final annual report. C. Knutson said, understanding it is preliminary, there is a lot of dark green and light green indicating success; congratulations on that. With a 5-year-old starting kindergarten at Queen Anne Elementary, he said he is a true believer in preschool. T. Burgess said we will reach out to you from the Levy as it relates to transportation. He congratulated C. Knutson for being one of the governor's transportation advisers.

L. Gaskill-Gaddis said it would be useful if documents could be produced on early learning programs similar to the school summaries. Leilani Dela Cruz and S. Griffin said yes, we can prepare that information.

THANK YOU AND ADJOURN

T. Burgess drew the meeting to a close. The meeting was adjourned at 5:28 pm.

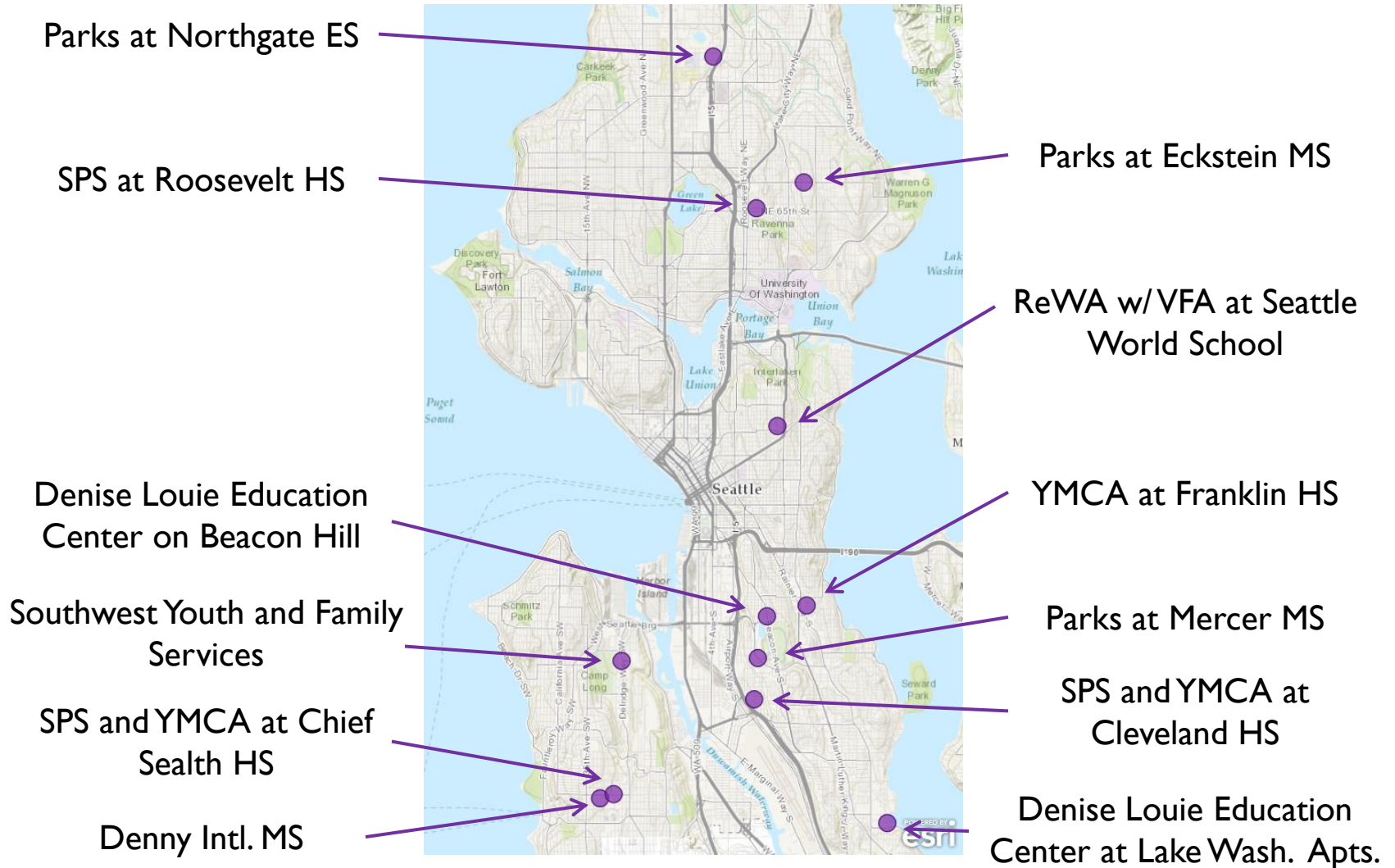


2013 Summer Learning Initial Program Data Review



City of Seattle Families and Education Levy
October 8, 2013

2013 Summer Learning Grantees



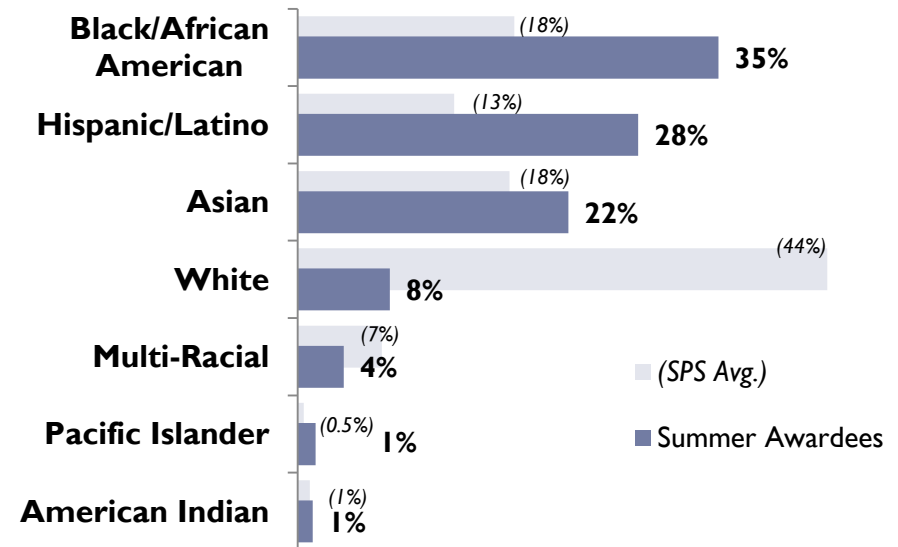
Students Served – At A Glance

Number of Students Enrolled

Elementary	Middle	High	Total
80	332	467	879

Demographics (excludes Denise Louie early learning students)

Male	52%	(SPS: 51%)
Female	48%	(SPS: 49%)
Special Education Students	16%	(SPS: 12%)
English Language Learners	31%	(SPS: 12%)



Source for SPS figures: SPS 2012-13 Fast Facts & Figures

Source for program figures: Reported valid IDs matched to Second Semester SPS Demographic file

Overview of Required Indicator Measures

- ▶ Attendance
- ▶ Pre-Post tests developed/acquired by providers
- ▶ Teaching Strategies Gold (preK Only)
- ▶ MAP math and/or reading (rising 2nd-8th graders only)
- ▶ Credit-bearing course completion (HS only)



Elementary Level Programs



Denise Louie Education Center

Total Award Amount: \$71,988

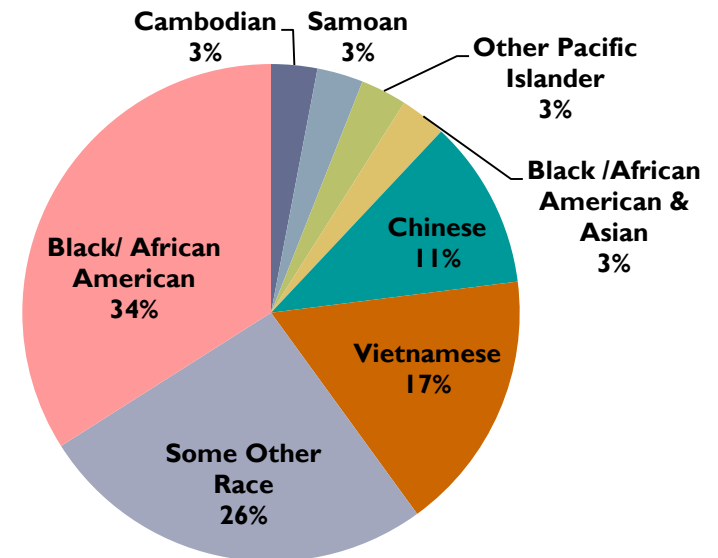
Focus Students

- ▶ No preK experience
- ▶ Not ready for K based on TS Gold
- ▶ Sites: Beacon Hill & Lake Wash Apts.

Enrollment Goal	34
Actual Enrollment	34
% of Target	100%

Demographics (reported by DLEC)

Male	51%
Female	49%
English Not Primary Language	66%
<ul style="list-style-type: none"> • Spanish – 20% • Vietnamese – 20% • Somali – 11% 	<ul style="list-style-type: none"> • Chinese – 9% • Amharic – 3% • Other – 3%



Denise Louie Education Center Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 27 days)</i>	79%	73%	91%
Advancing at least one level in all key Social-Emotional Development area objectives	100%	91%	91%
Advancing at least one level in key all Physical Development area objectives	100%	94%	94%
Advancing at least one level in key all Language Development area objectives	100%	94%	94%
Advancing at least one level in key all Cognitive Development area objectives	100%	100%	100%

- ▶ Total performance pay earned: \$17,997 out of \$17,997 (100%)

Seattle Parks & Rec at Northgate Elem.

Total Award Amount: \$80,988

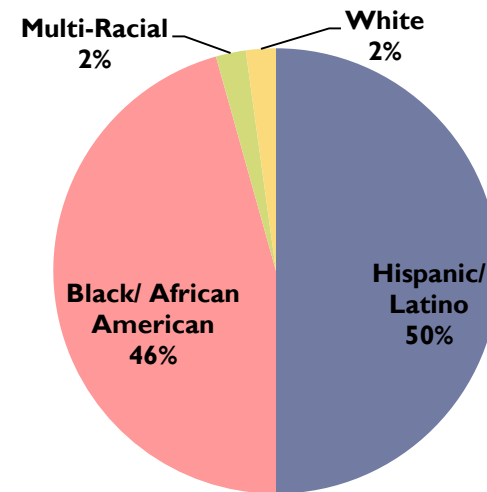
Focus Students

- ▶ Reading: Rising 2nd/3rd graders
- ▶ Math: Rising 4th/ 5th graders
- ▶ LI/L2 WELPA or MSP Math (5th gr), low reading/math MAP

Enrollment Goal	48
Actual Enrollment	46
% of Target	96%

Demographics

Male	48%
Female	52%
Special Education Students	24%
English Language Learners	57%
< 50 th % on MAP math or reading	93%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

Seattle Parks & Rec at Northgate Elem. Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 23 days)</i>	80%	70%	87%
Making gains on reading Pre-Post (grades 2/3)	80%	80%	100%
Making gains on math Pre-Post (grades 4/5)	77%	92%	120%
No decline on spring to fall reading MAP RIT	80%	TBD	TBD
No decline on spring to fall math MAP RIT	80%	TBD	TBD

- ▶ Total performance pay earned: \$11,743 out of \$12,148 (97%), excluding forthcoming MAP results



Middle School Level Programs



Seattle Parks & Rec at Eckstein & Mercer

Total Award Amount: \$171,006

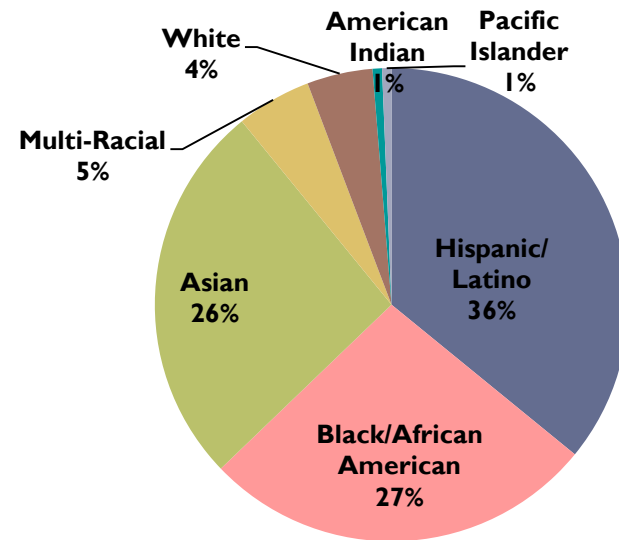
Focus Students

- ▶ Rising 6th-8th grade students
- ▶ LI/L2 on MSP or WELPA
 - ▶ Goal: Serve 33% ELL
- ▶ Low MAP growth
- ▶ Truancy/attendance issues

Enrollment Goal	240
Actual Enrollment	160
% of Target	67%

Demographics

Male	51%
Female	49%
Special Education Students	28%
English Language Learners	31%
LI/L2 on MSP Math or Reading	66%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

Seattle Parks & Rec at Eckstein & Mercer Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 28 days at Eckstein, 29 at Mercer)</i>	80%	67%	84%
Making gains on writing Pre-Post	80%	92%	115%
Making gains on math Pre-Post	80%	66%	83%
No decline on spring to fall reading MAP RIT	70%	TBD	TBD
No decline on spring to fall math MAP RIT	70%	TBD	TBD

- ▶ Total performance pay earned: \$23,940 out of \$25,650 (93%), excluding forthcoming MAP results

Denny Intl. Middle School

Total Award Amount: \$73,363

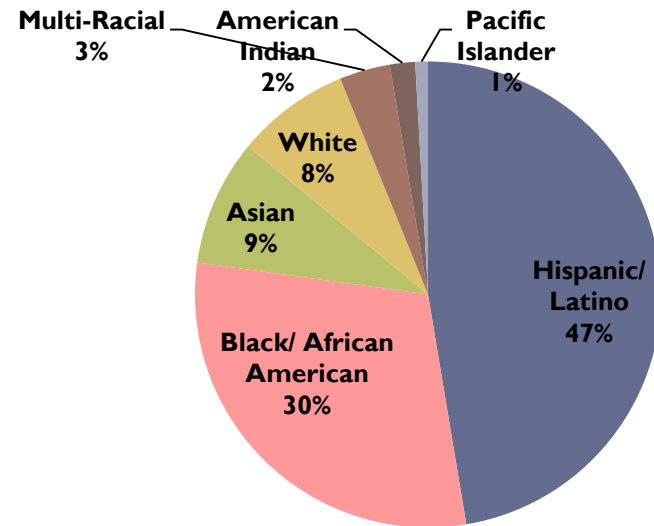
Focus Students

- ▶ Rising 6th gr. from feeder schools
- ▶ LI/L2 MSP
- ▶ ELL students
- ▶ *Amended to include 7th/8th graders

Enrollment Goal	80
Actual Enrollment	145*
% of Target	185%*

Demographics

Male	53%
Female	47%
Special Education Students	17%
English Language Learners	26%
LI/L2 on MSP Math or Reading	75%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

Denny International Middle School Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 23 days)</i>	80%	40%	50%
Making gains on reading Pre-Post	80%	58%	72%
Making gains on math Pre-Post	80%	69%	87%
No decline on spring to fall reading MAP RIT	70%	TBD	TBD
No decline on spring to fall math MAP RIT	70%	TBD	TBD

- ▶ Total performance pay earned: \$8,131 out of \$10,605 (77%), excluding forthcoming MAP results

YMCA at Cleveland (MS Program)

Total Award Amount: \$55,449

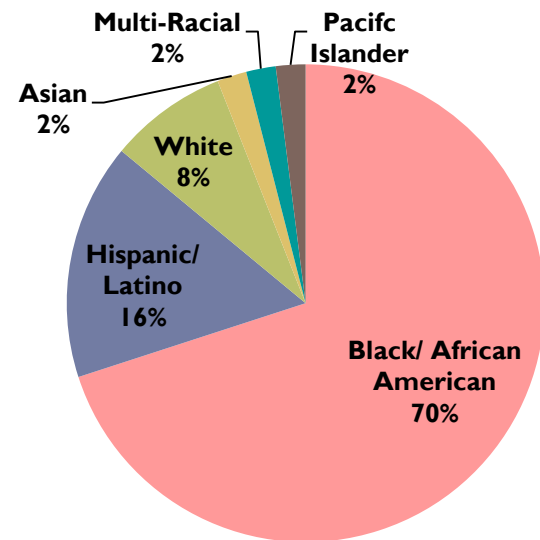
Focus Students

- ▶ Rising 7th/8th graders from Aki Kurose, Hamilton, Madison, and Washington Middle Schools
- ▶ LI/L2 MSP reading or math
- ▶ ELL students

Enrollment Goal	64
Actual Enrollment	50
% of Target	78%

Demographics

Male	50%
Female	50%
Special Education Students	18%
English Language Learners	4%
LI/L2 on MSP Math or Reading	72%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

YMCA at Cleveland (MS Program) Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 28 days)</i>	80%	42%	52.5%
Making gains on reading Pre-Post	80%	98%	123%
Making gains on math Pre-Post	80%	88%	110%
No decline on spring to fall reading MAP RIT	70%	TBD	TBD
No decline on spring to fall math MAP RIT	70%	TBD	TBD

- ▶ Total performance pay earned: \$7,209 out of \$8,318 (87%), excluding forthcoming MAP results



High School Level Programs



YMCA at Cleveland, Franklin, & Sealth

Total Award Amount: \$122,264

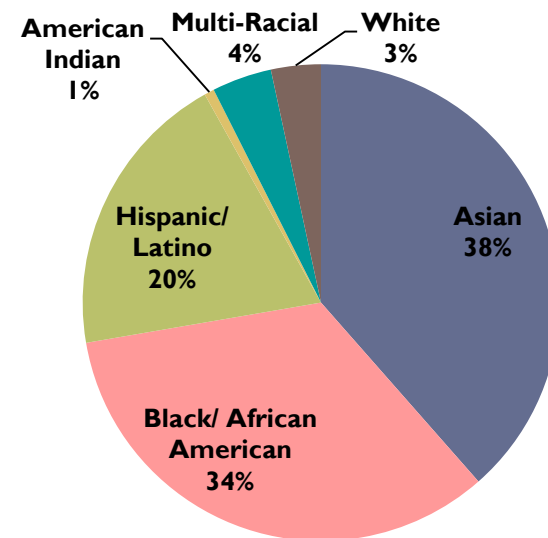
Focus Students

- ▶ Rising 9th graders
- ▶ LI/L2 MSP reading or math
- ▶ Included West Seattle HS at Sealth

Enrollment Goal	120
Actual Enrollment	150
% of Target	125%

Demographics

Male	53%
Female	47%
Special Education Students	14%
English Language Learners	17%
LI/L2 on MSP Math or Reading	50%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

YMCA at Cleveland, Franklin & Sealth Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 28 days)</i>	85%	83%	97%
Making gains on reading Pre-Post	85%	84%	99%
Making gains on math Pre-Post	85%	88%	104%
Earning credit toward high school graduation	85%	94%	111%

- ▶ Total performance pay earned: \$7,642 of \$7,642 (100%)



ReWA at Seattle World School (w/VFA)

Total Award Amount: \$49,981

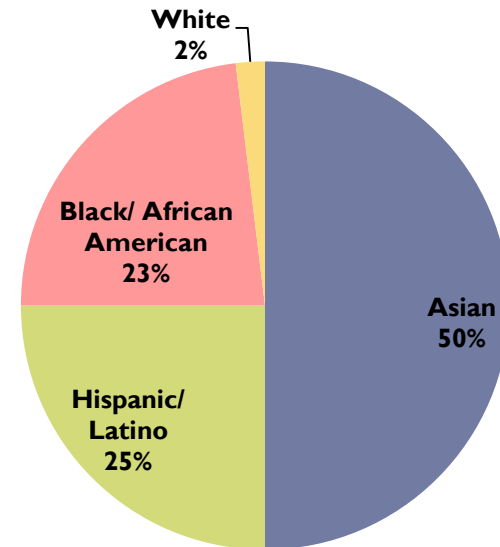
Focus Students

- ▶ LI/L2 WELPA
- ▶ 70 9th-12th graders for Summer Science Academy; 30 for credit recovery

Enrollment Goal	100
Actual Enrollment	112
% of Target	112%

Demographics

Male	52%
Female	48%
Special Education Students	3%
English Language Learners	99%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

ReWA at Seattle World School (w/VFA)

Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 23 days)</i>	85%	33%	39%
Making gains on reading Pre-Post	85%	23%	27%
Making gains on writing Pre-Post	85%	49%	58%
Earning credit toward high school graduation	83%	82%	99%

- ▶ Total performance pay earned: \$7,185 of \$12,495 (58%)

Southwest Youth and Family Services

Total Award Amount: \$39,188

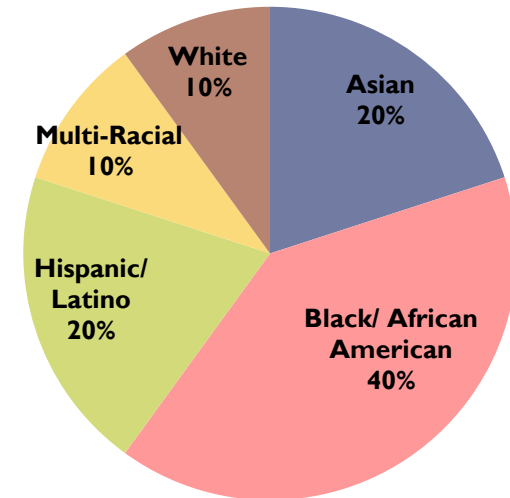
Focus Students

- ▶ 10th-12th graders at risk for dropout or who need support to pass required reading and writing assessments

Enrollment Goal	20
Actual Enrollment	21
% of Target	105%

Demographics

Male	50%
Female	50%
Special Education Students	10%
English Language Learners	20%



Note: Demographic data only represent half of SWYFS students. Additional IDs forthcoming

Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

Southwest Youth and Family Services Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 31 days)</i>	80%	76%	95%
Making gains on reading & writing Pre-Post	85%	100%	118%
Earning credit toward high school graduation	85%	91%	107%

- ▶ Total performance pay earned: \$9,797 of \$9,797 (100%)

Seattle Public Schools

Total Award Amount: \$259,026

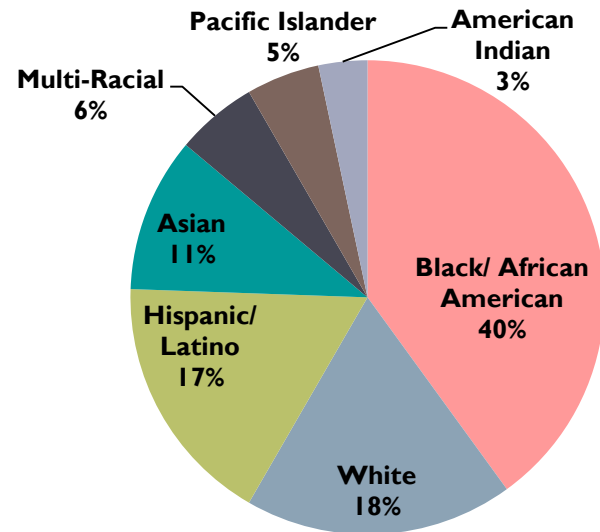
Focus Students

- ▶ Students who need support to pass required state assessments
- ▶ Students behind credits for graduation
- ▶ Rising/repeating 11th-12th graders
- ▶ *Amended to include rising 10th graders

Enrollment Goal	225
Actual Enrollment	180*
% of Target	80%*

Demographics

Male	53%
Female	47%
Special Education Students	11%
English Language Learners	8%
Lacking Credits (Estimated)	74%



Source for Program Figures: Reported valid IDs matched to Second Semester SPS Demographic file

Seattle Public Schools Indicator Results

Indicator	Target	Result	% of Tgt. Achieved
Absent fewer than 10% of program days <i>(program length: 32 days)</i>	85%	70%	82%
Making gains on language arts Pre-Post	85%	65%	76%
Making gains on math Pre-Post	85%	80%	95%
Earning credit toward high school graduation	85%	87%	102%

- ▶ Total performance pay earned: \$57,723 of \$62,403 (93%)



Next Steps

Next Steps for 2013 Wrap-up

- ▶ Analyze MAP results
- ▶ Deeper dive into students served
- ▶ Finalize reauthorization process
- ▶ Help providers improve practice



The City of Seattle

Department of Information Technology

OFFICE OF ELECTRONIC COMMUNICATIONS

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Seattle Channel : [www. SeattleChannel.org](http://www.SeattleChannel.org)



The Seattle Channel is an award winning local TV station that reflects, informs and inspires the community it serves. The Seattle Channel presents programs on cable television (Ch. 21, HD 321, 721 on Comcast and Wave) and via the Internet to help citizens connect with their city. Programming includes series and special features highlighting our diverse civic and cultural landscape. The



channel is also available live on the Internet at www.seattlechannel.org and includes a library of all programs available on demand.

Seattle Channel Mission

- A commitment to encourage debate, discussion, and a diversity of viewpoints on local issues, and to disseminate and to support program and events that might not otherwise be available to Seattle citizens.
- A commitment to be mindful of the interests and concerns of ethnic minorities and other special audiences. We make a concerted effort to bring the views and interests of these groups into our programming.
- A commitment to provide information about Seattle city government and to serve as forum for on-going dialogue on issues pertaining to public policy, and city government services and programs.

Civics, Culture, and Community

To achieve our mission, the Seattle Channel staff is divided into professional broadcast journalist teams to cover the following areas:

Civics:

- All Council and Mayor meetings, press conferences, and events are cablecast live on the channel and streamed live on the channel website.
- Studio shows, City Inside Out, City Inside Out: Council Edition, and the Ask the Mayor.
- Remote productions: Seattle Speaks and Civic Cocktail : in-depth, interactive coverage of the hot topics of the day



Culture:

- Art Zone Show starring Nancy Guppy and Seattle's fabulous creative scene, with fresh highlights from local arts, entertainment, and cultural happenings.
- Book Lust Seattle's own "action figure librarian" and best-selling author Nancy Pearl sits down each month with top writers from around the country for conversations about books and the process and art of writing.

Community:

- The Community Stories series asks individual, community leaders community associations, neighborhood centers, ethnic groups, new Americans, seniors and young people to tell their stories for television
- City Stream is a weekly feature magazine show that provides in-depth coverage of the happenings in the Emerald City by covering unique organizations and the people making a difference in Seattle.

“Our City, Our Schools”

Video series concept presented by Brian Callanan, Host/Producer, Seattle Channel

The Seattle Channel, through host/producer Brian Callanan, has proposed a five-part video series, “Our City, Our Schools,” to highlight some of the programs enacted by the Families and Education Levy. The show would feature the following:

1. An explanation of some of the programs the Levy has created.
2. A determination of what outcomes have been achieved by those programs.
3. An assessment of how these outcomes might impact future levy investments.

Brian Callanan is a longtime, Emmy-winning Seattle area journalist whose career includes an 11-year stint at Q13 FOX as a reporter and fill-in anchor. He joined the Seattle Channel in 2011 and took over three main programs: City Inside/Out, a weekly half-hour show based on local issues; City Inside/Out: Council Edition, a monthly program that involves a half-hour discussion with three Councilmembers; and Ask the Mayor, a live monthly call-in show with Mayor Mike McGinn.

Brian interviewed Matt Griffin, Holly Miller, and several others in October of 2011 for the Seattle Channel’s City Inside/Out segment on the Families and Education Levy. He is familiar with the workings of the program and has worked with Office for Education staff to develop the “Our City, Our Schools” concept. The Seattle Channel’s mission includes a commitment to inform the public about City programs and to serve as a forum for ongoing dialogue about important public issues. With this mission in mind, the “Our Cities, Our Schools” program could help highlight the Levy’s fundamental structure of building partnerships, ensuring accountability, and using data to make continuous improvements.

After discussion with the Office for Education staff, it was determined that five basic divisions within our schools could help guide the program content, meaning Pre-K, K-3, elementary school, middle school, and high school. Within those basic divisions, the program would focus on one particular topic—healthcare for middle school students, for example. The half-hour show would be produced and shot entirely on location at one of Seattle’s public schools. It would consist of the following:

1. An introduction of the topic by the host.
2. A packaged piece, approximately four minutes long, that would include interviews with students, teachers, program directors, and parents and video footage of the issue at hand.
3. A 15-minute discussion moderated by the host to go more into depth on the topic, talking with other interested/involved parents, teachers, program directors, and students.
4. A wrap-up segment by the host, “Five Lessons.” This segment could help give viewers some takeaway action items and some links to more information about the topic. With the example of healthcare, for example, the segment could focus on early warning signs for parents if their child is having health problems or ways to talk about health problems with kids.

Show content would be determined by the host in collaboration with the Office for Education. The program would be shot in the late fall with an airdate slated for the early part of 2014. The program could be viewed on Comcast Channel 21 or www.seattlechannel.org. Additional links for information about the topics would be posted with the show on the Seattle Channel website. Five shows, based on the five division levels (Pre-K, K-3, etc.) would make up the pilot season of “Our Cities, Our Schools.” More programs could be produced in the future based on the input of the Office for Education and the Levy Oversight Committee. The cost of the series would be approximately \$14,000 per episode, with \$5,000 coming from the Office of Education and \$9,000 of in-kind costs paid by the Seattle Channel.

Summary of 2013-14 School Year Levy Plan			
Chinese Information and Service Center (CISC)			
2013-14 Award	\$153,600		
Characteristics of Typical Students Served by CISC	CISC serves primarily low-income Chinese families that are limited in English proficiency. Forty-two percent of K-5 Chinese-American students in Seattle Public Schools are eligible for free and reduced-price lunch.		
Levy Focus Population	CISC will serve Chinese children and their families.		
Prior School Partners	<ol style="list-style-type: none"> 1. Kimball Elementary 2. Beacon Hill International School 3. Bailey Gatzert Elementary 4. Maple Elementary 5. Dearborn Park Elementary 6. Tops K-8 		
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 1.0 FTE social worker will provide case management services to overcome academic and non-academic obstacles and improve focus students' social, emotional, and academic success. 2. A 1.0 FTE after-school program coordinator will work with teachers to develop individual academic plans, provide academic support, track student progress, and coordinate volunteer tutors. 		
Outcome/Indicator Measure	SY 2012-13 Target	SY 2012-13 Actual	SY 2013-14 Target*
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	35%	TBD - Fall 2013	TBD - Fall 2013
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	25%	TBD - Fall 2013	TBD - Fall 2013
1 st – 3 rd grade focus students meeting annual typical growth on math MAP	56%	76%	77%
1 st – 3 rd grade focus students meeting annual typical growth on reading MAP	52%	66%	68%
1 st – 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	86%	95%	95%
1 st – 5 th grade focus students with fewer than five absences (excused or unexcused) in the second semester	78%	88%	90%
1 st – 5 th grade English language learners making gains on WELPA	N/A	TBD - Fall 2013	TBD - Fall 2013

**Note: Baseline is based on historical district data for comparable student populations.*

Summary of 2013-14 School Year Levy Plan

Refugee Women’s Alliance (ReWA)

2013-14 Award	\$153,600
Characteristics of Typical Students Served by ReWA	ReWA serves refugee and immigrant youth who primarily live in South Seattle and South King County. The majority of the students served are from Vietnam, Somalia, Ethiopia, Eritrea, Nepal, Latin America, Burma, and China. 97% are English Language Learners, and more than 95% are eligible for free and reduced-price lunch with Seattle Public Schools.
Levy Focus Population	ReWA will focus Levy services on K–5 th grade Somali, Spanish-speaking and Vietnamese students.
School Partners	<ol style="list-style-type: none"> 1. Dearborn Park Elementary 2. Kimball Elementary 3. Maple Elementary
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Three Family Support Specialists will work with Somali, Latino, and Vietnamese students and their families to connect with ReWA programs and other social services educate parents and engage them in their child’s education. The specialists will monitor family progress on a bi-weekly basis. 2. Tutoring will be provided for focus students. 3. Mental health screening and counseling will be provided to clients who are referred by specialists.

Outcome/Indicator Measure	SY 2012–13 Target	SY 2012–13 Actual	SY 2013–14 Target*
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	35%	TBD - Fall 2013	TBD - Fall 2013
4 th – 5 th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	25%	TBD - Fall 2013	TBD - Fall 2013
3 rd – 5 th grade focus students meeting annual typical growth on math MAP	56%	31%	56%
3 rd – 5 th grade focus students meeting annual typical growth on reading MAP	52%	56%	52%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	86%	83%	86%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the second semester	78%	76%	78%
1 st – 5 th grade English language learners making gains on WELPA		TBD - Fall 2013	TBD - Fall 2013

**Note: Baseline is based on historical district data for comparable student populations.*

Summary of 2013-14 School Year Levy Plan		
Seattle Indian Health Board (SIHB)		
2013-14 Award	\$100,000	
Characteristics of Typical Students Served by SIHB	Seattle Indian Health Board serves Native American families.	
Levy Focus Population	SIHB will focus Levy services on 3 rd – 5 th grade Native American students in West Seattle.	
School Partners	<ol style="list-style-type: none"> 1. Highland Park Elementary 2. Roxhill Elementary 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Two Education Specialists will connect Native American students and their families to SIHB programs, provide parent workshops, and engage parents/guardians in their child's education. 2. Youth Ambassador Program will provide each student with a mentor from Denny Middle School. 3. Mental health screening and counseling will be provided to clients who are referred by specialists. 	
Outcome/Indicator Measure	SY 2012–13 Actual	SY 2013–14 Target*
3 rd – 5 th grade students will meet standard on math MSP	TBD - Fall 2013	TBD - Fall 2013
3 rd – 5 th grade students will meet standard on reading MSP	TBD - Fall 2013	TBD - Fall 2013
3 rd – 5 th grade focus students meeting annual typical growth on math MAP	49%	60%
3 rd – 5 th grade focus students meeting annual typical growth on reading MAP	45%	55%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the first semester	52%	60%
3 rd – 5 th grade focus students with fewer than five absences (excused or unexcused) in the second semester	51%	60%

**Note: Baseline is based on historical district data for comparable student populations.*