

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

Regular Meeting
Thursday, June 25, 2024

MEETING MINUTES

I. Call to Order

Director Chappelle called the meeting to order at 4:05 p.m.
Quorum was not established – Approving meeting minutes will be postponed until the next regular meeting.

II. Attendees

Members Present: Veronica Alvarez (on behalf of Mayor Bruce Harrell), Natalie Beauregard, Councilmember Maritza Rivera, Dr. Donald Felder, Dr. Stephanie Gardner, Evan Smith, Dr. Ted Howard, Melody McMillan (on behalf of Chancellor Rosie Rimando-Chareunsap)

Members Absent:
Marques Gittens, Susan Lee, Manuela Slye, Jennifer Matter, Gina Topp, Erin Okuno, Kateri Joe, Linda Thompson-Black

Others Present: Dr. Chris Alejano (DEEL), Sarah Burtner (City Budget Office), Dr. Dwane Chappelle (DEEL), Jemini Davis (DEEL), Leilani Dela Cruz (DEEL), Dr. Ismael Fajardo (DEEL), Dr. Ciera Graham (DEEL), Dr. Brittany Ota-Malloy (DEEL), Marissa Rousselle (DEEL), Mei-Li Thomas (DEEL), Annia Yoshizumi (DEEL)

III. Public Comment

No public comments were submitted

IV. Business Items

SBI Site Visits Recap

Presenters:

- Ciera Graham, DEEL K-12 Program Manager

| Review & Advise | Recommend | Vote | Advocate |
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- The Committee provided a recap of their K-12 SBI site visits

*Discussion Summary**

| Speaker Initials | Question/Comment |
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| | Rising Star Elementary |
| DF | Rising Star impressed with the way they showed the literacy practice and joy of students for learning in their small groups. Teachers were prescriptive to the child and principal's comments about love of learning and trouble. |
| ES | <p>Rising Star</p> <p>PLC approach great to learn how that it is being leveraged and elevated through data to challenge themselves as teachers why certain goals are not being met. Unclear still we can help the impacts of how do you with data that this PLC model the school is better with it than without it.</p> <p>Great model for adapting to structural</p> |
| DEEL Reflection | As part of this site visit, attendees had the opportunity to observe a second grade PLC (professional learning community) and a 2nd grade literacy intervention. The PLC was comprised of 2nd grade teachers, who utilized ELA assessment data to adjust tier 1 instruction. With the influx of multilingual learners that a lot of our schools have seen, it has forced many teachers to be agile in their pedagogical approaches, which may include increased scaffolding. During the PLC, teachers identified that multilingual students were missing a common question on the diagnostic assessment, so teachers discussed the importance of needing to emphasize certain words in their teaching to foster increased literacy mastery. Additionally, we observed small ELA literacy groups, where students received additional support (on top of core instruction) on phonics and sight words. The school has identified grade level collaboration between teachers, and more small group interventions as two goals of focus in their levy plans to improve literacy. |
| | Cleveland High School |
| DF | <p>Cleveland High School</p> <p>Because staff worked effectively together, they were moving goals along to their desired state.</p> |
| MM | I had the opportunity to attend the Cleveland HS visit and was impressed with how coordinated. integrated, and structured the restorative and mental health practices were. The visit left me curious about how we can expand those supports in to postsecondary and/or prepare students for the shift in support structures students can access in college. |
| DEEL Reflection | Cleveland is receiving multiple DEEL investments, including Mental Health, Restorative Justice as well as the School Based investment. In this visit, LOC members had the opportunity to understand the complexities in being able to coordinate multiple investments in a building and streamline services for students. Cleveland acknowledges how these investments have been critical in providing more tier 2 and tier 3 support services that aren't addressed by other sources of funding. With the restorative justice and mental health investments, they mentioned that much of their focus is on moving away from a reactive approach to conflict, to a preventive approach in addressing harm and conflict, and improving the school culture. Principal Jeff Lam acknowledged that none of these supports would be possible without the funding from DEEL. |
| | Lowell Elementary |

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| DEEL Reflection | At Lowell, we had the opportunity to see how a school is leveraging levy funds and community partnerships to meet the holistic needs of students. Lowell serves a very unique population, 27.5% of their students identify as homeless, 73% students of color furthest from justice, 37% MLL, and 20% special education students. As you can imagine with these demographics, it does require a varied approach to academics, SEL, mental health, and overall basic needs. We had the opportunity to observe their WIN (What I Need) block—this is a 30-minute daily block that allows students to access targeted supported (counseling, small ELA and math groups, speech, etc.) without interfering with Tier 1 class time. 9 community-based organizations are in the building that are providing basic needs such as access to food, clothing, and hygiene products—and they also have at least four family engagement events at Mary’s Place in order to increase connection to student families. |
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2024 Annual Retreat Review

Presenters:

- Dr. Dwane Chappelle, DEEL Department Director

| Review & Advise | RECOMMEND | VOTE | ADVOCATE |
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- Dr. Chappelle engages the LOC on their reflections of the 2024 Annual Retreat

No discussion occurred in this segment

Seattle Promise Operational Improvements

Presenters:

- Dr. Brittany Ota-Malloy, DEEL Postsecondary Manager
- Annia Yoshizumi, DEEL Performance and Evaluation

| Review & Advise | RECOMMEND | VOTE | ADVOCATE |
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- Brittany and Annia detailed how the Promise

| Speaker Initials | Question/Comment |
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| ES | <p>1-what was the goal that we had in mind when we started this? What did they look like before the Seattle Promise was put into place?</p> <p>2-Did we have goals if we know what the goal was before the implementation and how are we meeting that (or not)</p> <p>Annia-redirected to slide 12 to reiterate goals and how the impact evaluations will address some of the causal goals at the time the results are available.</p> |

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| CMR | <p>One of the goals at the start to create universal access to students across the city. Kids weren't graduating college ready, and once they did start college there were areas that needed extra (non-tuition) support that some students need to be successful in college.</p> <p>We have seen that high levels of students that are using this program those furthest from economic justice which is the kids that need the most support and seeing from a high level they are meeting these goals.</p> <p>BOM details the evaluative process and naming the results details the evaluative process and naming the results</p> |
| SG | <p>Data Disaggregation for BIPOC</p> <p>BOM will follow up on more specific data for Black and Brown students</p> |
| SG | <p>Is there a comparison group within the seattle college(s) population that shares similar characteristics to Promise participants? Do we know how they compare (retention, etc) against their Promise peers?</p> <p>Annia – In the process of looking through other promise programs</p> |
| DF | <p>Were the BIPOC data pieces disaggregated</p> <p>Why there is an increase in the students attending the UW and what</p> <p>BOM a direct result of the Path to UW program</p> |
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V. Adjournment

The meeting was adjourned at 5:10 p.m.

VI. DEEL Follow-up to LOC Member Questions