We do not know yet what the full impact on student learning from COVID-19 will be; it will likely be felt for years to come. What we do know is that the FEPP Levy continues to face challenges and opportunities as the pandemic’s residua经济社会科技文化教育影响。The results from our second year of FEPP implementation, detailed within this report, reflect the impact of the many challenges students faced during this tumultuous year. 

The following year, we entered into a hybrid learning environment with students continuing to learn virtually. Despite the challenges, we saw a significant increase in academic achievement in many areas, particularly in math and English language arts. The data from the second year of FEPP implementation, detailed within this report, reflect the impact of the many challenges students faced during this tumultuous year.

During the 2020-2021 school year, COVID-19 laid bare systemic inequities in our education system, and we found ourselves wrestling with new landscapes of learning, many of which carry with them the urgency toward equity initially felt at the start of FEPP Levy. The pandemic forced us to first take a step back to examine the results of the FEPP Levy partners you’ll hear from during the next 10 years of funding.

The education sector has been challenged to deal with social disparities that have existed within the pandemic, and physical distance from homes and schools. Communities of color and lower-income families were most likely to be impacted by the health and economic impacts of the pandemic and less likely to have reliable internet access or online platforms to continue learning from home. As students began returning to classrooms near the start of the school year, many of the challenges the families had been facing were still at play, leaving many of our youth without access to learning.

Partner Spotlight

Thank you, FEPP Levy Partners!

The FEPP Levy investments and results are made possible by dedicated community, school, and institutional partners who provide direct services to Seattle’s children, youth, families as well as professional development and systems-building support to our providers. The list below reflects our funded partners who bring this levy to life.

Table of Contents

1. Executive Summary
2. Kindergarten Readiness
3. College & Career Readiness
4. Postsecondary Achievement
5. Recap of Key Learning from Home Challenges

Partnership Spotlight

During the 2020-2021 school year, COVID-19 laid bare systemic inequities in our education system, and we found ourselves wrestling with new landscapes of learning, many of which carry with them the urgency toward equity initially felt at the start of FEPP Levy. The pandemic forced us to first take a step back to examine the results of the FEPP Levy partners you’ll hear from during the next 10 years of funding.
The 2020-2021 school year marked the second year of implementation for the seven-year Families, Education, Preschool, and Promise (FEPP) Levy, passed by Seattle voters in November 2016. It also marked one of the most radical changes in educational service delivery in Seattle history, as public schools discontinued traditional in-person learning in response to the COVID-19 pandemic, and many education services and community-based programs moved to remote or hybrid platforms for much of the school year.

The results from the 2020-2021 school year that are highlighted in this report reflect the myriad of challenges students experienced throughout this most unusual school year with its interminable closures, decision-making, technology challenges, and complicate historical analysis for this year’s results. The altered form and timeline in which assessments were designed and administered this time were postponed until fall of 2021, following the summer break. The altered form and timeline in which assessments that would typically have been administered during the spring were postponed until fall of 2021, following the summer break. In the spring, students who had been remote since September were asked to return to the classroom and complete assessments that would typically have been administered during the school year.

The challenges to academic progress experienced by Seattle students are similar to results seen both statewide and across the nation—significant drops in English Language Arts (ELA) scores, even larger for math, and greater impact on younger students and those from communities of color. A true picture of the longitudinal impact of COVID-19 on our students, and of how FEPP investments may have helped mitigate learning losses, remains to be seen in future years’ reports.

At all three grade levels assessed during the 2020-2021 school year, language arts scores fell short of 3rd and 8th grade standards in language arts and math both. Three-year completion rates for the 2016 Seattle Promise cohort exceeded national averages for all race and ethnicity groups but fell short of 3rd grade standards in math and reading.

The challenges from the 2020-2021 school year required us to provide our school and community partners with flexibility to respond to student and family needs while staying the course toward our collective goals. Many obstacles lined the path, but the innovation, collaboration, and flexibility that emerged along the way have helped to cultivate a renewed energy for long-term progress. Many of these strategies are highlighted throughout this report.

The Department of Education and Early Learning (DEEL) worked closely with the school district and community partners throughout the 2020-2021 school year to adapt how levy-supported services were delivered to students and families and respond to urgent needs for learning-related services, data on investment results and racial equity analysis that occurred as a result of the COVID-19 pandemic in the past year.

Throughout this report, you will see interchangeable terms used and analyzed to represent investments and programs under the FEPP Levy (Implementation and Evaluation Plan). FEPP Levy invests in finding solutions to historically underserved populations, other students of color, refugee and immigrant, homeless, English language learners, and unmet students, with the distinct outcome that they are achieving academically across the preK to postsecondary continuum. Terms used throughout this report to refer to these populations include Black, Indigenous, and People of Color—or BIPOC, adults students enrolled in educational programs of color or historically underserved students. These terms are used interchangeably with the intent to center the experiences or historically underserved students. These terms are used interchangeably with the intent to center the experiences of those who have historically faced systemic barriers to academic progress.

For media inquiries and other questions about this report, please contact education@seattle.gov.

About This Report
This report covers the second year of implementation of the Families, Education, Preschool, and Promise (FEPP) Levy and provides highlights of what FEPP invested in and prioritized, what was learned from impacts of the COVID-19 pandemic. This report is designed to provide a comprehensive view of LEVY impacts and outcomes and makes recommendations for how to respond to identified needs and opportunities for the future. This report was written for an audience of Seattle voters, public and community leaders, and partners working to improve educational outcomes for students and families in Seattle.

Executive Summary
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In total, DEEL invested $114.4 million in FEPP Levy resources during the 2020-2021 school year, representing 95% of planned spending. One hundred twenty-seven community and school partners provided services to more than 22,500 young people.

In Year 2 of the levy, services began for new FEPP strategies focused on school- and community-based supports for students. These strategies, School-Based Investments (SBI) and community-based Opportunity & Access (O&A) investments, together represented nearly $86 million invested across a multi-year period. Thirty schools and 14 community partners were selected for funding through competitive processes completed during FEPP Year 1. DEEL then worked with these partners throughout the spring and summer of 2020 to adapt workplans to a remote learning model and promote access to academic enrichment and college and career readiness activities for students furthest from educational justice during the 2020-2021 school year.

The FEPP Year 2 Report celebrates the innovative and dedicated work that our partners accomplished under the extraordinary circumstances of the 2020-2021 school year. It also highlights nine such partners who made a difference in the lives of Seattle students and youth during this pandemic year, as well as one Seattle Promise scholar who persevered toward a postsecondary degree during the pandemic. These educators and leaders bring FEPP Levy investments to life and inspire us with their commitment to work together to achieve educational equity, close opportunity gaps, and build a better future for Seattle students.

LEVY TIMELINE

MAR 2020: COVID-19 pandemic begins; Classrooms close for students preschool to postsecondary

APR 2020: Return to distance learning for all students; Seattle Colleges remain remote

SEPT 2020: Limited in-person/ hybrid learning for some preschool classrooms

2018 YEAR 0

2019-2020 YEAR 1

First implementation year for FEPP Levy

Remote learning and COVID-19 adaptations

2020-2021 YEAR 2

Current implementation year

2021-2022 YEAR 3

2022-2023 YEAR 4

2023-2024 YEAR 5

2024-2025 YEAR 6

2025-2026 YEAR 7

Report Marker: FEPP Year 2 (2020-2021)

EXECUTIVE SUMMARY (CONT’D)

YEAR HIGHLIGHTS AND EQUITY RESULTS

FEPP LEVY OVERALL

22,500+ Pre-K to Promise students served overall

77% BIPOC

104+ biopoc educators on pathway to certification

127 community and school partners

KINDERGARTEN READINESS

1,672 students served by Seattle Preschool Program

77% BIPOC

40% of refugees and immigrant families

63% scored as kindergarten ready

10% increase in opportunity gap during COVID-19

Baseline graduation rates for five levy-supported high schools trail district graduation rates

85% - 87%

762 students accessing SBHCs are from refugee and immigrant families

30% students attending SBHCs are from refugee and immigrant families

COLLEGE AND CAREER READINESS

17+ youth served by School and Community-Based Investments

82% BIPOC

837 Promise scholars (2019 and 2020 Cohorts)

of 2020 Cohort had higher percentage of white students and those from higher-income families than previous years, due to expansion to all SPS high schools

of 2019 and 2020 Cohorts were first-generation college goers

MORE THAN THE LARGEST PROMISE COHORT TO DATE

2020 Cohort had higher percentage of white students and those from higher-income families than previous years, due to expansion to all SPS high schools

 across all races and ethnicities, three-year completion rates for Seattle Promise scholars met or exceeded the national average, while fall-to-fall persistence fell by 7%

2021 EXPENDITURES ($M)

Early Learning

$35.2M

K-12 School and Community

$16.4M

Health

$6.3M

Seattle Promise

$6.2M

DEEL Administration

$110.4M TOTAL INVESTED

$46.3M EXPENDITURES

$6.3M DEEL Administration

$56.6M K-12 School and Community

$35.3M Early Learning

$46.3M Total Spending

POSTSECONDARY ACCESS AND COMPLETION

837 Promise scholars (2019 and 2020 Cohorts)

67% BIPOC

689 Promise scholars from 17 SPS high schools enrolled for their first year

2020 Cohort had higher percentage of white students and those from higher-income families than previous years, due to expansion to all SPS high schools

Across all races and ethnicities, three-year completion rates for Seattle Promise scholars met or exceeded the national average, while fall-to-fall persistence fell by 7%
In 2020-2021, the Seattle Preschool Program served 1,672 students, 77% of whom were students of color. A majority of SPP participants (79%) qualified for free preschool tuition (families earning below 200% of the Federal Poverty Level (FPL)), and 47% percent of students were from refugee and immigrant families. Forty-two students experiencing homelessness were served in the program during 2020-2021.

COVID-19 Adaptations to Preschool and Early Learning Investments

At the start of the 2020-2021 school year, SPP providers were given the flexibility to offer three different programming models in response to COVID-19: families-directed remote learning; a hybrid model with both in-person and remote learning; Seattle Public Schools, SPP’s largest provider agency, offered 100% remote services for its 29 classrooms between September 2020 and March 2021, in alignment with the school district’s 3-2-1 programming framework. For community-based SPP providers, the majority (21 out of 23 providers) opted to provide education to students through a hybrid model. The model of service programming options gave both providers and families more flexibility to respond to individual needs and circumstances during the pandemic.

As part of a commitment to providing high-quality early learning environments, DEEL provides Quality Preschool and Professional Development (QPPD) services to SPP teachers. This includes individualized instructional coaching by DEEL’s team of early learning coaches, who support teachers and classroom staff with culturally responsive instructional coaching and tools and resources for improving learning environments to help improve child outcomes. DEEL’s QPPD team also provided a virtual platform for ongoing coaching for SPP teachers and administrators as well as access to curriculum and assessment trainings, coaching and support, and educator wellness resources.

The FEPP Levy’s largest investment area is Preschool and Early Learning. The goal of this investment is to provide all Seattle children access to high-quality early learning services throughout their educational journey. In total, $46.3 million was invested in preschool and early learning during 2020-2021, representing 42% of FEPP spending for the year.

SPP CLASSROOMS BY PARTNER TYPE

STUDENT ENROLLMENT BY PROGRAMMING TYPE

SEATTLE PRESCHOOL PROGRAM
WHO DID WE SERVE?

STUDENTS OVERALL THROUGHOUT 24 PROVIDER AGENCIES AT 34 SITES

SPP Levy Spending $46.3M 42% of provider Levy spending

$341.8M 3% of total Levy spending
“We noticed a lot of changes from our child’s participation in SPP—increased vocabulary, a desire to read more books, excitement from making new friends, pride in navigating school apps during remote learning, and an eagerness to tell us about classroom routines and activities. SPP’s affordability has also been a tremendous help to our family, and the hours of operation give my wife enough time to pursue full time credit courses while our children are in class. This program has meant so much to us.”

With funding designated under the Comprehensive Supports Strategy, DEEL provided Family Support dollars to SPP providers—$23,000 per classroom and $60,000 per Family Child Care Home—to facilitate responsive supports for specific family and community needs resulting from COVID-19. SPP providers offered innovative solutions and supports to families, including internet connectivity resources and devices to better facilitate hybrid/remote classroom participation, parent education classes, COVID-19 home testing kits for families, and transportation support. One community-based provider, Causey’s Learning Center, transformed a bus originally purchased for field trips into a mobile classroom. Causey’s “Classroom on Wheels” was used to conduct home visits and provide preschoolers with early learning lessons, social-emotional wellness supports, and delivery of essential food and resources for families experiencing hardship. To further mitigate the impacts of COVID-19 on learning, SPP providers were also given the option to extend programming through the summer months to further support kindergarten readiness for preschoolers, a change from the normal SPP school year schedule of September through June. In-person summer programming was offered at a reduced rate for tuition-paying families to help accelerate learning for rising kindergarteners and children impacted by extended months of remote learning. In total, 20 providers provided extended summer programming, serving 878 children through the months of July and August.

SPP Growth and Sustainability
Under the seven-year FEPP Levy Implementation and Evaluation Plan, the Seattle Preschool Program is on a growth path to serve 2,500 students by 2026. The 2020-2021 school year marked the first time since SPP’s launch in 2015 that enrollment numbers dropped from the previous year (1,672 served in 2020-2021 vs 1,771 in 2019-2020). This was due to reduced classroom ratios that ensured social distancing and family hesitancy around congregate care for much of the school year. Despite this, 16 classrooms were added to the SPP roster for the 2020-2021 school year with 1,747 total seats available, and enrollment numbers for the 2021-2022 school year are expected to exceed pre-pandemic levels.

Another part of the growth and sustainability strategy for the Seattle Preschool Program is Organizational and Facilities Development investments. This funding is designed to help providers build, upgrade, and renovate spaces for use in Seattle Preschool Program, providing increased and sustainable access to high-quality preschool for Seattle families. In February 2021, DEEL announced four awardees for the fourth-consecutive SPP Providers Facilities Fund, with awards totaling $727,000 for the capital improvement and expansion of facilities. The awards—all distributed to programs owned by women and persons of color serving linguistically and culturally diverse children in south and central Seattle—will contribute 20 new slots for children to attend SPP as well as improvements for existing classrooms and buildings—including critical upgrades to one program’s HVAC system—that will allow for improved air circulation and reduce energy learning.

2020-2021 SPP FACILITIES FUND AWARDEES

| Hearing, Speech, and Deaf Center (HSDC) | Council District 3 |
| Council District 2 |
| West African Community Council |

Source: DEEL
"The Seattle Preschool Program Provider Facilities Funding allowed HSDD to update our Heating, Ventilation, and Air Conditioning (HVAC) system, which improved air circulation in the building, brought in more fresh air, and made it safer to operate during the pandemic. It will also allow us to install child-safe windows that further improve ventilation. These improvements to our building allow teaching and learning to happen in a comfortable, safe environment for our children and staff."

PAMELA GROSSMAN
Prediction Director, Rosen Family Preschool – Hearing, Speech, & Deaf Center
Strategy Area: Organizational and Facilities Development

RACIAL EQUITY FINDINGS

SPP participants improved overall in kindergarten readiness standards (+4% over 2018-2019)

However, race-based OPPORTUNITY GAPS WORSENED BY 10% during COVID-19.

BLACK AND ASIAN SPP PARTICIPANTS were more likely than their non-SPP peers to be kindergarten ready.

SPP STUDENTS MEETING WaKIDS READINESS STANDARDS FROM 2016-2017 THROUGH 2020-2021

RACE-BASED OPPORTUNITY GAPS IN KINDERGARTEN READINESS FOR SPP PARTICIPANTS FROM 2016-2017 THROUGH 2020-2021
KINDERGARTEN READINESS GAPS 2020-2021

How SPP participants compared to all Seattle Public Schools (SPS) kindergartners in kindergarten readiness standards, broken down by race/ethnicity. Percentage changes over FEPP Year 1 results are indicated with +/- below. For example, 63% of SPP participants in 2020-2021 assessed as kindergarten ready, four points higher than Year 1 results.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>SPP % K-Ready</th>
<th>SPS % K-Ready (Population level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>66%</td>
<td>63% / -3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>64%</td>
<td>52% / -2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>73%</td>
<td>66% / +12%</td>
</tr>
<tr>
<td>Asian</td>
<td>66%</td>
<td>70% / -12%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>77%</td>
<td>77% / 0%</td>
</tr>
<tr>
<td>Other</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

* Fewer than 10 former SPP students who identified as Native Hawaiian or Other Pacific Islander or as American Indian/Alaska Native received a WaKIDS assessment. Their results have been excluded from view due to privacy and reliability concerns.

The pandemic changed Creative Kids’ preschool programs drastically. We transitioned to a hybrid model, alternating in-person and remote learning for our children. Our amended contract with the City allowed us to purchase necessary supplies to support remote learning, acquire personal protective equipment for our staff, retain our teachers, and compensate them for working in person during the height of the pandemic. DEEL also provided us with weekly updates with representatives from King County Public Health. Being part of SPP has helped us to continue to provide and implement best practices for supporting each child’s social, emotional, and academic needs.”

CHILDMARK Children, RACE, AND RACISM INSTITUTE

On June 2–4, 2021, DEEL’s Quality Practice and Professional Development team, part of the Early Learning division, hosted the sixth annual Children, Race, and Racism Institute for educators across the birth to secondary educational spectrum. The theme of the 2021 Institute was Elevating the Brilliance of Black Boys, which focused on shifting the narratives in education that too often define Black boys and communities by their struggles, rather than their assets, achievements, and abilities. The three-day virtual event was co-hosted by DEEL Director Dr. Dwane Chappelle and Dr. William White, Director of My Brother’s Teacher at the University of Washington. More than 600 educators from Seattle and the larger Puget Sound region, as well as attendees from other districts across the country, learned from national and local leaders who shared research, policy and practice to help educators support the genius and potential of Black boys. The event also included a youth panel from Seattle Public Schools African American Male Achievement (AAMA) Student Leadership Council who shared their personal experiences within educational systems, reflections on the work to be done, and wisdom on how to get there.

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D’ONNA SMITH

SPP Teacher,
Creative Kids Preschool
Strategy Area:
Seattle Preschool Program

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The FEPP Levy promotes on-time high school graduation and college and career readiness by funding School and Community-Based Investments and School Health with a focus on closing opportunity gaps for historically underserved students, schools, and communities. Levy-funded K-12 programming and services supplement public school experience by providing both academic and non-academic supports, including expanded learning opportunities, social-emotional skill development and college-readiness programming, career exploration experiences, and access to medical and mental health services that address health-related barriers to learning. Services are provided using culturally and linguistically responsive approaches in partnership with families and communities.

Strategies that contribute to college and career readiness include School-Based Investments, Opportunity & Access, Wraparound Services, Culturally Specific and Responsive Investments, and School Health. Within these strategies are a variety of funding areas including Homelessness and Housing Supports, Family Supports, and Sports and Transportation Services (Wraparound Services); Educator Diversity and Culturally Specific Programming and Marketing (Culturally Specific and Responsive Investments), and School Based Health Centers, School Nursing, Oral Health, and Health System Enhancements (School Health).

During the 2020-2021 school year, K-12 School and Community-Based Investments served nearly 17,000 students in Seattle Public Schools, 82% of whom identified as students of color. Sixty-one percent of levy-supported students qualified for free and reduced lunch, 37 percent were from refugee and immigrant families, and 24 percent were English Language Learners. More than 1,200 students experiencing homelessness were served by K-12 School and Community-Based Investments during the 2020-2021 school year. Access data for K-12 School Health Investments is covered on page 26.

### WHO DID WE SERVE?

#### K-12 SCHOOL & COMMUNITY INVESTMENTS

**STUDENTS OVERALL**

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>31%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>18%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>18%</td>
</tr>
<tr>
<td>Asian</td>
<td>10%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1%</td>
</tr>
<tr>
<td>or Non Binary</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>52%</td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
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**Income**

<table>
<thead>
<tr>
<th>Income Category</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;185% FPL</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Language**

<table>
<thead>
<tr>
<th>Language</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner</td>
<td>72%</td>
</tr>
<tr>
<td>Special Education</td>
<td>15%</td>
</tr>
<tr>
<td>Homeless</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Accommodations**

- 17K Students overall
- 30 Levy partner schools, 30 community partners
- 400 students served by programs that did not provide individual identifiers
- Demographic data is included for 16,681 unique students

#### 2021 FEPP Levy Spending

- **K-12 SCHOOL AND COMMUNITY-BASED INVESTMENTS**
  - 2021 FEPP Long Spending: $35.2M
  - 2021 FEPP Long Spending: $18.8M
  - 2020 & 2021 FEPP Long Spending: $56.3M

- **K-12 SCHOOL HEALTH INVESTMENTS**
  - 2021 FEPP Long Spending: $16.4M
  - 2021 FEPP Long Spending: $6.1M
  - 2020 FEPP Long Spending: $10.1M

**7-year FEPP Levy Spending Plan**

- 32% of 2021 FEPP Levy spending
- 15% of 2021 FEPP Levy spending
- 29% of planned spending through 2026
- 11% planned spending through 2026

**Light blue circles = Levy partner schools, Dark blue circles = SBHC sites, Triangles = Community partner (O&A) sites**

**Source:** SPS
The 2020–2021 school year was the first year of implementation for the 10-year FEPP Levy’s School-Based Investments (SBI) strategy, following completion of a Request for Investment (RFI) process during the previous school year and the announcement of awards for 38 Seattle Public Schools—24 Elementary, 6 schools, 5 middle schools, and 5 high schools. School-Based Investments under the FEPP Levy provide immediate, supplemental support for select schools in Seattle Public Schools with higher concentrations of historically underserved populations and greater opportunity for improving student performance in areas such as English language arts and mathematics proficiency, on promotion to the next grade level, enrollment in expanded learning experiences, and on-time graduation.

By investing in services supplemental to what schools provide through state and district funding, FEPP Levy School-Based Investments focus on fewer schools and serve fewer students overall but offer greater levels of support in areas of higher need and more intentional prioritization of students and communities who have experienced systemic inequities in educational achievement. And while FEL funded only through ninth grade, the FEPP Levy expanded investments through 12th grade and place a greater focus on college and career readiness. With the addition of Seattle Promise to the FEPP Levy as well, this creates a full spectrum of services and support for students from preschool to postsecondary.

The SBI strategy uses an outcomes-based approach that empowers schools to develop their own innovative solutions to improve outcomes for Seattle students. Schools develop their own plans for providing expanded learning and academic enrichment or college and career readiness programming for their students; for example, the International Baccalaureate (IB) program at Rainier Beach High School (723 students) and 269 students participated in college and career readiness programming. Programs and activities are offered both during school-time and out of school-time, including during the summer. O&A partners served a total of 816 students during the 2020–2021 school year. 90% of these students participated in expanded learning opportunities (723 students) and 269 students participated in college and career readiness programming.

Within the Culturally Specific and Responsive strategy of the FEPP Levy, Educator Diversity investments during the 2020–2021 school year supported 104 educators of color in pursuing either an associate degree, bachelor’s degree and teaching certification, or master’s degree. Educator Diversity initiatives are aimed at increasing the number of linguistically, racially, and culturally diverse educators within Seattle Public Schools (SPS), in partnership with SPS and their Academy for Rising Educators, Classified to Certificated Program, and Seattle Teacher Residency certification pathways.

LEVY-PARTNER (SBI) SCHOOLS WITHIN SEATTLE PUBLIC SCHOOLS

<table>
<thead>
<tr>
<th>Strategy Area: School-Based Investments</th>
<th>Students of Color</th>
<th>English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Seattle Elementary (WSE)</td>
<td>54,021 students</td>
<td>81% of all Black males who attend SPS schools</td>
</tr>
<tr>
<td>Seattle Public Schools</td>
<td>16,681 students</td>
<td>54,021 students</td>
</tr>
</tbody>
</table>

* Number of students for whom DEEL received demographic data

* Source: DEEL

* 30% of all SPS students

* 55% of all Black males who attend SPS schools

* 54% of all English Language Learners

* Data from SPS K-12 Enrollment

* Certification pathways.
COVID-19 Adaptations to School and Community-Based Investments

DEEL began working with school and community partners in spring of 2020 to adjust programming and workflows to a remote learning model and better support access to academic, enrichment, and college and career readiness activities for students furthest from educational justice during the 2020-2021 school year. Building from the lessons they learned from initial school closures in March 2020, schools modified their instructional delivery plans, incorporated more small-group work, set up synchronous (live) and asynchronous (self-directed) learning experiences, and expanded case management support to ensure students had access to necessary technology and connections to caring adults and peers. Community partners selected during 2020 RFI processes also submitted plans for COVID-19 adaptations and received supports for preparing to serve students in remote contexts.

Family Support Services investments, part of the Wraparound Services strategy under K-12 School and Community-Based investments played a pivotal role in helping students and families navigate the challenges of a pandemic year. Family support service investments are designed to remove barriers to student learning by meeting students’ basic needs through access to financial resources and community supports. During the 2020-2021 school year, 762 students and their families benefited from meal distribution, technology resources and support, food, clothing, and housing assistance options, as well as case management and care coordination intended to support student learning throughout the year. Services were concentrated in 15 elementary schools, Rainier Beach High School, and SPS’s Native American Program, all selected based on levels of student need.

In addition to adaptations within these existing FEPP investment strategies, new partnerships were forged during COVID-19 and funded by levy savings acquired in spring of 2020 when school buildings first closed. One such partnership was with the Seattle Office of Arts and Culture (ARTS), who provided high-quality arts materials for students attending SBI partner schools to use at home, as well as virtual arts education through virtual platforms. FEPP funding provided arts kits for over 9,000 students, including all students at SBI elementary schools and students enrolled in arts classes at SBI middle and high schools.

DEEL also partnered with TeamRead, a community-based organization who also partners with Seattle Public Schools, to create the Neighborhood TeamRead program, a virtual extension of their dual-impact reading and tutoring program for public housing communities and students attending schools without an existing TeamRead partnership. Neighborhood TeamRead provided an after-school, extended day program pairing elementary school students with trained teen reading coaches from their community for one-on-one reading support. Teen tutors and elementary readers both experienced the socio-emotional benefits that come from the near-peer relationships that TeamRead pairs.

FEPP Levy resources were also leveraged to provide remote learning support and in-person access at Seattle Parks and Recreation (SPR) citywide teen hubs for middle and high school students during the pandemic year. Participating students benefited from in-person academic support and enrichment experiences, including support accessing SPS remote classrooms. Approximately 70 students a week participated at eight teen hubs from October through June.

Additionally, DEEL issued a new $1 million funding opportunity for community-based organizations to expand or enhance summer programming in 2021, in response to extended time in remote learning environments and the expressed needs of students and families for added support over the summer. Seventeen organizations were awarded funds to provide more than 600 students with academic, health and wellness, and college and career readiness enrichment activities June through August.

Calls from families sharing their needs were coming in from early morning until evening. We were able to support financial needs like rent and energy bills, provide a weekly food distribution at Leschi, and connect students to other resources they needed, such as transportation for housing-insecure students, emotional support and counseling referrals, and access to before- and after-school programs.
FEPP LEVY YEAR 2 REPORT: 2020-2021

K-12 SCHOOL AND COMMUNITY FINDINGS

The transition in K-12 investment strategy from the Families and Education Levy to the FEPP Levy beginning in the 2020-2021 school year resulted in fewer overall schools receiving funding, but greater investments in high-school aged students, as well as a more intentional focus on students and communities furthest from educational justice and an increased emphasis on college and career readiness.

This, along with changes in how and when state assessments were conducted for the 2020-2021 school year, means that K-12 results from this school year are better viewed as new baseline data for assessing future levy results than as an accurate analysis of historical trends.

* Results are from Smarter Balance Assessments conducted in Fall 2021 instead of the standard springtime assessment.

Enrichment programming is essential because learning shouldn’t be limited to the traditional classroom. Not all youth learn and develop their skills in that way. By giving youth a space to express themselves and explore their interests, we’re providing opportunities for all our youth. At ASC, our goal is to provide daily interaction with community members of color working in various fields, so youth can begin to picture themselves in these careers or educational settings as they get older. Exposure to BIPOC business owners and local entrepreneurs helped one of our youth write a business proposal and build a successful online shop with her own line of lip gloss.

Director of Youth and Education Support
Atlantic Street Center
Strategy Area: Opportunity & Access

MICHELLE MITCHELL-BRANNON

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* Results are from Smarter Balance Assessments conducted in Fall 2021 instead of the standard springtime assessment.
**4-YEAR GRADUATION OPPORTUNITY GAPS** School-Based investments, Class of 2021*

How K-12 students at Levy-supported schools compared to Seattle Public Schools students overall, broken down by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Levy-funded School % Graduating On-time (N=1,342)</th>
<th>SPS % Graduating On-Time (Population level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All SPS Class of 2021 Students</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>African American</td>
<td>83%</td>
<td>91%</td>
</tr>
<tr>
<td>Asian</td>
<td>82%</td>
<td>92%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>79%</td>
<td>92%</td>
</tr>
<tr>
<td>White</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>

*The five SBI schools contributing to the data in the two tables above—Chief Sealth International, Interagency Academy, Cleveland STEM, Rainier Beach, and Franklin—were chosen during the Request for Investment process precisely for their demonstrated need for greater supports. The graduation rates seen here provide baseline numbers for future years’ analysis of levy results.

Fewer than 10 students who identified as American Indian/Alaska Native were served at SBI schools. Their results have been excluded from view due to privacy and reliability concerns.

**ON-TIME, FOUR-YEAR GRADUATION RATES** for Partner Schools Receiving School-Based Investments*

<table>
<thead>
<tr>
<th>School Year</th>
<th>Students Served</th>
<th>Levy-funded School % Graduating On-time</th>
<th>SPS % Graduating On-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>23,456</td>
<td>79%</td>
<td>83%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>23,456</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>23,456</td>
<td>87%</td>
<td>91%</td>
</tr>
</tbody>
</table>

*The number of schools funded and number of students served changed between 2019-2020 and 2020-2021 school years and are captured from the final monitoring report. Data as of October 2021 and reflects outcomes from the 2019-20 and 2020-21 school years.

Our levy supports have enabled us to expand our school’s International Baccalaureate program to more students and tailor it to their needs and dreams. As a result, we’re putting more students on a pathway to college and a higher paying career. One of my students last year told me that he never envisioned himself going to college because he couldn’t afford it and he wasn’t ‘that kind of kid.’ He’s at UW this year on a full-ride scholarship and loving it.”
the community, and other historically underserved student groups, including students experiencing homelessness and LGBTQ students.

Public Health

Health & Key Contacts

DEEL partners with Public Health—Seattle & King County (PHSKC) to administer comprehensive medical and mental health services in 29 School-Based Health Centers (SBHCs) across the city. PHSKC’s role includes managing SBHC contracts with healthcare providers, overseeing frequent for application processes, and providing direct services at three SBHCs within Seattle Public Schools (Cleveland, Ingraham, and Rainier Beach high schools).

SBHC providers quickly adapted to the COVID-19 pandemic and the closure of school buildings in spring of 2020 to offer telehealth services and expand access to community-based clinics. These adapted services continued into the 2020-2021 school year through a combination of in-person services, telehealth, and community-based care for students and families. Following the Centers for Disease Control & Prevention’s emergency authorization of the Pfizer vaccine for 12–15-year-olds, SBHCs also began supporting youth vaccine education and assistance.

In total, 6,787 students received health services at 29 SBHCs citywide from seven SBHC clinic operators during the 2020-2021 school year.

K-12 School Health investments provide an important bridge between health and education by promoting school attendance and improved academic performance by providing direct health services to students. Services include preventive care and immunizations, comprehensive primary and acute health services, and mental health services, at-age-appropriate reproductive health care, and health insurance enrollment assistance. In the 2020-2021 school year, $16.4 million was spent on K-12 School Health investments, representing 15% of total FEPP Levy spending for the year.

Access to School-Based Health Centers is available for all Seattle Public Schools students regardless of the presence of an SBHC on their school campus. While services are universally accessible to all SPS students, outreach and referrals for services are focused on students with the greatest need such as those experiencing non-academic barriers to learning, students not yet meeting grade-level learning standards, students less likely to access care, or students with special needs.

There is an enormous need for behavioral health services and families face long waits to schedule a behavioral health intake. School-based clinics can and have provided an immediate response to this need. In September 2020, we began offering both in-person and telehealth mental health appointments, in-language outreach, social and emotional learning supports, and group activities like gardening and cooking that taught coping strategies as a counseling alternative."

ON-TIME GRADUATION TRENDS
For Seniors Receiving SBHC Services Compared to Overall Seattle Public Schools Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>SBHC Services</th>
<th>Overall SPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who graduated on-time</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Students who graduated on-time</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Students who graduated on-time</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Students who graduated on-time</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Students who graduated on-time</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Demographic data was unavailable for 203 students.
Seattle Promise is a universal-access college tuition and success program designed to support Seattle students, especially first-generation students and underserved populations, on a direct path from high school to college. Seattle Promise supports scholars in achieving a certificate, credential, degree, or transfer to a four-year institution and prepares them for participation in our region’s vibrant workforce and economy without taking on overwhelming college debt. The program is implemented by Seattle Colleges, in close partnership with the City of Seattle and Seattle Public Schools (SPS).

The Seattle Promise program, first established in 2017 as an expansion of the 13th Year program at South Seattle College and adopted as part of the FEPP Levy in November 2018, has three core components: preparation and persistence supports, a last-dollar tuition scholarship that covers remaining costs of tuition after all other public funding or grants have been applied, and an equity scholarship of $500 per quarter for students with the greatest financial need. Beginning in their junior year of high school, SPS students receive college and career readiness supports from Seattle Promise outreach specialists assigned to their high school. Upon matriculating in the program, Promise scholars receive persistence supports and are eligible for both tuition and equity scholarships based on financial need. The Equity Scholarship is flexible funding that students can use to pay for non-tuition related expenses such as books, fees, child care, food, housing, transportation, or other expenses.

The 2020-2021 school year marked the first incoming cohort of Promise scholars from all 17 Seattle Public Schools (SPS) high schools, following an expansion of the program from its beginnings at South Seattle College when graduates from only three high schools had access to tuition scholarships. SPS graduates are eligible for the program regardless of grade point average (GPA), income, ability, or country of birth. As a result of expanded eligibility, Seattle Colleges welcomed the largest number of Promise scholars to date at its three campuses (North, Central, and South): 689 first-year scholars (2020 Cohort) and 148 second-year scholars (2019 Cohort). This more than doubled the number of students in the program, with roughly 18% of the SPS graduating class of 2020 participating. The expansion in eligibility to all 17 SPS high schools resulted in a higher percentage of white students being enrolled in the program as well as more students from higher income families (66% students of color in 2020 cohort vs 76% in 2019 cohort). Almost one-third of Promise students enrolled in 2020-2021 reported being a first-generation college student with neither parent or guardian having completed a bachelor’s degree.

### Who Did We Serve?

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Are Our Promise Students?</td>
<td>837</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
<td>(221)</td>
<td>DEEL</td>
</tr>
<tr>
<td>Unknown Race</td>
<td>26%</td>
<td>(214)</td>
<td>DEEL</td>
</tr>
<tr>
<td>Black/African American</td>
<td>16%</td>
<td>(132)</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>19%</td>
<td>(158)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>(17)</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>9%</td>
<td>(73)</td>
<td></td>
</tr>
<tr>
<td>American/Asian/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>1%</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>English Language Learner</td>
<td>7%</td>
<td>(60)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td>(463)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td>(385)</td>
<td></td>
</tr>
<tr>
<td>Refugee/Immigrant Family</td>
<td>4%</td>
<td>(30)</td>
<td>DEEL</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>(30)</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>9%</td>
<td>(73)</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5%</td>
<td>(42)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>(30)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td>(463)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td>(385)</td>
<td></td>
</tr>
<tr>
<td>Refugee/Immigrant Family</td>
<td>9%</td>
<td>(73)</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
<td>(73)</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>7%</td>
<td>(58)</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7%</td>
<td>(58)</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7%</td>
<td>(58)</td>
<td></td>
</tr>
</tbody>
</table>
Early in the pandemic, I felt overwhelmed with the possiblity of not getting into my “dream” school and the cost of college hanging over my head. I came across the Seattle Promise scholarship and decided to take a leap of faith in starting with community college. That was the best decision I’ve made yet in my young adult life. Seattle Promise gave me access to resources and the skills I need to be a successful first-generation college student. I’m transferring in Fall 2022 to Western University to pursue a career as a Speech Language Pathologist.”

Over the course of the 2020-2021 school year, DEEL conducted a process evaluation examining Seattle Promise scholar persistence and the advising supports students receive, in order to understand how to increase completion rates and better support students furthest from educational justice. The available findings from Promise revealed rates decreased after the start of the COVID-19 pandemic. Focus groups and surveys conducted as part of the evaluation with Seattle Promise scholars and retention specialists, employed by Seattle Colleges, revealed a variety of persistence barriers affecting student progress toward a postsecondary degree:

- **Satisfactory Academic Progress (SAP)** and time-limited enrollment were the most challenging Seattle Promise program requirements for scholars to navigate, impacting their ability to remain eligible for participation in Promise.
- Many of the barriers identified were similar to findings that emerged during the Seattle Promise Racial Equity Toolkit (RET) process that influenced policy changes implemented during the Seattle Promise Racial Equity Initiative (RET) process that occurred during the 2019-2020 school year. RETs are implemented by City departments as part of the City Race and Social Justice Initiative to review existing or planned programs and policies for their impact on racial equity. Recommendations from the Seattle Promise RET influenced policy changes implemented during the 2020-2021 school year, detailed in the COVID-19 Adaptations section.

**COVID-19 Adaptations to Seattle Promise**

As reflected in findings from the 2020-2021 process evaluation report, the impacts of the pandemic on Seattle Promise scholars were significant and presented barriers to both persistence and completion. To mitigate many of these challenges, Seattle Colleges and DEEL adapted both programmatic and policy components within the program to better support students and their changing needs during the pandemic.

**PROGRAMMATIC CHANGES**

During a typical school year, incoming Promise scholars would have attended an in-person Summer Bridge initiative to help prepare them for the academic rigor they faced in the fall. Due to COVID-19, the Fall 2020 Summer Bridge was offered remotely from August to September, Seattle Colleges provided scholars with an alternative orientation experience. Students were invited to attend a virtual Summer Bridge where staff focused on surveying students about their technology and academic needs and provided workshops to help build a class schedule, register for classes, and interact with instructors.

Throughout the year, Seattle Colleges made upgrades to their technology to better support students on virtual platforms. Seattle Promise provided seed funding for a partnership with the Washington State Opportunity Scholarship (WASOP) to develop a suite of free and low-cost technology solutions to support students during the pandemic.

**PATHWAYS TO HIGHER EDUCATION**

Seattle Promise provides access to colleges for scholars who are looking to pursue a career in higher education. Seattle Colleges has worked closely with the Seattle Promise Research Team to ensure that program data and findings are reflective of student needs.

To improve student performance and build confidence in their ability to navigate the perceived rigor of a larger university, Seattle Promise provided additional funding to enhance equity supports in the Seattle Promise program with the support of new federal funding under the American Rescue Plan Act (ARPA). Under ARPA, approximately $10.7 million in Coronavirus Local Fiscal Recovery funding between 2021 and 2023 will go toward expansion and enhancements to the Seattle Promise program as part of the City’s COVID-19 recovery strategy.

In spring of 2021, it was announced that the CLFR would provide financial support to pilot program equity enhancements designed to address racial disparities in Promise retention and completion, including:

- Offering a path to program entry
- Extending the summer bridge by a week to provide more extensive orientation
- Increasing Equity Scholarship award amounts from $500 to $1,000 a quarter, and expanding Equity Scholarship eligibility in alignment with federal Pell grant standards to allow more students to receive additional financial support
- Providing more personalized and differentiated staff supports reflective of student needs
- Supporting transfer pathways and 4-year degree attainment through a new transfer partnership with the University of Washington
- Providing seed funding for a partnership with the Washington State Opportunity Scholarship

**WHY STUDENTS CHOSE SEATTLE PROMISE**

DEEL’s Seattle Promise Program Evaluation report provided deeper insights into student motivations for applying to the Seattle Promise program, with the following top themes emerging:

- **COST-SAVING**
  - Seattle Promise presented an opportunity for scholars to reduce the financial burden on their families by earning their first college credit without the cost of attending a 4-year university.

- **COLLEGE ACCESS**
  - Seattle Promise provided college access to scholars for whom the cost of attending a higher education institution at highest risk was prohibitive.

- **CAREER EXPLORATION**
  - Seattle Promise provided college access to scholars for whom the cost of attending a higher education institution at highest risk was prohibitive.

- **PATHWAYS TO HIGHER EDUCATION**
  - Seattle Promise provided college access to scholars for whom the cost of attending a higher education institution at highest risk was prohibitive.

- **SUPPORT**
  - Seattle Promise provided college access to scholars for whom the cost of attending a higher education institution at highest risk was prohibitive.

- **COST-SAVING**
  - Seattle Promise provided college access to scholars for whom the cost of attending a higher education institution at highest risk was prohibitive.

DEEL’s 2020-2021 process evaluation report provided deeper insights into student motivations for applying to the Seattle Promise program, with the following top themes emerging:
Seattle Promise’s outreach work is about exploring the landscape of future opportunity with students. Sometimes they aren’t sure what’s out there or have a limited understanding of what can be done after high school. It’s our job to listen to what they’re excited about and say, “Hey, have you ever heard of this career or degree?” Starting that conversation and walking them through all the steps to get there helps students avoid overwhelm and increases their chance of success.”

**Lee Westrick**
Seattle Promise Outreach Specialist
Strategy Area: Seattle Promise

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**SEATTLE PROMISE PERSISTENCE RATES**

2018 Cohort: 191 enrollment
2019 Cohort: 290 enrollment
2020 Cohort: 689 enrollment

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**RACIAL EQUITY FINDINGS**

Across all races and ethnicities, 3-year completion rates for Seattle Promise met or exceeded the national average.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2018 Cohort</th>
<th>2019 Cohort</th>
<th>2020 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>18%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>32%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Fewer than 10 students who identified as American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, or Two or More Races from the 2018 Cohort completed their certificate, credential, or degree within the Seattle Promise program. Their results have been excluded from view due to privacy and reliability concerns.
The mission of the Department of Education and Early Learning is to transform the lives of Seattle’s children, youth, and families through strategic investments in education.

We envision a city where all children, youth, and families have equitable opportunities and access to high quality education services, support, and outcomes.