

**FAMILIES, EDUCATION, PRESCHOOL, AND PROMISE
LEVY OVERSIGHT COMMITTEE**

Annual Retreat
Wednesday, April 24, 2024

MEETING MINUTES

I. Call to Order

Director Chappelle called the retreat to order at 8:33am.

II. Attendees

Members Present: Councilmember Maritza Rivera, Chancellor Rosie Rimando-Chareunsap, Dr. Donald Felder, Marques Gittens, Dr. Ted Howard, Susan Lee, Jennifer Matter, Erin Okuno, Kateri Joe, Manuela Slye, Evan Smith, Christa Valles

Members Absent:

Natalie Beauregard, Stephanie Gardner, Gina Topp

Others Present: Chris Alejano (DEEL), Dr. Dwane Chappelle (DEEL), Jemini Davis (DEEL), Leilani Dela Cruz (DEEL), Dr. Ismael Fajardo (DEEL), Dr. Ciera Graham (DEEL), Sonja Griffin (DEEL), Dr. Becca Lawrence (DEEL), Jonah Spangenthal-Lee (DEEL), Jasmine Marwaha (Council Central Staff), Isis Randolph-McCree (DEEL), Melody McMillan (Seattle Colleges), Amelia Moore (DEEL), Dr. Brittany Ota-Malloy (DEEL), Michelle Neubauer (DEEL), Daniel Perez (DEEL), Marissa Rousselle (DEEL), Sara Rigel (KCSPH), Jonathan Swift (DEEL), Wendy Sykes (Council Staff), Mei-Li Thomas (DEEL)

III. Public Comment

IV. Business Items

FEPP Annual Report Presentation

Presenters:

- Dwane Chappelle, DEEL Department Director
- Ismael Fajardo, DEEL Impact and External Affairs Director

Roundtable Discussions Presenters:

- Early Learning: QPPD
 - Sonja Griffin
 - Michelle Neubauer
 - Daniel Perez
- K-12: School-Based Investments
 - Ciera Graham
- K-12: Wrap Around Services

- Amelia Moore
- Postsecondary: Path to UW
 - Brittany-Ota Malloy

Review & Advise	Recommend	Vote	Advocate
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- The Committee was engaged in a several-hours long update on the Year 4 results of the FEPP Levy
- The outcomes update was followed by several rounds of roundtable talks with a deep dive into various early learning, K-12, and Postsecondary investments.

The below discussion summary is a compiled narrative of the outcomes and roundtable presentations.

General Overview	
Speaker Initials	Question/Comment
DF	<p>Are there any activities to prepare for the next levy?</p> <p>DC: Yes, we will discuss levy renewal later today. The levy renewal must be approved by the voters of Seattle.</p> <p>TH: We may want to also discuss what SPS and CoS are talking about in terms of alignment.</p>
TH	<p>When looking at children served there was a time they had nowhere to matriculate. We are now seeing the manifestation from the conversations that occurred at the Education Summit years ago.</p> <p>DC: Agreed. It was a priority to ensure that once they graduated every student had a place to go no matter if it were to a trade-level job or a 4-year institution</p>
Preschool and Early Learning	
Theme	Synopsis of Discussion
Budget	<ul style="list-style-type: none"> ● DEEL’s preschool program is one part of a constellation of programs offered to children in Seattle. The program is not funded by the state, however DCYF does have a statewide program called ECEAP. ● DEEL serves a more diverse student population through the leveraging of existing dollars through the blending of classrooms with ECEAP and (federally funded) HeadStart seats. ● DEEL offers a Facility Funds Grant for providers to improve and enhance their facilities
Staffing Retention and Supports	<p>In regard to staffing, early childhood education has been having workforce challenges nationwide. Labeled the “leaky bucket” high turnover is common as wages are not on par with the K-12 educators. There is also an acknowledged pay disparity between SPP and SPS preschool teacher wages. To address the wage disparity and retention, DEEL offers funding to support preschool teacher wages.</p>

Programming	<ul style="list-style-type: none"> • DEEL uses a constructivist developmentally appropriate practice. The curriculum focuses on concept development, language modeling, and scaffolding child’s thinking. The program also focuses on pre-literacy skills which set the foundation for reading. In a short period of time, the program has reached high CLASS scores (all things considered) • Each child receives 6 hours of programming. Seattle Preschool programming is rated on the CLASS scale of 1-7. • The coaching ratio is an average 12-15 classrooms per coach with an option of 1-10 classes in the early years to 1-25 as the quality improves as classrooms receive differentiated approaches according to need. All providers have access to the same level of investment that can be customized to provider needs. • There is continued interest in exploring a Dual Language Learning pathway between Seattle
Kindergarten Readiness	<ul style="list-style-type: none"> • Not all children arrive at kindergarten with all the skills they need, and DEEL’s work is to close that academic gap. It is noted that some children from more affluent neighborhoods may come in more ready than others, but DEEL is aware that changing district demographics post-COVID can also affect the trends. • DEEL does not have location data for students who transfer from SPP to kindergarten. Externally there is a Kindergarten Transition Plan in partnership with elementary school and preschool teachers. The partnership will provide portfolios and final TSG assessments to kindergarten teachers. There have been challenges in building that bridge as leadership changes. Internally, DEEL has put together a K-12 and EL team to work on the pre-k to kindergarten transition issue. The goal is to identify and execute ideas that address closing the gap on what is developmentally appropriate. • 90% of SPP children are kindergarten ready. It is unclear as to how this compares to non-SPP children as SPP has a different mix of students, though it is assumed that they do better. The current goal is to track trends and DEEL will look into the truths around the assumptions pointed out at the retreat. • 74% of SPP children participated in the WaKids assessment whose elements are similar to the TSG domains (i.e. Social-Emotional, Literacy, Math) The Early Learning team communicates with the programs and have family conferences three times per year to share more information about the DCYF and TSG indicators regarding kindergarten readiness and where the families’ child(ren) are in their domains.
Slots and Priority Placement	<p>Early Learning is estimated to reach their preschool slot goal by the end of the levy. There are two rounds of selection, the first being those that are</p>

	<p>unhoused and/or are four years old. The second, are all other students awaiting placement.</p> <p>For students that are in foster care, DEEL relies on applications from caseworkers or the families directly, while also removing the burden of proof. It is not clear how DCYFS completes their process and DEEL will circle back to respond to the inquiry.</p>
Staff Training	<ul style="list-style-type: none"> • Not all providers have a BA, however DEEL offers 4 years and a scholarship to complete their degree. • DEEL’s standard program training is over 20 days. The training is paired with coaching, technical assistance, and Professional Learning Communities (PLC). Providers that are part of an FCC receive targeted and specified support tailored to their hub. • The Early Learning Team is partnering with the K-12 division to offer a blended pre-K and kindergarten training. The training does not yet include principals but can be considered. There have been previous efforts of this, however schools need time to implement and stick with what is proven to work instead of constantly switching to something new. In order for children to thrive they need both high-quality preschool and kindergarten teachers. • Provider mastery is assessed by the PQA, Fidelity Checklist, and SB 100-point assessments. To meet the education requirements, Lead Teachers must have a BA. Assistant Teachers and IAs cannot be required to have a degree based on their contract and therefore it is a challenge to get them to meet the requirements. DEEL is considering a waiver of exception for IA because they hold other certifications.
Current Challenges	<p>In the areas of support, providers have identified inclusion and behavioral challenges to be the most prominent. It has been acknowledged that the pandemic has heightened the awareness of children with behavioral challenges and that all the training and resources may not be enough to mitigate social circumstances.</p> <p>A concern has been expressed that the lack of systemwide structural supports, and SPP+ classrooms] to support children with IEPs and/or other additional needs. There are musings that this is a major contributor to high teacher turnover and burnout.</p>
K-12 School and Community Based Investments, Professional Development, and Completion	
Theme	Synopsis of Discussion
Interventions	<p style="text-align: center;">How are Interventions Selected?</p> <p>SBI schools are required to select a minimum of 8-10 interventions that align with the elements of the intervention framework and their identified school needs. Schools set goals and interventions for the upcoming academic year in March during a process called “Reauthorization.” Many schools opt for more than the minimum required interventions and Reauthorization is a great time</p>

for schools to evaluate their current year interventions and their impacts on students and school culture. Though every school context is different, schools monitor student math and reading performance on assessments to determine who needs Tier 2 and 3 support. This method has seen much success in targeted support that is adaptable to student’s emergent needs. Assessment data is reviewed in professional learning communities (PLCs) and grade level meetings, DEEL advisors also work with schools to approve and evaluate the merits of identified interventions and discuss best practices throughout the year. Site visits are done quarterly DEEL only prescribes the number of student interventions, approves interventions, observes interventions throughout the school year and supports schools through a continuous improvement process. DEEL does not mandate participation of individual students in interventions, as we recognize that schools are well equipped and knowledgeable to know which students need supports.

Intervention Strategy Highlight: Robert Eagle Staff Middle School —students in CSIP/levy cohorts who show they would benefit from specific supports to attend school regularly will engage in attendance support workshops. These workshops would help address barriers to attendance, and provided students and families the resources and supports to improve attendance. This would be done by the admin and counseling team.

Partnering with CBOs. Schools also partner with CBOs to strengthen capacity for intervention delivery and implementation. School staff work with CBOs to identify students who are most in need of additional support. CBOs and School Based staff track student participation in interventions via SPS’s Unified Insights system (previously Hoonuit). This system allows for coordinated support around intervention participation and tracking individual student progress in interventions. BOs do their own recruitment for their intervention programs. SPS has soft launched a program *Who Knew It* where CBOs put data into the system to know if they are making process; this program will be in SPS’ Continuous School Improvement program which will be hard launched in September 2024. This program will only be required of CBOs that partner with SPS.

Family Engagement

Regarding family engagement, some schools may set goals and interventions that involve getting to know the experiences and needs of families and how schools can better support them. Some schools also set goals and interventions where they seek feedback from family to inform student supports and survey families about the quality of support provided. SPS recognizes that during the summer, culturally some students or parents have jobs that don’t have access to programs due to financial situations. Attendees inquired as to how immigrant and refugee students at schools that do not

	<p>have FEPP investments, are tracked to prevent them from falling through the cracks.</p> <p style="text-align: center;">Evaluating Interventions</p> <p>To share data and Evaluate interventions, DEEL and SPS have a data sharing agreement that permits DEEL to track SPS student participation in interventions, as well as student performance on reading and math assessments. conducted by Attendees were interested in how students are identified to receive intervention support, and how the levy is leveraged to serve the needs of those students. DEEL is able to provide pre-pandemic data, however due to the absence of state assessments during the pandemic, the data would have to go back a couple of years. DEEL will be following up on the details of the number of students provided an intervention, and though the department doesn't get into completion statistics, it is encouraging to see that there is a rebound in student retention in interventions.</p> <p>DEEL is currently in the process of wrapping up an internal evaluation focused on the role interventions play in student- and school-level outcomes which will be instrumental in how we think about how (and which) interventions are improving outcomes. The levy renewal process provides us with an opportunity to think about how we can support schools in homing in on practices that have shown great results.</p>
Professional Development	<p>How are the PD trainings developed?</p> <p>SBI offers a suite of PD offerings to school including equitable math instruction, utilizing equitable teaching pedagogies and providing teacher feedback, restorative practices, and family engagement. Each of our PD Providers has a different/unique approach but understanding the unique school context and then being adaptive to the needs of the school, staff and students is something every provider does. These PD topics were chosen based on the interest of our levy schools, and alignment to district strategic initiatives.</p>
Completion	<p>An attendee made the comment that students that live in the areas where SBI high schools are located are twice as likely to not graduate and the numbers are not reflecting immigrant and refugee students. DEEL will be looking into whole district information to compare that against FEPP investments.</p> <p>Attendees noted the extracted Native American and Native Alaskan/Pacific Islander data from the Completion slide. It was also requested to see pre-pandemic data for on-time graduation rates</p>
K-12 Wrap Around Services	
Theme	Synopsis of Discussion
General Sentiment	DEEL takes pride in its strategy engagement practice ensuring partnerships between communities and institutions. The department also recognizes the

	<p>impact of student word of mouth as they matriculate into high school. As families are made aware of the resources that are available to them, providers meet with the families to ensure that \$10K/year limit will meet their needs.</p>
K-12 School-Based Health Centers	
Theme	Synopsis of Discussion
Data	<p>Data for SBHCs go back as far as 2007, however, to examine the correlation between 9/11 and COVID-19 data regarding student mental health it is recommended to review national trends. School-based health centers have expanded from 26 to 29 in 2019 which is anticipated to aid in closing the school nurse shortage gap. Currently, due to state budget the ratio of school nurses to students is 1:500.</p> <p>FEPP budgets \$51M total to SBHCs to be allocated over 7 years.</p>
Barriers to Usage	<p>Identified barriers to usage of the centers have been difficulty scheduling an appointment due to long wait times and part time nursing staff, as well as a paperwork barrier for students to receive initial access to the centers. The paperwork barriers also limit how schools get information out for purposes such as recommending students being recruited to summer programs. For those experiencing a language barrier, translation services are available via phone, however, there has not been an identified solve for those that are experiencing an accessibility barrier.</p>
SBHC Attendance	<p>- School-based health centers have reengaged students into the healthcare system, and now that visits are confidential it may be a factor to realizing increased utilization. The centers are in a convenient location and do not require insurance to receive its services. Utilization data is based on classroom attendance. Students may be on the premises and not in the classroom. Attendance is taken twice daily, and if the student is gone by second attendance, they are marked absent. SPS is working on an assessment to understand why they are choosing to come to, but not stay at school.</p>
Renewal Opportunities to Explore	<p>Attendees at the retreat spoke of opportunities for the initiative such as summer access, opening the centers for sports and fields assessments, and improved supports for foster and Native American/Indigenous students.</p>
Housing and Homelessness Services	
Theme	Synopsis of Discussion
General HHS Info	<p>DEEL's Housing and Homeless Services funding includes case management and family support/referral services. Ongoing management to meet with parents in locations that are most comfortable to them to connect them to relevant resources. At this time FEPP doesn't cover all costs for family support services.</p> <p>Total HHS investment: \$4,151,087 total and \$593,012 annually</p>

	<p>Estimated total cost per student, inclusive of case management, programmatic supports, and emergency assistance funding: \$6,895</p> <p>Estimated cost per student in emergency assistance funding only: \$3,447</p> <p>Seattle Housing Authority works with a number of partners often providing long-term support for the families that utilize their services. DEEL’s primary partner regarding student homelessness is SPS.</p>
Student Tracking	<p>DEEL does not track whether or not a student is in foster care, however when an enrolled child is identified as homeless, they are provided with resources that their families are eligible for and connect with them with agencies who can offer support.</p> <p>Regarding afterschool programs, many CBOs have access to information regarding which children are homeless and the assistance their families are currently receiving via a database that is monitored by SPS.</p>
Student Prioritization	<p>DEEL defines “unstable housing” as “A family that has a home that may be in foreclosure soon, facing eviction, or may owe several months in back rent are a few examples.”</p> <p>DEEL’s primary commitment is to FEPP students and will follow up on how partnering providers to confirm how they prioritize student aid.</p> <p>Prioritization of student assistance Provider: Neighborhood House NH Housing Advocate will receive the online form submissions and direct phone calls. The Advocate will log all referrals from all sources in their referral spreadsheet, including date of screening and outcome. The Advocate will confirm the student’s eligibility and SPS ID and assess their housing situation and needs. The program will primarily focus on prevention of homelessness through provision of rental assistance and wrap-around support. The program will provide facilitated referrals to additional resources for longer-term housing stability support, including access to Rapid Rehousing, as needed. Depending on the nature of the housing situation, the Advocate will proceed to enrolling the student or will provide a facilitated referral to another program for longer-term support. The screening process will also include a Tier placement to serve the most vulnerable.</p> <p>2023-24 SPS Tier System Tier 1: Pregnancy, < 30% AMI, Disabled, actively facing eviction, Have not previously been assisted by the SPS, Have not previously accessed other NH rent assistance programs Tier 2: 30% < 50% AMI, History of homelessness, History of Eviction, have previously been assisted by the SPS, Have previously accessed other NH programs Tier 3: 50% < 80% AMI</p>

Sports and Transportation	
Theme	Synopsis of Discussion
General Sports and Transpo Info	<p>DEEL has an active MOU with Seattle Parks and Recreation that provides funding for stipends to youth league coaches. This stipend doesn't include training for coaches. If Parks uses this stipend for training, it has not been directly communicated to DEEL.</p> <p>It is a concern and priority of SPS to ensure that students are placed in the best care with coaches and an interest in prioritizing training has been expressed.</p>
Transportation Provision	<p>DEEL places an emphasis on transportation provision for their programs. It is a factor that the department would like to take into consideration when selecting partners to fund.</p> <p>Summer programs that offer transportation in South Park:</p> <p>SPR Community Learning center @ Denny MS; 2024Westside Scholars Academy. Transportation is provided by First Student (a charter bus company) and scheduled for the summer programs. Participants who need transportation will be able to sign up so the correct routes can be built for their trips to and from the school location. Serves Middle, grades 6-8, ages 11-14 & High, grades 9-12, ages 14-19. Runs July 8, 2024 - August 2, 2024 and offers a range of programs to choose from, including:</p> <ul style="list-style-type: none"> • TechBridge Girls • AVELA (A Vision for Engineering Literacy & Access) Coding Club • CoRe Gaming (Atlantic Street Center) –Sports Skills & Drills – • Youth Media Club – • Crafting & Modeling (Sketchup) • Swimming Lessons • Barbering Classes (Rising 9th Graders) • Anime Club • TOPs Club.Ceramics
Upcoming Resources	An app is currently in development that will allow students to view a list of available sports and other programs they can access and are of most benefit to them.
Seattle Promise	
Theme	Synopsis of Discussion
Data	DEEL provides up to 3-years Seattle Promise supports to students (including the 1-year completion commitment implemented in 2021). As a result of the utilization of completion commitment, Seattle Colleges and DEEL report and monitor 3-year completion rates.0 Seattle Colleges and DEEL monitor and

	benchmark progress referring to comparable local, state, and national 3-year completion rates. our comparative data at the local, state, and national levels is reported at year 3.
Budget	<p>Students are financially supported until they reach 90 credits, 3-years in the program, or transfer, or complete their first degree.</p> <p>Cost per student for Seattle Promise and operational improvements implemented by the Agency is \$9,593</p> <p>Cost per student for Transfer & Career Readiness opportunities implemented by UW-Seattle, HSD, and WSOS is:</p> <ul style="list-style-type: none"> • \$1,691 for Path to UW • \$4,616 for SYEP & WSOS combined
Staffing	<p>FEPP pays for the following FTEs for the Promise Program:</p> <ul style="list-style-type: none"> • FTE at Seattle Colleges – Title/Role <ul style="list-style-type: none"> ○ 1.5 UW-Seattle Transfer Advisors • FTE at UW – Title/Role <ul style="list-style-type: none"> ○ 43 full-time, professional staff. (currently there are 5 vacancies, so 38 as of 6/7/2024 - but working to fill asap). ○ 2 paid, part-time interns. ○ 11 part-time student navigators. • See Seattle Promise website for titles.
Completion	<ul style="list-style-type: none"> • Transfers and completion are tracked by Seattle Colleges for all students that enroll in the program including those who matriculate to a degree-earning or workforce training program. • Discover Seattle Colleges - Discover Seattle Colleges Seattle Colleges is also promoted to participants <p>Better post-graduate data collection about career and job placement for Seattle Promise scholars.</p> <p>SYEP readily contributes to career-connected learning for Promise scholars. Students engage in Learn & Earn (think skills development) and internship experiences. Increasing the number of Promise scholars who participate sooner would increase impact on decision-making regarding career pathways.</p> <p>WSOS already collects data about job placements for recipients, including those funded by DEEL. So far, we have too few graduates to report on but expect to be able to report in 2025. WSOS reports that students that go through their program are ready to enter high-demand fields, and businesses are eager to hire them. Most Baccalaureate graduates earn nearly \$100K a year. Career and Technical Scholarship graduates earn four times what their families earned at the time of their application.</p>
Identified Barriers	<ul style="list-style-type: none"> • Current changes to FASFA are being monitored by the Colleges and a “cooling effect” of applicants is expected. There is currently not a plan to get a waiver for Promise applicants.

	<ul style="list-style-type: none"> • Language access supports for ELL students for application completion is not currently explicitly defined. Support staff at SPS and Colleges handle this matter. However, Promise provides many of its resources in several languages & has previously done things like translate Readiness Academy presentations (Spanish)
Path to UW — a Seattle Promise & University of Washington-Seattle Partnership	
Locations	<p>Path to UW is only at the Seattle campus with a desire to expand to all extension campuses in the future.</p> <p>Path to UW has been working independently to secure additional partnerships creating Paths to UW from Bellevue & Highline.</p>
Recruitment	<p>Outreach regarding Seattle Promise begins Junior year of high school.</p> <p>All Promise scholars are eligible for Path to UW supports. Students typically learn about Path to UW at Readiness Academy and Summer Bridge and typically begin accessing supports in their 1st and 2nd year.</p> <p>Promise students have prioritization for Path to UW, what does this look like?</p> <p>1.5FTE of dedicated UW transfer advisors work directly with Seattle Promise students. The transfer advisors work closely with Seattle Promise staff to conduct student outreach and set up appointments and workshops both virtual and in-person on Seattle College campuses. They advise on academic program alignment, application process, scholarship, etc. Path to UW credit bearing summer seminar courses are designed increase Promise student’s familiarity with the UW campus, faculty, and advisors, and provide additional support for transfer and enrollment at UW.</p>
Partnership	<p>UW is partnering to provide better data provision on transferred students and matching the supports for this particular population.</p> <p>The Path to UW partnership is led by Jesse Cooley (DEEL), Joslin Burroghs (UW), and Seattle Promise staff. Regular meetings include:</p> <ul style="list-style-type: none"> - DEEL & Path to UW - Path to UW & Colleges - DEEL & Colleges <p>There are no regular meetings with SPS specific to the Path to UW partnership. Newly, Jesse is serving on the College & Career Readiness (CCR) workgroup with SPS & DEEL where insights about high school CCR preparation are natural.</p> <p>Path to UW is developing strategies to track transfer student retention and completion for Seattle Promise students once students transfer to UW-Seattle and intends to report that data in the next academic year.</p>

Budget Update and Underspend Forecast

Presenters:

- Jonathan Swift, DEEL Finance Director

Review & Advise	RECOMMEND	VOTE	ADVOCATE
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- Jonathan overviews the updated 2024 Budget

*Discussion Summary**

Speaker Initials	Question/Comment
	The June LOC meeting will have detailed conversation around DEEL Budget and Underspend Due to limited discussion time, Jonathan has offered to answer any questions submitted via email to LOC members
EO	Clarification was requested for the allocation of underspend
ES	Considering the levy ends relatively soon and DEEL will have to make the case for renewal: <ul style="list-style-type: none">• What are the FEPP investments that have yielded incredible returns that we can double down and scale?• Has DEEL identified and considered reinvestments in things that didn't work? JS – Spreading the resources out and doing new things probably isn't wise
SL	Informed the group of an SPP directors' monthly meetings where challenges and need for more investments are shared and think about how to utilize that information for underspend usage proposal. Recommended considering the timing if investing in Summer Learning to allow for better turn time for providers adjusting to the investments JS – last year we doubled down on investing in summer learning after the feedback from the 2023 retreat

Levy Renewal Timeline and Overview

Presenters:

- Marissa Rousselle, Director of Early Learning

Review & Advise	RECOMMEND	VOTE	ADVOCATE
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- The LOC was walked through the current timeline for levy renewal

*Discussion Summary**

Speaker Initials	Question/Comment
ES	<p>Will the levy renewal come up at the same SPS levies. This feels like it will gain greater scrutiny if it is the same size as before. Is there thought to coordinate or putting it altogether at once? There doesn't feel like there is an alternative to what is being presented?</p> <p>MR – Both SPS and DEEL levies are planned for 2025 (BEX and EPO will be Feb 2025 and DEEL Nov 2025). We are aware of the risks, increased public attention to property taxes, and are partnering with SPS while exploring multiple options for the most successful results.</p>
RC	<p>How other EDU focus levies faired, are there other entities?</p> <p>MR - Both Seattle Public Libraries and Best Starts for Kids levies follow DEEL. There is a strong history of support for levies in Seattle (50%+), so we are less worried about voter fatigue, but do want to tell a compelling story for how all these investments align and complement one another.</p> <p>Wendy – Transportation levy coming on the ballot in 2024.</p>
EO	<p>There will be a separate campaign arm? Will LOC get an ethics briefing?</p> <p>MR - DEEL cannot run our own campaign as that is a violation of laws; DEEL can provide an ethics briefing to the LOC at a future meeting.</p>

Retreat Closing

Presenters:

- Dr. Chappelle leads LOC members and retreat participants in an exercise of “Appreciate and Wonder”

Review & Advise	RECOMMEND	VOTE	ADVOCATE
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Appreciate and Wonder

More aligned so we can help our students

How do we encourage CBOs to work in alignment with the goals of the schools

LOC can do a better job of speaking to what the Levy does so that we are not as ripe in promoting the levy during the renewal process

Collaboratively break down silos and build bridges

What the story is about the levy that we will begin to tell over the next year

Is there a way to elicit more feedback from students and the community

V. Adjournment

The retreat was adjourned at 3:13 p.m.

VI. DEEL Follow-up to LOC Member Questions

- IF is Promising a data deep dive meeting sometime in the summer (possibly September)