

Families and Education Levy Oversight Committee

AGENDA

Tuesday, February 12, 2013

4:00 – 5:30 p.m.

Beacon Hill International School Library

2025 14th Ave S*

Pre-Meeting Tour – meet in school lobby at 3:30 PM

Welcome and Introductions	Council Member Tim Burgess
Review and Approve Minutes from December 11, 2012	Council Member Tim Burgess
Review Agenda	Holly Miller
Beacon Hill International School Levy Implementation Overview	Principal Kelly Aramaki
Thank You and Adjourn	Council Member Tim Burgess, All

Attachments

Draft Minutes from December 11, 2012

Beacon Hill Presentation (provided at meeting)

Levy Implementation Update

Next Meeting

March 13, 2013

*Parking is on the street in front of the school. The school buses leave at 3:05 so you can park in the school bus zone.



DRAFT



**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE
Tuesday, December 11, 2012**

MINUTES

MEMBERS PRESENT: Tim Burgess, Elise Chayet, Michael DeBell, Lucy Gaskill-Gaddis, Cristina Gonzalez, Kevin Washington, Greg Wong

OTHERS PRESENT: Kathryn Aisenberg (OFE), Janet Blanford (SPS), Jeanette Blankenship (CBO), Ainsley Close (Mayor's Office), Jerry DeGriek (Mayor's Office), Matthew Fulle (Seattle Youth Commission), Sonja Griffin (OFE), Susie Murphy (OFE Consultant), Janet Jones-Preston (SPS/FSW), Pegi McEvoy (SPS), Holly Miller (OFE), Adam Petkun (OFE), Sid Sidorowicz (OFE), Kian Vesteinsson (Seattle Youth Commission)

Tim Burgess called the meeting to order. Introductions were made. The minutes from November 13, 2012 were approved. Holly Miller reviewed the agenda.

T. Burgess spoke about the local Race to the Top winner, the Puget Sound Educational Services District, in collaboration with the Road Map Project. Mary Jean Ryan began her presentation about the Road Map Project. In response to her comments about the College Bound Scholarship, Michael DeBell stated that scholarships help children feel better about themselves and therefore they do better in school. M. DeBell added that signing up children is the first step, then they need support throughout their school career.

Kevin Washington asked if the summer reading program is from specific funds. M.J. Ryan said no, they used a small amount of leftover funds, some of the funds were donated and the King County Library also helped by donating books.

Elise Chayet asked how many children in 2012 received the College Bound Scholarship and are on track to go to college. M.J. Ryan said approximately 1200 students are on track and are applying to colleges. She added that the colleges are excited about these students. M. DeBell asked how our sign-up rates compared to the rest of the state. M.J. Ryan answered that, in comparison to other parts of the state, we are way ahead with sign-ups.

H. Miller stated that the results for children prepared for Kindergarten represent the kids that are in formal Pre-K program.

K. Washington asked if districts are discussing new approaches to discipline given that suspensions and expulsions don't seem to be working and have been found to be counterproductive. M.J. Ryan stated that the districts are discussing this and are debating

whether or not they should be suspending or expelling students due to the fact these approaches do not seem to be beneficial.

Jerry DeGrieck asked if this is the first year we have done the World Language Credit for English Language Learners. M. DeBell stated that this is the second year. M.J. Ryan stated that there are more languages being added and that they stay in touch with ELL students to see what languages they want to learn. This is how they decide what languages to offer. K. Washington asked M.J. Ryan, after having been immersed in this program for a few years, are there areas she sees that could use improvement. M.J. Ryan answered that she is optimistic about these programs but they could be offered in additional areas and have a quicker turnaround. She added that everyone needs to work together to get this going all over.

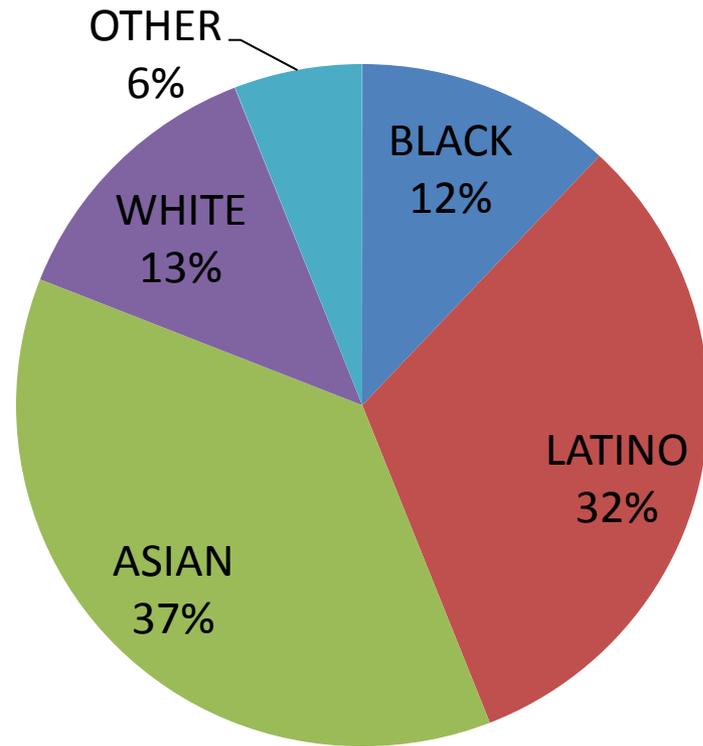
T. Burgess stated that only two organizations won the maximum amount of Race to the Top funds. M. DeBell mentioned that the local Race to the Top application scored very well compared to the Washington state application made in the past. M.J. Ryan stated that they got the high score because of the huge collaborative commitments that were made.

The meeting was adjourned.



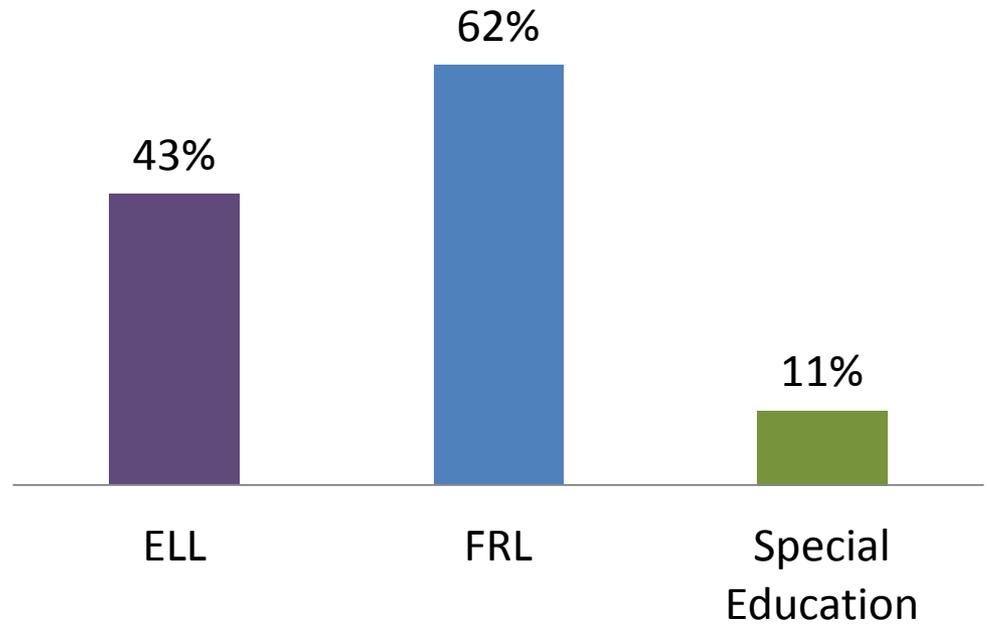
Welcome to Beacon Hill International School!

A WORLD OF LEARNERS



STUDENT DEMOGRAPHICS – ETHNICITY

A WORLD OF LEARNERS



STUDENT DEMOGRAPHICS – ELL, FRL, SpEd

A WORLD OF LEARNERS



Academic Excellence, Bilingualism & Biliteracy,
& Cultural (Global) Competence

THE ABCs OF THE 21ST CENTURY

The BHIS Program

- One of Seattle's 8 International Schools with a total of 12 planned within next 5 years
- 3 Language Learning Opportunities @ BHIS:
 - English All-Day
 - 50/50 Mandarin Immersion
 - 50/50 Spanish Immersion
 - (Chinese Classes After School)
- SPS Curriculum, State & CCSS-Based Instruction
- Integrating Global Perspectives Through Science, Social Studies, Library and the Arts

Grade	WA Social Studies	SPS Science Content	Integrated Global Perspective	Geography
5	US History (pre-colonial period to Independence)	Land and Water, Microworlds, Models and Designs, Space	Human Rights, Decolonization & Democracy – What are basic human rights? How have people advocated for their rights (historically, globally, and in the present)?	Europe, Africa, Asia, Americas, (Current Events-Based)



BHIS' Achievement Gap & Why We Applied to be a Levy School

WHAT ABOUT ACADEMIC EXCELLENCE?

Literacy Data from 2011

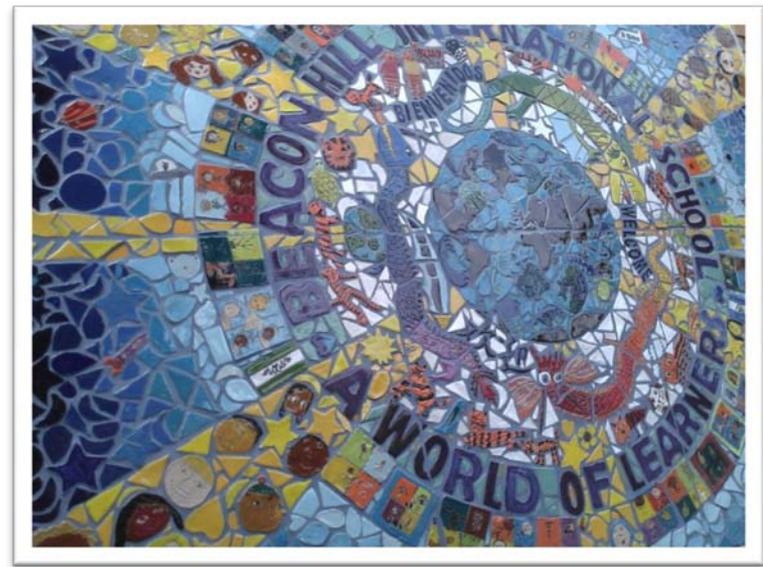
- **43%** of our students did not pass the Reading MSP
- **89.5%** of our ELL Latino students did not pass the Reading MSP
- **63.6%** of our ELL Latino students did not make typical growth on Reading MAP
- **90.9%** of our Latino students did not pass the Writing MSP

Math Data from 2011

- **64.8%** of our students did not pass the Math MSP
- **83.3%** of our Latino students did not pass the Math MSP
- **90.5%** of our ELL Latino students did not pass the Math MSP
- **100%** of our Latino 4th graders did not pass the Math MSP.
- **43.9%** of our students did not make typical growth on Math MAP
- **55.8%** of our ELL Latino students did not make typical growth on Math MAP

**ADDRESSING GAPS BY BUILDING
ON STRENGTHS**

A “Beacon” in the Community



- Elementary School for the 21st Century
- Culturally Inclusive School Environment
- Nationally Recognized Parent and Community Involvement
- Vibrant Morning Latino Group (40+ students and parents)
- Highly Engaged Latino families with Latino Parent Leaders
- Strong Family Support Worker
- Collaborative and Dedicated Staff
- Numerous Teaching Awards
- Strong Leadership
- 10+ National Board Certified Staff with Numerous Teaching Awards (Golden Apple, Golden Acorn, Milken, Symmetra Heroes)
- High Rate of Advanced ELL Training Among Staff

- High Rate of Advanced Early Learning Training Among Staff
- Coordinated System for ELL/ Title 1 Support
- Existing Partnerships with CDSA, Powerful Schools, El Centro de la Raza
- Strong Writing and Science Achievement (Effective PD, Intentional Alignment and Focus, Instructional Coaching)
- Standards-Alignment Foundation
- Promising Results Coming from Language Immersion Programs (Spanish & Mandarin)



City of Seattle

One of Seattle's First . . .

ELEMENTARY INNOVATION SCHOOL VERSION 1.0

$$1A = (2+x)B$$

**OUR PROPOSED STRATEGY BASED
ON A SIMPLE ALGEBRAIC FORMULA**

The Secret Formula (for us non-superheroes):

$$1A = (2+x)B$$

A = Superhero

B = Dedicated, passionate, driven, lifelong-learning, team-playing, mom, dad, husband, wife, partner, son, daughter, sister, brother, grandparent, friend, etc.



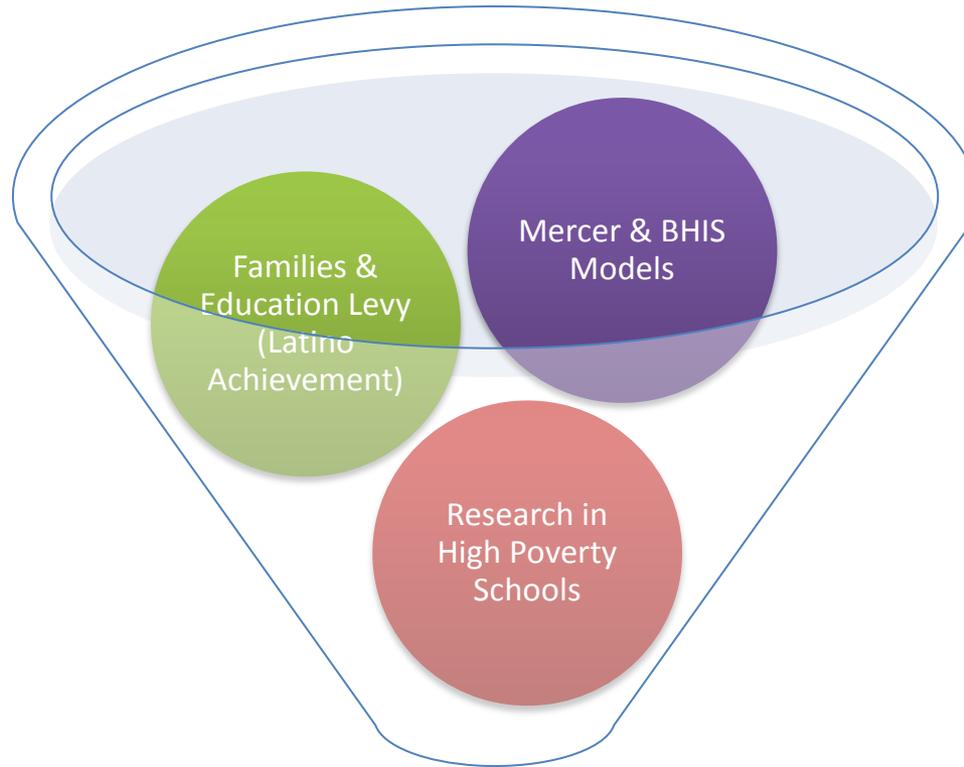
BHIS Innovation Strategies



- **Full-Time Family Support Worker** to help improve attendance, provide wrap-around support to students and families, eliminate outside barriers to learning
- **FEL Grant Coordinator** to manage partnerships, coordinate interventions, track and use data
- **Math/ School Transformation Coach** to implement school transformation strategy: common planning, assessments, interventions
- **Extended School Day** for targeted students taught by certificated teachers
- **CDSA Tuition Support** to improve attendance, eliminate outside barriers to learning
- **Powerful Schools* Tuition Support** to provide academic enrichment, enhanced enthusiasm for school, structure for extended school day afterschool
- **El Centro de la Raza Partnership** to provide on-site wrap-around support for targeted latino students, offer monthly parent education, connect families to community services
- **University Tutors** to provide a bump of support for bubble students
- **Odessa Brown Children's Clinic Partnership** to provide medical, dental, and mental health services to support the whole child, eliminate outside barriers to learning (funded through elementary health levy)
- **School-Wide Transformation** based on research, results, grant expectations

How we launched our first year as a City of Seattle Innovation School

2012 – 2013 SCHOOL-WIDE FOCUS



2012-2013 Instructional Focus



Mercer & BHIS Models

- Specifically At BHIS
 - **Common** Behavior Expectations
 - Power Standards Work
 - Dual Immersion Model
 - Focus on Bilingual Learners
 - **Collaborative** Culture
 - Integrated Global Perspectives
 - School-wide Science & Writing Focus
 - Other
- Specifically at Mercer
 - Shrinking Achievement Gap
 - Levy School
 - **Common**, School-wide Behavior Expectations
 - **Common**, School-wide Learning Expectations
 - Weekly **Common** Planning, Assessment Writing, Analysis & Action Taking
 - Articulated, Data-Driven Interventions



Families &
Education
Levy (Latino
Achievement)

- We received the grant because of our strengths as a school, but with the resources comes a charge to improve:
 - Continue to raise scores by focusing on Latino Learners
 - Establish a **system** of ongoing assessment (physical v. autopsy)
 - Establish a **system** of relevant data analysis and adjustment
 - Establish a **system** of interventions

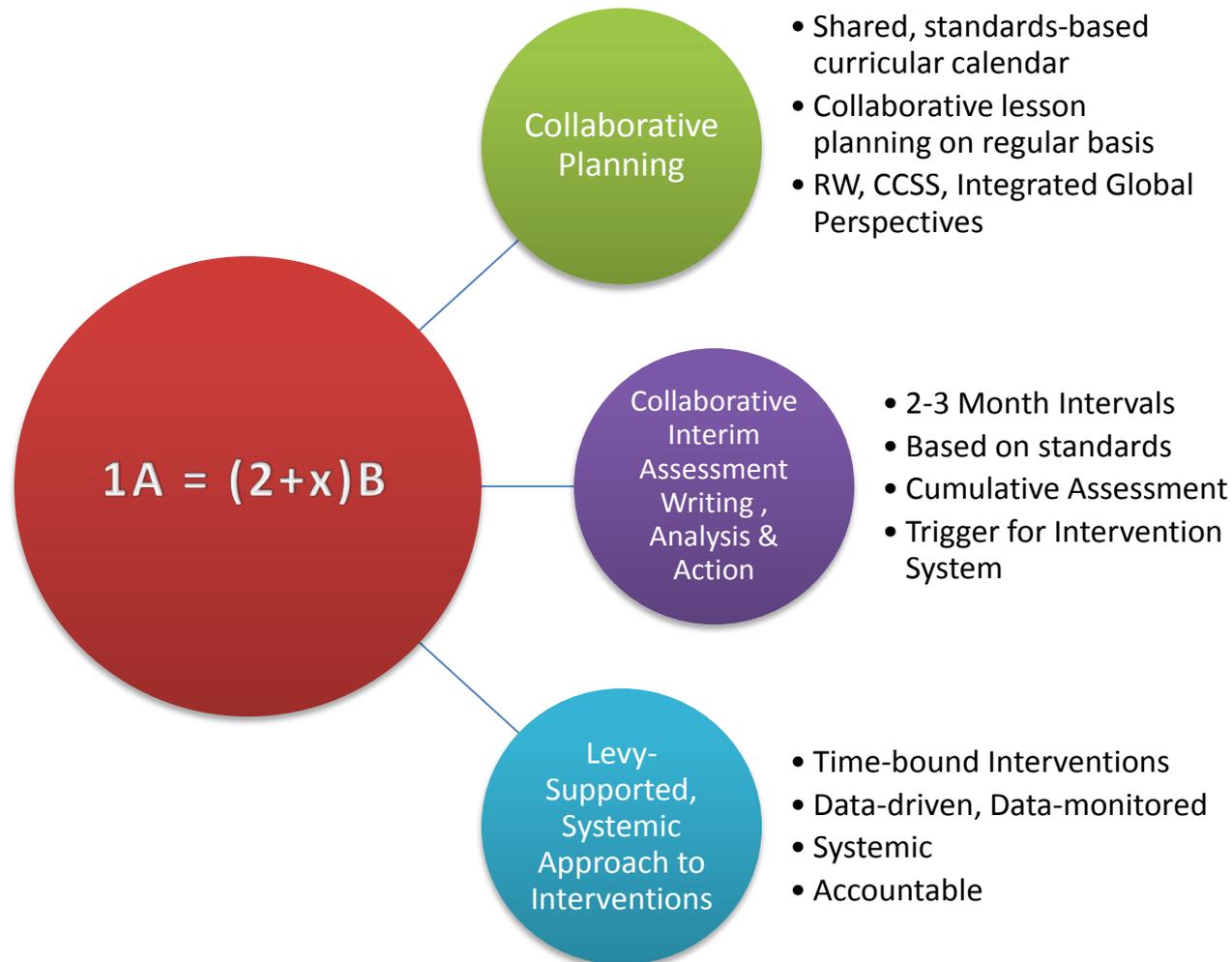


Research in High Poverty Schools

- Commonalities among expectation-exceeding high poverty schools include:
 - Collaborative Culture (creating conditions for success)
 - Collaborative **Planning** (Setting curriculum, grounded in standards)
 - Collaborative **Interim Assessment Writing** (Asking what the bar is for learning)
 - Collaborative Assessment **Analysis & Action** (Asking what happened and why and then changing teaching to enhance learning)

(Driven By Data, Bambrick-Santoyo 2010)

School-Wide Instructional Focus for 2012-2013



School-wide Transformation Update

6 MONTHS LATER . . .

MATH PLCs Led by Math Coach

- **Collaborative**, standards-based planning in PLCs (Common core at K-2, GLEs at 3-5)
- **Collaborative** writing of standards-based interim assessments to be given at the same time
- **Collaborative** analysis of interim assessment data which leads to:
 - Collaborative Reflection on Practice
 - Data to inform levy-funded interventions

From: Fluegel, Susan
Sent: Wednesday, January 30, 2013 5:27 AM
To: Duncan, Ashley
Cc: Aramaki, Kelly
Subject: RE: NEW interim scores 4th grade

Ashley,
 THANKS for taking the time to re-enter your data!

It's time to celebrate!!! Congrats, your scores went up!!! Just looking at raw scores, here's what your interim results look like when comparing only those questions which were included on both interim assessments. (Scores that went up in green, scores that went down red.)

Language	English
question	(Multiple Items)

Sum of points	Column Labels		
Row Labels	Interim01	Interim02	Grand Total
Total Possible	15	15	30
Student	15	15	30
Student	14	14	28
Student	13	14	27
Student	12	14	26
Student	12	14	26
Student	12	14	26
Student	12	14	26
Student	11	14	25
Student	11	14	25
Student	11	14	25
Student	9	15	24
Student	11	12	23
Student	12	11	23
Student	11	11	22
Student	11	10	21
Student	8	13	21
Student	8	11	19
Student	7	9	16
Student	8	6	14
Student	7	7	14
Student	6	8	14
Student	6	7.5	13.5
Student	6	7	13
Student	3	6	9
Student	3	6	9
Grand Total	254	295.5	549.5

Work Flow of Math PLCs

1. Teachers create standards-based **interim assessments** for every 2 units
2. Teachers administer assessment then **enter data** into spreadsheet
3. Teachers **analyze data** using pivot tables (growing capacity to do this)
4. Sue sends **high level overview** of comparative successes & areas of growth to teachers via e-mail and principal (see figure to the left)
5. Sue shares high level data with **principal** and collaboratively develops individual coaching plan for teachers
6. Teachers **analyze specific items** in PLCs (with Sue) to talk about 1) in-class interventions, 2) enhancing/ revising teaching strategies, 3) coordinating with levy-funded interventions
7. Sue coordinates **transfer of data** between teachers and intervention teachers (packets with interim assessments and goals)

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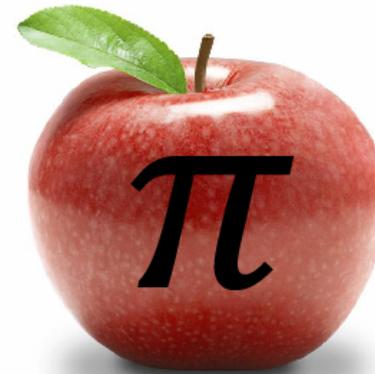
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Student	11	14	25
Student	9	15	24
Student	11	12	23
Student	12	11	23
Student	11	11	22
Student	11	10	21
Student	8	13	21
Student	8	11	19
Student	7	9	16
Student	8	6	14
Student	7	7	14
Student	6	8	14
Student	6	7.5	13.5
Student	6	7	13
Student	3	6	9
Student	3	6	9
Grand Total	254	295.5	549.5

Celebrating Success

Beacon Hill International School

Apple Pi Award

Outstanding Math Teacher



Math scores are going UP!

You and your students are being recognized for all of your hard work. Congratulations!

Ashley Duncan

Analyzing Interventions

Teacher	(Multiple Items)
question	(Multiple Items)
Academia	Grade3aGuiomar

Sum of score	test			
First Name	Interim01	Interim02		Grand Total
Student A	12	12		24
Student B	10	6		16
Student C	10	12		22
Student D	7	9		16
Student E	3	8		11
Grand Total	42	47		89

Teacher	(Multiple Items)
question	(Multiple Items)
Academia	Grade3aGuiomar
First Name	Student B

Sum of score	description test												Grand Total
	3-digit addition and subtraction		addition and subtraction facts		expanded form		name collection box		order numbers		solve subtraction word problems		
	Interim01	Interim02	Interim01	Interim02	Interim01	Interim02	Interim01	Interim02	Interim01	Interim02	Interim01	Interim02	
Total	2	1	2	2	2	1	1	1	1	2	0	16	

Other Levy Successes

- **Morning Latino Academy (Extended Day)**
 - K- 5 Literacy/ Math (100+ students)
 - Parent Involvement
 - Certificated Teachers Working with Students
- **After-School Tutoring (Extended Day) + Powerful Schools**
 - K-2 Levy-Targeted Literacy (70 students)
 - Leveraging 21st Century Grant
 - Certificated Teachers Working with Students
- **Community Day School Association (CDSA)**
 - Enhancing Pre-K Learning Through Step Ahead Pre-School
 - Before/After School Support for Our Most Fragile Students
- **El Centro de la Raza Partnership**
 - Comprehensive Family/ Community Connections On-Site
 - Family Connection Meetings
 - Integrated Community Support System
- **University Tutors**
 - Focused Intervention for Bubble Students
 - Weekly Professional Development for Tutors
- **Family Support Worker**
 - Increased school-wide attention to attendance
 - Increased access for our struggling students to interventions, enrichment programs
 - Increased attendance as a result of minimizing outside barriers (transportation, housing, etc.)
 - Increased enthusiasm for school
- **Odessa Brown Children's Clinic**
 - Creating Our Own Finland Education System in 98144

Odessa Brown at BHIS



Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION

Services Provided

All OBCC Staff at BHIS are Bilingual in Spanish

ARNP / Acute and Well-Child Medical Care

On site two mornings (8 – 9:30) and one afternoon per week (3 – 4:30)

Available for walk-in and pre-scheduled appointments

PhD Mental Health Therapist

On site 1.5 days (12 hours) per week

Care Coordinator

On site 4 days per week (16 hours at BHIS; 8 hours at OBCC)



Services Provided

Medical (Sept 25 – Jan 31)

40 unique students

86 visits

Common Services

- Flu vaccinations for 23 students
- 17 routine child health exams
- 8 appointments for students with asthma exacerbations
- 5 appointments for upper respiratory infections
- Upcoming flu vaccine clinic 2.14.13



Services Provided

Mental Health (Oct 25 – Jan 31)

15 unique students

51 visits

Examples of diagnoses

- Adjustment Disorder
- ADHD
- Conduct Disorder

Services Provided

Dental

- Pediatric dentist screened 294 students school wide
- 53 found in need of dental services
- OBCC Care Coordination provided for these 53 students

Status	
Completed dental care	12
Have scheduled dental care	12
In process of scheduling	18
No response	9
Declined dental care	2

Success Stories



Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION



City of Seattle

Looking Ahead to Next Year

ELEMENTARY INNOVATION SCHOOL

VERSION 2.0

Date: February 8, 2013

To: Levy Oversight Committee (LOC)

From: Holly Miller

Subject: 2011 Families and Education Levy (Levy) Implementation Update

I am providing an update on Levy implementation activities in written form to avoid taking time away from our visit to Beacon Hill Elementary at the February 12, 2013 LOC meeting. Please feel free to call or email me for additional information or details.

We are nearing the end of the first school year of implementation for 2011 Levy investments. During this time staff from the Office for Education (OFE), the Human Services Department (HSD), United Way of Seattle and King County and Public Health – Seattle & King County (PHSKC) have issued 20 Requests for Investments (RFIs) and 9 Requests for Qualifications (RFQs). City staff have pursued early implementation vigorously to maximize the results from these substantial investments. Kudos go to the agencies that helped issue and manage these processes and to the schools and community-based organizations that responded.

Starting with the most recent actions, OFE will provide brief updates below on Levy implementation and next steps.

Levy Elementary, Middle and High School Request for Investments (RFIs) Submissions for the 2013-2014 school year

On January 14 the following RFI submissions were received from schools for the second round of Levy investments which will begin September 1, 2013 for the school year 2013-2014. The second round awardees will join the current four elementary, ten middle, and four high schools currently receiving Levy investments. These RFIs have been checked for technical compliance and will be evaluated by panels of reviewers. Final decisions will be announced by March 15, 2013. Applicant schools include:

Elementary (12):

Emerson
Sand Point
South Shore
Concord
Highland Park
Sanislo
Graham Hill
Wing Luke
West Seattle
Bailey Gatzert
Northgate
Dearborn Park

Middle (6):

Eckstein
Aki Kurose
Jane Addams
Orca
Salmon Bay
Broadview-Thompson

High (5):

Cleveland
Chief Sealth
South Lake
Rainier Beach
Seattle World School

There are not sufficient Levy proceeds to award all applicants funding, so once again, difficult decisions will have to be made consistent with the direction given OFE to conduct a competitive process.

2011 Families and Education Levy Summer Learning Investment Overview

This is the first full year of planning and implementation of significant Levy investments in extended school year programs which support summer learning beginning in 2013 and continuing throughout the life of the 2011 Levy.

The Levy invests in school- and community-based programs serving students entering Seattle Public Schools’ elementary, middle and high schools in order to provide struggling students with additional learning time to avoid summer learning loss and accelerate learning.

Summer Learning investments for elementary and middle school ramp up over the seven years of Levy investments. High School investments remain static over this time period with small inflationary increases.

2011 Levy Summer Learning Phase-In Schedule

	2013	2014	2015	2016	2017	2018	2019
Elementary	\$152,976	\$330,718	\$515,058	\$708,357	\$910,841	\$1,121,861	\$1,341,717
Middle	\$280,488	\$593,830	\$920,034	\$1,262,269	1,620,975	\$1,964,263	\$2,006,716
High	\$470,460	\$480,780	\$491,085	\$501,975	\$513,117	\$523,973	\$534,673

The RFI submissions were evaluated by panels of 5-6 evaluators (OFE staff and external reviewers including Sheeba Jacobs and Cristina Gonzales from the LOC) against multiple research-based criteria established to ascertain the quality of each program’s proposal and the likelihood it would lead to student success.

There were fifteen (15) applications for elementary summer learning (one was deemed technically non-compliant), five (5) applications for middle school summer learning, and eight (8) for high school summer learning.

The following chart provides details on the summer learning award recipients. Contracts with these agencies are in process at this time.

Families and Education Levy 2013 Summer Learning Award Recipients

Elementary School Summer Learning		
Awardees	2013 Summer Award Level	Key Partners and Sites
Seattle Parks & Recreation	\$80,988	<ul style="list-style-type: none"> • Site: Northgate Elementary School • Other Key Partners: City of Seattle Human Services Department; Seattle Public Library
Denise Louise Education Center	\$71,988	<ul style="list-style-type: none"> • Sites: Denise Louise Education Centers on Beacon Hill and at the Lake Washington Apartments
Middle School Summer Learning		
Awardees	2013 Summer Award Level	Key Partners and Sites
Seattle Parks & Recreation	\$171,006	<ul style="list-style-type: none"> • Sites: Asa Mercer and Eckstein middle schools
Denny International Middle School	\$73,363	<ul style="list-style-type: none"> • Sites: Denny International Middle School • Key Partners: Seattle Parks Department; Roxhill, Concord, West Seattle, and Highland Park Elementary Schools; the Seattle Youth Violence Prevention Initiative (SYVPI), Interns from Seattle Youth Employment Program (SYEP), Neighborhood House (BridgeStart), Seattle Police Department, and Sound Mental Health.

YMCA of Greater Seattle	\$55,449	<ul style="list-style-type: none"> • Site: TBD • Key Partners: Aki Kurose, Hamilton, Madison, Washington middle schools, and Madrona K-8.
High School Summer Learning		
Awardees	2013 Summer Award Level	Key Partners and Sites
Seattle Public Schools	\$259,026	<ul style="list-style-type: none"> • Sites: Chief Sealth and Roosevelt high schools. One more Central/South site TBD. • Key Partners: College Access Now
YMCA 9th Grade Transition	\$122,264	<ul style="list-style-type: none"> • Sites: Chief Sealth (combined with West Seattle), Cleveland, and Franklin high schools
Refugee Women’s Alliance	\$49,981	<ul style="list-style-type: none"> • Site: Seattle World School • Key Partner: Vietnamese Friendship Association
Southwest Youth & Family Services	\$39,188	<ul style="list-style-type: none"> • Site: Southwest Education Center at SW Youth & Family Services • Key Partner: Interagency Academy

Levy Second Round of Requests for Qualifications (RFQs)

The RFQ process is designed to determine which organizations have a proven track record of measurably achieving positive academic outcomes tied to key Levy outcomes and indicators. Many schools are inundated with requests to partner with community organizations and need help understanding which organizations are effective in achieving outcomes for students. No Levy money is awarded through the RFQ process.

The RFQ process is approved/not approved with no limit on how many organizations can qualify. Once approved, an organization will remain approved for the duration of the Levy as long as it continues to achieve Levy outcome and indicator results. Organizations that did not submit an RFQ, were not technically compliant, or were not approved will be encouraged to apply in future years.

There were three Levy program categories for this second RFQ cycle, issued in early September 2012:

- Social, Emotional, Behavioral and Family Support
- Expanded Learning Opportunities
- College and Career Readiness & Planning

Each category had its own set of Levy outcomes and indicators. OFE held information sessions and posted answers to applicants’ questions on its web site before submittals were due. OFE also provided an opportunity for approved organizations to respond to an optional Request for Program Information (RFPI) as well as a brief one-page program overview. Both forms allowed approved RFQ organizations to provide specific information about programmatic offerings and results achieved. Submitted documents are posted on OFE’s web site and provided to Seattle Public Schools for consideration.

All technically compliant submissions were reviewed by a panel of five or six evaluators (two from OFE, one consultant, and two or three external reviewers).

Results summary

The following chart summarizes the second round of 2012 RFQ evaluation results. OFE received 30 submissions across the three categories. Of these, 93% were determined to be technically compliant. Of the remaining responses reviewed by the evaluation committees, 61% were approved.

	All RFQs	College and Career Readiness RFQ	Expanded Learning Opportunities RFQ	Social, Emotional, Behavioral and Family Support RFQ
# Submissions	30	6	13	11
# Non-compliant	2	0	1	1
% Non-compliant	7%	0%	8%	9%
# Compliant	28	6	12	10
% Compliant	93%	100%	92%	91%
# Approved	17	4	8	5
# Not approved	11	2	4	5
% of Compliant that was approved	61%	67%	67%	50%

A listing of all approved applicants is provided below.

Middle and High School College and Career Readiness and Planning:

- Horn of Africa (HOAS)
- Seattle Community Colleges
- Pi Plus Tutors
- UW Dream Project

Expanded Learning Opportunities:

- Community for Youth
- Seattle University
- Reading Partners
- Arts Corps
- Pi Plus Tutors
- America SCORES Seattle
- Woodland Park Zoo
- Team Read

Social, Emotional, and Behavioral Support

- Southeast Youth and Family Services
- Pi Plus Tutors
- Edge Foundation
- Horn of Africa Services (HOAS)
- Therapeutic Health Services

Parent –Child Home Program (PCHP) RFI

The 2011 Levy doubled the number of slots for families to participate in the PCHP program. Children are served for two years in the PCHP, at ages two and three, and receive twice-weekly home visits with books and toys. Each year except for the first, the Levy will fund 160 slots: 80 two-year-olds and 80 four-year-olds. The first year City funding supports 100 slots: 20 second-year slots from the last year of the 2004 Levy and 80 first-year slots. The City is contracting with United Way of Seattle and King County to manage the RFI process for PCHP because United Way has committed \$25 million to provide the program for families in Seattle and King County. They will coordinate the City investment with that of United Way.

The first year's RFI was completed by United Way. Five agencies were funded to support 100 students in the following agencies:

Children's Home Society of Washington

- 1 year of experience providing PCHP
- Funded to serve 20 families in North Seattle in the Whitman feeder area
- Will focus on Latino, African, and African-American families

Chinese Information & Service Center

- New to PCHP
- Funded to serve 20 families, primarily in the Mercer and Washington feeder areas
- Will focus on Vietnamese and Chinese recent immigrant families

El Centro de la Raza

- New to PCHP
- Funded to serve 20 families, primarily in the Beacon Hill, Denny, and Washington feeder areas
- Will focus on Latino families

Neighborhood House

- 7+ years of experience providing PCHP
- Funded to serve 20 families in the Denny, Mercer, and Aki Kurose feeder areas
- Will focus on African and Asian immigrant families

Southwest Youth & Family Services

- 7+ years of experience providing PCHP
- Funded to serve 20 families in the Denny feeder area
- Will focus on Latino and Somali immigrant families

Interagency School-Based Health Request for Investment

The 2011 Levy provided funding for the first time specifically designated for health and mental health services for the Interagency School. Interagency students experience very poor academic outcomes and lack access to the physical and mental health services available to students at other schools. Compounding these challenges are very high drop-out rates (20% for 2009-2010) among these students who are at highest risk for academic challenges.

Responses to the RFI for Interagency School-Based Health were due on January 10, 2013. Despite holding an information session as well as additional opportunities to meet with the Interagency principal and school nurse, no RFI responses were received. Two health agencies were actively interested in the project and expressed interest in submitting a RFI proposal. Public Health – Seattle & King County is meeting with both agencies to determine what obstacles they encountered before determining next steps to re-release the RFI.

Elementary School-Based Health RFI

Elementary health is funded for the first time in the 2011 Levy as a pilot in schools. Earlier in 2012 in a similar RFI process, awards were made to Odessa Brown and Neighborcare Health to serve six elementary schools. These investments create partnerships with health systems to provide health care services and resources to elementary schools.

Health conditions identified during elementary school predict both short- and long-term academic outcomes, including test scores, grade retention and high school graduation. Addressing elementary students' mental and physical health improves attendance, readiness to learn and some academic measures. This makes students more available to benefit from other academically-focused interventions.

In December 2012, Neighborcare Health was notified that they were selected to provide health and mental health services at West Seattle and Bailey Gatzert Elementary Schools. No other RFIs for this investment area will be necessary.

Early Learning Health Services

Early Learning health and mental health is receiving Levy funding for the first time in the 2011 Levy. An interdisciplinary team that addresses mental health, nursing, nutrition and social work will support early learning teachers, children and families within Levy-supported early learning settings.

Physical health consultation can improve overall child care quality and school readiness among children. It can also link families with community-based health and developmental services. Mental health consultation is effective in increasing pro-social behaviors among children (positive social interaction and emotional regulation), and increasing teacher competencies (self-efficacy, positive interactions with children, and feelings of responsibility and control of their work, better skills in planning, observation and reflection).

In early December 2013, Public Health – Seattle & King County was selected for funding to implement Early Learning Health Services. They were the only applicant for this RFI.

Community-Based Family Support for Native American Elementary Students

The first round of the RFI process for Community-Based Family Support for Immigrant, Refugee, and Native American Elementary Students ran in 2012. Funds were awarded to Chinese Information and Services Center and to Refugee Women's Alliance, addressing the specific needs of immigrant and refugee students and their families. There were no applicants in the first round that proposed to serve Native American students. The second round of the RFI process will only be for organizations proposing to serve Native American elementary students and their families. The RFI opened February 1, 2013, with responses due on March 15.

Schedule for Upcoming RFIs

- Oral Health – anticipated release date: February 15, 2013
- Step Ahead – anticipated release date: February 27, 2013