

SEATTLE  
CENTRAL  
COLLEGE

FAMILIES  
EDUCATION  
PRESCHOOL  
& PROMISE

F E P P L O C

A U G U S T 2 6 , 2 0 2 1

M E E T I N G P A C K E T





# MEETING MATERIALS



# FEPP Levy Oversight Committee

Thursday, August 26, 2021

4:00 – 5:30 PM | WebEx

# Welcome & Roll Call



# Meeting Outcomes

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LOC members will:

- Approve March, April, and June Meeting Minutes (*vote*)
- Approve edits to LOC Bylaws (*vote*)
- Discuss 2022 Budget Timeline and FEPP 2020 underspend
- Overview of proposed FEPP Amendments (*September special meeting to vote*)



# Meeting Agenda

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- Welcome and Color Brave Space (10 mins)
- Approval of Prior Meeting Minutes (5 mins)
- Vote on Bylaws Edits (5 mins)
- 2022 Budget and Underspend (35 mins)
- Overview of Proposed FEPP Amendments (35 min)



# *Reminder:* LOC Responsibilities

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## Programs & Investments

- **Review and advise** on proposed course corrections, program modifications, and program eliminations
- **Make recommendations** on the design and modifications of FEPP-funded programs

## Evaluation

- **Review annual report** of Levy outcomes/indicators for the previous school year
- **Monitor progress** of FEPP-funded programs in meeting their intended outcomes and goals
- **Periodically review and advise** on program evaluation

## Legislation

- **Review and** be asked to **recommend** any legislation submitted by the Executive proposing changes in Levy funding



# COLOR BRAVE SPACE

- **Put Relationships First**

*Work to build community and trust (with an awareness of power dynamics).*

- **Keep Focused on Our Common Goal**

*DEEL's mission is to transform the lives of Seattle's children, youth, and families through strategic investments in education.*

- **Notice Power Dynamics in the Room**

*Be aware of how you use your privilege: From taking up too much emotional and airtime space, or disengaging.*

- **Create a Space for Multiple Truths & Norms**

*Speak your truth, and seek understanding of truths that differ from yours (with awareness of power dynamics).*

- **Be Kind and Brave (Lean Into Discomfort)**

*Remember relationships first, and work to be explicit with your language about race, class, gender, immigration, etc.*

- **Practice Examining Racially Biased Systems & Processes**

*Individual actions are important, and systems are what are left after all the people in this room leave.*

- **Look for Learning**

*Show what you're learning (not what you already know). Avoid playing devil's advocate (the devil has enough advocates).*

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# March, April, and June Meeting Minutes



# LOC Bylaws Vote



# Budget Updates

*2022 Budget Process and 2020 Underspend*



# Overview of Upcoming Legislative Amendments

*LOC Recommendation Needed*





# LOC Role in Legislation

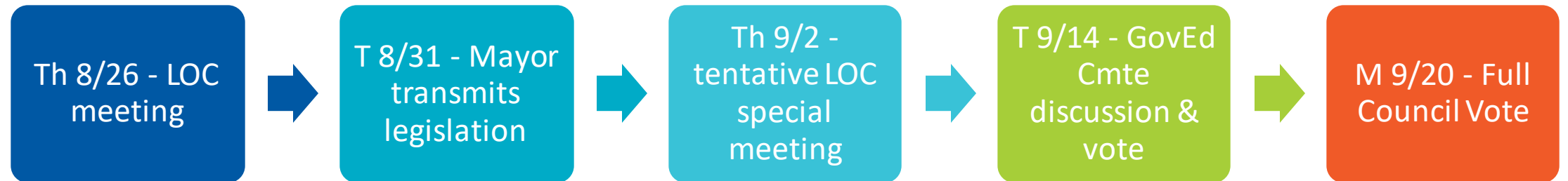
- This legislation does not technically change the FEPP budget authority of spending plan
- It does, however, have budget implications
  - Adds spending flexibility in response to COVID-19
  - Specifies allowable FEPP expenses (for example, infant/toddler childcare)
  - Expands possible uses for FEPP underspend

## Legislation

- **Review and** be asked to **recommend** any legislation submitted by the Executive proposing changes in Levy funding



# Timeline for Legislation



# Policy Objectives

## General

- Modify service delivery format in response to COVID-19 (including adjustments to provider contracts, compensation, performance measures, and evaluation – broad flexibility)
- Modify underspend language to remove current allocation toward SPP expansion
- Update FEPP evaluation tables to reflect COVID impacts

## Early Learning

- Allow 3-year-olds with IEPs to enroll into SPP as soon as they turn 3
- Add childcare quality training + professional development as allowable expense
- Broaden comprehensive supports to include direct family support
- Broaden comprehensive support funds to cover more things such as housing, food assistance, technology/learning resources, enrichment funds, etc.
- Expand SPP facilities fund to include infant/toddler childcare facilities
- Add infant/toddler childcare subsidies and slots as allowable FEPP expense
- Add home visiting programs as allowable FEPP expense
- Change how SPP tuition is calculated, from FPL to SMI



# Discussion



*Use the chat box to share your thoughts  
or unmute/raise hand to ask a question*

**What policy objectives do you have questions or concerns about?**

**What additional information do you need to make an informed vote to  
recommend this legislation?**



# Reminder: *LOC Office Hours with Dwane* *August 31st 3p*

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A close-up photograph of a young woman with dark hair, wearing a green graduation cap and gown. She is blowing a handful of colorful confetti (blue, white, and gold) towards the camera. Her eyes are closed, and she has a joyful expression. The background is a blurred cityscape with buildings and trees, suggesting an outdoor setting like a university campus.

# Thank you!



**Seattle** Department of  
Education & Early Learning

# Families, Education, Preschool and Promise Levy Oversight Committee Bylaws

## Section I. Purpose

The Levy Oversight Committee (LOC) was established by City Council Ordinance [125604](#) (the Ordinance) to advise and make recommendations to the Mayor and City Council on programs and activities supported by the families, Education, Preschool and Promise Levy revenue.

The Ordinance provides that the LOC shall, *make recommendations on the design and modifications of Families, Education, Preschool, and Promise Levy-funded programs and to monitor their progress in meeting their intended outcomes and goals. Additionally, the LOC shall review an annual report of Levy outcomes and indicators for the previous school year; review and advise on proposed course corrections, program modifications, and program eliminations; and periodically review and advise on program evaluations. The Council requires that before the Executive submits to the Council the Implementation and Evaluation Plan, Partnership Agreements, or proposes any changes in Levy funding requiring Council approval by ordinance, the Executive will seek the recommendation of the Committee.*

According to the Ordinance, *The Committee shall review an annual report of Levy outcomes and indicators for the previous school year; review and advise on proposed course corrections, program modifications, and program eliminations; and periodically review and advise on program evaluations. The Council requires that before the Executive submits to the Council the Implementation and Evaluation Plan, Partnership Agreements, or proposes any changes in Levy funding requiring Council approval by ordinance, the Executive will seek the recommendation of the Committee.*

## Section II. Membership

LOC membership is defined by Section 8 (§8) of the [Ordinance](#).

**2.1 Number and criteria** – The LOC shall consist of 17 members: the Mayor; the chair of the City Council's committee with oversight of education programs; the Superintendent of the Seattle School District; a member of Seattle School Board; the Chancellor of Seattle Colleges; and 12 appointed members. The Mayor and the City Council shall each appoint six of the appointed members. All members appointed by the Mayor are subject to confirmation by the City Council. The 12 members shall meet the following criteria (§8.D):

**2.1.1** The 12 appointed members should have professional, personal or research experience associated with the growth and development of children, including student academic achievement and post-secondary and job opportunities. The City will seek candidates that represent the organizations and communities that are impacted by Levy investments, including parent teacher associations, labor, community-based organizations, and cultural - and language-based organizations. The City will also seek candidates to serve on the Committee who understand, have experience working with, and represent the historically-underserved groups including African American/Black, Hispanic/Latino, Native American, Pacific Islanders, underserved Asian populations,

*other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students.*

**2.2 Appointment** – Six members of the LOC shall be appointed by the Mayor and confirmed by the City Council and six members shall be appointed by the City Council (§4.B). LOC appointments will be made by the Mayor and Council following an open call for applicants.

**2.3 Terms** – Members of the LOC *shall be appointed to staggered three year terms, except that four of them (two Mayoral appointees and two Council appointees) shall be initially appointed for a single-year term, four (two Mayoral appointees and two Council appointees) shall be initially appointed for a two-year term, and four (two Mayoral appointees and two Council appointees) shall be initially appointed for a three-year term* (§8.C).

**2.4 Vacancy** – Any vacancy in an unexpired term shall be filled in the same manner as the original appointment. A member whose term is ending may continue on an interim basis as a member with voting rights until such time as a successor for the position has been confirmed by the City Council.

**2.5 Resignation** – Any member may resign at any time from the LOC upon written notice to the appointing authority (Mayor or Council) and the LOC. *Upon the resignation, retirement, death, incapacity or removal of a Committee member, the authority appointing such member may appoint a replacement for the balance of the term. The appointing authority may remove any member for good cause, including unexcused absence from two or more consecutive meetings without cause* (§8.C).

**2.6 Compensation:** *Members shall serve without pay* (§8.F).

**2.7 Collaboration** – Any appointed member may collaborate with members of the DEEL team in any form as outlined in Sections I Purpose and VIII Roles and Responsibilities

## Section III. Leadership

**3.1 Leadership** – *The Mayor and the chair of the City Council's committee with oversight of education programs, or their respective designees, will co-chair the Committee* (§8.F).

## Section IV. Meetings & Attendance

**4.1 Public Meetings** – All meetings of the LOC shall be open to the public and comply with requirements of the Open Public Meetings Act ([RCW 42.30](#)). LOC members are required to take the following training: [http://clerk.seattle.gov/public/boards-commissions-training/story\\_html5.html](http://clerk.seattle.gov/public/boards-commissions-training/story_html5.html)

### 4.2 Meeting Schedule

**4.2.1 Regular meetings** – *The LOC should generally meet every other month, or as needed, beginning January 2019* (§8.F). The DEEL Director recommends monthly meetings. A regular meeting schedule will be established annually, at the end of each calendar year, to start at the beginning of a new year. DEEL Director or their designee and the Co-Chairs may adjust the regular meeting schedule.



**4.2.2 Annual retreat** – The LOC will develop an annual work plan at an annual retreat, usually held in the January. The work plan will be and adjusted as necessary to respond to emergent and high priority issues.

**4.2.3 Special meetings** – A special meeting may be called at any time by DEEL Director and the Co-Chairs or by a majority of the LOC members. Written notice must be delivered by email at least ~~48~~ 24 hours before the meeting to each LOC member. Notice must be posted on the LOC webpage 24 hours in advance of the meeting,

**4.3 Regular Meeting Agendas** – DEEL Director or their designee , with support from the Co-Chairs or their designees, will prepare an agenda for each regular LOC meeting. Agendas shall be sent via email to all LOC members and other interested parties **no sooner than one week and** no later than ~~48~~ 24 hours in advance of the published start time of the meeting.

**4.4 Attendance** – *The appointing authority may remove any member for good cause, including unexcused absence from two or more consecutive meetings without cause. (§8.C).*

## Section V. Conduct of Business

**5.1 Color Brave Space-** developed by consulting firm Equity Matters and adopted by DEEL. Will be used as the meeting norms for each LOC meeting to encourage racial awareness.

- Put Relationships First – Work to build community and trust with an awareness of power dynamics.
- Keep Focused on Our Common Goal – We care deeply about *Our mission, to transform the lives of Seattle's children, youth, and families through strategic investments in education*, especially those who are directly impacted by racism.
- Notice Power Dynamics in the Room – Be aware of how you use your privilege: From taking up too much emotional and airtime space, or disengaging.
- Create Spaces for Multiple Truths and Norms – Speak your truth, and seek understanding of truths that differ from yours, with awareness of power dynamics.
- Be Kind and Brave – Remember relationships first, and work to be explicit with your language about race, class, gender, immigration, etc.
- Practice Examining Racially Biased Systems and Processes – Individual actions are important, and systems are what are left after all the people in this room leave.
- Look for Learning – Show what you're learning, not what you already know. Avoid playing devil's advocate, the devil has enough advocates.

**5.2 Decision making** – The LOC will strive to make decisions by consensus whenever possible to assure the opinions of everyone are heard, discussed, and valued. Decisions making protocols will be established by the DEEL Director and LOC members.

**5.3 LOC actions** – LOC actions include formal LOC positions, reports, statements, letters to government officials (Mayor, Council, department directors, agency directors) and City staff, and other actions it deems necessary to carry out its role and responsibilities. All formal actions or decisions on statements, letters or memos require a final draft to be sent to the LOC for review and approval.

**5.4 Representing the LOC** – Individual LOC members may represent the LOC only if designated by the full LOC (e.g. providing testimony, meetings with Council, Mayor, etc.)

A LOC member may speak as an individual, clearly specifying they are speaking as an individual, or as an individual LOC member articulating their own views and concerns (e.g. “Although I am a member of the FEPP LOC, today I am speaking as an individual, not on behalf of the Committee.”)

## Section VI. Records

**6.1** All decisions of the LOC shall be evidenced in writing.

**6.2 Minutes** – Minutes of all LOC meetings will be promptly recorded and prepared by staff. After approval by the LOC, minutes shall be posted on the LOC webpage as a public record by DEEL Director or their designee .

**6.3 Agendas** – Agendas will be posted to the DEEL webpage no later than 24 hours in advance of the published start time of the meeting.

**6.4 Records** – Copies of specific LOC documents will be made available to the public upon written request to the staff coordinator.

## Section VII. Ethics

**7.1** LOC members shall conduct themselves in a manner consistent with the [Seattle Ethics Code \(Seattle Municipal Code ~ SMC 4.16\)](#). The Ethics Code sets high ethical standards for members of advisory boards and commissions, whose advice may have a major impact on City policies.

**7.2 Disclosure of interests** –The Ethics Code requires full disclosure if a LOC member engages or has engaged in an activity or transaction that would appear to a reasonable person to impair the member’s independence of judgment.

To satisfy the disclosure requirement, LOC members must fully disclose the facts on the record of the LOC meeting using the **Disclosure Form** downloadable in [PDF version](#) or [Microsoft Word version](#).

The LOC staff coordinator will file copies of any completed disclosure forms and send a copy to the Seattle Ethics and Elections Commission.

Regular disclosures should be filed annually, at the start of the calendar year. Ad hoc disclosures should be made in writing at the LOC meeting before or as soon as the relevant matter comes before the LOC. The Co-Chairs and staff will ensure there are regular opportunities for ad hoc disclosure of interests in LOC meetings.

**7.3 Conflict of Interest** – At all times no more than five Committee members shall be an officer, director, board member, trustee, partner, or employee of an entity that receives or competes for funding under this ordinance; or be an **\*immediate family** member of, or an individual residing with, an officer, director, board member, trustee, partner, or employee of an entity that receives or competes for funding under this ordinance; or be a person seeking or having an

arrangement concerning future employment with an entity that receives or competes for funding under this ordinance. (§8.E).

**\*“Immediate family”** means a spouse or domestic partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic partner, brother in-law, sister-in-law, parent, parent of a spouse or domestic partner, a person for whom the Covered Individual is a legal guardian, or a person claimed as a dependent on the Covered Individual's most recently filed federal income tax return (§8.E) and (SMC 4.16.030).

For more information, LOC members are encouraged to visit the [City’s webpage](#) that answers Frequently Asked Questions for advisory boards and commissions.

#### **7.4 Recusal procedures** – LOC members who have recused themselves from a matter before the LOC due to a conflict of interest will:

Refrain from deliberation in forming recommendations or advice on the matter and will not participate in any LOC action on the recommendations or advice.

Remove themselves from the room during the formation of formal advice or recommendations.

Refrain from engaging in conversation or communication with other members of the LOC on the matter for which they have recused themselves.

LOC members may recuse themselves from any matter or activity they choose even if there is not a financial conflict of interest.

## **Section VIII. Roles and Responsibilities of the Department Staff**

8.1 The Department of Education and Early Learning (DEEL) shall provide administrative support for the LOC. DEEL Director or their designee provides general LOC and meeting support, coordination, communication as follows:

#### **General LOC support**

- Maintain and distribute member rosters
- Facilitate communication with appointing authorities
- Provide the LOC with requested information that it needs to conduct its business

#### **Meeting support**

- Assist the Co-Chairs in developing and distributing meeting agendas
- Provide information or follow-up with department staff on questions or requests by the LOC
- Work with department staff to keep the LOC updated on City projects or issues
- Manage room reservations, audio-visual equipment needs, and other logistical issues
- Maintain meeting schedule
- Assist in coordinating and communicating with presenters for LOC meetings
- Assist in scheduling meetings between the LOC and the Mayor and City Council

- Help support special LOC events such as annual retreats

#### **Communications**

- Field and respond to requests from the public for information about the LOC
- Assist with preparing, formatting and distributing LOC correspondence and minutes
- Maintain an accurate, up-to-date webpage, including posting meeting agendas, minutes and other materials
- Help the LOC assure that internal and external LOC communications comply with the Open Public Meetings Act
- Assist with drafting reports, recommendations, advice or correspondence with the Mayor, City Council, and the departments, when assigned by the LOC.

8.2 As stated in Section I: Purpose, The Ordinance provides that the LOC shall hold the following roles and responsibilities:

#### **Programs and Investments**

- Review and advise on proposed course corrections, program modifications, and program eliminations
- Make recommendations on the design and modifications of FEPP-funded programs

#### **Evaluation**

- Review annual report of Levy outcomes/indicators for the previous school year
- Monitor progress of FEPP-funded programs in meeting their intended outcomes and goals
- Periodically review and advise on program evaluation

#### **Legislation**

- Review and be asked to recommend any legislation submitted by the Executive proposing changes in Levy funding

### **Section IX. Amendment to Responsibilities, Policies, and Procedures**

This document may be amended by the LOC at any regular or special meeting.



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

WebEx Meeting  
Thursday, March 22, 2021

## MEETING MINUTES

### I. Call to Order

Dwane Chappelle called the meeting to order at 4:10 p.m.

### II. Attendees

Members Present: James Bush (on behalf of Seattle Public Schools Superintendent Denise Juneau), Shelby Cooley, Trish Millines Dziko, Donald Felder, Stephanie Gardner, Shelby Cooley, Susan Lee, Shouan Pan, Princess Shareef, Kimberly Walker, Leslie Harris, Vy Nguyen (on behalf of Council President Lorena Gonzales)

Others Present: Dwane Chappelle (DEEL), Cameron Clark (DEEL), Leslie Daniels (DEEL), Dana Harrison (DEEL), Monica Liang-Aguirre (DEEL), Marissa Rousselle (DEEL); Tiffany Preston (DEEL), Mei-Li Thomas (DEEL), Lisa Gaccione (CBO), Keisha Scarlett (SPS), Kurt Buttleman (Colleges), Melody McMillan (Colleges), Sarah Bishop (Colleges)

### III. Reports

The meeting began with a welcome and introduction by Dwane Chappelle, Director of the Department of Education and Early Learning (DEEL). He continued with a review of Color Brave Space. Mei-Li Thomas overviewed the meeting outcomes that included a of the LOC Roles and Responsibilities, followed by a roll call of the meeting's attendees. The roll call was followed by a review of Color Brave Space and the meeting's agenda items.

#### Seattle Promise Program

Ismael Fajardo, DEEL's Interim Director of Performance and Evaluation started the discussion of key data points of the 2018 Seattle Promise cohort and Dana Harrison, DEEL's K-12 Director, continued the meeting with a summary, review and discussion of the recommendations presented by the Promise Racial Equity Toolkit (RET) team.

Committee member responses to the Promise discussion:

**Kimberly Walker** inquired on how to shift programs in response to COVID-19, mental health issues.

**Dr. Donald Felder** asked questions regarding the RET recommendations, and students returning to the building.

The conversation continued under the following themes:

## RET

- For folks reference, here is what the I&E Plan current says about prioritization within Seattle Promise: "In the event that demand for Seattle Promise tuition supports exceed supply, tuition funds will be prioritized for low-income, first-generation (i.e. students who are first in their family to attend college), and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Page 103:  
<https://www.seattle.gov/Documents/Departments/DEEL/FEPP%20Levy%20Implementation%20and%20Evaluation%20Plan.pdf>
- **Dr. Stephanie Gardner**- 1) how is "high-quality" operationalized; and 2) what are we learning about the small subset of participants in the internship program and how these learnings inform how we think about capacity and scale?
- **Dr. Felder**- please share demographic make-up of students enrolled in remediation classes, and interested if fewer, same, or more African males are involved in these type of classes since tracking data.

## Remediation

- **Dr. Stephanie Gardner** - So enrolling students in remedial 098 courses vs a decision to enroll our students in 100-level college courses. Have the Seattle Colleges made a decision to forgo 098 courses and place ALL students in credit bearing courses with a co-req course? CCRC, ATD, CCA and Georgia State system have done a lot of work on this!
- **Trish Dziko**- Haven't we learned that these remedial/developmental courses are a dead end vs putting students in class with everyone else so they learn from each other as a cohort?
- **Dr. Shelby Cooley**- Thanks for your comment, Stephanie. We know that enrollment placement policies that rely in part on GPA will always have students of color overrepresented in pre-college coursetaking.
- **Trish Dziko** - @Dr. Pan, can you explain why it's even an option for faculty?
- **Dr. Shelby Cooley**- PSED is doing coalition building with King County CTCs and SBCTC about shifting WA state placement policies.
- **Kurt Buttleman**- Additionally, we are working to move into more student directed placement for both Math and English towards the same goal of getting students to and through college level faster. Also, working with SPS on this issue to make the path from HS to College level math more attainable for students.
- **Dr. Keisha Scarlett**- Thank you for making this a policy discussion. We need to pass state legislation to change this.
- **Dr. Donald Felder**- 29 African males enrolled into developmental classes how many graduated or are meeting standards to eventually graduate

## Persistence

- 6 high schools were participants in the initial launch of the Seattle Promise Program: Ingraham, Chief Sealth, Garfield, Cleveland, West Seattle, and Rainer Beach

- **Dr. Shelby Cooley** - Other local colleges are also trying to do co-req. courses and I'd love for this group to get a briefing from county-wide efforts that include Seattle Colleges. We find that when students of color avoid remedial courses they out-perform their white peers
  - **Dr. Stephanie Gardner** - Would love to see WA State to go ALL-in on multiple measures and eliminate 098.
- **Kimberly Walker**- What were the student's primary reasons for dropping?

#### **Completion**

- **Dr. Donald Felder**- How many of the black males in remediation actually progressed to completion
- **Princess Shareef**- With remediation, you never catch up. How do you support a young person who has overcome SO much, to succeed in College since they made it there to be successful.

Members not present were opened to submit questions before the meeting and the below was submitted by **Dr. Constance Rice**:

- What funding role from a policy standpoint can LOC play in funding teachers and teaching assistants of color as well as multilingual teachers.
- What role can we play in encouraging a mandatory developmental supplement program during the bridge summer with a stipend incentive.
- Can we establish a metric for transferring into 4 year accredited non profit college or University. Can we also be informed by colleges how they handle the transition year of our College Promise students.
- Tennessee College Promise has done a better job than Seattle. Could we do a zoom session to get a handle of their best policies that enabled them to accomplish their outcomes?
- What educational role should we be playing in preparing youth in detention for future non criminal success.

Mei-Li Thomas continued with a brief introduction to the 2021 Annual Retreat and monthly Office Hours with Department Director Dwane Chappelle.

#### **IV. Adjournment**

The meeting was adjourned at 5:08 p.m.

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

WebEx Meeting

Thursday, March 22, 2021

## **MEETING MINUTES**

### **I. Call to Order**

Dwane Chappelle called the meeting to order at 4:05 p.m.

### **II. Attendees**

Members Present: James Bush (on behalf of Seattle Public Schools Superintendent Denise Juneau), Donald Felder, Lisa Gaccione (on behalf of Mayor Jenny Durkan) Stephanie Gardner, Unit Hawkins (on behalf of Jennifer Matters), Vy Nguyen (on behalf of Council President Lorena Gonzales), Erin Okuno, Shouan Pan, Constance Rice, Princess Shareef

Others Present: Dwane Chappelle (DEEL), Ismael Fajardo (DEEL), Dana Harrison (DEEL), Monica Liang-Aguirre (DEEL), Marissa Rousselle (DEEL), Tiffany Preston (DEEL), Jonathan Swift (DEEL), Brian Goodnight (Council Central Staff), Sarah Bishop (Seattle Colleges), Melody McMillan (Seattle Colleges)

### **III. Reports**

The meeting began with a welcome and introduction by Dwane Chappelle, Director of the Department of Education and Early Learning (DEEL). He continued with a review of Color Brave Space. Marissa Rousselle reviewed meeting outcomes, LOC member roles and responsibilities, meeting's agenda items, and conducted a roll call of meeting attendees.

#### FEPP Levy Year 1 (SY 2019-2020) Annual Report

Director Chappelle and Ismael Fajardo, DEEL's Interim Director of Performance and Evaluation reviewed the Results Based Accountability framework used to analyze the impact of the first year of FEPP Levy investments. Dr. Fajardo reviewed data for each of the four investment areas, with a focus on access, results, and racial equity trends.

When reviewing Seattle Preschool Program (SPP) and early learning investment data, LOC members requested longitudinal analysis to examine if Kindergarten gains are sustained in 3<sup>rd</sup> grade and beyond. There were also questions regarding differences across racial groups in kindergarten-readiness outcomes.

For K-12 school, community, and health investments, LOC members felt the results were positive. Members requested to know the field of study and intended future grade level for instruction among educator diversity investment recipients and how FEPP

investments contribute, or not, to increase the diversity of SBHC providers and mental health therapists.

LOC members noted that they have reviewed a lot of Seattle Promise trends data lately; and requested longitudinal data to follow specific populations, for example Black males, from enrollment through graduation.

#### **IV. Adjournment**

The meeting was adjourned at 5:35 p.m.

DRAFT

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

WebEx Meeting

Thursday, June 24, 2021

## MEETING MINUTES

### I. Call to Order

Dwane Chappelle called the meeting to order at 4:08 p.m.

### II. Attendees

Members Present: James Bush (on behalf of Seattle Public Schools Interim Superintendent Brent Jones), Erin Okino, Donald Felder, Constance Rice, Leslie Harris, Vy Nguyen (on behalf of Council President Lorena Gonzales), Shouan Pan, Princess Shareef, Kimberly Walker, Jennifer Matter

Others Present: Dwane Chappelle (DEEL), Cameron Clark (DEEL), Dana Harrison (DEEL), , Marissa Rousselle (DEEL); Jonathan Swift (DEEL), Mei-Li Thomas (DEEL), Lisa Gaccione (CBO), Keisha Scarlett (SPS), Kurt Buttleman (Seattle Colleges)

### III. Reports

The meeting began with a welcome and introduction by Dwane Chappelle, Director of the Department of Education and Early Learning (DEEL). He continued with a review of Color Brave Space. Mei-Li Thomas reviewed meeting outcomes, LOC member roles and responsibilities, meeting's agenda items, and conducted a roll call of meeting attendees.

Due to the lack of a quorum, the LOC did not vote on the meeting minutes or bylaws changes.

#### FEPP Underspend

Jonathan Swift, DEEL Director of Finance led the LOC in an overview of the current status of the FEPP Underspend.

LOC members engaged in discussion related to the Underspend:

- Slide 16:
  - Erin Okino inquired if the funds could be reallocated from their original bucket; Jonathan confirmed funds can be reallocated from one bucket to another.
  - Jennifer Matter inquired on the origin of the calculated \$2.2mil error found in the Underspend total. Jonathan committed to circle back to the LOC on this error. Lisa Gaccione (City Budget Office) noted an accounting

error from the calculation of the property tax revenues and that the Finance and Administration office is looking into it.

- Slide 18:
  - Vy Ngyuen informed the LOC of XXXX and the Childcare Bonus Fund and how that can affect childcare support providers in the areas of reopening, staying open, or renovating their facilities.

#### Flexibility Legislation

Marissa Rousselle, DEEL Interim Director of Policy and Communication led the LOC in a discussion on Amendment 3 to the FEPP Levy authorizing Ordinance XX also known as the “Flexibility Legislation.”

- Slide 27:
  - Princess Shareef inquired on what changes to the legislation that the LOC would want to make that would require a legislation change, and when prompted to provide perspective as a school principal confirmed that, yes, she agreed with extending the Flexibility Legislation
  - Shouan Pan stated his agreement with extending the Legislation as there are still unknowns on the impacts of the pandemic on students and their families.
  - Erin Okino asked for clarity on what the Legislation could be used for. Marissa’s response centered around provisions around responding to the pandemic, repurposing funds more broadly to allow for flexibility, and Seattle Preschool Program and Seattle Promise edits.
  - Jennifer Matter stated concerns around creating predictability for childcare providers, to which DEEL responded that childcare specifically is not funded through FEPP and that exposure creates unpredictability, but that the dollars are consistent.
  - The conversation shifted to the importance of how data informs the recommended next moves and referenced the DEEL + SPS Partnership Agreement.
  - There were expressed concerns of overcorrecting the harm experienced by BIPOC students returning to school.

Mei-Li Thomas continued with a brief updates on the 2021 Annual Retreat and monthly Office Hours with Department Director Dwane Chappelle.

#### **IV. Adjournment**

The meeting was adjourned at 5:08 p.m.



The image features three overlapping L-shaped lines. A blue line is at the top left, a green line is in the middle and extends further right, and an orange line is at the bottom right. The text 'OTHER UPDATES' is centered within the green line's frame.

# OTHER UPDATES



## DEEL-FEPP Business Updates – August 2021

### Early Learning Division

Summer Extension for Seattle Preschool Program: This year, SPP and Pathway programs were given the option of extending their preschool programming for an additional six weeks over the summer as a way to accelerate learning in response to COVID-19 impacts during the program year. Providers were asked to prioritize currently enrolled students including rising kindergarteners, newly eligible children enrolling for the 21-22 SY (including young 3-yr-olds), and other preschool age children, with an initial focus on children under 350% FPL from other SPP sites not participating in summer extension. Twenty four agencies (21 SPP and 3 Pathway) have served 1,288 students through August.

Seattle Preschool Program Enrollment for 2021-22: DEEL's centralized application/enrollment process enrolls approximately 40% of the SPP seats. The enrollment team sets a goal to enroll 90% of those seats by September 1, 2021. As of August 20<sup>th</sup>, DEEL's enrollment staff has filled 85% of DEEL-filled seats and is on track to meet their goal. Overall, SPP is 68% enrolled which is comparable to pre-COVID enrollment rates. The current rise in COVID-19 cases is raising concerns among families and providers about programming for September; impact to student enrollment remains unknown.

SPP Provider Facilities Fund RFI: The Seattle Preschool Program (SPP) Provider Facilities Fund Request for Investment (RFI) closed on August 9. DEEL received nine applications, seven of which passed the technical compliance check. The requests in the applications range from SPP expansion to health and safety improvement of sites. \$1.7M in funding was requested, with \$1.2 million available as part of the funding opportunity. Awardee announcements are expected in September 2021.

Early Learning Pre-Service Institute: The 2021 Fall Pre-Service Institute will be held virtually August 26-27, and this year's theme is "Leading with Equity: Building an Adaptive Lens that is Antibias, Antiracist, Inclusive, and Culturally Responsive." The Pre-Service Institute welcomes teachers, directors, and administrators to a new school program year and provides required training to educators as they prepare to welcome children back to the classroom.

### K-12 and Postsecondary Division

Seattle Public Schools Summer Leadership Institute: SPS hosted their Summer Leadership Institute from August 2-6. The institute brought together school and district leaders to launch the school year and discuss relevant topics connected to district strategic priorities such as developing a culture of care, standards-based instruction, and centering black excellence.

#### K-12 Summer Programming Good News Updates:

- The Academy for Creating Excellence (ACE) hosted their Summer Learning Experience Banquet on Friday, July 20<sup>th</sup> at South Shore K-8, celebrating 20 young males and their completion of the 4-week ACE Summer Learning Experience, which focused on Leadership Development, Math, Humanities (Black Literature/History), Exploration (Hands on Science), and Health and Wellness.



- Atlantic Street Center's college and career readiness class hosted DeAndre Carter, former wide receiver for the San Francisco 49ers, who discussed his current work running a fitness business. Students had a chance to ask questions related to starting and managing a business. The class ended with students presenting their own "Shark Tank" proposal. Students also learned about financial literacy, math, public speaking, critical thinking, and teamwork.

School-Based Investment Beginning of Year Kickoff: DEEL's K-12 staff advisors facilitated the beginning of year kickoff event on Tuesday, August 17 for our FEPP School-Based Investment (SBI) partners. The event brought together school leaders and staff receiving SBI funds to discuss SY 2021-22 goal setting; performance measures; and professional development content, structures, and expectations. The group discussed a new data platform that SPS is piloting this year called Hoonuit; 10 Levy schools will be piloting it this year and then SPS plans to roll the tool out district-wide next year.

SPS bargaining update: SPS has engaged in bargaining the 2021-22 health protocols in good faith with Seattle Education Association (SEA), and have reached a tentative agreement to support COVID-19 health and safety strategies to protect schools and communities. These strategies include required masking, improved ventilation and air quality, cleaning and disinfecting, physical distancing, hand washing, staying home when sick, contact tracing, and responding to symptoms and cases of COVID.

### FEPP Investments and Partners in the News

- July 1 - DEEL Awards \$1M to Community-Based Organizations for K-12 Student Learning and Enrichment Programs in Summer 2021 – DEEL Blog/Press Release
- July 19 - I have a future: How Biden's free community college plan could transform higher education - The Guardian
- July 27 - Capitol Hill's Lowell Elementary hosts South End Stories, part of \$1M spend in Seattle to boost summer programs after COVID-hindered school year – Capitol Hill Seattle Blog
- Aug 2 - DEEL Partners with Community Organizations to Offer Expanded Learning and Enrichment Programs to Support K-12 Students This Summer – DEEL Blog
- Aug 4 - Kingmakers of Seattle Expands to Franklin and Cleveland STEM High Schools for 2021-2022 School Year – DEEL Blog
- Aug 6 - Celebrating Over 8,049 Doses of COVID-19 Vaccines Administered at Seattle Public Schools – DEEL Blog
- Aug 10 - LOCAL SOUTH END SUMMER PROGRAMS THRIVE WITH \$1 MILLION IN SUPPORT FROM DEEL – South Seattle Emerald
- Aug 11 - Seattle Colleges to launch New Fire Science Associate Degree Program In Fall 2021 – Seattle Medium
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- Aug 11 - Seattle Colleges to launch New Fire Science Associate Degree Program In Fall 2021
- Aug 19 – Meet DEEL's SYEP Interns, Kyra and Lul – DEEL Blog



# RETREAT SERIES

# FEPP LEVY OVERSIGHT COMMITTEE

## 2021 Retreat Series Workgroup Reports

### Seattle Promise Program Workgroup

Facilitators	Melody McMillan (Colleges) Isis Randolph-McCree (DEEL)
Participants	Shouan Pan (LOC/Colleges) Stephanie Gardner (LOC) Constance Rice (LOC) Trish Dziko (LOC) K.O. Wilson (SPS) Kurt Buttleman (Colleges)
Overall Experience	We leveraged our first two meetings together to narrow the focus of our discussions to the most immediate and pressing issues requiring guidance and insight by the Promise LOC Workgroup. Our initial discussions led to a third and final meeting where we were able to 1) reflect on the themes that surfaced from our prior discussions, 2) review relevant data to provide context for our areas of focus, and 3) generate consensus about key Promise priorities that the broader LOC could use to inform program and policy recommendations at a later point in time.
General Takeaways	<p>Some of the overarching themes that surfaced early in our discussions and remained relevant throughout include:</p> <ul style="list-style-type: none"><li>▪ The need to establish “stability” regarding ongoing student success in the existing Seattle Promise program.</li><li>▪ The need to leverage data to a) continuously improve and adapt program design, b) inform program priorities and student needs, <i>and</i> c) assess the projected scope and potential impact of any shifts in program design.</li><li>▪ The need to explore new ways to leverage existing funding streams, as well as identify new/alternative sources of funding.</li><li>▪ The need to engage Council and the new Mayor early on to inform Promise program priorities and funding options.</li></ul>
Programmatic and Budget Recommendations	<p>We established consensus on the following recommendations to bring before the broader LOC in future meetings.</p> <ul style="list-style-type: none"><li>• <b>Next 3-6-12 months:</b> focus on advocacy for and learning from ARPA funding program components – support educational equity &amp; student success for population of existing Promise scholars – advocate &amp; promote with current and new city administration (support for remaining \$6.7 mil passed in November)</li><li>• <b>Next 6-12 months:</b> Develop strategy for inclusion of charter school students (estimated 200 students), GED, and Opportunity Youth – access for more BIPOC youth– opportunity to examine completion</li></ul>

- **Next 12-36 months:** pilot and monitor UW and WSOS partnership pathways to inform future programming impact and cost

#### Action Opportunities for the LOC Members

The Promise LOC Workgroup members collectively agreed that it was no longer necessary to meet as a subgroup. Our next steps are to bring our recommendations to the broader LOC for further refinement and to collectively determine critical follow-up actions and timeline.

## Seattle Preschool Program Workgroup

#### Facilitators

Cameron Clark (DEEL)  
Monica Liang-Aguirre (DEEL)  
Leilani Dela Cruz (DEEL)  
Sonja Griffin (DEEL)

#### Participants

Vy Nguyen (CP Gonzalez)  
Brian Goodnight (Council Central Staff)  
Susan Lee (LOC); Heather Brown (SPS)  
Erin Okuno (LOC)  
Manuela Slye (LOC)

#### Overall Experience

The overall experience of member is still evolving at this point. The group is gathering to develop short- and long-term issues to explore for potential policy shifts and to inform the next levy. We are still seeking to convene for our second meeting.

#### General Takeaways

This small group format for early learning has been used before to discuss issues such as the qualifying factor RET and eligibility shifts for children on IEPs. We anticipate this group to continue gathering, with a tangible next step to take some of broader themes of interest and go deeper through outlining a plan of action. It also may evolve into a group that discusses some of the bigger shifts at the state and regional level in early learning and how that impacts programs and investments from FEPP.

#### Programmatic and Budget Recommendations

No specific recommendations from the group to this point. Areas identified for further examination include flexible service models, family engagement and workforce. The group will chart out more specific policy intentions and racial equity outcomes it would like to center at our next convening.

#### Action Opportunities for the LOC Members

We will continue to meet as a group in the fall.

## School-Based Investment: Professional Development Workgroup

Facilitators	Colin Pierce (DEEL) Theresa D'Agostino (DEEL)
Participants	Donald Felder (LOC) Kimberly Walker (BSK, LOC) Laura Schneider (SPS)
Overall Experience	Members have enjoyed learning about current plans for providing professional learning for SBI schools and connection points to SPS professional development plans. So far meetings have focused on understanding current systems/structures and discussing best practices for adult learning.
General Takeaways	The workgroup's discussions have centered around several key topics: 1) The need for supporting staff mental wellness as a precursor of effective support for students, 2) Structures/supports for ensuring that staff participating in PD opportunities bring their learning back to their schools and translate it into changed practice, 3) Measuring impact of professional learning, 4) De-siloing PD work within and across SPS and DEEL, and leveraging SBI PD to help achieve Levy outcomes, and 5) Emphasizing school-to-school and collaborative learning.
Programmatic and Budget Recommendations	The workgroup has not yet developed any recommendations, but the topics listed in #2 above represent likely categories for recommendations. There seems to be a strong desire for SBI to have an articulated framework/set of principles guiding PD offerings, for there to be ways to better connect adult learning to improved student outcomes, and to coordinate SBI PD with SPS and with other K-12 investment areas.
Action Opportunities for the LOC Members	We are finalizing our professional development structure and provider contracts for SY21-22 currently, but in addition to ongoing implementation monitoring, LOC members will also have the opportunity to join our collaborative team of PD providers during planning meetings, weigh in on adjustments needed during SY21-22, and shape the plan for SY22-23 and beyond.

## Homelessness and Housing Support Services Workgroup

Facilitators	Chris Alejano (DEEL) Vik Cheema (DEEL)
Participants	Ty Nguyen (CP Gonzalez) Lisa Gacionne (CBO) Tyra Williams (SPS) Jennifer Matter (SEA)
Overall Experience	The overall experience of members of the HHS committee has been positive and has allowed everyone to gain a better understanding of the HHS investment area as well as the challenges we have been experiencing in the launching of this effort.



General Takeaways	This has been a learning experience for everyone involved and it's been good to provide LOC members an opportunity to go deeper into an investment area. They've also been familiarized with the City's Racial Equity Toolkit (RET) process and the specifics as to how DEEL works with community to engage them in discussions on how to make HHS investments more equitable for students and families in the identified focus areas.
Programmatic and Budget Recommendations	Initial reactions from the first meeting included a desire for DEEL to think about non-traditional ways to use the balance of the 2020 HHS contract funds; explore ways to work directly with the schools and consider others at the site level beyond family support works to help in creating awareness and referring eligible students to the YWCA; consideration of not renewing contract if performance commitments are not met. No specific budget recommendations were provided.
Action Opportunities for the LOC Members	Once the HHS Racial Equity Toolkit recommendation report is developed and finalized in October/November, the HHS LOC small group could be the "sponsors" for promoting all or some of the recommendations. They may also want to be updated on the 2021 contract performance, informed on how the 2020 HHS contract balance is being used with the Alliance for Education's Right Now Needs Fund, and/or participate in the upcoming HHS RFI set for Q2 of 2022.

## Mental Health Services Workgroup

Facilitators	Sean Flikke (DEEL)
Participants	Dr. Shelby Cooley (SPS) Princess Shareef (SPS; Community) Sara Rigel (PHSKC) Erin MacDougal (PHSKC) Stephanie Edler (SPS)
Overall Experience	The overall experience of members of the Mental Health committee has been positive and has allowed everyone to gain a better understanding of the mental health landscape in Seattle, King Co and the investments within the FEPP Levy that impact student and family health, holistically.
General Takeaways	Holistic approach to mental health is critical – from how adults talk to students in schools to representation in SBHC's and counseling centers to nutrition – so many factors play a critical role. The rising need in mental health services in our schools and communities must be addressed but is not solely responsible for "fixing" our mental health crisis.
Programmatic and Budget Recommendations	Initial reactions from the first meeting included a desire for DEEL to think about non-traditional ways to use the FEPP flexibility legislation to help address mental health needs directly resulting from the pandemic. Unfortunately, the lack of a follow-up meeting (illness) prevented more detailed recommendations/suggestions.
Action Opportunities for the LOC Members	Form an action learning group within the LOC w/ key players from the community to develop a COVID-19 FEPP strategy for mental health