

CELEBRATING THE POWER OF PARTNERSHIP

DEEL ANNUAL REPORT 2022-2023



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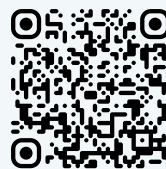
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For media inquiries and other questions about this report, please contact education@seattle.gov.

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ABOUT THIS REPORT



Results and Data

The Department of Education and Early Learning's (DEEL) 2022-2023 annual report shares the story of how our investments increase access to services and advance equity for students furthest from educational justice. You'll see data highlights for who has utilized services, as well as impact data on participant outcomes and trends. We are also excited to introduce a new feature in this year's report, which centers the people and organizations at the heart of DEEL's work through a series of *Community Impact stories*. Please visit our website to watch videos of these Stories and the incredible people championing DEEL-funded programs and services in our Seattle community.

MISSION

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.

VISION

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

RESULTS

What we want for all children, youth, and families in Seattle:

1. All Seattle families have access to quality, affordable child care.
2. All Seattle children are ready for kindergarten.
3. All Seattle students graduate high school ready for college.
4. All Seattle youth attain a certificate, credential, or degree.

OUR COMMITMENT TO ANTI-RACISM

DEEL stands in solidarity with our children, students, families, and communities against all acts of racism. DEEL uses its power and privilege, as the education agency within the City of Seattle, to dismantle racially biased systems and processes, to advocate for our communities within government, and to share power and resources within our Black, Indigenous, and People of Color (BIPOC) community.

REPORT DATES

This report covers the 2022-2023 school year, which represents the fourth year of FEPP Levy implementation. For the majority of investments in this report, stories and data shared occur within the 2022-2023 school year (September 2022-August 2023); however, some investments are implemented by calendar year and this data will be from January through December 2023. All financial data reported is for the 2023 calendar year.

FINANCIAL REPORTING

DEEL invests across the prenatal to postsecondary continuum, leveraging funding from the City of Seattle as well as grants. Funding sources include the Families, Education, Preschool, and Promise (FEPP) Levy; Sweetened Beverage Tax; Payroll Expense Tax; and General Fund. The financial investment amounts cited in this report refer to "planned spending," which accounts for delayed invoicing, school-year commitments, and financial obligations earmarked with 2023 resources. Some of these commitments will appear as actual expenditures in 2024. Therefore, caution is advised when comparing year-to-year financials. *For more information on DEEL's funding sources, see DEEL's Planned Spending by Fund Source in the Executive Summary.*

DATA REPORTING

This report shares key performance indicators using the best available data; however, it is not an evaluation of the department investments. Consistent with DEEL's commitment to Results-Based Accountability, this report highlights population-level results, racial equity trends, and disaggregates participant data by race/ethnicity, gender, and other demographic indicators where available. *For more information on evaluations of DEEL's investments, see DEEL's Reports and Data webpage.*

REPORT TERMINOLOGY

Throughout this report, various terms refer to DEEL's focus populations. The FEPP Levy Implementation and Evaluation Plan prioritizes supporting historically underserved groups, including African American/Black, Hispanic and Latino, Native American, and Pacific Islander students, underserved Asian populations, other students of color, refugee and immigrant students, LGBTQ students, students experiencing homelessness, and English language learners. These groups are central to DEEL's goal of achieving educational equity. Terms such as Black, Indigenous, and People of Color (BIPOC); students furthest from educational justice; students of color; and historically underserved students are used to highlight the experiences of those who have faced systemic barriers to academic progress.



a letter from
**MAYOR
HARRELL**

Education is the engine of our city, powering our path forward. Seattle's future is in the bright minds and boundless imaginations of our youngest residents, as they are just taking their first steps into the classroom. I'm immensely proud of the strides made by the Department of Education and Early Learning to empower students and families throughout our schools and communities.

DEEL's initiatives pave the way for healthy families and children, equipping them with the tools and resources needed to navigate a successful journey from preschool to college. These endeavors unify us as One Seattle—by extending opportunity and equity to our youth, we are fostering the next generation of leaders in our city.

I invite you to join me in celebrating DEEL's ongoing commitment to enriching family engagement in our education system, creating mentorship opportunities, welcoming our littlest learners into preschool settings, supporting students facing housing instability, and cultivating diversity in our classrooms. Together, let's spread the word about the impactful work underway, ensuring we all can share in our investment in Seattle's future.

Sincerely,

Bruce Harrell, Mayor of Seattle



a letter from
**DIRECTOR
CHAPPELLE**

Photo courtesy of Converge Media

In my lifelong journey as an educator, I've witnessed the transformative power of education firsthand. Education can shape the trajectory of young lives, setting young people on a path of boundless opportunity.

At the Department of Education and Early Learning, we're on a mission to ensure every child in Seattle has access to this life-changing foundation. Our goal is to provide them with the tools they need to thrive, both in the classroom and beyond.

As we continue to serve children, youth, and families, I'm thrilled to share our milestones of success. DEEL's growth has allowed us to open more Seattle Preschool Program classrooms and significantly increase the number of high schools participating in our Seattle Promise program. We've forged strong partnerships with Seattle Public Schools, Seattle Colleges, Public Health – Seattle & King County, and community-based organizations

to create opportunities for students across the city. We've supported families facing economic hardship in a challenging post-pandemic landscape, and positively impacted the lives of students furthest from educational justice.

I am deeply grateful to all the dedicated educators, medical professionals, social workers, case managers, youth development professionals, and student advocates who have made our work and our progress possible. Your commitment to equity in education is truly commendable. And to the City of Seattle, thank you for all your support. Together with our incredible partners, we're making a difference in the lives of young people every single day.

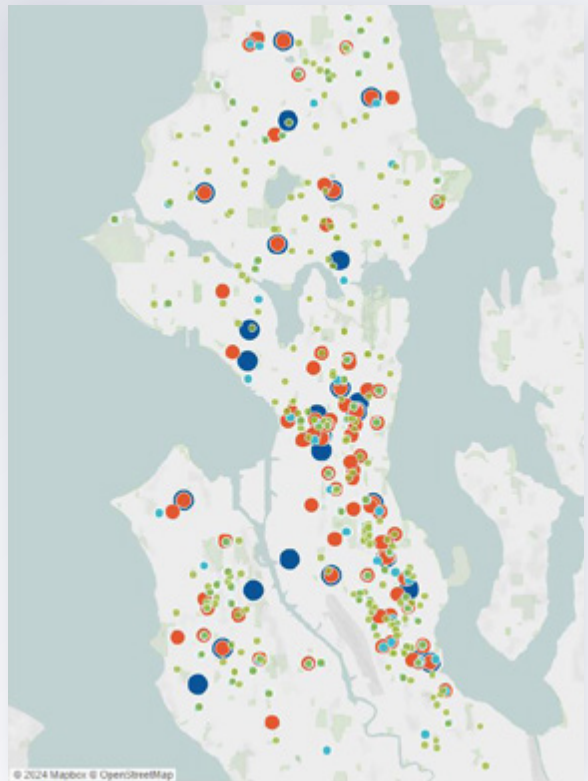
In Partnership,

Dr. Dwane Chappelle

Director, Seattle Department of Education and Early Learning

EXECUTIVE SUMMARY

DEEL PARTNER LOCATIONS



● Child Care ● K-Ready
● K-12 School & Community ● Postsecondary



The Department of Education and Early Learning's (DEEL) annual report for the 2022-23 school year highlights significant progress across early learning, K-12, and postsecondary investments, driven largely through support from the Families, Education, Preschool, and Promise Levy. DEEL's initiatives weave a strong support system for Seattle's children from birth all the way through their postsecondary education.

DEEL begins serving families through prenatal-to-three investments funded by the Sweetened Beverage Tax. Fast forward a few years, and those same children can be found thriving in preschool classrooms, as part of the FEPP-funded Seattle Preschool Program (SPP). This year, SPP served a record number of students, a testament to its growing impact.

In 2022-23, SPP added two sites, six classrooms, and served more than 2,000 children with high-quality, evidence-based education. The majority of program participants qualify for free tuition, and the program has continued to demonstrate positive outcomes for children. Black and African American participants, for example, are more likely to be kindergarten ready than Black/African American SPS kindergarteners overall—50% of SPP students compared to 47% of the comparative Seattle Public Schools population group. Two-thirds of SPP families received free tuition, ensuring financial barriers do not hinder a child's potential.

SPP served a diverse group of students: nearly half from low-income families, 40% from immigrant and refugee backgrounds, and 4% experiencing homelessness. It was recognized by the [National Institute for Early Education Research](#) with a gold rating for offering high-quality, accessible preschool programming.

DEEL also invested in coaching, training programs, and tuition support, benefiting nearly 19,000 K-12 students. Programs like Kingmakers, homelessness and housing support services, mental health supports, and DEEL's Opportunities and Access investment fostered self-identity affirmation, improved college and career readiness skills, and worked to close gaps in academic proficiency through mentorship in culturally responsive environments. Supports also aligned with improved on-time ninth grade completion (70% in SY21-22 to 85% in SY22-23), and School-Based Investments served over 15,000 elementary, middle, and high school students.

In partnership with Public Health – Seattle & King County and community providers, robust health and wellness supports reached more than 18,000 students in 2022-23 through 29 School-Based Health Centers and Seattle Public Schools nursing services. These services have raised vaccination rates, connected students and their families with health insurance programs, and removed medical and mental health barriers to students attending school.

The Seattle Promise program continued to exceed expectations by enrolling a record 1,250 students from 22 Seattle high schools—reflecting an expansion to include eligibility among public charter schools. Promise disrupts barriers to postsecondary education through tuition and equity scholarships, particularly aiding underserved communities. The program's efforts to meet emerging student needs through operational improvements included expanding to a three-year model, which allowed 66 additional students to graduate in 22-23. This brought that year's graduating class's certificate completion rate one percentage point above the national average (31% vs. 30%).



National Institute for Early Education Research

The Seattle Preschool Program received national recognition for high-quality preschool programming. The award was presented by CityHealth and the National Institute for Early Education Research at Rutgers University for Seattle's publicly funded preschools, which include SPP, Seattle's Pathway program, and the Early Childhood Education and Assistance Program. This is the second year in a row the SPP has received a gold medal rating.

DEEL's investments across the prenatal-to-postsecondary continuum underscore its pivotal role in shaping the lives of Seattle's children and youth. Through innovative programs, strategic partnerships, and focused investments, DEEL continues to empower individuals, families, and communities. By expanding access to preschool, providing holistic support for all students, and fostering educational equity, DEEL is building a brighter future, one small step, one young learner at a time.

In 2023, DEEL's planned spending—which includes expenditures and other financial commitments for the 22-23 budget—totaled \$181.6 million for a range of funding streams, the largest of which was the Families, Education, Preschool,

and Promise Levy. In 2022-23, FEPP funded \$136.7 million in DEEL programming and administration. These investments are expected to continue through 2026.

DEEL's investment areas were supported by several local funding sources, including the FEPP Levy, the Sweetened Beverage Tax (SBT), the General Fund, and the Payroll Expense Tax (PET). In 2022-23, the SBT facilitated DEEL's prenatal-to-three initiatives, while PET funds were directed to child care workers to strengthen this vital workforce. Additionally, funding from the General Fund, grants, previous levy funds, and federal funds underpinned early learning and K-12 programming.

STEPS TO STUDENT SUCCESS

Foundational Data Elements



POSTSECONDARY ACCESS AND COMPLETION

- Provides a college enrollment pathway for Seattle high school graduates.
- Achieves a higher-than-average three-year completion rate.
- Offers financial support and resources for college readiness and degree attainment.



COLLEGE AND CAREER READINESS

- Invests in K-12 academic support programs, including literacy and math proficiency.
- Supports on-time high school graduation rates.
- Provides health services and enrichment opportunities to promote student attendance and engagement.



KINDERGARTEN READINESS

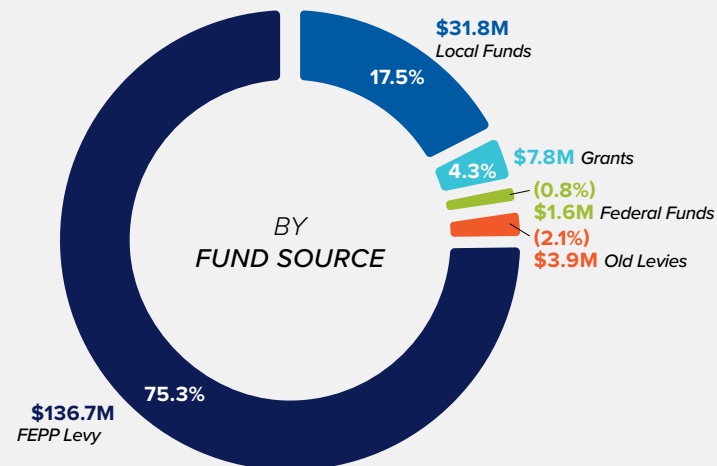
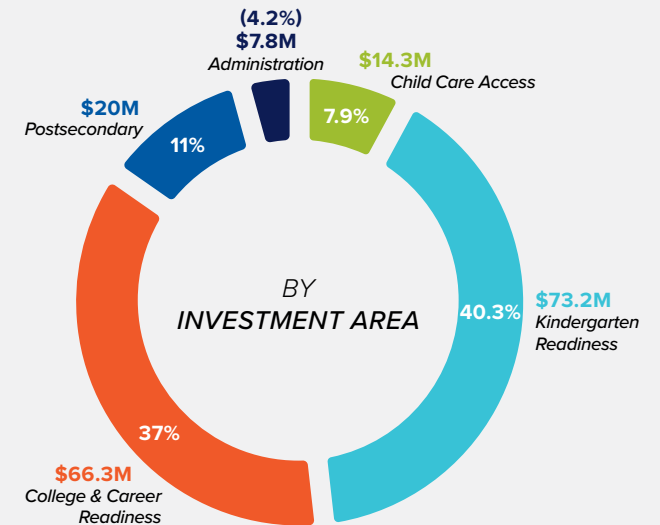
- Offers preschool programs for early childhood education.
- Focuses on improving kindergarten readiness with gains in cognitive and social-emotional development.
- Provides different models to meet the needs of children, including dual-language classrooms and inclusion classrooms.



CHILD CARE ACCESS

- Provides affordable, quality childcare.
- Supports families with cost savings.
- Serves children of diverse backgrounds, including those experiencing housing instability.

DEEL 2023 PLANNED USES (\$M)



This financial report includes financial data for fiscal year 2023 (January-December 2023). DEEL's programming, however, is primarily school-year based (July-June). As such, full alignment between program and financial data is not possible.

Planned Uses includes year-to-date actual expenditures, open purchase orders, and other commitments.

EXECUTIVE SUMMARY

SCHOOL YEAR 2022-2023 HIGHLIGHTS AND EQUITY RESULTS

DEEL GOALS

All Seattle families have
ACCESS TO
AFFORDABLE, QUALITY
CHILD CARE

ALL SEATTLE
CHILDREN
are kindergarten
ready

ALL SEATTLE
HIGH SCHOOL
GRADUATES
are college and
career ready

ALL SEATTLE
STUDENTS
attain a postsecondary degree,
credential, or certificate

CHILD CARE ACCESS

853
CHILDREN
supported by
CCAP from
628
FAMILIES

CCAP
saved families
a median of
\$6,507
in child care costs

45
unstably housed
FAMILIES CONNECTED
TO CHILD CARE
SERVICES

82%
of CCAP recipients
identified as
BIPOC

KINDERGARTEN READINESS

88 preschool
program sites

30
SPP PLUS
inclusion
classrooms

22
DUAL
LANGUAGE
classrooms

125
DEDICATED
SEATS
for students
with IEPs

2,042
CHILDREN
SERVED
by SPP

75%
of students
served by SPP
identified as
BIPOC

RACE-BASED
opportunity
gaps down by
10%

COLLEGE AND CAREER READINESS

24,000+
YOUTH SERVED
by school- and community-
based investments

Third to eighth
grade ELA/math
assessment scores
INCREASED
BY 6%
at levy-supported
schools

761
students received
family support
services

75%
of students
identified as
BIPOC

87%
of students
GRADUATING
in four years

18,092
STUDENTS
served by School-Based
Health Centers and nurses

POSTSECONDARY ACCESS AND COMPLETION

1,250
enrolled Promise scholars

<10	97	313	830
2019	2020	2021	2022

830
first-year Promise
scholars from
22 SCHOOLS
(largest Promise cohort to date)

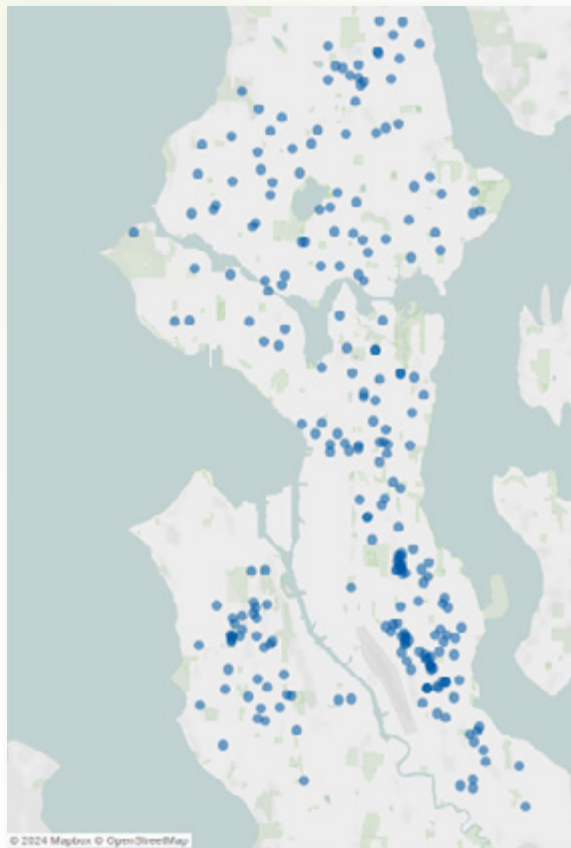
32%
of 2022 cohort
identifies as
FIRST-GEN
college goers

Promise three-year
COMPLETION RATE
31%
national average
30%



CHILD CARE ACCESS

CCAP PROVIDER MAP



● CCAP sites

DEEL is dedicated to fostering the well-being and development of children and families throughout the city. Our Child Care Assistance Program (CCAP) provides affordable, high-quality child care to working families. DEEL is committed to engaging with families in a culturally responsive manner, offering multilingual resources and outreach efforts to ensure all families can fully participate in our programs. Supporting working families is at the heart of DEEL's mission. DEEL provides flexible and accessible child care options to align with families' needs, enhancing their quality of life and contributing to the economic vitality of our city.



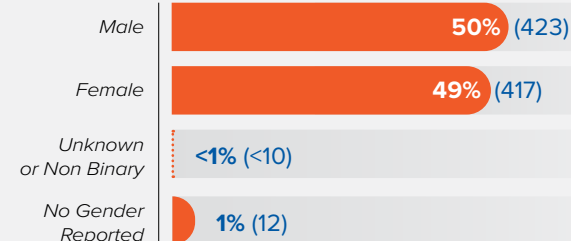
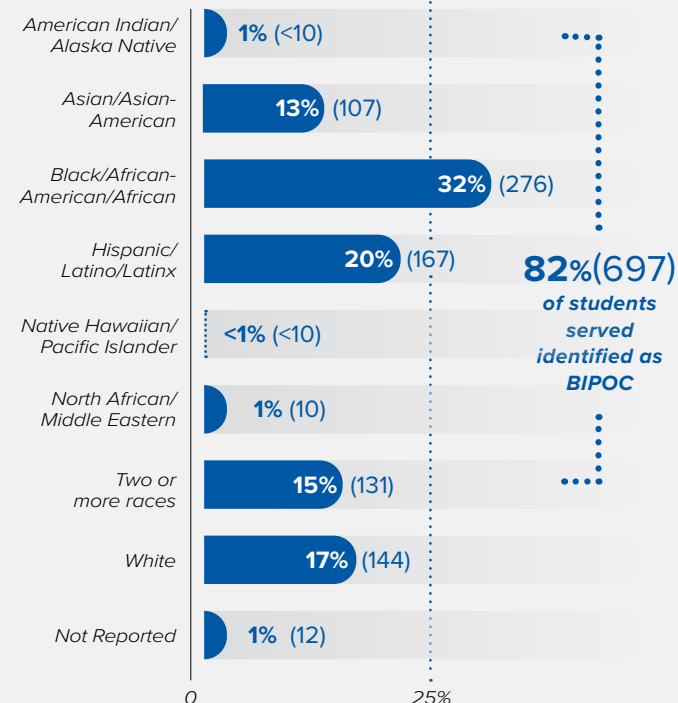
CHILD CARE ASSISTANCE PROGRAM

The Child Care Assistance Program provides financial assistance to families needing care for children between 1 month and 12 years of age. Families are eligible to apply if they live within Seattle city limits, have children within the age range, and meet income guidelines based on family size.

With funding from FEPP, the City's General Fund, and the Sweetened Beverage Tax, CCAP helps ensure that families we support can work, go to school, and better afford the cost of living in Seattle. CCAP primarily serves families earning between 60.01%-94% State Median Income (SMI), or up to \$100,000 a year for a family of four, and is intended to support families who don't qualify for the state's Working Connections Child Care (WCCC) subsidy program or the King County Best Starts for Kids subsidy program. Participating families can choose from more than 250 licensed center-based or home-based providers in the Seattle area.

In 2023, CCAP served an all-time high number of children and families, reaching 853 children from 628 families. Eighty-two percent of participants enrolled in 2023 identified as BIPOC. CCAP providers must participate in the state's Early Achievers program, which provides families with evidence-based information about facility quality to help them find high-quality child care and early learning programs.

CCAP PARTICIPANT DEMOGRAPHICS



Additional Child Care Investments Supporting Families

In addition to CCAP, DEEL invests in a Homeless Child Care Subsidy Program (HCCSP). Funded by DEEL and administered by community partner Child Care Resources (now operating as BrightSpark Early Learning Services), this program provides short-term child care subsidies, tailored child care placement, service coordination, and referrals for children experiencing homelessness and their families. BrightSpark also supports families applying for the state's WCCC program or CCAP with coordination, navigation, and application assistance. In 2023, 141 monthly vouchers were disbursed. Families enrolled in the HCCSP program received referrals to housing and shelter programs, grocery and gas gift cards, clothing boxes for every child under 18, and baby essentials such as diapers, wipes, and formula. DEEL also supports Mary's Place at the Allen Family Center, a one-stop service hub for families experiencing or at risk of homelessness.

INVESTING IN THE CHILD CARE WORKFORCE

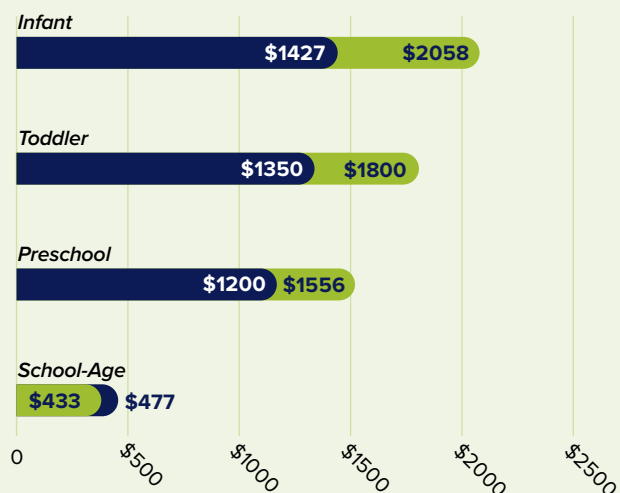
Ensuring access to high-quality and affordable child care for families would not be possible without the city's network of child care providers. This dedicated workforce is instrumental in supporting working parents and plays a critical role in our community by providing valuable early learning opportunities, supporting healthy child development, and contributing to our regional economy.

Many child care providers struggled in the post-pandemic world, with businesses closing their doors and child care staff leaving. DEEL partnered with BrightSpark to distribute employee retention bonuses to child care workers. In autumn 2023, 500 sites (about 72% of all eligible Seattle providers) applied for funds—including 276 FCCs, 179 centers, and 44 school-age sites. Bonuses of \$1,380 were distributed to 3,750 workers, 71% of whom identified as BIPOC.



KING COUNTY MEDIAN COST OF CARE

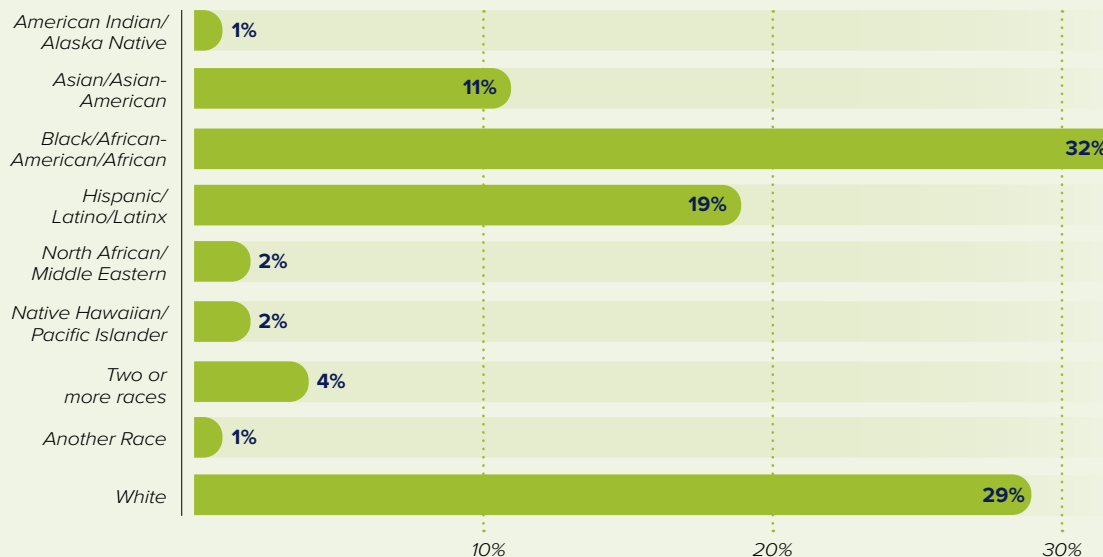
● Center ● Family Child Care



Source: Child Care Aware of Washington, 2023 King County Report

CHILD CARE EMPLOYEE RETENTION RECIPIENTS Summer 2023

71%(2,663)
of recipients
identified as BIPOC



COMMUNITY IMPACT STORY

BrightSpark Early Learning Services

BrightSpark, formerly known as Child Care Resources, is providing stability for families—especially those experiencing homelessness—in an unstable world. For over eight years, BrightSpark Early Learning Services has partnered with DEEL through the Homeless Child Care Subsidy Program (HCCSP). HCCSP is a low-barrier program predominantly serving families experiencing homelessness and facing challenges accessing child care programs. Families can call the hotline for assistance, and a BrightSpark family outreach specialist supports them with navigating human services, case management support, and technical assistance for connecting families with child care providers.



The HCCSP serves approximately 20 families at any given time. A yearly goal for HCCSP is to provide 250 monthly child care vouchers. HCCSP services include child care subsidies and assistance applying for the state child care subsidy, finding child care providers, and accessing resources for children enrolled in the program such as grocery gift cards, diapers/pull-ups, clothing, and car seats. In 2023, the HCCSP served around 45 families experiencing homelessness.

The HCCSP serves children and families who are less than six months into permanent housing after experiencing homelessness. Once a family is connected with BrightSpark, a family engagement specialist provides support finding a child care provider, obtaining full child care subsidies through the HCCSP, accessing and navigating resources and programs outside of child care, and navigating eligibility and applying for the state child care subsidy. For Jazmin Lopez-Ibarra, her work as a

family engagement specialist was especially crucial for one mother and her young children moving to a new country. Lopez-Ibarra was able to connect the mother of two with Seattle's Homeless Child Care Subsidy program. "[The mother] was very driven. She had already started the school enrollment process for her children and knew that she would like a child care provider who spoke Spanish," Lopez-Ibarra says. "That way, the children could feel connected with others who could understand them as they started to learn English."

The impact of the subsidy program was also a life-changing moment for the family, as they also needed emergency shelter. HCCSP was able to provide transportation assistance to get the two children to school and day care while mom adapted to relocation and new employment. HCCSP's approach to each family is unique, depending on need. BrightSpark family engagement specialists work with families however they feel most comfortable, whether meeting in person, speaking on the phone, or using interpreter services. After six months of working with this HCCSP family, BrightSpark assisted with referrals to housing and with groceries, transit vouchers, and clothing donations for the children.

"The children could feel connected with others who could understand them as they started to learn English."

“We want to make sure that all the kids are getting all of their needs [met].”



“After ending her enrollment in our program, [the mother] gave me a call and told me that she was about to move into an apartment that she could now afford due to the stability established during the time she was enrolled in the Seattle HCCSP program,” says Lopez-Ibarra. “She let me know her children were thriving and had recently received awards in school, and she expressed her gratitude for the assistance we provided.”

“We want to make sure that all the kids are getting all of their needs [met],” says Sandra Taylor, manager of provider partnerships at BrightSpark. BrightSpark plays an important role in simplifying access to child care and other services. Taylor provides a holistic approach to children and families experiencing homelessness by connecting them with wraparound services or comprehensive services, for example, setting up requests for a behavioral therapist if requested. Their efforts mitigate trauma, connect families with community-based organizations that meet their needs, and provide parents with support to get them on a trajectory toward employment and housing.

The HCCSP primarily serves families who face barriers to accessing other forms of assistance paying for child care. This includes families who are hesitant to apply for Washington’s Working Connections Child Care (WCCC) either due to immigration status, ineligibility for WCCC due to income or other factors, delays in the subsidy application process, and/or families that have been wrongfully denied for state subsidy. The benefits of HCCSP’s subsidy supports are vast and can cover up to 100% of the cost of child care for families experiencing homelessness, including co-pay support. This investment strategy complements DEEL’s Child Care Assistance Program by closing additional gaps to child care access and affordability. To learn more about BrightSpark visit <https://brightspark.org>.



COMMUNITY IMPACT STORY

Public Health – Seattle & King County Child Care Health Program

Public Health – Seattle & King County (PHSKC) has a diverse team of child health specialists supporting a healthy start for Seattle's children while unlocking the full potential of early learning educators. The Child Care Health Program (CCHP) provides consultations to child care sites across Seattle, including those who offer subsidized child care through SPP, ECEAP, and other high needs programs. Through a partnership between City of Seattle and PHSKC, public health nurses are making direct assessments of developing children, ensuring teachers and parents are equipped with key medical knowledge to help children flourish.

"We have a background in pediatric well-being and health, but the teachers are really the experts in early learning and education," says Tyler Breier, a public health nurse with PHSKC. "Our role is really supporting them and making sure that they feel empowered and equipped with resources they need." The Child Care Health Program offers no-cost services to DEEL-contracted child care and preschool partners participating in DEEL-funded Seattle Preschool Program (SPP) and the Early Childhood Education and Assistance Program (ECEAP). As part of the CCHP program, public health nurses meet with preschool teachers to assess and identify how to best support children's developmental needs or address any health concerns. One of the clients PHSKC supports is the Refugee Women's Alliance (ReWA), where public health nurses support SPP teachers with student and infant classroom needs.



"We have a background in pediatric well-being and health, but the teachers are really the experts in early learning and education."

For health consultants, their goal is to be a resource for teachers, so they are confident in serving children and staff with high-quality and relevant care. "If this program didn't exist, many child care providers and the families and children they serve would lack the access to the expertise and the resources that we can offer," says Viviana Peñaranda, a nutritionist with the CCHP team at PHSKC who provides nutrition supports to preschool teachers and caregivers.

During site visits, public health nurses consult with teachers about healthy infant growth and development, such as safe sleeping for infants, food safety—including human milk storage and preparation education—formula safety, and transitioning to solid foods. Peñaranda also conducts classroom observations during mealtimes to identify how to best support a child, their teacher, and their family.

"There was one child that was having a lot of anxiety and a lot of struggles during mealtime. The teacher initially contacted me for guidance," Peñaranda recounts. "We provided a lot of information that was then given to the parents, but the issues continued." Peñaranda met with the director, lead teachers, and DEEL coach and identified

DEEL Coaches

DEEL coaches use a Culturally Responsive Instructional Coaching approach to provide intensive, intentional, and reflective coaching to classroom-based staff. The coaches use the lenses of equity and cultural responsiveness to understand the professional development and specific needs of all instructional staff in the classroom.

Coaches also provide guidance and training to directors, site supervisors, and other key personnel.



the underlying issue. “There was a language and a social barrier that was leading to these issues in the classroom setting,” she says. “This is a perfect example of how collaboration towards the same goal ... provide[s] for a more equitable community and promote[s] health equity.” For Peñaranda, visiting classrooms is an opportunity to connect with teachers who may have questions related to the assessment of a child’s nutritional goals, promoting physical activity and a child’s overall well-being.

Mental health consultants round out the dynamic health provider team in the Child Care Health Program. The goal of mental health consultations is to prevent suspension and expulsion from early child care programs, as well

as support educators. Megan Holmes is a mental health consultant with PHSKC working directly with teachers to provide guidance on reducing disruptive classrooms so that children can receive tailored support. “This program impacts local families by ... ensuring children who are in out-of-home care are in safe and healthy environments and that the teachers are able to provide care effectively,” says Holmes. She also meets with parents to provide consultation around child development and child behavior.

“The partnership between DEEL and the Child Care Health Program means that families who need access to subsidized child care have additional resources for supporting their children,” says Breier. Besides

immunizations, health consultants connect families and children with chronic health conditions to resources. Breier says the partnership between PHSKC and DEEL enables them to simplify bureaucratic processes and connect partners with tools and resources. “We know that, systemically, communities that have higher needs or are lower socioeconomic status tend to have worse health outcomes because there’s less access to resources,” he says. “By providing subsidized care, we’re making sure they have access to early learning during the crucial developmental period of their life.” To learn more about the Child Care Health Program visit <https://kingcounty.gov/childcare>. To learn more about the Refugee Women’s Alliance visit <https://rewa.org>.

COMMUNITY IMPACT STORY

Imagine Institute

Family Child Care Mentorship is crucial in supporting Seattle's child care economy and expanding access to families across King County. Imagine Institute is empowering Seattle's diverse communities to lead the curriculum and in turn create a sustainable ecosystem of entrepreneurship and mentorship. In 2022, the organization launched its Imagine U program designed to create pathways for community members interested in opening up their own child care centers in their own communities to do so successfully. Scholarships are provided to help support mentors and mentees during the nine-month program. Funding sources include DEEL and other state and county partners.

"I love helping others. Because as immigrants, English is our second language. I enjoy helping my community if they're stuck with something, physically and mentally."

"We help them to open their own daycares because every kid needs safe environment. And every family, they need close day care," says Hafsa Yusuf, a mentor at Imagine U, where she leads the Somali speaker cohort. For Yusuf, the opportunity to teach and connect her community with books, tailoring the approach to each individual, makes a big difference. "I love helping others. Because as immigrants, English is our second language. I enjoy helping my community if they're stuck with something, physically and mentally," she says. "If some of the community doesn't know how to read or write in English, they send the books written down in Somali, and they can read and write whatever they feel comfortable with," she adds.

Trainings are tailored to meet the needs of each cohort, such as acknowledging and honoring the lived experiences and cultural backgrounds of refugee and immigrant teachers—setting mentees up for success before they graduate from the program. Yusuf says there is a bigger picture behind the trainings with culturally



responsive approaches and trauma-informed trainings, especially for those who have lived through civil unrest back home.

Yusuf recalls joining the Imagine U family in 2017, with just one mentee. "I was so happy," she says. "I was learning from her too. We teach them and they teach us." Yusuf says she assisted her mentee through the application process for the Imagine U program after learning she was interested in opening up her own day care. "We work together too. She used to come to my day care 20 hours a month. I helped with whatever she needed, setting up her day care and buying toys with her," says Yusuf. Her most recent mentee is Shamsu Aden, who learned about the support Imagine

provides through a friend. Aden says she could access resources in her own language and made her dream of opening up a child care business on her own come true. "I love working with children. And since I am a mother staying at home, instead of going outside to work, I decided to work inside [my own home] and to open a day care and take care of other children too," says Aden.

The benefit of the Imagine U program is that it shares information about state licensing, standards, and resources. For instance, the Early Achievers training, which is Washington's Quality Rating Improvement System for child care facilities, helps participants provide high-quality early learning experiences for children from birth to 5 years of age. Early Achiever participants receive support and training in child outcomes, curriculum and learning, professional development, and family engagement and support.



"I love working with children. And since I am a mother staying at home, instead of going outside to work, I decided to work inside [my own home] and to open a day care and take care of other children too."

Graduates can get connected with career advancement opportunities through Imagine U, such as early childhood education certifications, which also allow them to transfer college-level credits if they are interested in pursuing higher education. For Yusuf, the trainings provide an opportunity to learn and grow. "I enjoy taking trainings from Imagine because they're building my education and my ideas," she says. "I need to learn different things all the time."

Imagine Institute successfully enrolled 42 DEEL interns in its Imagine U program between the 2022-2023 fiscal year, connecting interns with over 17 experienced child care providers for hands-on training. Since then, 40 of the participating interns have become licensed family child care providers. The top three languages served are English, Somali, and Spanish. To learn more about Imagine Institute programs visit <https://imaginewa.org>.

KINDERGARTEN READINESS

The department's work to support young children promotes student success in kindergarten and establishes a strong foundation for future learning and development through a suite of prenatal-to-three investments and an award-winning preschool program. Research consistently shows that children who participate in preschool demonstrate higher levels of school readiness, including cognitive, language, and social skills.

PRENATAL-TO-THREE

Education begins before school, which is why DEEL invests in programs to help families begin preparing before their children are even born. Through funding from the Sweetened Beverage Tax, DEEL supports five investments in prenatal-to-three services: Developmental Bridge, Nurse-Family Partnership, ParentChild+, Community Grants, and coaching for child care providers.

Developmental Bridge provided services to 105 children in 2023, providing health and well-being supports through three community providers. Ninety-four percent of families engaged with Developmental Bridge have rated it as a positive experience. The program also offers increased engagement with marginalized communities, advancing DEEL's commitment to anti-racism and increasing service to priority populations, communities of color, immigrants, refugees, people with low incomes, and English language learners.

DEEL also invests in two home visiting programs: Nurse Family Partnership and ParentChild+. The Nurse Family Partnership is an evidence-based, national model designed for low-income birthing parents preparing to have their first child, implemented by Public Health – Seattle & King County. In 2023, nurse home visitors worked with 506 parents to improve birth outcomes, child health and development, and the economic self-sufficiency of families. Participants receive 60 visits, starting no later than their second trimester and continuing until their child turned two. In 2023, 99% of birthing participants initiated breast-feeding and 86% of participants progressed in their school, employment, or training goals.

ParentChild+ is designed to support 2- and 3-year-olds in families from backgrounds that include poverty, immigration, refugee or asylum status, early parenthood, or low educational attainment. ParentChild+ promotes children's social-emotional development and cognitive competencies by increasing and enhancing the quantity and quality of caregiver-child interactions through 92 visits over 46 weeks. Thirteen community partners recruit early learning specialists (ELS) who are linguistically matched to the families they serve and/or share a common cultural/community background. Ninety-five percent of families had a culturally or linguistically matched home visitor in 2023. The ELS models behaviors for parents to enhance their child's development. The program also provides books, toys, and activities for parents to use with their children as well as referrals to social supports and educational services. This program served 537 children in 2023, 99% of their parents identified as BIPOC.

Prenatal-to-Three Community Grants provide funds to five community-based organizations (CBO) to provide support to pregnant people and families for their perinatal, infant, and toddler children. The program is community driven, meaning CBOs design programs that are culturally specific and responsive for those they serve. The types of programs vary, but all support healthy and equitable births, increasing parental health and well-being, strengthening caregiver-child relationships, and supporting optimal child health and development. The CBOs worked with 782 participants, 68% of whom were BIPOC.

Birth-to-Three (B-3) Coaching is a training, coaching, and consultation model aimed at increasing child care providers' knowledge, skills, and abilities, to raise the quality of care provided to infants and toddlers. B-3 coaching touchpoints focus on child development, physical environment, developmental appropriate practices, and teacher-child interactions. B-3 coaches work in partnership with the Public Health – Seattle & King County Child Care Health team to provide mental health, nutrition, and other public health-related services. Additionally, the Birth-to-Three program connects providers, teachers, and families to other early childhood system supports, and supports children and families through their transitions within the early childhood system. A team of four B-3 coaches provided over 180 supporting touchpoints to 18 classrooms across six sites.



PRESCHOOL

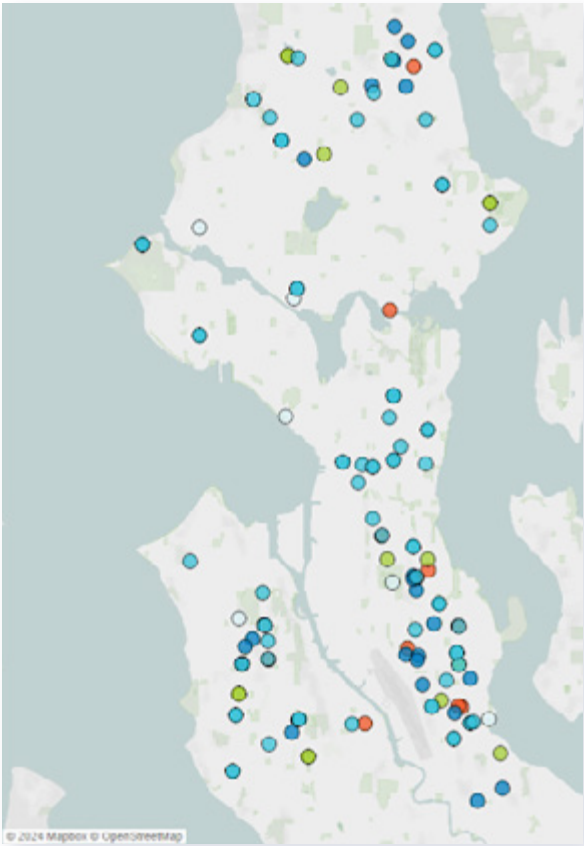
DEEL's largest investment strategy to promote kindergarten readiness is in high-quality, affordable preschool. This includes partnerships and investments in the Seattle Preschool Program (SPP), which builds on Head Start and Early Childhood Education and Assistance Program (ECEAP) classrooms, as well as operates classrooms independent of both models. In addition, DEEL funds ECEAP-only preschools and preschools on the Pathway to SPP.

Across all preschool programs, DEEL supports 155 high-quality preschool classrooms serving 2,384 3- and 4-year-olds citywide. DEEL blends funding from the Washington State Department of Children, Youth, and Families (DCYF) with resources from the Families, Education, Preschool, and Promise Levy to support an array of high-quality, free or affordable preschool options for Seattle families.



ECEAP is Washington’s pre-kindergarten program that prepares 3- and 4-year-old children from low-income families for success in school and in life. The Department of Children, Youth, and Families (DCYF) oversees the program. Head Start is a free federally funded preschool program for low-income families. The Seattle Preschool Program braids funding from these sources to further support ECEAP and Head Start providers and the families that they serve. By braiding SPP funding with state or federal funding for preschool, SPP ensures a deep investment in these programs that serve the most vulnerable populations. Blended SPP programs that are also Head Start or ECEAP also ensures that there are SPP seats reserved for children from low-income

MAP OF DEEL PRESCHOOL SITES

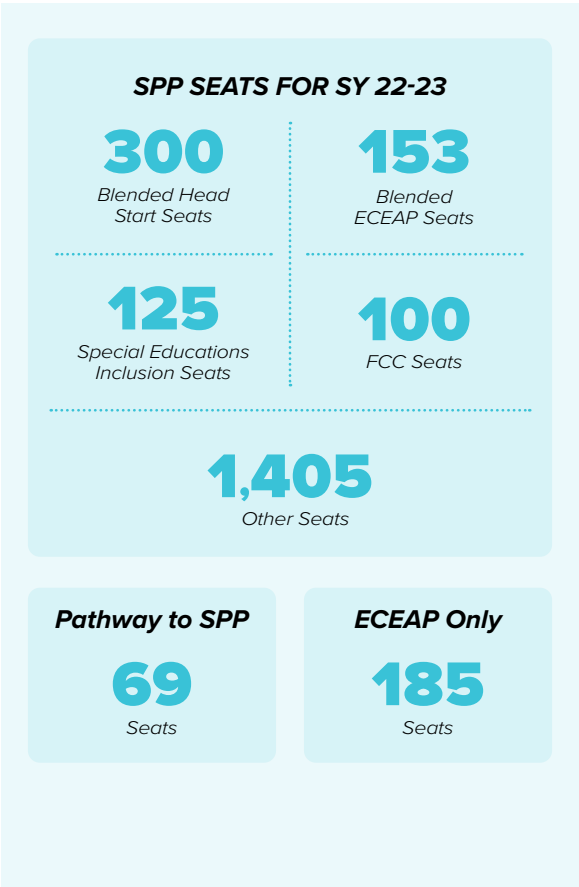


- Head Start
- Pathway to SPP
- ECEAP (including blended with SPP)
- FCC
- All other SPP

families. Both Head Start and ECEAP provide services—such as family support, child health coordination, and nutrition—to ensure that SPP families enrolling in blended seats receive a deep level of support.

The Seattle Preschool Program (SPP) expands access to high-quality, evidence-based preschool in Seattle in partnership with a network of preschool providers, including community-based organizations, family child care providers (FCC), and Seattle Public Schools (SPS). Since its inception in 2015, SPP has served more than 6,750 3- and 4-year-olds and grown from 15 classrooms to 134 in the 2022-23 school year. In 2023, the Seattle Preschool Program obtained a gold medal from National Institute for Early Education Research reflecting strengths of the program, including health screenings and referrals, access for a large percentage of children in the city, content-rich curriculum, and high standards for teacher qualifications.

Where Head Start and ECEAP preschool is free for all



participating families, SPP provides full or partial tuition assistance for eligible children. SPP provides, at a minimum, six-hour classroom days five days a week, 180 school days a year, with some classes extending into the summer. Many SPP providers also offer extended day services to ensure working families have access to eight—or more—hours of continuous care during business hours. For income-eligible families, the Child Care Assistance Program covers the cost of extended child care as well as summer care. In 2023, DEEL child care subsidies served 150 children, 7% of SPP participants.

SPP classrooms implement a research-based curriculum within a high-quality learning environment with an adult/child ratio of 1:10. SPP’s implementation model also sets education training and wage standards for teachers, requiring lead SPP teachers to hold a bachelor’s degree or higher in early childhood education and ensuring a minimum salary of \$28/hour for teachers that meet this requirement. To promote a qualified and diverse workforce within this model, DEEL funds a program to support degree attainment for SPP staff called SPP Scholars Program. The SPP Scholars Tuition Support Program is open to SPP lead teachers, SPP assistant teachers, SPP program supervisors, and SPP directors with the purpose of providing support for eligible staff working in SPP classrooms to meet SPP education standards. In 2023, 23 teachers received tuition support. In SY 22-23, 67% of lead teachers met education requirements and 25% of assessed classrooms met all teacher-child interaction quality standards, as measured by the Classroom Assessment Scoring System. This included 89% providing high levels of emotional support, 81% organizing their classroom in a way that promotes learning, and 25% enabling higher-order thinking skills, and promoting cognitive and language development.

SPP also developed an inclusive model called SPP Plus, where specific classrooms are designated and designed for children with individualized education programs (IEP). This program aims to provide children with qualifying IEPs access to high-quality early learning environments alongside general education peers. Through specially designed instruction tailored to each child’s individual needs and current performance, SPP Plus ensures children with IEPs can participate in the general education curriculum. Some of the key features of the SPP Plus model include: smaller class sizes, integrated Special Education services, funded IEP services through Seattle Public Schools, and free tuition.

71%

of SPP teachers
were **TEACHERS
OF COLOR**

41%

of SPS teachers
identify as
BIPOC

FCC providers had the
**HIGHEST
PERCENTAGE**
OF TEACHERS OF COLOR
at 95% followed by
**COMMUNITY-BASED
ORGANIZATIONS AT 78%**

BLACK TEACHERS
were the largest
proportion, at
31%
of teachers

85%
of all SPP children
were taught by
at least one
TEACHER OF COLOR

SPP teachers are
linguistically diverse,
**SPEAKING
OVER 22
DIFFERENT PRIMARY
LANGUAGES**

44%
of SPP teachers were
LINGUISTICALLY DIVERSE

50%
OF CHILDREN OF COLOR
were taught by a teacher of
the **SAME RACE/ETHNICITY**

In 2023, SPP expanded by two sites and six classrooms, and added 112 seats to the program's capacity. To support continued growth of the SPP program and access to preschool citywide, DEEL invests in three strategies: SPP Pathway, SPP Facilities grants, and a mentorship program for Family Child Care providers. SPP Pathway is a program that allows child care providers who do not yet meet SPP requirements to start on the path to become an SPP provider by reaching standards such as providing full-day programming, using approved curriculums, and meeting licensing and other requirements.

New SPP classrooms are prioritized by geographic location, dual language classrooms, classrooms that serve children farthest from educational justice, and classrooms that provide specialized services to children experiencing homelessness or requiring special education-inclusive instruction. In 2022-23, DEEL added two additional sites among existing providers, bringing the total number of SPP sites to 88.

The SPP Facilities grant invests in capital projects to design, build, renovate, or rehabilitate instructional spaces. DEEL connects providers with architects experienced in child care facility licensing, budgeting, and building code feasibility to propose investment projects to improve kitchens, bathrooms, outdoor play spaces, or accessibility features to meet licensing requirements and meet SPP participants' needs. In 2022-2023, DEEL invested \$781,863 in facilities improvements for six SPP sites.

SPP enrollment peaked at 2,042 children served in the 2022-23 school year, a 6% increase from the prior year. Two-thirds of families pay no tuition, and nearly half (49%) of children enrolled in SPP came from families with incomes below 185% of the federal poverty line (FPL), and an additional 22% were between 185% and 349% of the FPL. All families below 350% of the poverty line (or approximately \$100,000 household income for a family of four) qualified for free SPP tuition. More than one-third (40%) of SPP students were from immigrant and refugee families, and 4% of children served experienced homelessness.

The Seattle Preschool Program continues to grow annually, with a 6% growth in student enrollment in the 2022-2023 school year, increasing from 1,934 students to 2,042.

Preschoolers assessed in meeting the Teaching Strategies GOLD™ increased 2% (81% overall), and the percentage of incoming kindergarten students meeting WaKIDS standards increased 6% from the year prior (68% overall).

Black and African American students also outperformed their non-SPP peers on WaKIDS by 6%.

DEEL's continued efforts to address racial equity in education also showed in a significant closure of the race-based opportunity gap, which decreased by 10% from the previous year, to 21% overall.

ACCESS: SEATTLE PRESCHOOL PROGRAM

2,042

CHILDREN SERVED

25

**PROVIDER
AGENCIES**

88

SITES

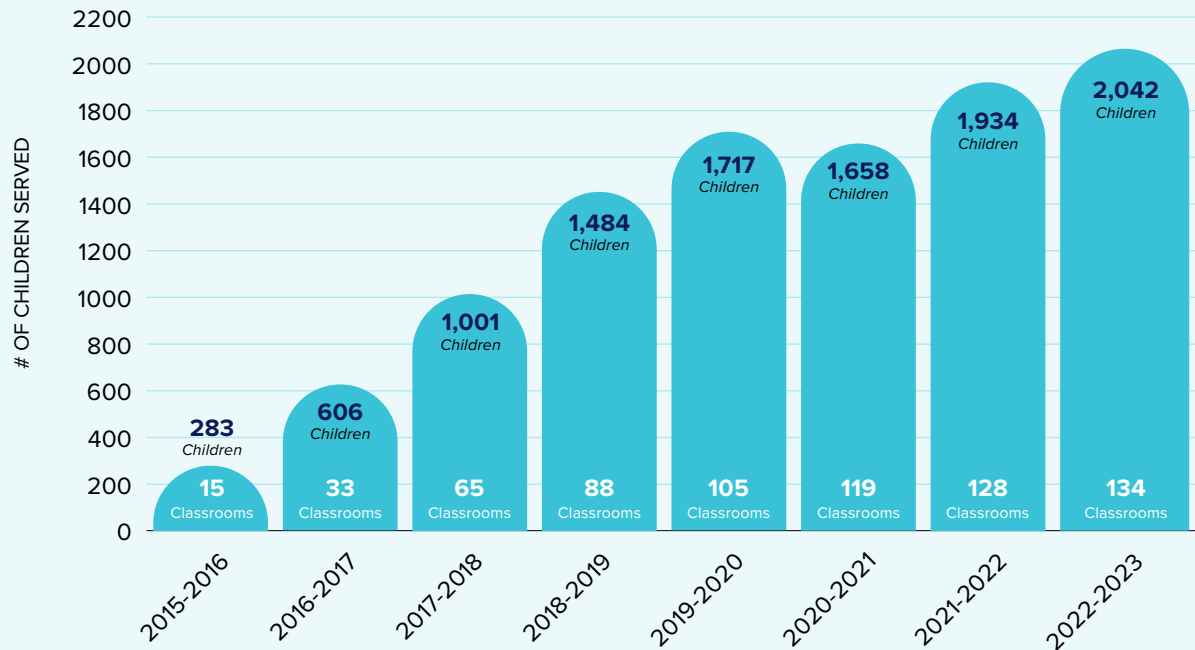
The Seattle Preschool Program also invests in a continuum of comprehensive supports to meet the needs of all children, eliminate barriers, and create positive and inclusive classroom environments. These funds support temporary additional classroom support, specialized consultations, or instructional materials to aid children who need intensive strategies inclusive of, but not limited to: social-emotional, behavioral, developmental, and/or connected to family/childhood trauma.

The SPP Dual Language (DL) Initiative is a means to ensure every child is represented in their learning. Research shows that children who are bilingual are cognitively, academically, intellectually, socially, and verbally more advanced than monolingual children. Research shows that children who acquire a new language improve significantly in cognition and intelligence compared to children who do not acquire a second language. Currently, seven providers participate in the DL Initiative, offering preschool instruction in eight languages across 10 sites and 22 classrooms—supporting children in English as well as American Sign Language, Amharic, Cantonese, French, Mandarin, Spanish, or Vietnamese. Currently, 21% of SPP participants are served in DL settings.

SPP's inclusion model is also innovative, in that participating classrooms bring together children with differing abilities for improved outcomes. SPP Plus is implemented by two providers across 25 classrooms, serving children with Individualized Education Plans alongside their typically developing peers.

DEEL also provides funding to FCC and CBO SPP partners to provide specialized consultations for children with behavioral or

GROWTH OF SEATTLE PRESCHOOL PROGRAM



developmental challenges; oftentimes, these child behaviors are connected to family or childhood trauma. Through a partnership with Public Health – Seattle & King County, all providers can also request developmental screening or health and safety assistance from nursing, mental health, nutrition, and community educator consultants. These consultants support the health-related needs of SPP participants, serving the whole child.

High-quality education is not possible without high-quality teachers. That's why DEEL supports professional development for SPP educators. DEEL early learning coaches work collaboratively with SPP providers to offer intensive, intentional, and reflective instruction. Each DEEL coach supports a cohort of up to 12 classrooms, offering one-on-one instructional coaching to classroom teachers. The instructional coaching team utilizes site visits, assessments, and data to help educators develop and grow, ultimately improving the classroom environment for children. Additional educator trainings include a Children, Race, and Racism Institute, ongoing training and professional development throughout the year, and a multi-day training institute at the start of each school year—with more than 400 preschool teachers, site supervisors, and directors attending in 2023.

EDNW Program Evaluation

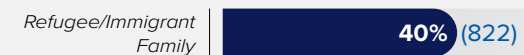
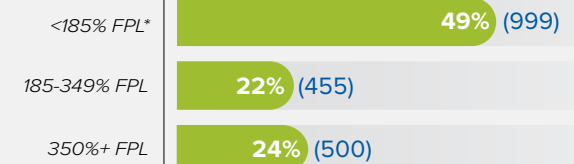
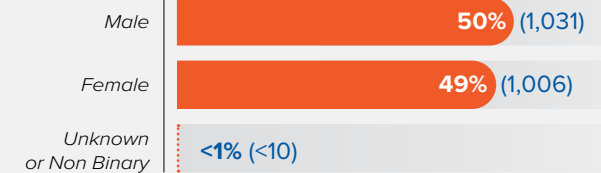
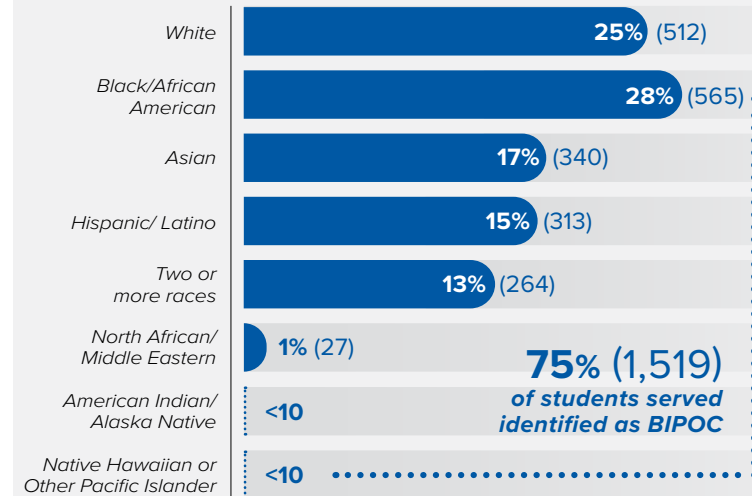
Education Northwest's 2021-22 evaluation of the Seattle Preschool Program, released in 2023, found participation in SPP had a positive relationship on language, literacy, and physical readiness for kindergarten, enabling SPP students to outperform their non-SPP counterparts.

To learn more about Education Northwest's findings on the SPP program, read the full report at the QR code.



Scan to read
the full report

SPP SCHOOL YEAR 2022-2023 PARTICIPANT DEMOGRAPHICS



* FPL = Federal Poverty Level

COMMUNITY IMPACT STORY

Hummingbird Indigenous Family Services

“Every parent is the perfect parent for their baby.” That is the message Hummingbird Indigenous Family Services (HIFS) instills in every mother, child, and family they serve. HIFS is a Seattle-based nonprofit serving Native American, Alaska Native, Pacific Islander, Native Hawaiian, and Kānaka Maoli pregnant people and their families. Founding Executive Director Camie Goldhammer grew up in Seattle’s Native community and identifies as a Dakota woman, forming part of the Sisseton Wahpeton Oyaté from South Dakota. Hummingbird opened its doors in the summer of 2021 and is the first and only Indigenous agency in King, Pierce, and Snohomish counties to exclusively serve Indigenous babies and families with children ages zero-to-three. The organization’s mission is to provide a healthy start for Indigenous babies born into Indigenous families and supported by a healthy Indigenous community.



“Every parent is the perfect parent for their baby.”



With funding from the Prenatal-to-3 Community Grant, HIFS hired a team of doulas to serve 23 Indigenous Seattle families in early pregnancy through a culturally responsive program called BirthKeepers. Through the BirthKeepers program, pregnant people receive Indigenous doula services at no cost. HIFS doulas provide family planning support and perinatal education to reduce personal, cultural, and systemic barriers. Goldhammer says the organization is focused on ending maternal and infant mortality especially in Native American, Alaska Native, and Pacific Islander and Kānaka Maoli communities who have been disproportionately impacted across Washington. “Our vision is a future where we don’t lose any moms for preventable reasons,” she says. American Indian/Alaska Native infant mortality rates in Washington were 6.8 per 1,000 live births, according to Centers for Disease Control data from 2019-2021, higher than rates for white (4.1) or Hispanic (4.3) children.

At Hummingbird, the role of a doula fulfills a traditional community role affectionately referred to as “auntie.” “Traditionally, prior to colonization, that is who would be taking care of those of us that were having babies. We would be surrounded by our aunts, our grandmas, our moms, different people in our community,” says Goldhammer. “They would know what to do, they would know how to take care of us, they will know what food to make, what medicines to bring, how to touch you, how not to touch you, what’s going to provide pain relief, what’s going to help your body heal, what’s going to help you make milk for your baby,” she adds.

“The only reason why I have a wife and child today is because of Hummingbird Indigenous Family Services,” says Jessi, a first-time parent. For Jessi and their family, having Hummingbird in their corner was crucial in navigating the medical system in real time and advocating for the well-being of their wife and baby, especially

“The foundation for her life is that at Hummingbird everybody is related, and we all watch out for our kids and take care of them and make sure everybody is good. She basks in that love.”



after birthing complications. Through the BirthKeeper program, Jessi and their wife were connected with a doula, Vanessa Lovejoy-Guron, who they say went over all the possible birthing and medical interventions. “She gave me information as a birthing partner, and she helped us come up with the birthing plan even though we’re planning for a home birth. And boy did we need that that birthing plan because after three days of labor—we ended up in the hospital on the fourth day and Vanessa stayed by our side the entire time.” Jessi, whose Blackfoot name is Holy Warrior, says they couldn’t imagine their life without their child or newfound relatives. “My kiddo is excited for what aunts or cousins she is going to see. The foundation for her life is that at Hummingbird everybody is related, and we all watch out for our kids and take care of them and make sure everybody is good. She basks in that love.”

Jessi joined the BirthKeepers program before their child was born and is currently a co-facilitator for the Indigenous parent’s group, which has become a full circle journey. “We were able to receive services and get resources from Hummingbird and now also we are able to pour back into Hummingbird.”

“We are nothing as long as we don’t care for the life givers and those future generations,” says Goldhammer, especially when it comes to prioritizing Native peoples living in Seattle’s urban area. Goldhammer highlights the importance of funding programs that support healthy moms and babies who she says are the foundation for healthy communities. “By prioritizing the birth-to-three space, we are investing in our future and, particularly for us as Native people, investing in us and saying to our community that you’re important, you’re valuable, and we see you—which is so incredibly important when we have been erased for hundreds of years in this country.” To learn more about Hummingbird visit <https://hummingbird-ifs.org>.

“We are nothing as long as we don’t care for the life givers and those future generations.”



COMMUNITY IMPACT STORY

Lovable Nest

Lovable Nest embraces kindness, patience, inclusion, and is a tight-knit learning environment for children embarking on their educational journeys. Doing the heart work is Chelon Jackson, a dedicated educator with 30 years of experience as a Family Child Care provider.

At Lovable Nest, Jackson participates in the Seattle Preschool Program, serving children and families referred by BrightSpark Early Learning Services. Jackson, like all SPP providers, welcomes all families and children through her door, including children with developmental delays, children with parents who are incarcerated, and children dealing with trauma.

Community and belonging are at the heart of Jackson's Family Child Care (FCC) center. Jackson opened her own home-based family child care business in Rainier Valley after working for a different child care provider. "I felt like I could do the same thing but, in my home." The site is walking distance for many enrolled families, making Lovable Nest an easily accessible learning place where many families are also neighbors and know each other well.

Lovable Nest has been an SPP partner since 2018. DEEL is a national leader in partnering with Family Child Care (FCC) sites; it included 22 FCC providers in its roster of SPP providers in the 2022-2023 school year. SPP works with FCCs through a hub model where two community agencies, or hubs, support FCCs by managing contractual obligations and supporting enrollment, outreach, and more on behalf of the FCCs. This hub model allows FCCs to join the Seattle Preschool Program through community agencies (hubs) that they already have ties to. Each FCC usually serves one to five SPP students each year. Family Child Care centers are unique in that they have flexible hours of operation that work with families' busy schedules, such as extended hours or weekend hours. Many FCCs are operated by women- and minority-owned businesses as well; over half of the SPP FCC sites are registered as Women- or Minority-Owned Businesses (WMBE). DEEL is committed to co-developing a strategy with providers that meets the needs of FCC providers, ensures long-term sustainability for FCCs in the Seattle early learning landscape, and integrates and aligns the City's FCC investments with its overall early learning approach.

"They feel confident knowing that when they drop off their kids, their kids are [going to] be happy."



Jackson says the relationship she shares with parents is supportive. “They feel confident knowing that when they drop off their kids, their kids are [going to] be happy,” she says, adding that this is what inspired the name of her child care. “Their [children are going to] get a lot of lovable care here.” Jackson engages with students through actions of love, greeting them with a hug or, if they don’t want to hug, a high five. “A kid can pick up the intuition,” she says. “I just like to give that love away from home, so that’s what Lovable [means] for me.”

Jackson’s reputation for successfully participating in the Seattle Preschool Program carries a lot of admiration from other providers who turn to her for advice or questions and knowledge on how to set up an SPP classroom. “I try to give them some tips—how do I set up a classroom, teaching strategy goals,” she says. DEEL coaches also support home-based child care participants. “I may be able to explain it to them clearer. I am very hands-on,” adding that she offers a different perspective having gone through the process of partnering as an SPP provider. “My relationship with other providers is great. I try to be open. A lot of them come to me because they know I have been doing child care for such a long time,” she says. Lovable Nest, like many SPP providers, also participates in CCAP. Qualifying children can have free preschool and low-cost before and after care at the same site.

Leading a group of 3- and 4-year-olds takes a lot of confidence and care. Yet teaching children how to socialize, learn, and engage with others as they prepare to enter kindergarten, and beyond, makes it worthwhile for Jackson. Jackson recalls a heartfelt moment when a high school-aged student who had attended her program surprised her to say thank you. “He came to me on Valentine’s Day with a bouquet of roses. Just to tell me thank you. He came to me to apologize for his behavior, for not listening. [He told me] he is working on his goal to go to college to be a teacher and pass on what I had shown him—that passion of love. He said, ‘When I become a parent, I will know how to do that.’” For Jackson the sweet surprise was a touching moment she says she will always remember.



COMMUNITY IMPACT STORY

Center for Linguistic & Cultural Democracy and Refugee Women's Alliance

For 20 years the Center for Linguistic and Cultural Democracy (CLCD) has built bridges to the past and the present by specializing in the maintenance, restoration, and reconnection of language through culturally responsive and trauma-informed strategies. “[Our] organization [is] dedicated to educating families, teachers, anyone invested in community work [and] multicultural and multilingual educational practices,” says Isolina Campbell-Cronin, the educational director of training at the Center for Linguistic and Cultural Democracy.



CLCD provides specialized training and coaching dedicated for early learning educators, so they are empowered to lead with their cultural background, language, and identity in the classroom. “Our approach of culturally and linguistically diverse education goes beyond just the children and our SPP programs. It’s showing that being bilingual is powerful and is celebrated,” says Campbell-Cronin. CLCD’s goal is to create a community and support teachers’ understanding and healing of their own history and trauma around language, to empower them to provide that same healing in classroom settings for children and families. CLCD supports 22 SPP classrooms at 10 sites across Seattle. Dual Language Initiative teachers and those who have earned their Soy Bilingüe accreditation are honored every end of the school year.

The Center for Linguistic and Cultural Democracy partners with SPP’s Dual Language Initiative sites, fostering culturally responsive personal development for SPP teachers. Peilei Fan and Addisalem Ergete are SPP teachers at the Refugee Women’s Alliance in Lake City and co-facilitate a dual language classroom curriculum, immersing young learners in English and Amharic language lessons. “When the children in our classroom showed interest in learning how to say ‘hi’ in Chinese, it made me feel appreciated and proud of my cultural background,” says Fan. “This sense of connection and pride can greatly benefit children, helping them feel more rooted in their cultural identity and boosting their self-esteem and social-emotional well-being.”

“That is why I am inspired and passionate to work with families and kids.”

Ergete has been working as an early education teacher for five years, but her passion for connecting with children and helping them grow was years in the making. “I got my inspiration from my favorite teacher at an early age. She was a great teacher and role model of my life,” says Ergete. “I used to pretend play acting and wishing to be a great teacher like her.” After immigrating to the United States., Ergete pursued her career goals first by taking English as a Second Language classes. Ergete is currently working on her dual Bachelor of Arts in accounting and early childhood education at North Seattle College and receives support from the Early Childhood Education team, which is in part funded by DEEL. “From my whole experience, I learned how important [it is] to help others to fulfill their dream. That is why I am inspired and passionate to work with families and kids,” Ergete says, adding she wants “to help them navigate their dream while maintaining their home language, culture, and identity.”

Fan says he’s been an early education teacher for over a decade and decided to go into the field because of his early childhood experiences with teachers. “I didn’t have the best experiences with the education system when I was young,” he says. “However, when I became a parent myself and welcomed my first daughter into the world in China, I felt a strong desire to create a different kind of educational environment for children,” he says. The six-year collaboration between CLCD and SPP has fostered inclusive approaches to serving families and providing ongoing training for educators. “This partnership shows the power of investing in organizations that are dedicated to culturally responsive approaches,” says Campbell-Cronin. Ergete says support for dual language programming is impactful for Seattle families: “I would love to express my gratitude to all who support this program to resolve the challenge that bilingual children and families are facing to maintain their ancestor culture and home culture while navigating a new environment,” she says. For the CLCD, it allows them to provide coaching in a different lens. “It shows that this is important, it shows the teachers, site directors, and families that this work is important, it’s meaningful and it’s worthy of the city’s investment,” she says. “But it’s also a bigger picture of what is capable when the city and the government prioritizes funds in this way.” To learn more about CLCD visit <https://culturaldemocracy.org>.

DUAL LANGUAGE CLASSROOMS

22 DUAL
LANGUAGE
CLASSROOMS

7 PARTICIPATING
AGENCIES

8 SUPPORTED
LANGUAGES
INCLUDING ENGLISH

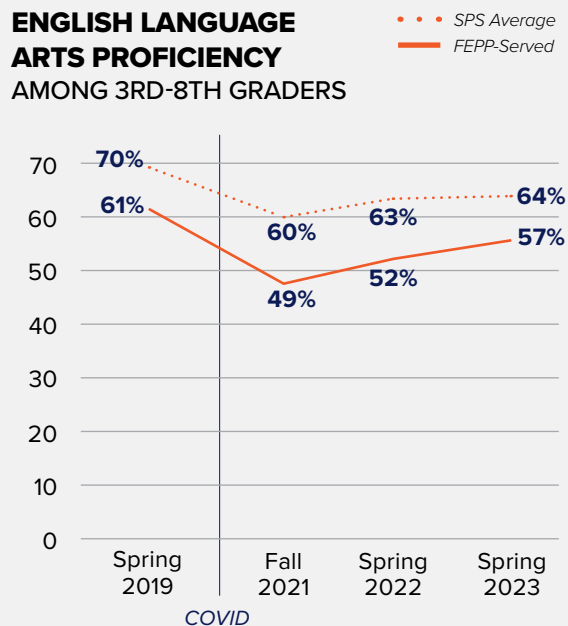


COLLEGE AND CAREER READINESS

DEEL's investments to support children from kindergarten through 12th grade are designed to provide an ecosystem of supports for young people both during the school day as well as out-of-school-time, including the summer. Investments provide programs directly to young people, serving families and educators to foster enriching environments for youth. Our K-12 investments are designed to meet the needs of students furthest from educational justice and close opportunity gaps.

With funding from the Families, Education, Preschool, and Promise Levy; Families and Education Levy (FEL) General Fund; and grants, K-12 services reached over 24,000 students in SY22-23, 73% of whom identify as BIPOC, in partnership with 35 schools, 33 community-based partners, and 29 School-Based Health Centers. DEEL's K-12 investments strongly complement one another, and when taken as a collective, elementary and middle school students served by FEPP Levy investments have rebounded from COVID-19 educational impacts faster than Seattle Public Schools (SPS) students as a whole—4% greater attainment of grade-level proficiency literacy and 6% greater in math.

ENGLISH LANGUAGE ARTS PROFICIENCY AMONG 3RD-8TH GRADERS

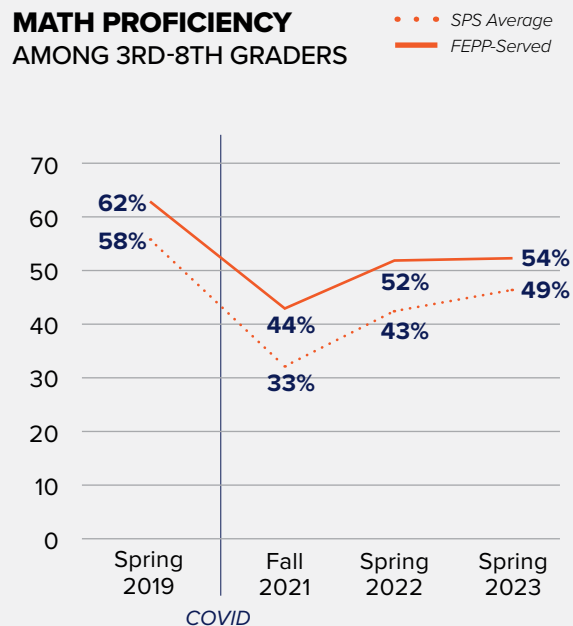


SCHOOL-BASED INVESTMENTS

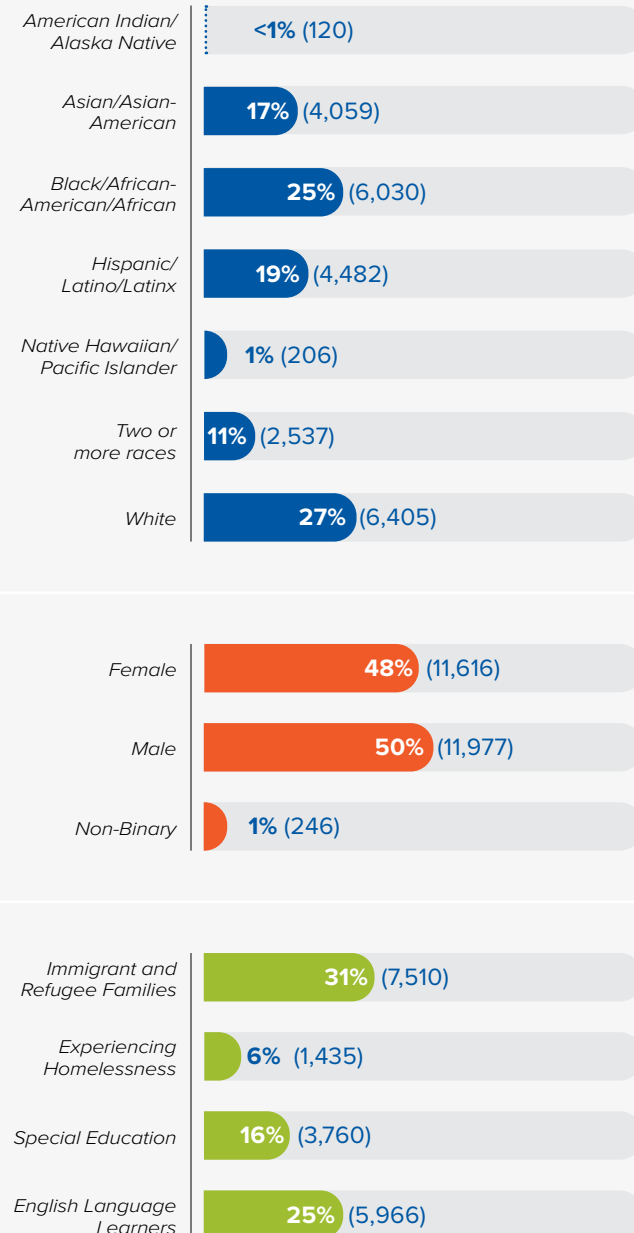
The compounding effect of systemic racial inequities and the decreased academic gains resulting from the COVID-19 pandemic exacerbated academic disparities for students furthest from educational justice, creating significant gaps in educational attainment nationwide. FEPP Levy-supported School-Based Investments (SBI) are crucial in addressing opportunity gaps and cultivating student learning. By allocating resources and support to high-need schools, DEEL's school-based grants aim to bridge the gap in educational outcomes through both academic and non-academic supports such as educator professional development, out-of-school-time activities, and holistic student supports.

Since 2020, DEEL has partnered with 30 SPS elementary, middle, and high schools. Leveraging research from the University of Chicago Consortium on School Research, partner schools provide essential supports such as effective leadership, collaborative teaching environments, and family and community partnerships to create school environments in which students can flourish.

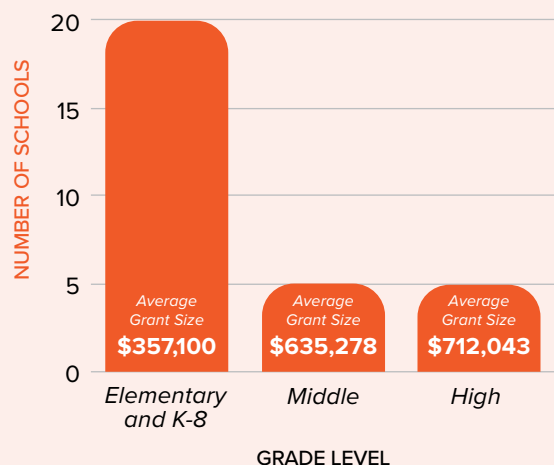
MATH PROFICIENCY AMONG 3RD-8TH GRADERS



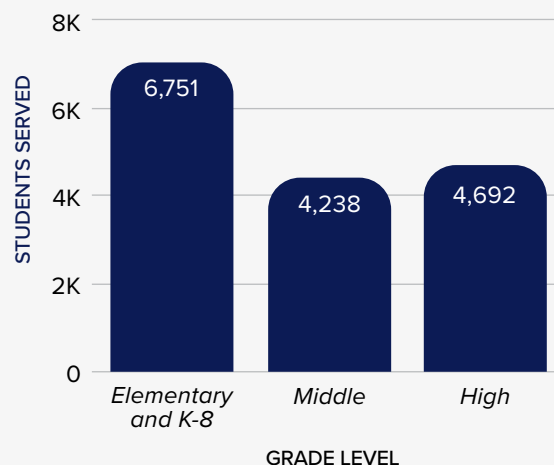
K-12 SERVICES 2022-2023 PARTICIPANT DEMOGRAPHICS



SCHOOL-BASED INVESTMENT SCOPE



SCHOOL-BASED INVESTMENT: STUDENTS SERVED



TIER SUPPORTS

TIER 3

Individualized support

Strategies include re-entry circles or individualized supports.

TIER 2

Responding to conflict and harm

Strategies include the use of pre-conference meetings and harm circles to address and repair harm, encourage personal accountability, and foster learning. Family and community members may be included in Tier 2 supports.

TIER 1

Building and maintaining relationships to create and maintain a positive and welcoming school community for everyone

Strategies include community building circles and affective I statements.

In SY 22-23, SBI services reached a total of 15,681 SPS students across all grades, with an estimated 8,037 students participating in targeted interventions. Average school grants range from \$350,000 to \$700,000 depending on grade level, reaching up to 6,700 students per grade level (elementary, middle, high school).

As part of the grant-making process, schools identified eight or more expanded learning, academic support, and college and career readiness interventions to meet the unique student needs in their school communities. Intervention strategies are intentionally designed to meet student needs, leveraging the Multi-Tiered System of Supports (MTSS) framework to identify student needs early and connect learners to services that can benefit the entire school (Tier 1), small groups of students (Tier 2), as well as individualized support (Tier 3). Through site visits, data reviews, professional development, and opportunities to learn from each other, SBI partner schools and DEEL have created a culture that fosters both educator professional development and student success.

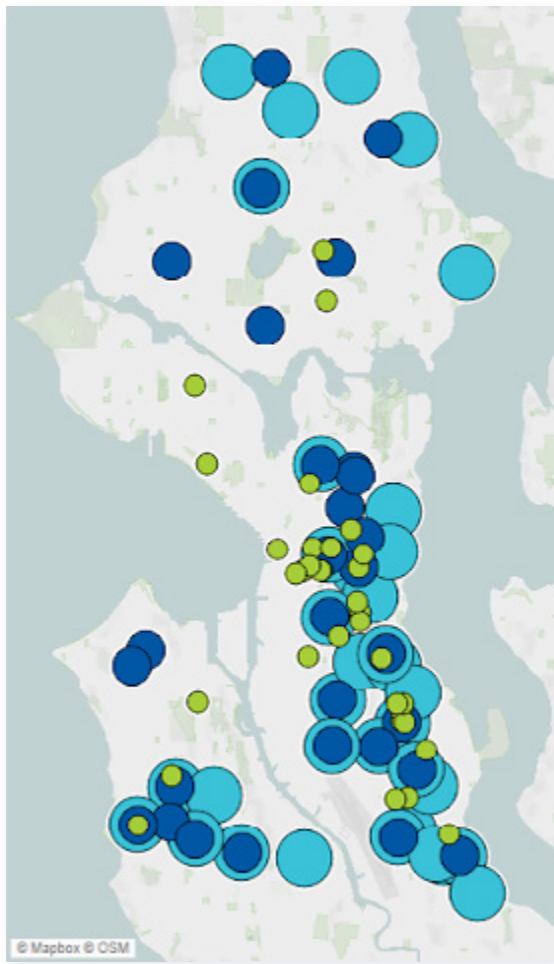
SBI partner schools implemented a variety of District- and community partner-led interventions with 90% of schools focusing on academic math and literacy supports and more than 60% of schools prioritizing strategies to increase student engagement, attendance, and college and career readiness. Compared to the prior school year, students at SBI elementary and middle schools maintained English/Language Arts proficiency at a rate of 51% and increased math proficiency by two percentage points, from 43% to 45%. Marked gains were seen

for on-time ninth grade promotion with a 15% increase from the prior school year, bringing SBI middle schools—who are more likely to serve BIPOC and low-income students than the District as a whole—in closer alignment to the District average of 88%.

Among SBI high schools, students of color are showing significant gains in on-time graduation, with multi-racial, Black/African American, and Asian students graduating at rates above the District average. Multi-racial students at SBI schools on-time graduation improved by nine percentage points compares to the prior school year, while Black/African American students improved by five percentage points. Across all SBI schools, the high school graduation opportunity gap closed further by two percentage points and continues a trend of impact designed to prepare students for success in postsecondary.



K-12 PARTNER PROGRAM SITES



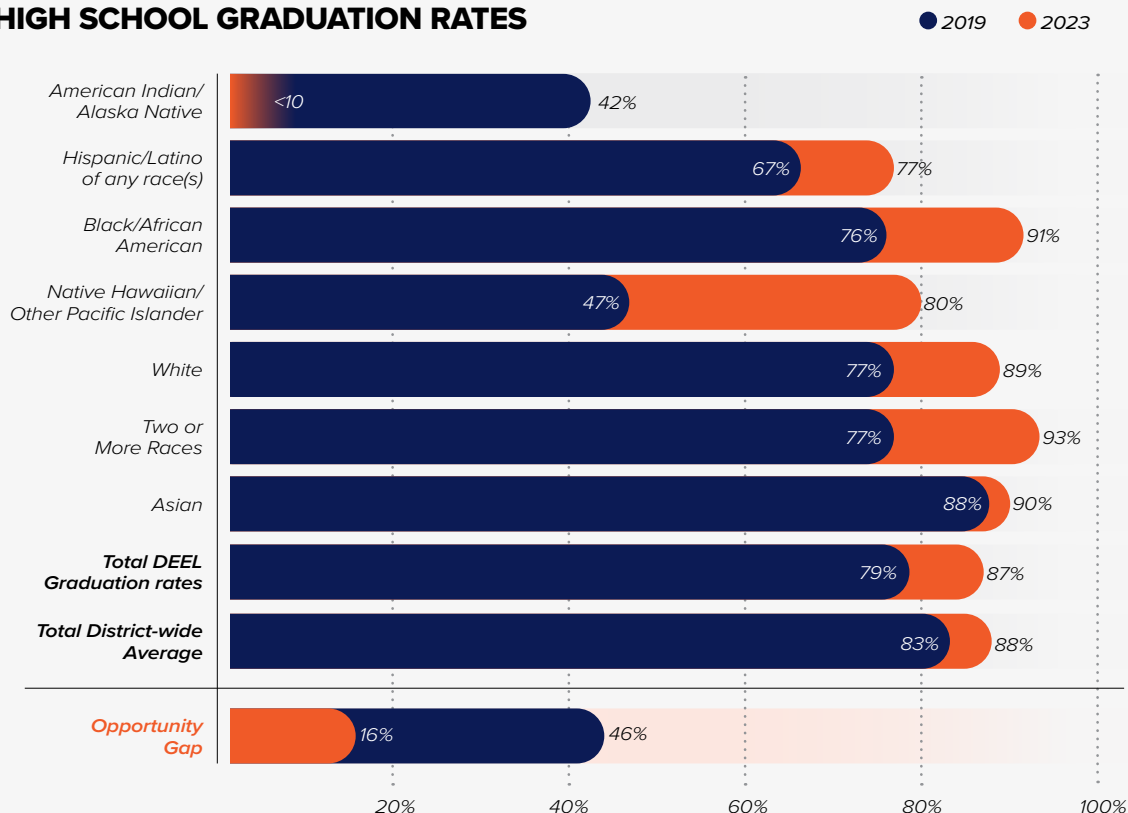
- School-Based Health Center
- School partners (School Based Investments and Family Support Services)
- Community-based Organizations

WRAPAROUND SUPPORTS

K-12 wraparound services provide additional resources to Seattle Public Schools students and families to remove barriers to learning, address basic needs, and promote family engagement. Students whose basic needs are not met often struggle to attend school regularly and be fully engaged during learning time. Two school-based services administered in partnership with Seattle Public Schools that address student basic needs include access to Family Support Workers at elementary schools, as well as funding support to maintain housing stability for students across all grade levels. Family Support Services and housing supports seek to prevent chronic absenteeism, minimize instances of housing and food insecurity, and take a holistic approach to each individual student's needs. FEPP investments in the SPS Family Support Program reached 675 students across 23 schools in SY22-23. Of all students served, 33% were homeless, 41% were English-language learners, and 92% were BIPOC. Additionally, 42% of students who received services attended school at least 90% of the time.

Through a partnership with the Community Center for Education Results's (CCER) Parent Leadership Team (PLT), DEEL invests to empower families as educational leaders and advocates; create learning environments that foster peer, family, and school networks; and build collaborative support for students' learning. This strategic approach aligns current regional work CCER leads in the Family Engagement space with DEEL's Family Support and Engagement investments. In SY22-23, CCER's PLT led the design of a funding process to distribute awards to CBOs in Seattle engaged in family support services. The PLT designed a funding distribution process to maximize holistic support and community impact and align specific outcomes for CBO programming with DEEL's Family Support and Engagement outcomes.

HIGH SCHOOL GRADUATION RATES



SCHOOL-BASED INVESTMENT PARTNERS

ELEMENTARY SCHOOL & K-8

*Bailey Gatzert**
*Beacon Hill International**
*Broadview-Thomson K-8**
*Concord International**
*Dearborn Park International**
*Dunlap**
Emerson
*Hawthorne**
*Highland Park**
*James Baldwin**
John Muir
*John Rogers**
Kimball
*Leschi**
*Lowell**
*Madrona**
*Martin Luther King Jr.**
Olympic Hills
*Rising Star**
*Sand Point**
Sanislo
South Shore PK-8
Thurgood Marshall
West Seattle
Wing Luke

MIDDLE SCHOOL

Aki Kurose
Denny International
Mercer International
Robert Eagle Staff
Washington

HIGH SCHOOL

Chief Sealth International
Cleveland STEM
Franklin
Interagency Academy
*Rainier Beach**

Ultimately, this partnership authentically centers families, deepening decision-making power on the distribution of resources in their own communities. At the core of this strategy is the power of investment design grounded in the wisdom and expertise of BIPOC parents, effectively operationalizing an authentic and effective family-centered granting process that seeks to disrupt the power dynamics inherent in traditional funding models.

With more than 2,000 students currently estimated to be experiencing homelessness within the Seattle School District, FEPP investments to prevent homelessness are vital. Students experiencing homelessness and unstable housing—whether living in hotels/motels, in shelters, unsheltered, or elsewhere—have significantly lower academic outcomes than their housed peers. Homeless students also change schools more frequently, leading to further disruption in students' lives and academics. DEEL's Homelessness & Housing Support Services (HHS) investments provide emergency assistance and housing support services through a partnership with Neighborhood House and Boys & Girls Club.

Families who receive HHS services benefit from financial support, flexible emergency assistance to prevent eviction or locate stable housing, and connections to services addressing food security, domestic violence support, physical and mental health, translation, and interpretation services as needed. These services not only provide immediate assistance but foster student and family resilience and self-sufficiency. By partnering with families to develop comprehensive case management plans, HHS encourages agency and autonomy, equipping families with the tools and resources necessary to navigate and overcome the challenges associated with unstable housing. This approach extends beyond immediate housing needs, facilitating access to essential services and support systems that promote holistic well-being and academic success. Between January and August 2023, HHS partners served 86 students who were homeless, unstably housed, or at risk of homelessness. Each HHS partner successfully enrolled and exited nearly twice their contracted target of students. Ninety percent of students enrolled by HHS providers during the 2022-23 school year had exited by August 2023. Through these efforts, DEEL's HHS program not only addresses immediate housing needs but also empowers families and students to build brighter futures.

Additional wraparound supports funded by DEEL include expanding access to middle school sports and out-of-school-time transportation in partnership with Seattle Parks and Recreation. Students perform better when they feel connected to school and are able to access sports and other after-school activities. The FEPP Levy supports coaching stipends for middle school sports such as soccer, ultimate frisbee, basketball, volleyball, and track, as well as access to busses for after-school activities and weekend games. In the 22-23 school year, 3,414 middle school students benefitted from these investments.



**Receives Family Support Services and School-Based Investments*
**Family Support Services*

COMMUNITY IMPACT STORY

Holistic Services At Dearborn Park International Elementary School

Don Noble is the assistant principal at Dearborn Park International Elementary School, a dual-language school in southeast Seattle's Beacon Hill neighborhood. "I moved here when I was nine years old, so I really feel for the students that we get, especially the newcomers," he says. A first-generation immigrant himself, Noble emphasizes the value of a school climate that promotes pride in dual-language learning while celebrating heritage language-speaking families. "It's empowering and it gives students ... the confidence to believe that they can do it, that there's a place for them, they're accepted, and they can succeed because of the options that they're given," says Noble. Dearborn Park's intentional approach to dual-language learning centers cultural knowledge and the strengths of heritage language students. Noble says having a dual-language program in Seattle Public Schools is important because it allows students to be appreciative of their culture and their language.

Serving as the school Levy coordinator in SY22-23, Noble has led the FEPP-funded investments for Dearborn Park, bolstering the school's dedication to cultural diversity, academic excellence, and community engagement. In addition to the DEEL-provided instructional coaching and professional development opportunities focused on strategies to engage multilingual learners in grades K through five, the school is home to a nurturing Seattle Preschool Program (SPP) Dual-Language classroom. The SPP teaching team is recognized for the early learning leaders planting the seeds of biliteracy for children as young as 3 and 4 years old.

Kristina "Tina" Wooten is the lead teacher for the Dearborn Park SPP Dual-Language classroom alongside Anna Staab, a full-time, FEPP Levy-funded instructional assistant. Together they co-teach their dual-language classroom of 20 preschoolers. A special education teacher also supports the preschool cohort once a week providing specialized instruction to students who receive Individualized Education Program services. FEPP Levy funding allows the classroom to maintain an adult-to-student ratio of 1-to-10. Wooten says the additional support allows for a safer learning environment and dedicated attention: "We are able to interact more authentically and engage more deeply with children in smaller groups."

Leading as an example, Wooten acts as a content demonstration teacher for preschool teachers in the Seattle Public School District. Other district preschool teachers visit Wooten's classroom to observe and learn new ways to engage with students. Wooten credits DEEL's dual-language programming for strengthening teaching strategies in the classroom. "When



children and families see themselves and feel safe engaging in our classroom community, they're more likely to feel confident in their identities and learning capacity," she says.

It takes a number of partnerships to build equitable and diverse teaching strategies, including collaboration between DEEL, SPS, community-based organizations, and families. "Families are our first partners and our children's first teachers," says Staab. Families are invited to share their cultures in the classroom, such as language, music, or daily routine tasks. "My mom speaks Spanish, but I didn't grow up speaking Spanish. That's true of a lot of our families," Staab says. "We want to find out what are the ancestral languages that you might want to bring back into your child's life, even if it's not going to be to the point of fluency. We still want to see those languages included."

While staff at Dearborn Park are enriching students through expansive language programming, the school's on-site School-Based Health Center (SBHC)—operated by Neighborcare Health through a partnership with DEEL and Public Health – Seattle & King County—ensures all students have access to a wide range of health services. The primary goal of the SBHC is to provide accessible, high-quality health care for students and their families. Open before, during, and after school, the in-school clinic offers services at no out-of-pocket cost for students. The SBHC is staffed by a nurse practitioner, mental health therapist, and clinic coordinator. A dentist and dental assistant also provide on-site dental care every month. Beyond addressing immediate health care needs, the Neighborcare SBHC team at Dearborn Park also promotes lifelong wellness through nutrition education, supportive relationships, and reinforcement of positive self-images.



“Como mamá, lo vemos [llegar a una nueva escuela] como un reto porque es un idioma diferente, y hay veces que no sabemos a lo que venimos. Y llegando aquí pues lo solucionamos. En Dearborn Park fue un ambiente muy cálido; nos encantó como nos recibieron. Sobre todo fue un alivio enorme saber que había maestros que hablaban español e inglés. Para nosotros fue un beneficio muy grande llegar a esta escuela por el programa dual que tienen.”

“As a mom, we see coming to a new school as a challenge, because it’s a different language, and there are times that we don’t know what we are stepping into. But coming here to Dearborn Park, we figured it all out. It has been a warm environment; we love the way that they have welcomed us here. More than anything it was a huge relief to know that there were teachers who spoke Spanish and English. So for us it has been a huge benefit coming to this school because of the dual-language program that they have.”

— **LIDIA RAMOS**
Parent to Zahid

This team of dedicated providers offers services ranging from medical to dental to mental health care—including individual therapy and family therapy, as well as peer groups for newly arrived students from Central America and Mexico. Neighborcare Nurse Practitioner Noelle Tripp sees students in the SBHC two days a week. In describing the diversity of the school community, Tripp stresses the value of in-language care. “[For] the majority of the patients that receive care here, English is not their first language, so we utilize translation and interpretation services to help facilitate care.” She emphasizes the importance of offering care in a language students understand and are comfortable with. Tripp and her colleague Ana Molinero, a licensed mental health therapist, speak Spanish and specialize in serving bilingual families. “We’ve actually had an influx in the population of Spanish speakers in this school in the past year or two,” she says. “I think it’s been really helpful that myself and [Ana] both speak Spanish, especially for families who are newly arrived in this country.”

Neighborcare Health providers also refer to clinical evaluations and behavioral health needs assessments to help bridge educator understandings of student success and performance in class. This leads to more timely integration of interventions and resources that support students in greatest need. Additionally, health systems navigation is a focal point for school-wide collaboration in support of Dearborn Park students and families. Kyesha Pringle is the School-Based Health Center program manager for Neighborcare Health and formerly served the Dearborn Park community as a Health Center coordinator. She explains that many newcomer families have “different cultural interpretations” of what medical care, mental health care, or dental care are, so the provider role centers learning with families, helping ensure parents are informed in their health care decision-making. The partnership approach, with health services co-located in school buildings, “allows us to change the system in different ways to ensure that we’re centering [families’] experiences,” Pringle says.

Dearborn Park students and families flourish with the continuum of DEEL investments and supports for multilingual learners and holistic community-based health care. Lidia Ramos and Araceli Nuñez are parents who expressed confidence when asked about their children’s experiences as students at Dearborn Park. Nuñez’s son Neymar has attended the school for two years, and they feel a deep sense of welcome and belonging. She expressed the uncertainty and

“Nosotros nos sentimos muy cómodos por la manera en que, cuando queremos comunicar algo o necesitamos algo, hay maestros que nos hablan en español. Los maestros son demasiado amables, incluso a veces si no saben nuestro idioma ellos tratan de comunicarse con nosotros [de otra manera], nos gusta mucho esta escuela y los esfuerzos que están haciendo.”

“Whenever we want to communicate something or we need something, we feel very comfortable with the way that there are teachers who speak with us in Spanish. The teachers here are extremely kind, even sometimes if they don’t speak our language they still try to communicate with us, so we love this school a lot and [appreciate] the efforts that they are making.”

— **ARACELI NUÑEZ**
Parent to Neymar

fear she and her son felt when he first arrived as a kindergartner at Dearborn Park, not knowing whether staff would be able to communicate with her or her son in Spanish. Nuñez was relieved when she realized there were bilingual teachers to support her son’s educational journey.

Through a multilayered investment approach, Dearborn Park’s dual-language learning model is cultivating community, connection, and collaboration, fostering an environment where students and their families can thrive.

CULTURALLY SPECIFIC AND RESPONSIVE

One portfolio of investment focuses on grant-making and partnership designed intentionally to meet the needs of students of color. Culturally Specific and Responsive (CSR) investments expand access to high-quality, student-centered learning environments. Accompanied by a strong ecosystem of direct services and supports, CSR strategies are designed to increase positive identity development, academic knowledge, and social emotional learning for Black/African American males and other historically underserved students. CSR partnerships prioritize the infusion of race/ethnicity, culture, language, and gender into programming to build academic mindsets and promote college and career readiness.

Key elements at the core of CSR programming include Culturally Specific Programming, Culturally Responsive Mentoring, and Educator Diversity. Culturally Specific Programming is primarily offered through the Kingmakers of Seattle (KOS) program, a FEPP Levy-supported program implemented by the Seattle Public Schools Office of African American Male Achievement in which Black male middle and high school students—referred to as Kings—participate in an elective class taught by Black male facilitators. Kingmakers supports the cultural, historical, social, and emotional needs of young Black boys and teens.

In the 2022-2023 school year, Kingmakers was offered at six SPS schools: Aki Kurose, Asa Mercer, and Denny International Middle Schools, as well as Interagency Academy, Franklin, and Cleveland STEM High Schools, and served 188 students, or Kings. An evaluation of the program by Seattle Public Schools and DEEL, released in July 2022, revealed that KOS participants attribute an increased sense of purpose, racial identity exploration and pride, sense of brotherhood, knowledge of Black/Pan-African history, engagement in school, leadership skills, and confidence to the program. The same report noted that once in high school, former KOS middle school participants have a higher rate of on-time credit accumulation than peers who did not participate in KOS. In 2022-23, the number of Kingmakers participants passing their core classes increased from 44% in the first semester of the year to 58% in the second semester.



Culturally specific mentoring provided by The Breakfast Group's Project M.I.S.T.E.R. (BGPM) also provides support for high school-aged African American and other males of color, focusing on college/career readiness and personal advocacy. In SY 22-23, 134 students were served by BGPM, and 43% of participants passed core courses with a C or higher. Participation has steadily increased, with 134 students in 2022-23 compared to 19 in 2018-19. Additionally, 27% of participants attended school at least 90% of the time, up from 20% during the pandemic. The program's impact extends beyond high school, as exemplified by a former participant who received support for college expenses. BGPM not only empowers students academically but also fosters lasting social and emotional connections, contributing to their long-term success.



Scan to Read
Mentorship Matters



COMMUNITY IMPACT STORY

Project M.I.S.T.E.R.

The future is bright for Mussie Teklegergis, a junior at Roosevelt High School. Teklegergis aspires to become a public defender ... or a computer hardware engineer. These seemingly divergent interests in criminal justice and STEM careers are quite intentional and directly informed by Teklegergis's experience with Project M.I.S.T.E.R.'s leadership program, which he has participated in for two years.



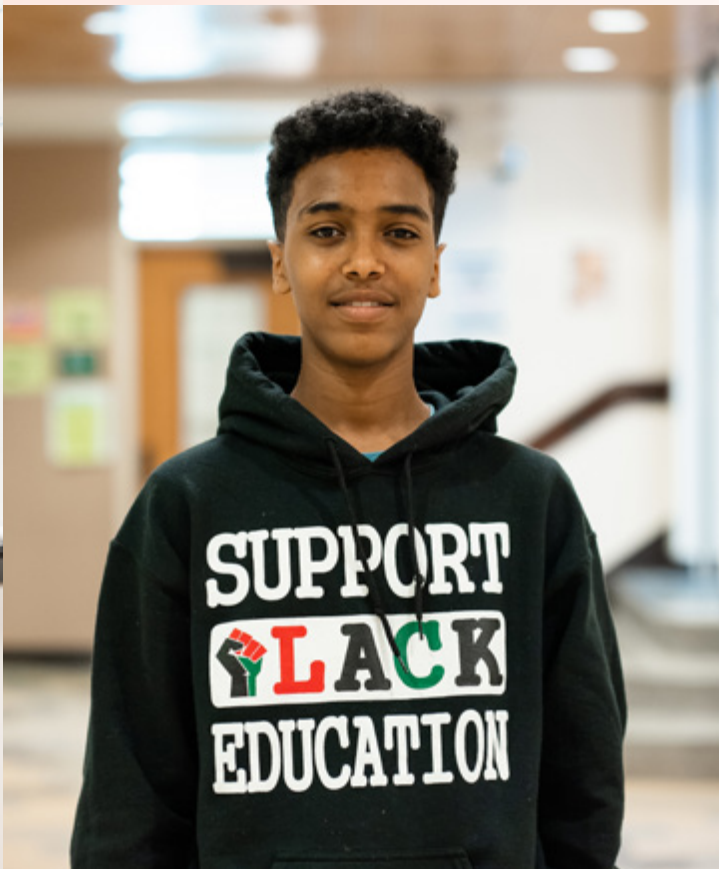
Founded over 30 years ago by The Breakfast Group, a Seattle nonprofit led by civic-oriented African American male professionals, the Project M.I.S.T.E.R. program—which stands for Male Involvement & Service To Encourage Responsibility—offers mentor relationships that promote positive identity development through dynamic college and career preparation opportunities. The Project M.I.S.T.E.R. Leadership Development curriculum is culturally responsive and customized to reach African American males in cohorts with mixed academic performance levels. The unique program model includes a blend of school-day and after-school activities led by trained facilitators who meet with students at least three times a week.

Teklegergis's visit to the Microsoft campus with his Project M.I.S.T.E.R. mentors and peers left a lasting impression. There, he listened to the personal testimony of a successful tech associate who, prior to his tenure at Microsoft, was incarcerated in early adulthood. Teklegergis listened attentively as the speaker described the ways he turned his life around after focusing on education and personal improvement after his release from prison, ultimately obtaining his bachelor's degree and working his way up to a six-figure salary. The speaker credited the support he received from members of The Breakfast Group as the key to making a positive change in his life. The message was not lost on Teklegergis. In his words, the testimony "touched a lot of people's hearts, because even though you [may be] doing bad in school, it doesn't mean that you can't turn your life around."

In the 2022-2023 school year, The Breakfast Group began work to expand their presence from the flagship southeast Seattle high schools of Cleveland, Franklin, Garfield, and Rainier Beach, and Roosevelt High School in north Seattle in the future. Project M.I.S.T.E.R.'s presence at Roosevelt is helping to increase access to identity-affirming relationships and authentic belonging.

In the 2022-23 school year, there were 79 Black/African American students at Roosevelt, just over 5% of the student body. However, in the same school year, only three of the 91 classroom teachers also identified as Black/African American.

The impact of lessons on topics such as time management and problem-solving is felt by students like Teklegergis, who shared that, from the beginning, Project M.I.S.T.E.R. has allowed him to feel good, even "carefree" as he put it, giving him space to expand his perspective on life and what his future may look like. Since he joined Project M.I.S.T.E.R., Teklegergis explains, "I feel a lot better. My head is a little bit lighter; my shoulders are feeling better without the overload of stress and work from school." To learn more about Project M.I.S.T.E.R. and The Breakfast Group visit <https://thebreakfastgroup.org>.



OF O&A YOUTH, IN 2022-23

77%

COMPLETED 9TH
GRADE ON TIME

42%

MET 3RD-8TH
ELA STANDARDS

The FEPP Levy also supports investments focused on serving broader BIPOC, LGBTQ+, and Black/African American girls specifically. A 2021 landscape study by Seattle-based nonprofit Gay City identified gaps in programming available to support Black girls, young women, and queer and transgender youth, and made recommendations for addressing those gaps through culturally responsive and identity-affirming programming to help them thrive, advocate, and develop skills necessary to challenge systemic barriers.

Partnerships with an additional 11 organizations further nurture cultural identity and belonging among BIPOC youth. In SY22-23, 1,261 youth, 82% of whom identified as BIPOC, participated in Equitable Communities Initiative-funded programs as part of DEEL's Youth Leadership and Cultural Education Grant. Overall, 82% of participants in 2022-23 were BIPOC youth, and 84% of youth reported developing supportive relationships or community connections in their program. Over 90% of youth reported feeling like they had been in a safe space, had empowered learning experiences, and had developed social-emotional and leadership skills, and 97% of youth surveyed said they believed they had learned important skills to help them with school, work, and their personal lives.

Culturally Responsive investments also promote educator diversity in school classrooms. Research shows that all students benefit from having diverse teachers and that students of color particularly thrive in learning environments where educators reflect their own racial identity, heritage, and culture. Positive exposure to individuals from a variety of races and ethnic groups, especially in early years, reduces stereotypes, shifts implicit biases, and promotes cross-cultural relationships. The Academy for Rising Educators (ARE) program is a multipronged partnership between DEEL, Seattle Public Schools, and local institutions of higher education that seeks to increase the diversity of the educator workforce within SPS, serving 59 aspiring educators in SY22-23. DEEL also partners with six community-based organizations to champion initiatives aimed at recruiting, retaining, and supporting BIPOC educators while fostering positive identity

development and offering professional growth opportunities. Through investments in Educator Diversity and programs like the Academy for Rising Educators, educational justice becomes more than an abstract concept—it becomes a tangible reality, empowering students to thrive in an equitable and inclusive learning environment.

OPPORTUNITIES AND ACCESS

Through partnerships with 11 community-based organizations in SY22-23, DEEL's Opportunity and Access (O&A) investments expanded access to out-of-school-time activities to foster self-identity affirmation, develop skills necessary for college or career readiness, as well as close opportunity gaps in academic proficiency. These services, funded by the FEPP Levy, engage youth in culturally responsive environments, offer academic enrichment, and provide mentoring opportunities. SY22-23 represents the last year in the first three-year investment cycle for O&A grants. Across these three years, partners engaged a total of 3,269 elementary, middle, and high school youth, 90% of whom identified as BIPOC and about 50% of whom identified as English Language Learners. In 2022-23, 77% of O&A youth completed ninth grade on time, while 42% met 3rd-8th ELA standards.

RESTORATIVE JUSTICE

Since Fall 2021, DEEL has implemented a restorative justice investment intended to increase school-based staff dedicated to restorative practices and provide opportunities for training and professional learning.

The term restorative practices encompasses a variety of approaches and strategies designed to establish and/or improve relationships and build community (Tier 1) and respond to and repair harm when conflict occurs (Tier 2/3). The overarching goal of restorative practices in K-12 schools is to support the creation and maintenance of a positive school environment where all students and staff feel a sense of belonging, conflict and tension amongst students and staff is minimized, and structures exist to repair harm when conflict does occur. Restorative practices originate from various Indigenous cultures and communities around the world and represent a paradigm shift in how educators and youth approach relationships, connection, and community within a school building.

In SY22-23, DEEL funded full- or part-time staff at five secondary schools also receiving the School-Based Investment, as well as professional learning open to educators at all SBI schools. The five schools receiving staffing funds include Aki Kurose Middle School, Robert Eagle Staff Middle School, Chief Sealth International High School, Cleveland STEM High School, and Rainier Beach High



School. Across these schools, approximately 529 students participated in Tier 2/3 restorative practices to repair harm or address conflict.

Also in SY22-23, DEEL began working with WA-BLOC to provide a professional learning series for elementary educators interested in growing their own knowledge and practice of restorative practices. Educators from nine SBI schools participated in the three-day learning series. DEEL began implementing this strategy in part because of WA-BLOC's impactful work at Emerson Elementary, which has been funded by Emerson's School-Based Investment since SY20-21.

COMMUNITY IMPACT STORY

WA-BLOC at Emerson Elementary School

In the heart of Rainier Beach is Emerson Elementary School, with a dynamic and diverse student body that includes children who have only recently arrived in the US, as well as scholars whose families have called southeast Seattle home for generations. Together, students and families are encountering a unique experience of belonging at Emerson, fortified through a partnership with the nonprofit organization Washington Building Leaders of Change, or WA-BLOC, that has introduced, cultivated, and sustained restorative practices school-wide. Emerson is the first elementary school in the district to adopt a school-wide culture informed by restorative justice (RJ) principles.

WA-BLOC is a community-based organization with a mission to build and nurture intergenerational leaders through transformative education and revolutionary social action. Supporting the growth of restorative practices in Seattle represents one of WA-BLOC's three programmatic focus areas. Keisha Kelley is an RJ coordinator for WA-BLOC who has led the efforts to embody and teach RJ modalities not only for students but also for teachers and school staff. A long-time educator in the neighborhood, Kelley facilitates holistic practices for emotional self-regulation and conflict resolution for elementary students at Emerson. Kelley explains, "The main thing [with RJ] is community building, building that foundation. There is going to be conflict, and when that conflict occurs we need something to restore back to."

A core aspect of Kelley's preparation for her current role is her experience growing up in the neighborhood. As she has continued to live and raise her family in the community, she has witnessed many of the same traumas and community violence that impact the young people she serves. "I had a unique role because I live considerably close to a lot of the students in the neighborhood," Kelley explains. "I noticed that some of the needs are with grief. There's a lot of violence that they're witnessing and hearing about. [They are] so inquisitive, just wondering, having so many curiosities and the need to have a trusted adult that they feel connected with, to speak with and raise some of those curiosities without feeling the judgment." Holding safer space for vulnerable conversations is a core component of Kelley's work keeping RJ circles for her Emerson students. "Some children have a hard time speaking to adults, even if it's a trusted adult. I see a need for a space to have those conversations amongst themselves as well, and a space with trusted adults. They have a need to be heard."

"[The] elements of circle that I bring into the spaces [include] that connectedness, being heard, feeling welcomed. We share our boundaries with one another so that we can respect each other's boundaries. We talk about accountability and owning our actions and having pride in oneself." Equipped with new language to express their needs, advocate for themselves, and identify opportunities to show up differently in class and with their peers, students are bringing these new practices home. Parents have commented on the ways their children are relating with family members and modeling the skills they are acquiring through WA-BLOC's efforts at school.

Principal Keyunda Wilson notes that the impact of RJ is felt on many levels, with teachers and staff gaining new perspectives and practices for engaging with and supporting students who are displaying challenging behaviors. Wilson notes that the shift in school culture has led to less out-of-class-time and more teachers feeling equipped to relate positively when children are struggling. "Emerson has benefited a lot. WA-BLOC has been a great partner and it's been a slow, consistent, steady, but very intentional work, and I just truly value the partnership and the work that they have done," Wilson says. "We're wrapping up year three, and we really went slow. Now we get to see that work with a cohort of students. It started with just a fifth-grade cohort and really building those skills there, because there was trauma that they had gone through [in the pandemic] and that the school had caused with the turnover of staff and things like that."

Circle-keeping is a core feature of RJ-informed peacemaking practices, passed down within communities. In a talking circle or peacemaking circle, students will sit together, with all participants, including the teacher/facilitator (or "circle keeper"), in positions of equal power, facing one another at the same level. Each participant has an opportunity to speak when holding a "talking piece" which is passed around to invite contributions from those sitting in the circle. Since students were introduced to RJ and talking circles, the reverberation has been felt school-wide, with staff engaging in trainings and professional development opportunities facilitated by Kelley and WA-BLOC. Wilson has observed many shifts since the first student cohort was first engaged. "Upon building those skills, we then saw the impact—like students were able to repair and move forward and do some healing," she says. "Last year we focused on building staff capacity to really be able to hold circle on their own and not [need] Keisha to be the sole keeper."

The question now has become, and continues to be, how to build staff capacity while continuing to invite families into the work, to generate a healing that is sustained throughout the school, neighborhood, and community. Kelley and Wilson emphasize youth leadership in the legacy that Emerson students are building. What do they look forward to most about the future of restorative practices at the school? "The students being able to lead some of this work, in having the peacekeepers, our intermediate students, come and support our primary students," says Wilson. "Students have this in them. We're giving them an outlet to be those problem solvers, be solution oriented to make change, and to carry those tools on with them as they leave Emerson." To learn more about WA-BLOC visit <https://wa-bloc.org>.

STUDENT HEALTH SUPPORTS

Evidence shows that students are more likely to succeed when they're healthy. Investments in School-Based Health Centers (SBHC) that integrate medical and mental health, school nursing, and oral health services have been shown to promote school attendance and improve academic performance. In school year (SY) 2022-23, the FEPP Levy funded 29 SBHCs operated by seven health care sponsors, through a partnership with Public Health – Seattle & King County. During this time, SBHCs served over 7,000 students with almost 32,000 visits. Neighborcare Health's mobile services also provide access to dental health services for elementary school students, providing 1,308 screenings, exams, and cleanings.

Student health investments provide students with increased access to medical and mental health care, and promote early intervention, prevention, and treatment of health-related barriers to learning. SBHCs provide preventative care, like well child checkups, vaccinations, and sports physicals; evaluation and treatment of allergies and other chronic or acute ailments; individual, family, or group mental health counseling; oral health exams, with cleanings, X-rays, and cavity treatments; and assistance enrolling in Apple Health and other community resource programs.

SBHCs also provide mental health support to students, and in the 22-23 school year, more than 1,500 students accessed these services. For mental health care, students average nine visits per year, indicating the benefit of school-located health care to meet students where they're at and ensure continuity of care. In SY22-23, DEEL also expanded access to mental health support through school-community partnerships at five schools—Denny International and Aki Kurose Middle Schools, and Franklin, Ingraham, and Chief Sealth International High Schools. With a combination of funding from the General Fund, Payroll Expense Tax, and FEPP Levy, each school received funding to address gaps in culturally responsive mental health services for BIPOC students through clinical and non-clinical approaches. Funds have been leveraged to increase on-site mental health provider access, free family counseling referrals, case management support, art therapy, social-emotional learning and community circle teacher trainings, as well as student-led mental health theme and resource days.



STUDENT HEALTH SERVICES PROVIDED IN SY 22-23

MEDICAL CARE

6,178 Students Served | 17,579 Visits

- Well child checks
- Vaccines
- Sports physicals
- Age-appropriate reproductive health care
- Acute concerns (allergies, lice, rash, etc.)
- Chronic concerns (asthma, eczema, ADHD)

MEDICAL CARE

538 Students Served | 683 Visits

- Nutrition counseling
- Health Education
- Apple Health (Medicaid) enrollment
- Care coordination and connection to community resources

MENTAL HEALTH

1,539 Students Served | 14,564 Visits

- Behavioral health – individual, family, group therapy
- Behavioral health services support anxiety, depression, trauma, behavior, and academic concerns

PORTABLE DENTAL

1,308 Visits*

- Screenings
- Exams (with X-ray)
- Cleanings
- Sealants
- Cavity treatment

**Does not include mental health network data*



SCHOOL-BASED HEALTH CENTER PROVIDERS

Health Care Sponsor	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Neighborhood Health	<ul style="list-style-type: none"> · Bailey Gatzert · Dearborn Park International · Highland Park 	<ul style="list-style-type: none"> · Madison · Mercer International · Robert Eagle Staff 	<ul style="list-style-type: none"> · Chief Sealth · Lincoln · Roosevelt · West Seattle
Odessa Brown Children's Clinic <i>a clinic of Seattle Children's Hospital</i>	<ul style="list-style-type: none"> · Beacon Hill International · Lowell 		<ul style="list-style-type: none"> · Garfield
Kaiser Permanente		<ul style="list-style-type: none"> · Aki Kurose · Washington 	<ul style="list-style-type: none"> · Franklin · Interagency Academy · Nathan Hale
Seattle Roots <i>formerly Country Doctor Community Health</i>		<ul style="list-style-type: none"> · Meany 	<ul style="list-style-type: none"> · Nova
International Community Health Services			<ul style="list-style-type: none"> · Seattle World School
Public Health – Seattle & King County		<ul style="list-style-type: none"> · Denny International 	<ul style="list-style-type: none"> · Cleveland STEM · Ingraham · Rainier Beach
Swedish Medical Center			<ul style="list-style-type: none"> · Ballard High School



SUMMER LEARNING

Research shows that access to engaging academic and enrichment programs during the summer months sustains child development and prevents learning loss. During summer 2023, DEEL invested in 16 CBOs to implement programs focused on providing academic learning, social-emotional enrichment, and college and career readiness to 978 youth. Organizations are selected and scored based on experience and demonstrated ability to deliver a high-quality summer program and embed culturally responsive practices into their curriculum, recruitment process, and staff training and development. According to a survey administered by all participating CBOs to program participants, 94% of students enjoyed their summer program and 97% agreed their program is a safe and welcoming place for people of all races and cultural backgrounds. Additionally, 87% of students reported that their summer program helped them feel more prepared for school in the fall. Finally, 97% of students learned skills for applying to financial aid, setting career goals, and completing job applications.

UPWARD BOUND

Another DEEL-sponsored pathway to higher education is the Upward Bound program. Aimed at increasing enrollment in and completion of postsecondary programs, Upward Bound sets up long-term relationships between counselors and students, starting the summer following eighth grade through high school graduation. Counselors help students every step of the way on their path to a postsecondary degree, connecting them with scholarships, internships, service-learning opportunities, and career and college fairs. Counselors also work with students, starting as early as the ninth grade, to identify schools to apply to, and they review high school seniors' essays and personal statements every fall.

Serving students at Garfield and Rainier Beach High Schools, Upward Bound counselors work closely with students' guidance counselors and teachers to monitor graduation requirements, provide academic counseling, conduct grade checks for students at monthly check-ins, and provide financial aid support and education through

annual workshops. UB also hires part-time tutors for each school to offer academic support to program participants.

To further prepare students for the college experience, Upward Bound participants have the opportunity to attend overnight college visits—one in Eastern Washington and one out of state—with at least three to four colleges each trip, and five-to-seven-day college visits in and around Seattle every year.

Upward Bound served 73 high school students in SY22-23. Nearly all students (97% or 71) served identify as first-generation, low-income, and experiencing academic barriers. A total of 67, or 92% of students served maintained a cumulative 2.5 GPA. Furthermore, 95% (69) of students served advanced from their current grade level, with 86% (24) of students graduating from high school.

POSTSECONDARY ACCESS AND COMPLETION

Rounding out the continuum of DEEL's investments is the postsecondary investment portfolio. Strategies and funding for young adults participating in the Seattle Promise program expanded during the pandemic, with an influx of federal resources through the American Rescue Plan. As detailed below, these investments have become integral to the Seattle Promise program model, and early data suggests they have been impactful in increasing persistence and completion rates, particularly among students of color. Receipt of a Washington state Regional Challenge Grant to provide mentorship and career-connected development has also deepened DEEL's focus on postsecondary access and completion, and further demonstrated the influential role the Department plays as a convener and champion for student success after high school.



SEATTLE PROMISE

Seattle Promise is a college tuition and success program that guides students on a path from high school to college with an intent to reduce and/or remove financial barriers that keep some public high school graduates from earning a credential, certificate, degree, or transferring to a four-year institution. Seattle Promise builds upon the success of the 13th Year Scholarship Program, established at South Seattle College in 2008.

Investment from the Families, Education, Preschool, and Promise Levy, beginning in 2019, established the Seattle Promise program and funded the program's expansion. The Seattle Promise program model begins by supporting students in high school, with outreach and college preparation supports. Upon matriculation into the Seattle Colleges, Promise provides tuition scholarships to participants, applied as a "last dollar" scholarship after federal, state, and other financial resources. The program supports participants for up to three years, 90 credits, or successful completion/transfer, whichever is first. Programming includes additional supports such as Equity Scholarships and persistence and completion supports. The Seattle Promise Equity Scholarship is the most generous of its kind nationwide, providing eligible

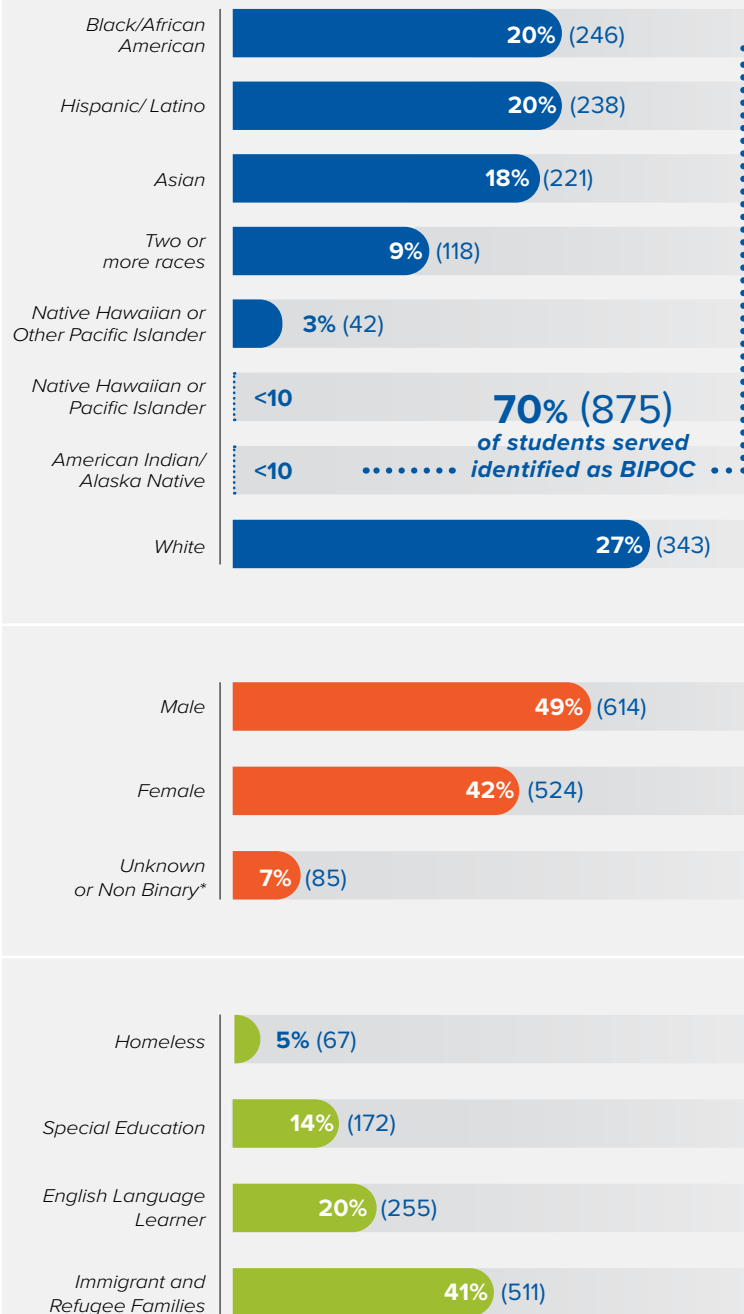
students up to \$1,000 in additional flexible financial assistance per quarter for non-tuition expenses, like books, child care, food, housing, and transportation.

Seattle Promise is accessible to all public high school graduates, and in the 2022-2023 school year, expanded eligibility beyond Seattle Public School high schools to include area charter schools, bringing the total number of participating high schools to 22. Since its founding, the program has set new annual records for the number of program applications, enrolled participants, and completion rates. High school graduates from the class of 2022 began their Seattle Promise college experience in Fall 2022 and represented the largest Promise cohort yet with 830 students enrolled. In Fall 2022, there were approximately 1,290 Seattle Promise participants enrolled at the Seattle Colleges, 70% of whom identified as BIPOC. Contrary to national college-going trends, Seattle Promise participants were more likely to be male (49%), as well as more likely to be from immigrant and refugee families (41%). Furthermore, 32% of Promise scholars are first-generation, or the first in their families to attend college.

Operational improvements aimed at increasing persistence and completion, such as a re-entry pathway for students who lost eligibility for Promise during COVID-19, allowed 290 students to return in the 2022-23 school year. Students who took advantage of this re-entry pathway were 68% BIPOC (~200). To further provide support to students furthest from educational justice, DEEL expanded eligibility for the Equity Scholarship—from zero Expected Family Contribution to alignment with Federal Pell Grant levels—allowing 43% (550) of students enrolled in SY22-23 to benefit, a 14 percentage-point increase in access to Equity Scholarships (SY21-22: 29%, 187). And 83% (486 of 586) of BIPOC students enrolled SY22-23 benefited from equity scholarships, a 12 percentage-point increase from original eligibility levels (SY21-22: 71%, approximately 132).

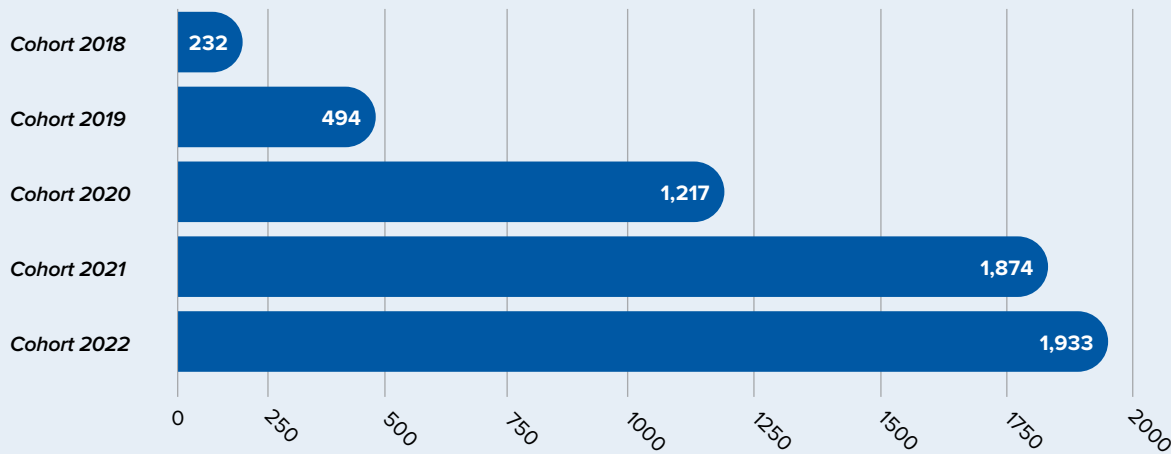
Another program improvement implemented during COVID was the option for students to remain in the Promise program for up to three years, adding to the original two-year model. This expansion allowed 66 additional students from the 2020 Promise cohort to complete their degrees in SY22-23 with Promise support, bringing the 2020 cohort three-year completion rate above the national rate (31% vs. 30%).

SEATTLE PROMISE DEMOGRAPHICS



*Note: 1% of participants identified as non-binary

STUDENT COMPLETION



Note: Cohort definition refers to year graduating from high school rather than program completion year (e.g., "class of"). FAFSA/WASFA completion refers to student completed FAFSA/WASFA application entering the program.

Operational improvements aimed at strengthening transfer and career pathways sit squarely within DEEL's strategy to impact students at the intersection of educational attainment and workforce demand. Investments were directed to the Path to UW program, the Seattle Youth Employment Program (SYEP), and the Washington State Opportunity Scholarship (WSOS).

The Path to UW program addresses opportunity gaps by strengthening the transfer pathway for Seattle Promise students to the University of Washington–Seattle. The program specifically targets students furthest from educational justice, including BIPOC students, first-generation college students, and lower income students through enhanced advising supports and academic preparation experiences. The program's two primary strategies include transfer supports provided by dedicated UW advisors on the Seattle Colleges campuses, and tuition-free credit-bearing Summer Seminar courses that provide opportunities for Promise students to take a course on the UW–Seattle campus, meet faculty, and build community. Since the program's inception, more Seattle Promise students have applied, received admission, and enrolled at UW as transfer students. In addition, Promise students engaged in Path to UW services were admitted to UW at a higher rate (86%) than other Promise students (79%) or other Washington community/technical college students (66%). In SY22-23, Path to UW successfully reached priority students, with more than half of students identifying as BIPOC and over a third as first-generation students.

Through a partnership with the Human Services Department, Promise scholars also have access to expanded career development opportunities through the SYEP program. SYEP offers two tracks of programming to eligible students: Learn and Earn, focused on career exploration and skill building, and Internships, providing paid work opportunities and experience to students. In 2022-23, 32 Promise scholars completed Learn and Earn and 15 Promise scholars completed an internship, and more than 90% of those participants identified as BIPOC.

DEEL also invests in the WSOS to offer a greater number of postsecondary scholarships and support services to Seattle scholars. WSOS provides two scholarships: one for Career and Technical programs (CTS) targeted toward students pursuing a certificate or associate degree in STEM, healthcare, or a trades program, and a Baccalaureate Scholarship (BaS) targeted toward high-demand STEM and health care majors. WSOS also provides support services and mentorship to scholarship recipients.

The SYEP and WSOS investments work with the Path to UW investment to widen the net of resources and opportunities available to Seattle Promise scholars in their academic pursuits. Together, they provide access, support, and resources to Promise scholars interested in higher-paying technical pathways, transferring to local and state four-year institutions to obtain bachelor's degrees, and increased career exploration and experiences.

CHALLENGE GRANT

Partnership plays a major role in DEEL's efforts to invest in students furthest from educational justice. The Washington Student Achievement Council's (WSAC) Regional Challenge Grant has enabled expanded impact through developing intentional and strategic networks of postsecondary support. In partnership with a group of eight CBOs, institutional partners, and collective impact partners, DEEL established the City of Seattle Postsecondary Success Network to provide mentorship and career-connected development to students and the adults who serve them.

The City of Seattle Postsecondary Success Network focuses on Culturally Specific and Responsive Mentorship. CBO partners—El Centro de la Raza, Empowering Youth & Families Outreach, and Mentoring Urban Students & Teens—work alongside institutional partners such as the Seattle Colleges (Seattle Promise and Project Baldwin) and Seattle Public Schools, and collective impact partners from the University of Washington–Seattle (Brotherhood Initiative & Sisterhood Initiative). These partnerships center students' racialized academic experiences and reinforce our partners' expertise in direct service to students. This network staffs 33 mentors serving students across eight Promise-eligible high schools. In year one, the network served approximately 140 juniors and seniors, and first-year college students.

The network provides targeted supports to Black, Latinx, and Indigenous students and families via three primary strategies. Culturally Specific & Responsive Mentorship provides culturally responsive and coordinated wraparound support services for Black, Latinx, and Indigenous students from high school all the way through their second year of postsecondary. Career Connected Learning, led by Seattle Youth Employment Program, advances partnerships and recruiting for students to connect with career and learning opportunities. Our goal is to increase the number of Promise scholars participating in SYEP career-connected learning programs. Looking at internship progress, in 2022, the program served 8 interns and in 2023, there were 18. Finally, College and Career Readiness Professional Development, led by the Technology Access Foundation, provides culturally relevant college and career readiness support at Franklin and Garfield High Schools. Twenty staff participate in professional development, ensuring school staff have the knowledge and skills to support Black, Latinx, and Indigenous students as they navigate the college and career planning process.

These supports acknowledge the impact of systemic oppression, marginalization, and inequality on students and families while building mentees' strengths, leadership, and sense of empowerment.

COMMUNITY IMPACT STORY

Seattle Promise Outreach Specialists

To say that Aurelio Valdez-Barajas is committed would be an understatement. With a service population that includes approximately 600 high school students across north Seattle at Roosevelt, Lincoln, and Nathan Hale High Schools, Valdez-Barajas is exemplary in his leadership and dedication to increasing college access and student success.



Serving as a Seattle Promise outreach specialist for almost two years, Valdez-Barajas provides direct support to prospective students alongside a team of Promise retention, financial aid, and outreach specialists serving students city-wide. As a face of Seattle Colleges on high school campuses, he engages with students directly as early as their junior year of high school, encouraging them all the way through high school graduation, by facilitating financial aid workshops, providing individualized application assistance, and ensuring access to other resources that support scholars' successful participation in Seattle Promise and matriculation to Seattle Colleges.

In the year and a half he has spent deepening his connections with prospective Promise scholars and their parents, Valdez-Barajas has earned the trust of his colleagues and peers throughout the school buildings he serves. "Something I've been approaching in my work with youth, for my whole entire adult life, has been just being consistent," he says. "Showing up even when it's really difficult to show up, showing up and being present. It makes collaboration easier for students to know that I am a person they could go to for resources, career advice, mentorship."

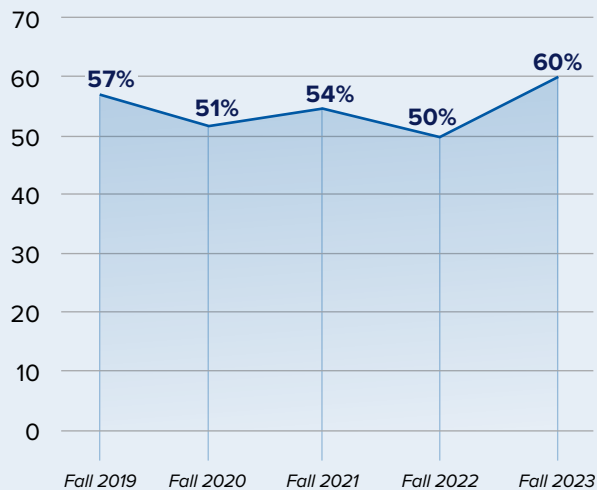
Students of color, first-generation, heritage language speakers, and low-income college-going students are under-represented in college enrollment and completion rates. Valdez-Barajas explains that one of the greatest barriers facing incoming Promise program participants is the Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WASFA) form—a requirement for participation in Seattle Promise. For students whose parents are not accustomed to navigating the forms required for submission, and especially parents who cannot procure a Federal Student Aid ID number, the task can be incredibly daunting. Here—as an informative, encouraging advocate—Valdez-Barajas shines, letting students and their parents know that they are not alone.

"Something I've been approaching in my work with youth, for my whole entire adult life, has been just being consistent."

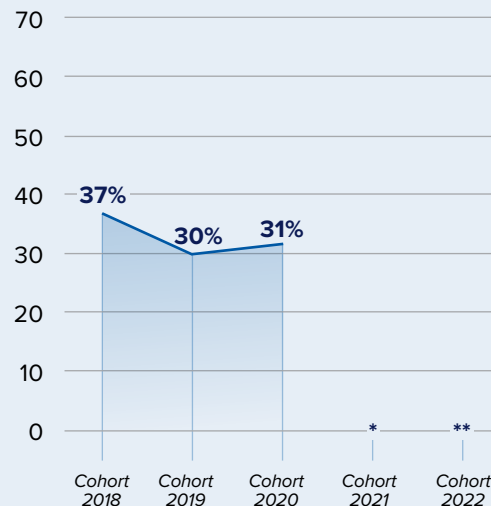


RESULT: STUDENTS COMPLETE POSTSECONDARY PROGRAM

Persistence Rate



Three-Year Completion



*Three-Year rates expected Fall 2024, **Three-Year rates in Fall 2025

“Sharing these struggles and being in solidarity together encourages the work that I really do. It brings meaning and purpose, healing everything that was for myself growing up as well as [for] my family. I am making sure that the generations after me and the generations that I’m supporting as well don’t have the same barriers in education.”



FAFSA/WASFA COMPLETION
by Seattle Promise applicants
INCREASED FROM 39% IN 2018

86% in 2022

Valdez-Barajas himself was raised by immigrant parents from the state of Zacatecas, Mexico. Valdez-Barajas’ mother has an elementary school education, and his father did not complete high school, and he describes himself as having “the privilege to not only be the first in the family” to receive his high school and bachelor’s degrees but also, he says, his future graduate degree. Valdez-Barajas sees himself in the students and families he serves, many of whom are Spanish speakers from throughout Mexico and Central America. “I believe that the biggest resource I provide for the young people of Seattle Public Schools is cultural competency,” he states proudly. “Being able to relate and making sure that students feel seen and heard, not only in the literal sense, but in the experiences that I have from my own upbringing and relating with the students, goes a long way.”

The impact of outreach specialists like Valdez-Barajas is vital to the success of current and future cohorts of Promise scholars. With the dedicated presence of specialists in high school buildings, FAFSA/WASFA completion by Seattle Promise applicants increased from 39% in 2018 to 86% in 2022.

Reflecting on the impact of his role, Valdez-Barajas speaks to the meaning of shared lived experiences: “Sharing these struggles and being in solidarity together encourages the work that I really do. It brings meaning and purpose, healing everything that was for myself growing up as well as [for] my family. I am making sure that the generations after me and the generations that I’m supporting as well don’t have the same barriers in education.”

COMMUNITY IMPACT STORY

Path to UW

Launched during COVID, the Path to UW program is a partnership between DEEL, Seattle Promise, and the University of Washington-Seattle (UW), designed to increase transfer rates to UW-Seattle among Promise scholars at Seattle Colleges with an emphasis on supporting BIPOC and first-generation students. Path to UW is open to all Promise scholars and offers resources such as summer seminar courses and personalized advising to reduce opportunity gaps and fortify the transfer pathway to a four-year degree at UW-Seattle.



“This role that advisors can play is actually really incredibly powerful and impactful.”

Lily Peterson is inspired by her work as an adviser for Path to UW, a role she has served in since October 2021. A graduate of UW herself, Peterson navigated what she calls the “in-between spaces” of her intersectional identities as a mixed-race, first-generation student from a low-income family. Peterson’s own experience with undergraduate advising was critical for her capacity to persist. Recounting a difficult period in her college journey, she “could have very easily fallen through the system. Already as a first-generation student, I had come into UW without a lot of background or support.” She says, “My advisors and others around campus who were in my support system, they really saw me, advocated for me, and were creative in the ways and support they found to offer me to continue on at school while [I was] trying to work full time while taking care of my siblings. My advisors and the people around me led me to recognize, ‘Oh wow, advising and this role that advisors can play is actually really incredibly powerful and impactful.’”

These personal experiences with mentorship as an undergraduate at UW, combined with her lived experiences, have shaped Peterson’s career path as an academic advisor and informed her approaches in generating experiences of empowerment and belonging for Path to UW scholars. Peterson is also energized by the opportunity to incorporate recommendations informed by the bright students that she advises, who are predominantly underrepresented BIPOC, refugee, or undocumented students. “These students, every single one of them, are so incredible as they’re coming into Promise,” she says. “And the way that Path to UW has really been able to be formed and be shaped and continued to both shape me and my work and also these students, has been amazing.”



Path to UW offers an experience of belonging and affirmation, where students receive multiple layers of support that allow them to choose college pathways that align with their true purpose. First-generation college students like Fathima Garcia and Kevin Martinez Flores, both juniors in the UW Foster School of Business, are benefiting greatly from the range of resources and supports available to them as Path to UW participants. A graduate of Cleveland High School in South Seattle prior to becoming a Promise scholar at Seattle Central College, Garcia is now a human resources management major. Her parents, immigrants to the US from Guatemala, instilled a strong work ethic and pride in Garcia and her older brother, also a Promise scholar who studied at North Seattle College. She is clear that she wants to achieve the level of personal and professional success that comes with graduating from a prestigious, four-year institution. Her biggest motivation to pursue her academic goals: her family. “I am first-generation college student; my parents immigrated from Central America, specifically Guatemala, and they didn’t have higher education, so being able to do that for my parents is what inspired me to transfer to UW.”

Garcia cites her relationship with Peterson as one of the primary reasons she successfully transferred to the university. Now that Garcia is enrolled at the Foster School, Peterson's support is ongoing. "[Lily] really helped me with my Foster School of Business application because it is a capacity-constrained major, and I needed to do certain things to be able to apply and get in," she says, adding that developing connections with other transfer students also helped her succeed in her first few quarters at UW. "I had my network, and I had people supporting me throughout the process of transferring."

For Martinez Flores, whose parents are originally from El Salvador, graduating from community college and possibly transferring to complete his bachelor's degree felt within reach. But successfully attaining a degree from a costly four-year university was difficult for him to imagine given his family's income level. Martinez Flores was fortunate enough to learn of the Seattle Promise program, which allowed him to enroll at North Seattle College and pursue his associate's degree without the heavy burden of tuition. It was there that he began to gain clarity in terms of his career options. Initially, Martinez Flores sought to follow a STEM pathway in health technology, inspired by his own family's experience with the lack of affordable medical care.

"Not only are we providing future students the opportunity to advance their academic careers, but also we provide them a community in which they can feel comfortable expressing their voices [while] providing them an opportunity to think about their future goals."

As a youth, Martinez Flores had traveled to visit his grandparents in El Salvador. There he experienced community—mutual care, connection, cooperation, and solidarity—in a way he had never known growing up in the US. The time he spent with the elders in his family was transformative, yet sadly, not long after Martinez Flores's visit, his grandparents passed away due to preventable health complications. The primary barrier to accessing care was their perception of hospitals and the medical industrial complex.

"Why medical technology? Well, it's because of that connection I have with my family ... The fact that my grandparents never wanted to seek medical treatment is something that always stood out to me, and I want to change that perception of people's ideals of hospitals around the world so that way they too can have a second chance." Now, as a thriving junior in the Path to UW cohort, Martinez Flores revised his major pathway to business administration with a focus on supply chain management and information systems.

Having received guidance from Path to UW advisers like Peterson, Martinez Flores feels a deep responsibility to mentor and encourage the newest cohort of incoming Path to UW students. He has been an active mentor within the Foster School, regularly spending time to speak words of advice and affirmation to other low-income, first-generation BIPOC students like himself who are finding their way as they navigate the often-daunting transition to UW. Accounting for these needs, the core strategies of Path to UW consist of transfer support and summer seminar courses. Transfer support relies on the connection to dedicated Path to UW advisors and staff who provide year-round outreach and guidance to Promise students through various modalities, and support students along their transfer pathway to UW-Seattle. It is this level of strategic transfer advising that has left a lasting impact on students like Martinez Flores and Garcia. As Martinez Flores puts it, "Not only are we providing future students the opportunity to advance their academic careers, but also we provide them a community in which they can feel comfortable expressing their voices [while] providing them an opportunity to think about their future goals." To learn more about Path to UW visit <https://pathtouw.advising.uw.edu>.



City of Seattle Department of Education and Early Learning

2023 BUDGET SUMMARY*

Investments and Strategies	Revised Budget**	Planned Spending***	Balance	% Committed
CHILD CARE ACCESS	\$14,744,955	\$14,333,888	\$411,067	97%
Child Care Assistance Program	\$4,859,283	\$4,859,283	\$0	100%
Child Care Program Support	\$4,585,672	\$4,174,605	\$411,067	91%
Child Care Workforce Investments	\$5,300,000	\$5,300,000	\$0	100%
KINDERGARTEN READINESS	\$77,825,399	\$73,241,298	\$4,584,101	94%
ECEAP	\$5,956,140	\$5,817,361	\$138,779	98%
Health Supports****	\$5,518,539	\$5,362,485	\$156,054	97%
Prenatal-3 Community Grants	\$8,462,173	\$8,462,173	\$0	100%
Seattle Preschool Program	\$57,888,547	\$53,599,279	\$4,289,268	93%
COLLEGE AND CAREER READINESS	\$66,519,154	\$66,262,336	\$256,818	100%
Culturally Specific and Responsive	\$11,384,995	\$11,292,971	\$92,024	99%
Extended Learning Opportunities	\$1,602,004	\$1,602,004	\$0	100%
Health Supports	\$15,915,643	\$15,778,681	\$136,962	99%
Opportunities and Access	\$3,336,594	\$3,336,594	\$0	100%
School-Based Investments	\$26,632,162	\$26,632,162	\$0	100%
Upward Bound Grant	\$739,201	\$711,370	\$27,832	96%
Wraparound Support	\$6,908,555	\$6,908,554	\$0	100%
POSTSECONDARY	\$20,034,486	\$20,034,486	\$0	100%
Seattle Promise	\$18,784,486	\$18,784,486	\$0	100%
WA Student Achievement Council Grant	\$1,250,000	\$1,250,000	\$0	100%
DEEL ADMINISTRATION*****	\$8,339,463	\$7,750,197	\$589,266	93%
TOTAL	\$187,463,457	\$181,622,205	\$5,841,251	97%

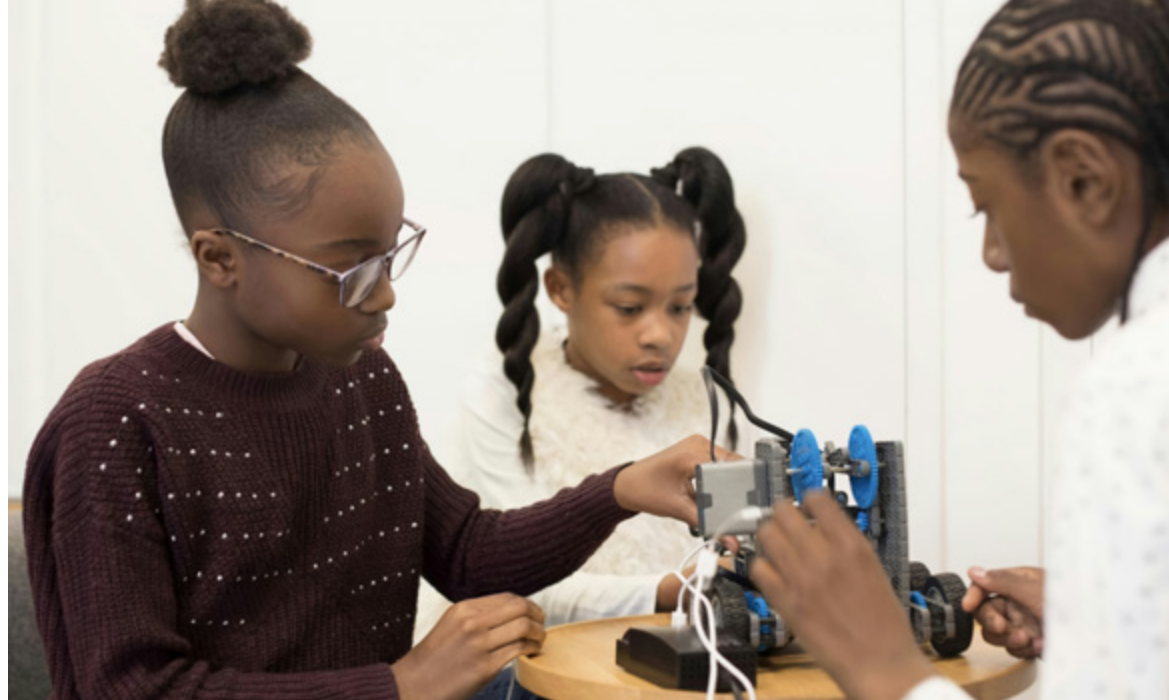
*This financial report includes financial data for fiscal year 2023 (January-December 2023). DEEL's programming, however, is primarily school-year based (July-June). As such, full alignment between program and financial data is not possible.

** Revised budget includes adopted budget plus mid-year adjustments (excluding excess fund balances from old levels).

***Planned Spending includes year-to-date actual labor and non-labor expenditures, open purchase orders, and other commitments.

****Health Supports in Kindergarten Readiness includes Public Health – Seattle & King County's Child Care Health Program and King County's Developmental Bridge Program.

*****DEEL Administration includes DEEL leadership and central administration costs, including City of Seattle rates for occupancy, human resources, and IT services.



PARTNERSHIPS IN EDUCATION

DEEL thanks its community and institutional partners for their service to education. The full list is as follows:

A 4 Apple Learning Center	Bright Horizons - Harborview	Creative Beginnings	Geeking Out Kids of Color	Innsha Allah Family Childcare
A Mother's Touch Daycare	Bright Minds Home Childcare	Creative Kids	Giddens School	Insight Policy Research Inc.
Aaliyah Family Learning Program LLC	Bright Start Family Home Child Care	Dalisha Cheree Philips	Girls on the Run of Puget Sound	Inspirational Workshops
ABC Academy of Diversity LLC	BrightSpark Early Learning Services	Daniel Bagley Elementary	Global Perinatal Services	Interagency Academy
ACE Academy	Broadview-Thomson K-8	Dearborn Park International Elementary	Grace N Alams	Intercultural Children & Family Services
Adam Home Daycare	Bryant Elementary	Decatur Elementary	Graham Hill Elementary	Interlake Child Care & Learning Center
Adams Elementary	Bulle Consulting LLC	Delridge Neighborhood Development Association	Grandmas Daycare LLC	Intiman Theatre Company
Adult & Youth Learning Center	Busy Bee Childcare	Denise Learning Center	Green Lake Preschool & Childcare Center	Iqra Family Child Care
Ages in Stages Childcare	Cascadia Elementary	Denise Louie Education Center	Green Lake School-Age Care Program	Ismahan Family Childcare
Aisha Family Childcare	Cast Design LLC	Denny International Middle School	Greenwood Elementary	James Baldwin Elementary
Aisha Home Daycare	Catharine Blaine K-8	Discovery Child Care & Preschool	Greenwood Social Emotional Childcare Cooperative	Jane Addams Middle School
Aki Kurose Middle School	Catholic Community Services of Western WA	Dunlap Elementary	Growing Hearts Childcare	Jasmin Day Care
Al-Nura Home Daycare	Causey's Learning Center	Early Learning & Development Center	Haggard-Nelson Child Care Resources Inc.	Jennica Kantak
Ambrosia Montessori	Cedar Park Elementary	East African Community Services	Hamilton International Middle School	John Hay Elementary
Amiin Family Child Care	Center for Linguistic & Cultural Democracy	Ebla Family Childcare	Hanan Family Daycare	John Muir Elementary
Anab Hash Haybe	Chief Sealth International High School	Eckstein Middle School	Happy Day Care	John Rogers Elementary
Anas Family Child Care	Child Learning & Care Center - Trettin Early Learning Center	Education Northwest	Hawthorne Elementary	John Stanford International Elementary
Angels Nest Childcare	Children's Academy of Seattle	El Centro de la Raza	Hayat Family Home Childcare	Kandelia
Anisa Daycare LLC	Children's Academy of Seattle IV	Emerson Elementary	Hazel Wolf K-8	Khayre Family Daycare
Anjali Grant	Children's Center - Burke Gilman Gardens	Empowering Youth & Families Outreach	Hearing Speech & Deafness Center	Khmer Community of Seattle King County
Arbor Heights Elementary	Chinese Information & Service Center	Eritrean Association in Greater Seattle	Hearing, Speech & Deaf Center	Kids Club After School Program
Asha's Family Child Care	Circlestone LLC	Experimental Education Unit at UW	Hidaya Family Child Care LLC	Kids Co.
Associated Recreation Council	City Year Inc.	Fahima Home Day Care	Highland Park Elementary	Kids First Early Learning
Aster Blossom Child Care	Cleveland STEM High School	Fairmount Park Elementary	HighScope Educational Research Foundation	Kids Inc. - West Woodland
Aster Weldemichael	Coe Elementary	Families of Color Seattle	Hilltop Children's Center	Kidspace Child Care Center
Atlantic Street Center	Collaboration Station	Fatah Child Care	Hinda Child Care	Kidus Montessori
Ayan Childcare	Community Center For Education Results	Fatax Home Child Care	Hip Hop Is Green	Kiki Family Childcare
Ayan Family Child Care	Community Day Center for Children	Fathiya Hassan	Hoa Nguyen Home Daycare	Kimball Elementary
Ayans Family Home Childcare	Community Day School Association	Fauntleroy Children's Center	Hoby One Childcare	King County
Azhar Family Child Care	Community School	FEEST - Food Empowerment Education & Sustainability Team	Hormuud Home Family	Kingston Marketing Group LLC
Bailey Gatzert Elementary	Community School of West Seattle	Filsan Family Early Learning Program	Horn of Africa Services	Korean Community Service Center
Ballard High School	Concord International Elementary	Financial Leadership Skills Academy	Huayruro LLC	Kusumben Chohan
Barakat Home Day Care	Cooperative Children's Center	First Place	Hummingbird Indigenous Family Services	Kusum's Family Child Care
Beacon Hill International Elementary	Cosmopolitan Kids Downtown Academy	1st Start Learning Family Home Center	Hyeok Kim	La Escuelita Bilingual School
Beginnings Child Care Center	Cottage School	501 Commons	Iftin Childcare	Laila Waran Childcare
Benjamin Franklin Day Elementary		Firststep Child Care Learning Center	Ilhan Home Day Care	LASER
Blazing Trails Childcare		Franklin High School	Imagine Institute	Latona B & A School Program
Blueshoes Media LLC		Friends of The Children-Seattle	Iman Family Childcare	Launch
Boru Family Child Care		Garfield High School	In Toddler Care	Laurelhurst Elementary
Boulder Associates Inc.		Gatewood Elementary	Ingraham High School	Lawton Elementary
Boys & Girls Clubs of King County				Le Jardin Day Care And Preschool

Learning Tree Montessori	Nancy's Daycare, LLC	Rainier View Elementary	St. Paul Early Learning Center	Wee Are The World Child Development Program
Learning Way School & Daycare	Nasiib Family Child Care	Refugee Women's Alliance	Start Early	Weeble Peeple Day Care
Leschi Elementary	Nasri Family Child Care	Ridwan Family Daycare	Stay And Play Phz 2 Center	Wellspring Family Services
Licton Springs K-8	Nathan Hale High School	Rising Star Elementary	STEM Paths Innovation Network	West African Community Council
Lil' People's World Seattle	Native American Program	Robert Eagle Staff Middle School	STEMTAC Foundation	West Seattle Elementary
Lincoln High School	Neighborhood House Inc.	Roosevelt High School	Stevens Elementary	West Seattle High School
Little Blessings Daycare	Nesteho Child Care	Roxhill Elementary	Student & Family Support Program	West Woodland Elementary
Little Jewel Daycare LLC	Noor Daycare	RVC Seattle	Suheila Childcare LLC	Westat Inc.
Little Steamers Academy	North Beach Elementary	SABArchitects Inc.	Sydney Holman	Whitman Middle School
Louisa Boren STEM K-8	North Seattle College A.S.B. Child Care Center	Sabastian's Bilingual Preschool	Takaba Childcare	Whittier Elementary
Lovable Nest Child Care	Northgate Whizz Kids Academy	Sacajawea Elementary	Takawal Family Childcare LLC	Wing Luke Elementary
Loving Hands Childcare	Northwest Center	Salmaan Family Childcare	Tasveer Corporation	Woodland Hall Preschool
Lowell Elementary	Northwest Center Kids	Salmon Bay K-8	Teaching Strategies Inc.	World Mind Creation Academy
Loyal Heights Elementary	Northwest Education Access	Sand Point Elementary	Team Read	YMCA
M&M Child Care	Nova High School	Sanislo Elementary	Technology Access Foundation	Young Men's Christian Association of Greater Seattle
Madison Middle School	Nurturing Hands Daycare	School Connect WA	The Breakfast Group	Young Women Empowered
Madrona Elementary	Nurturing Knowledge	School's Out Washington	The Filipino American Educators of Washington	Yusra Home Day Care
Magnolia Elementary	Olympic Hills Elementary	Sea Mar	The Little Dreamers	Zamzam's Family Home Childcare
Magnolia Whizz Kids Academy	Olympic View Elementary	Sea Mar Community Health Center	The Washington STEM Center	Zhi Weng Ye
Mai Thanh Day Care, Inc.	One World Now	Seattle Amistad School	Thornton Creek Elementary	
Maple Elementary	Orca K-8	Seattle Colleges	Thurgood Marshall Elementary	
MARS Early Learning Academy	Our Beginning	Seattle Department of Parks & Recreation	Tina Abdinoor Falestin Daycare	
Martin Luther King, Jr. Elementary	Paradise Family Home Childcare	Seattle Institute for Early Child	Tiny Tots	
Mary's Place Seattle	Pathfinder K-8	Seattle Jewish Montessori Menachem Mendel	Tiny Tots Development Center	
Mathematica Inc.	Phinney Ridge Lutheran Child Development Center	Seattle Cheder	Tiny Trees Preschool	
Maurice E Dolberry	Pike Market Child Care And Preschool	Seattle Public Schools	TOPS K-8	
May May And Yan Yan's Family Day Care	Playmates Daycare	Seattle School District #1	Truss Leadership LLC	
Maymun Home Childcare	PNA - Whittier Kids	Seattle Waldorf School	United Indians of All Tribes Foundation	
McClure Middle School	Praxis Institute for Early Childhood	Seattle World School	United Way of King County	
McDonald International Elementary	Preschool Adventures Learning Center	Seed of Life	University District Children's Center	
Meany Middle School	Primm ABC Child Care Center	Seed of Life Center	University of Washington	
Mentoring Urban Students and Teens	Public Health – Seattle & King County	Senait Family Home Child Care	Urban League of Metropolitan Seattle	
Mercer International Middle School	Puget Sound Educational Service District	Sheri Kabore	View Point Child Care	
Middle College High School	Puget Sound ESD - Educare	Small Faces Child Development Center	View Ridge Elementary	
Miles of Smiles Family Child Care	Queen Anne Elementary	Small World Childcare	Viewlands Elementary	
Mother Africa	Radwaan Family Child Care	Somali Family Safety Task Force	Voices of Tomorrow	
Movimiento Afrolatino Seattle	Rahma Daycare	Sound Child Care Solutions	Wallingford Child Care Center	
Moyale Home Family Childcare	Rahma Home Daycare	South Seattle Women's Health Foundation	Washington Middle School	
Multimedia Resource & Training Institute	Rainier Beach High School	South Shore PK-8	Washington Multicultural Services Link	
Muna Childcare	Rainier Valley Corps	Southwest Youth & Family Svcs	Wee Are The World	
Naah Illahee Fund		St. George Parish Preschool		





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