

Seattle's
Families & Education Levy

2012-2013

MID-YEAR REPORT



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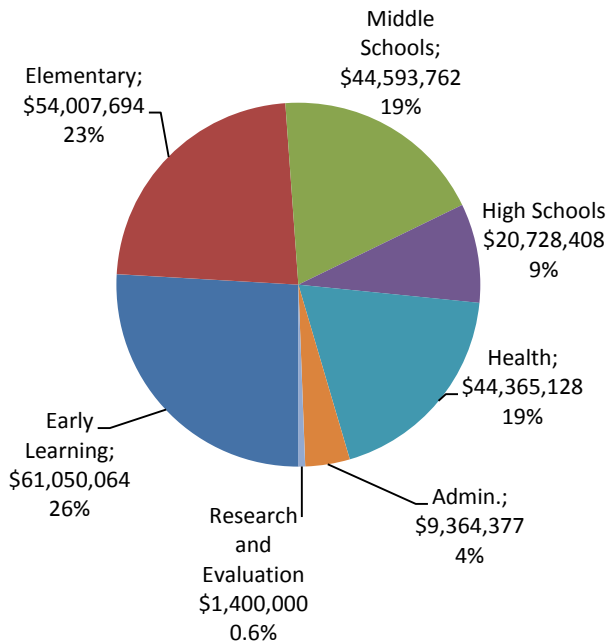
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PREFACE

Seattle’s Families and Education Levy

In 2011, Seattle voters generously affirmed and expanded their commitment to the community’s children by approving the 2011 Families and Education Levy. Over seven years, the Levy will invest \$235.5 million to improve academic achievement and reduce the achievement gap among Seattle students, focusing on early learning, academic and social/emotional support throughout the school years, college and career planning, and student health.

2011 Levy Expenditure Plan: \$235.5 million



Three Overarching Goals

Levy investments in schools and community organizations are all aligned to three ultimate goals for Seattle youth:

1. Children will be ready for school
2. All students will achieve academically and the achievement gap will be reduced
3. All students will graduate from school college/career ready

By pursuing these goals through investments in a variety of strategies, the Families and Education Levy reinforces the efforts of the Seattle Public Schools (SPS) district and countless community groups to fulfill their responsibility to educate all of Seattle’s children.

Primary Populations Served by the Levy

To advance the Levy’s three ambitious goals, students who are not obtaining the necessary academic skills expected at their grade level are the primary focus of Levy investments.

To a great degree, these are low-income students, students of color, and/or children from refugee or immigrant families. More information about students served is provided in the Investment Area descriptions.

The role of Levy investments is to improve the academic performance of these students in particular so the Seattle Public Schools district can realize its broader goals for academic achievement.

PREFACE – *continued*

Awarding Investments

Families and Education Levy investments in schools and community organizations are managed using an Outcome Funding Framework that shifts the emphasis from program services to results. Investments are evaluated through this lens, for their likelihood to improve academic achievement for the students who are of primary focus for the Levy.

As required by the Levy ordinance approved by voters, most Levy investments are awarded through a competitive Request for Investment (RFI) process. During the 2011 Levy's initial year of implementation, the city's Office for Education (OFE) issued RFIs for most K-12 school-based investments and summer learning while the Human Services Department (HSD) issued RFIs for early learning, as well physical and mental health, with OFE's review and input.

Prior to the RFI processes for schools, community-based organizations interested in receiving more than \$5,000 in Levy funds by partnering with schools completed a Request for Qualification (RFQ). The RFQ process identifies community organizations that have a track record of helping students achieve positive academic results. No Levy funding is awarded directly through the RFQ process. Instead, schools may choose to create partnerships with RFQ-approved organizations to deliver a variety of services through their RFI plans.

Indicators of Success and Performance Pay

Programs awarded funds through the RFI process work with OFE or HSD to set specific performance targets called Outcomes and Indicators. Awards to programs are reauthorized each year for the life of the 2011 Levy, contingent upon satisfactory achievement of these targets.

Generally, 25 percent of each provider's annual contract for Levy funds is awarded through performance pay. In order to encourage providers to push their limits and work toward ambitious targets, the Levy provides full awards of performance pay once a program has achieved 90 percent or more of its goal. Partial awards are determined within similar "success bands," each representing partial achievement of targets within 10 percent bands.

Mid-Year Indicators

Most Levy investments include targets for mid-year indicators, in addition to yearlong outcomes, used to predict academic success. **This mid-year report shares data available from the first semester of the 2012-13 school year.** These data, along with a wider range of data available after the school year concludes, help determine whether Levy investments have been effective in helping students achieve academically. Specifically, data available mid-year are valuable tools that are used to:

- Track progress on indicators of school readiness, academic achievement, and high school graduation
- Determine which investments are on track to meet 2012-13 year-end outcome targets
- Make course corrections for the second semester and inform future investments
- Set ambitious yet realistic targets for the 2013-14 school year

This report discusses progress implementing the first year of the 2011 Levy, highlighting early lessons learned and course corrections identified mid-year for each investment area. Where mid-year indicators apply, charts describe performance thus far, compared to indicator targets, the district average, and the 90 to 100 percent success band (depicted as a gray "10% bar" extending below the target level).

EARLY LEARNING INVESTMENTS

Step Ahead Pre-school Programs

The Families and Education Levy provides access to quality full- and half-day pre-school to low-income three- and four-year olds by investing in Step Ahead sites — pre-school sites run by community-based organizations or the school district, located in or near elementary schools.

Step Ahead programs are required to use approved research-based curricula aligned with Seattle Public Schools curricula for grades K–3. Standards must also be aligned with K–3rd grade national, state, and local ELL standards.

Seattle Early Education Collaborative

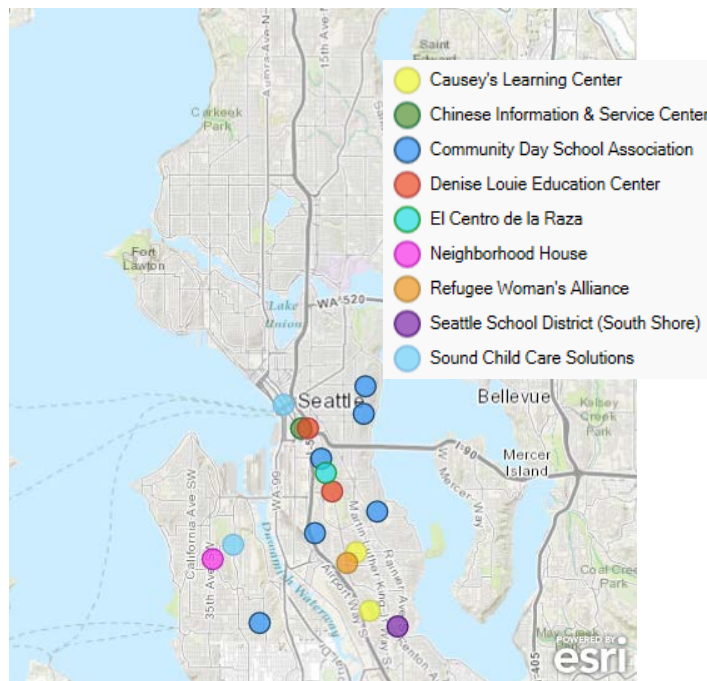
The Levy and other funding sources support the Seattle Early Education Collaborative (SEEC), a network of partners including Step Ahead providers and other early learning educators working together to increase the number of children entering school with the skills they need to succeed in kindergarten and beyond.

Professional development for early learning educators is a major emphasis of SEEC's work. Through SEEC, comprehensive and intentional training and mentoring are delivered to:

- Pre-K teachers
- Birth-to-Three Center-Based Providers at Step Ahead sites
- Family Child Care Providers
- Family, Friend, and Neighbor Providers

Step Ahead providers and other SEEC preschools analyze results from Teaching Strategies GOLD™ assessments to monitor three- and four-year olds' developmental progress and readiness for kindergarten.

Step Ahead Site Locations



Parent-Child Home Program (PCHP)

The Parent-Child Home Program is a research-based and validated early childhood literacy and school readiness program that promotes school readiness by involving children, ages two and three, in educational play during home visits. The program stresses the development of parent-child verbal interaction as an important component of early childhood cognitive and social-emotional development. In partnership with United Way, PCHP is expanding to serve 100 children each year under the 2011 Levy.

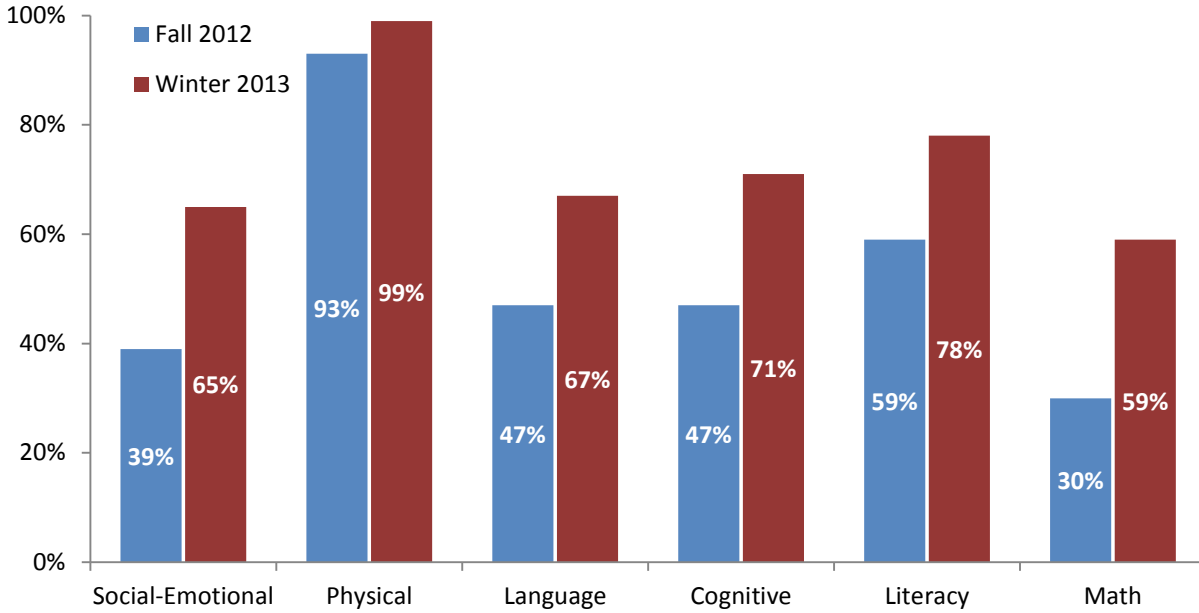
2012-13 School Year Course Corrections

The professional development strategy is being redesigned into a new Early Learning Academy (ELA) that was announced in the Mayor's 2013 State of the City address. The ELA will offer culturally relevant, evidence-based training to birth–3rd grade educators and Family, Friend and Neighbor (FFN) providers in the city of Seattle. It will use HighScope as its foundational approach and it will be integrated with early achievers, MERIT approved training, the Seattle pre-K–3rd plan, and Seattle Public Schools.

Mid-Year Progress: Teaching Strategies GOLD™ Assessment Results for Children in SEEC Pre-school–3 and Pre-K–4 Classrooms

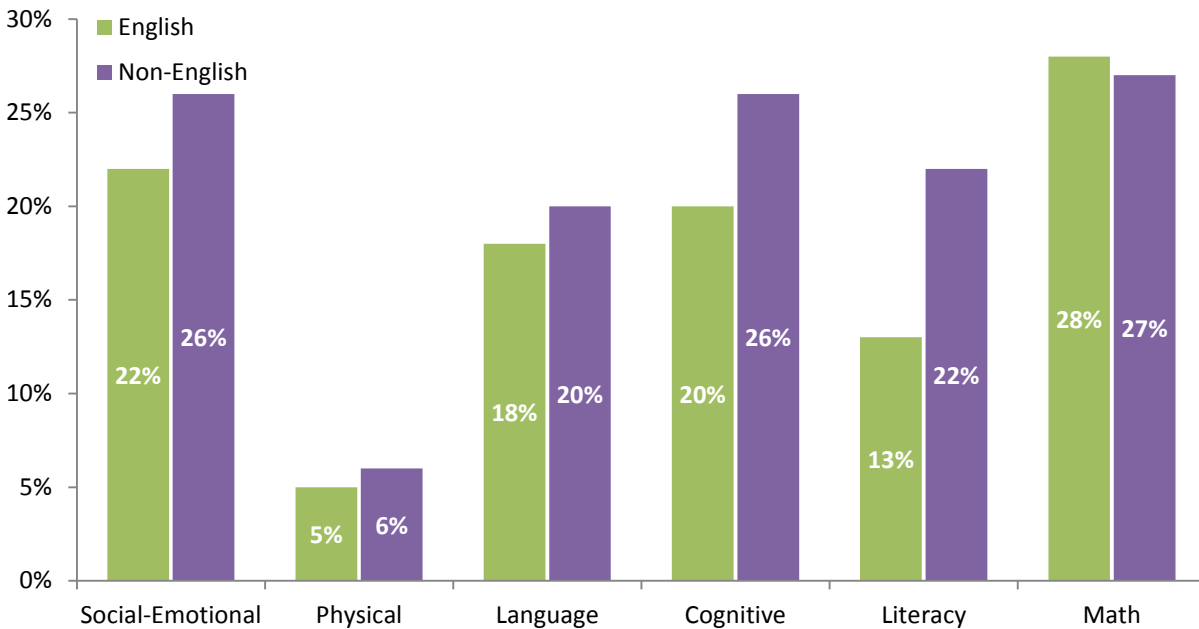
Percent of Children Meeting Age Level Expectations, by Developmental Domain

(N's range from 1,787 for fall Math to 1,894 for winter Cognitive, and vary little from fall to winter)



Increase in Percent of Children Meeting Age Level Expectations from Fall 2012 to Winter 2013, by Language

(N's for English were close to 730 for each domain in fall and winter, while the number of assessed students classified as Non-English declined from approximately 950 in fall to 850 in winter)



ELEMENTARY SCHOOL INVESTMENTS

Elementary Innovation Schools

Elementary schools are selected to become Innovation Schools through a competitive RFI process open only to SPS elementary schools serving large concentrations of struggling students and/or students at risk of falling behind.

Schools use Innovation School block grants to fund comprehensive approaches tailored by each school to meet their individual needs. Each Elementary Innovation School's plan addresses the following components:

- Pre-K–3 alignment and collaboration
- Extended in-school learning time
- Out-of-school time/expanded learning opportunities
- Social, emotional, behavioral, and family support

2012-13 Elementary Innovation Schools

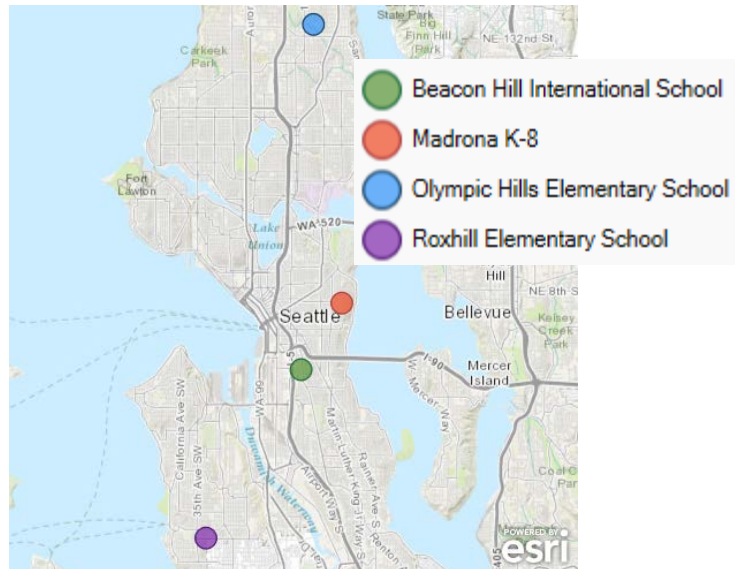
Four Elementary Innovation Schools are receiving funds during the 2012-13 school year:

- Beacon Hill International School
- Madrona K-8
- Olympic Hills Elementary School
- Roxhill Elementary School

Focus Students

- Students not meeting typical growth on MAP
- Students below or narrowly above MSP standard
- Kindergarten students entering with low WaKIDS readiness scores
- African American and Latino students
- English Language Learners

See next page for charts illustrating race/ethnicity of students in Levy-funded schools



Partner Organizations Funded in Levy Schools:

- Community Day School Association
- Children's Home Society of Washington
- City Year
- Communities in Schools
- El Centro de la Raza
- Neighborcare (via Elementary Health)
- Odessa Brown (via Elementary Health)
- Powerful Schools
- Seattle Parks and Recreation
- Sound Discipline
- Sound Mental Health
- Therapeutic Health Services
- University Tutors
- YMCA

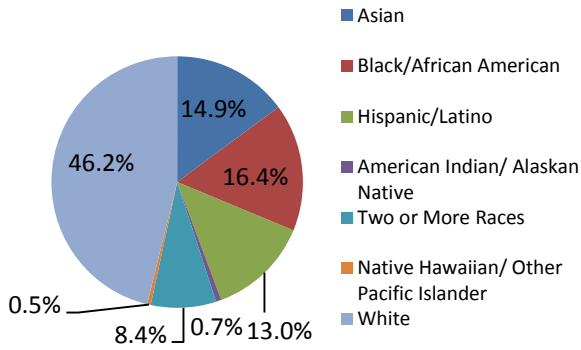
Initial Progress and Early Course Corrections

To build capacity to implement Levy-funded strategies, Elementary Innovation Schools have:

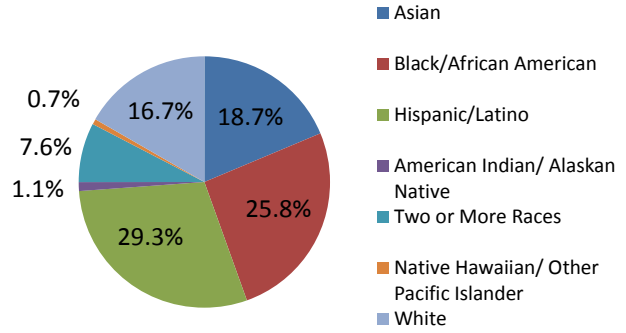
- Created standardized interim assessments that identify if students are making progress in reading and math
- Developed data tracking systems to collect and monitor student progress
- Established multidisciplinary teams to review focus student data and make course corrections
- Aligned tutoring support with curriculum and instruction provided during the school day

Race and Ethnicity of Students Attending Elementary Innovation Schools

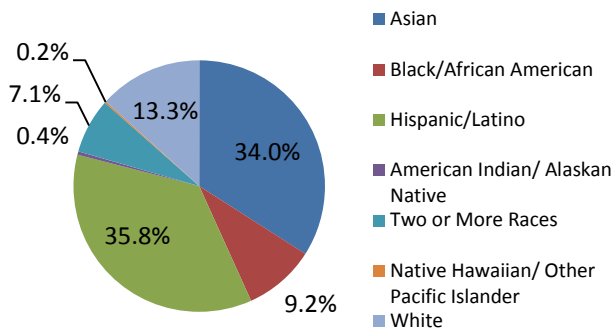
District K-5 Average



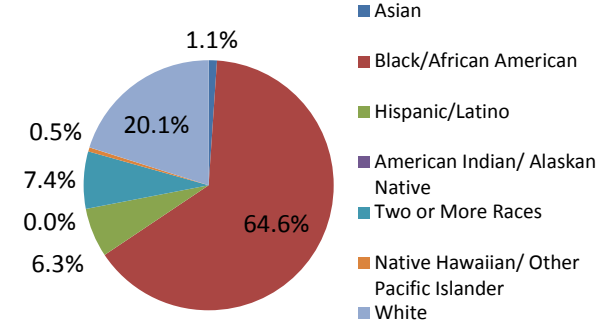
Levy K-5 Average



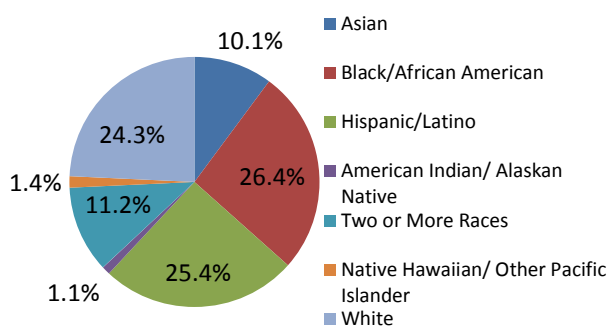
Beacon Hill Intl ES



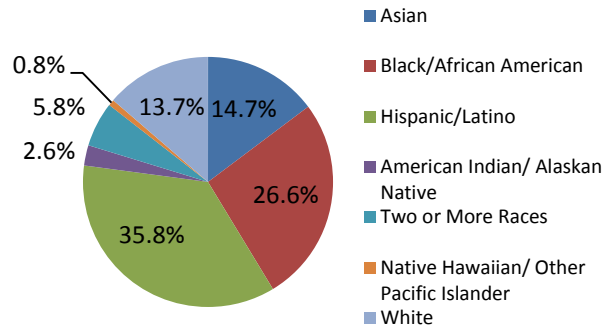
Madrona K-8 School



Olympic Hills Elementary



Roxhill Elementary

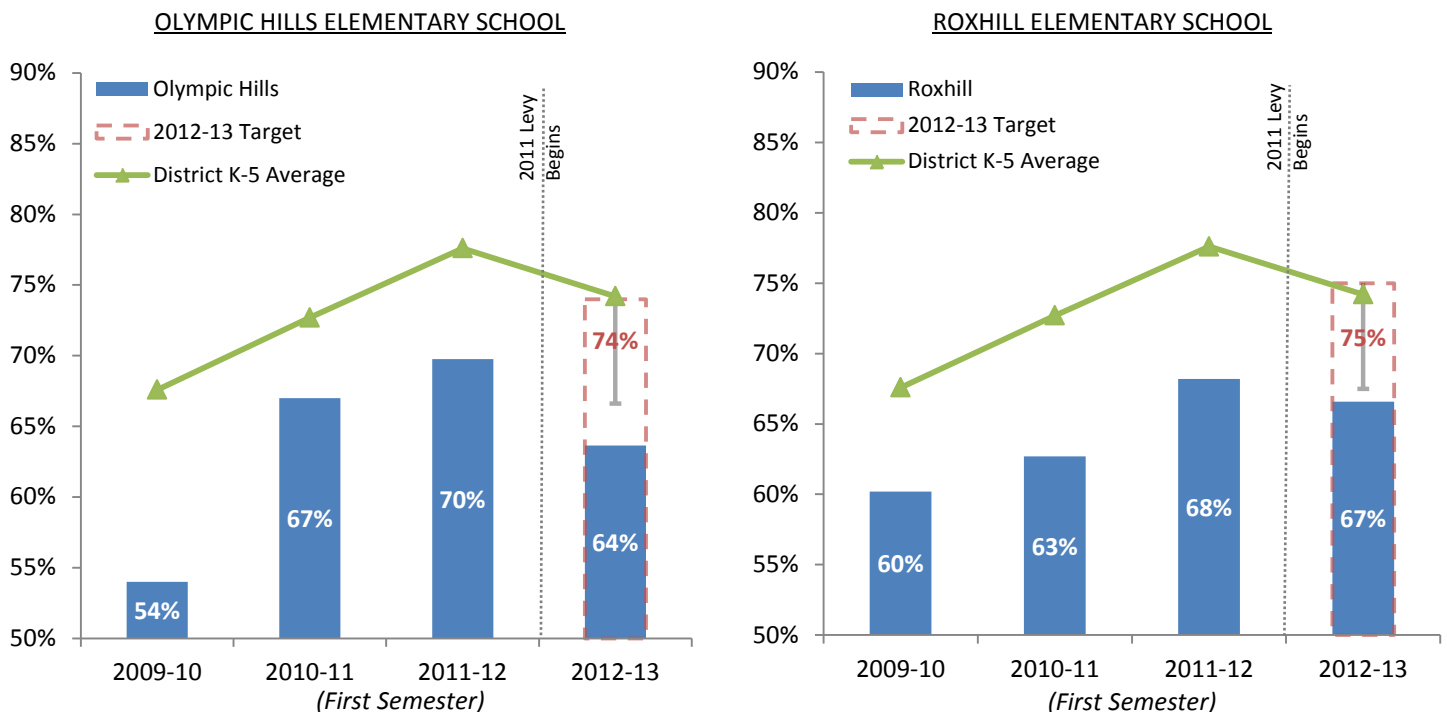
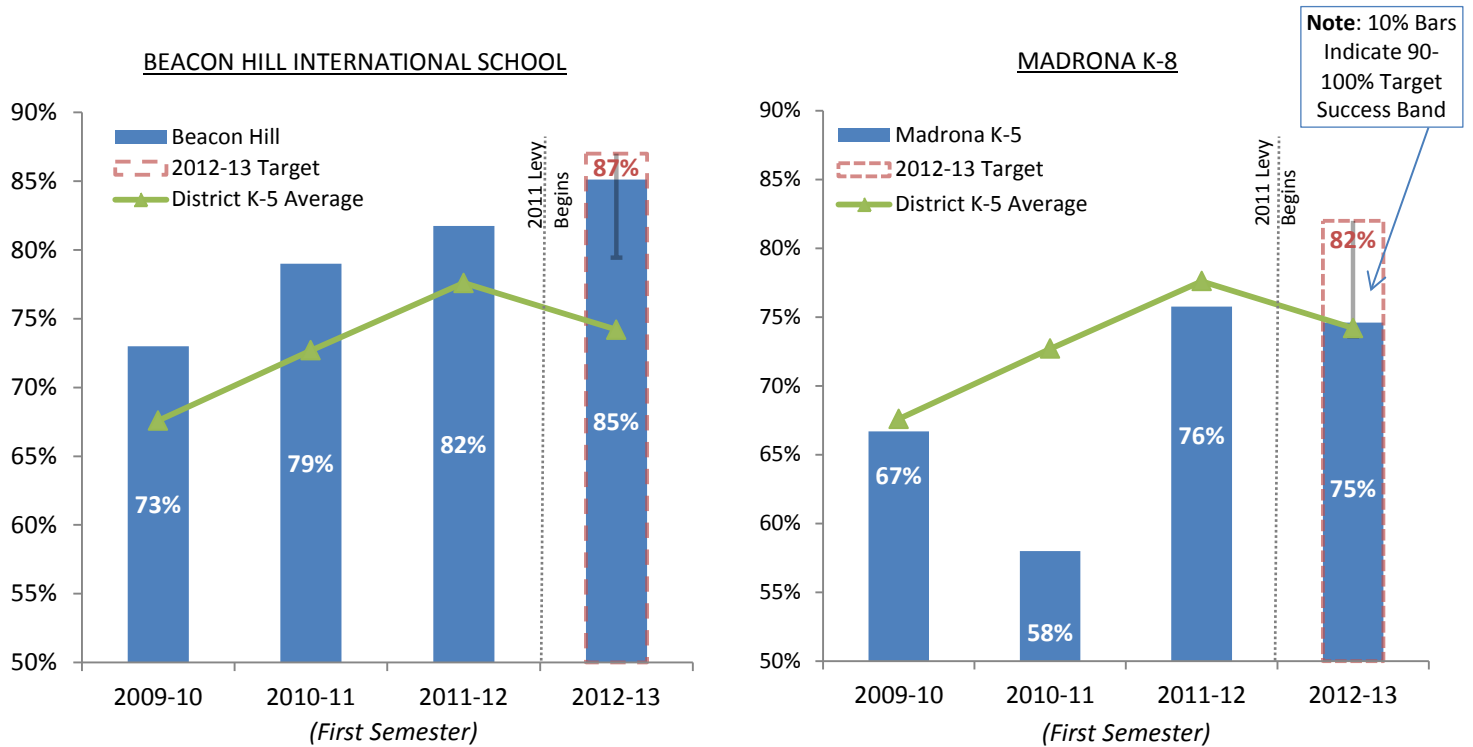


Data Source: Seattle Public Schools Demographics File for Students Enrolled in 2012-13, First Semester

Elementary Mid-Year Indicator: K–5th grade students with fewer than five absences (excused or unexcused) in the first semester

Summary: Schools meeting indicator target: 1 of 4. Schools attaining 90-100% target success band: 2 of 4. Average change from prior year: -1.25%. District change from prior year: -4%.

Course correction example: Schools have established Attendance Teams to monitor and intervene with students who have significant attendance issues.



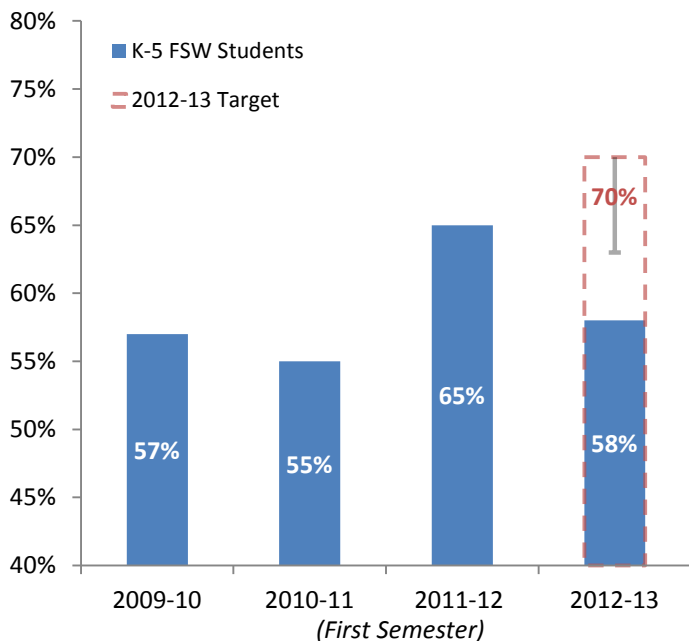
ELEMENTARY FAMILY SUPPORT WORKER PROGRAM AND COMMUNITY-BASED FAMILY SUPPORT INVESTMENTS

Mid-Year Indicator:

Students with fewer than five absences (excused or unexcused) in the first semester

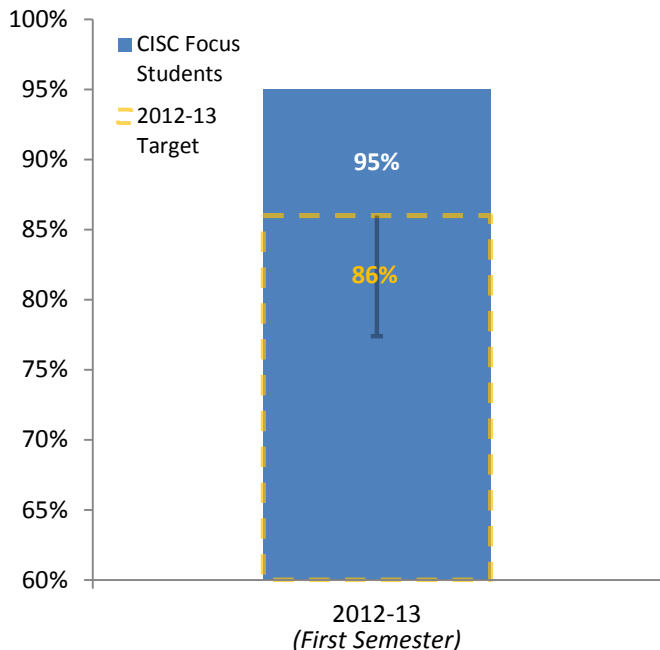
FAMILY SUPPORT PROGRAM

Focus: K–5th grade students with an FSW (780 students total)



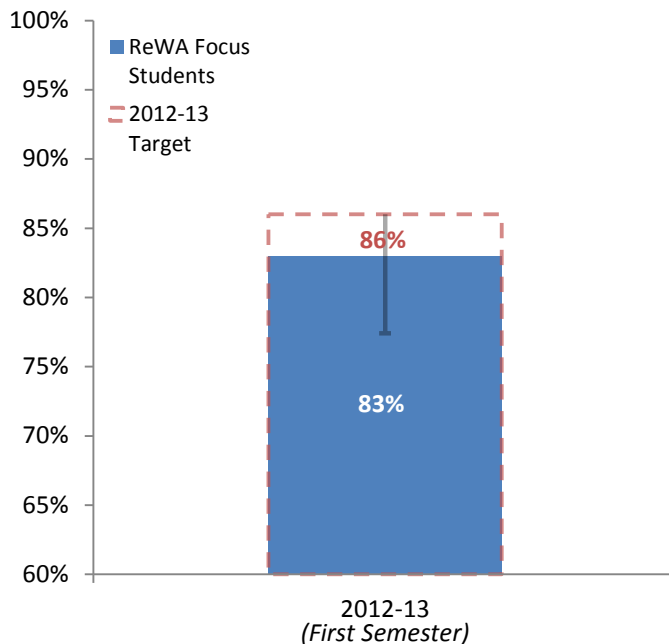
CBFS: CHINESE INFORMATION AND SERVICE CENTER

Focus: 1st–5th grade students participating in program (40 students total)



CBFS: REFUGEE WOMEN'S ALLIANCE

Focus: 1st–5th grade students participating in program (42 students total)



MIDDLE SCHOOL INVESTMENTS

Innovation and Linkage Middle Schools

The Families and Education Levy provides two tiers of investment in middle schools: all Seattle Public Schools middle schools are eligible to submit RFI proposals to become Linkage Middle Schools, while a subset of high needs schools may choose instead to apply for funding to become an Innovation Middle School.

Schools selected at the Innovation Middle School level receive larger awards and are responsible for implementing a wider array of strategies than Linkage Middle Schools.

Linkage Middle Schools pursue strategies addressing at least one of the following components which are required of all Innovation Middle Schools:

- Extended in-school learning time
- Social, emotional, behavioral, and health support
- Family involvement
- Out-of-school time programs
- College and career planning

2012-13 Innovation and Linkage Schools

Innovation Middle Schools:

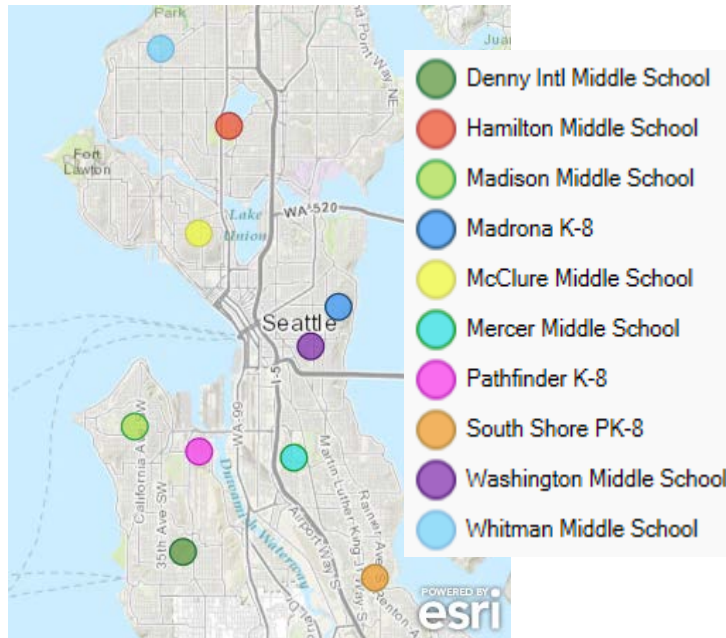
- Denny International School
- Mercer Middle School
- Washington Middle School

Linkage Middle Schools:

- Hamilton Middle School
- Madison Middle School
- Madrona K-8
- McClure Middle School
- Pathfinder K-8
- South Shore PK-8
- Whitman Middle School

Focus Students

- Students not meeting typical growth on Measures of Academic Progress (MAP)
- Students below or narrowly above state grade-level standards in math and reading
- Students failing core courses
- Students with several absences
- African American and Latino students
- English Language Learners
- Students with Individual Education Plans



Partner Organizations Funded in Levy Schools:

- College Success Foundation
- Communities in Schools
- Diplomas Now
- El Centro de la Raza
- Individual Therapeutic Counseling
- Rainier Vista Boys and Girls Club
- Seattle Parks and Recreation
- Sound Mental Health
- Technology Access Foundation
- University Tutors
- YMCA

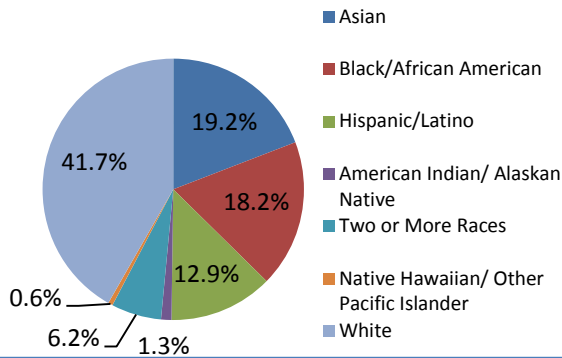
Initial Progress and Early Course Corrections

To build capacity to implement Levy-funded strategies, many Innovation and Linkage Middle Schools have:

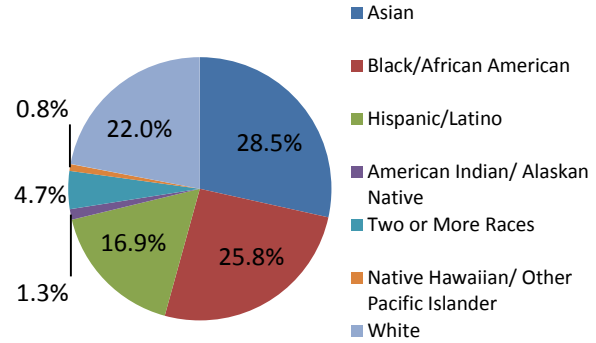
- Implemented standards-based interim assessments to measure student progress towards mastering state reading and math standards
- Developed and refined internal data tracking systems to monitor student progress and inform instruction
- Established formal meeting structures and data sharing protocols to increase collaboration between school and CBO staff
- Connected teachers with coaches to strengthen core instruction

Race and Ethnicity of Students Attending Innovation Middle Schools

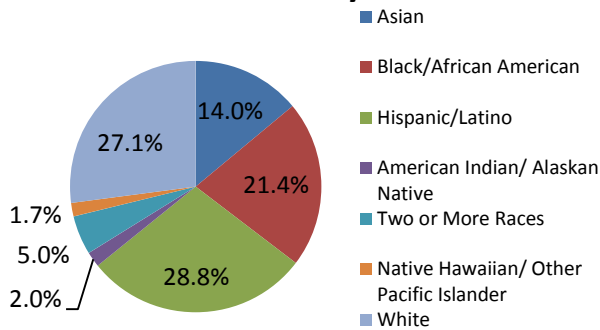
District 6-8 Average



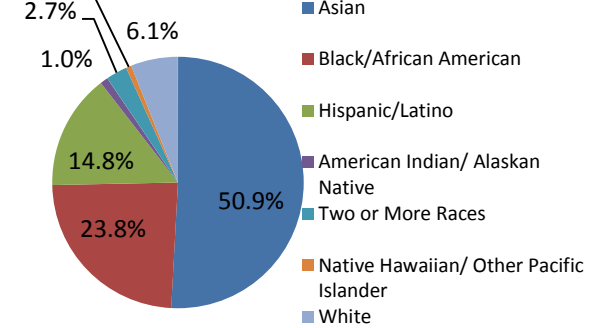
MS Innovation Average



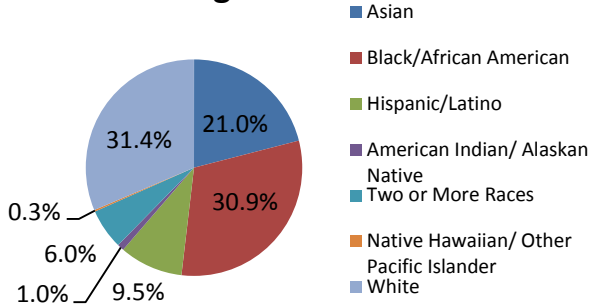
David T. Denny Intl MS



Mercer Middle School



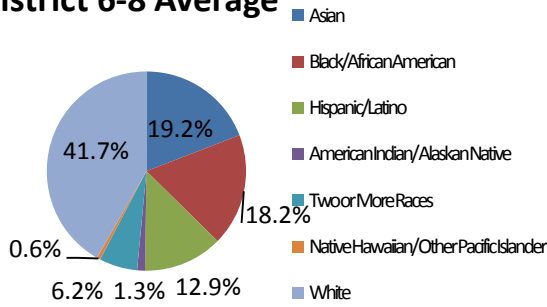
Washington Middle School



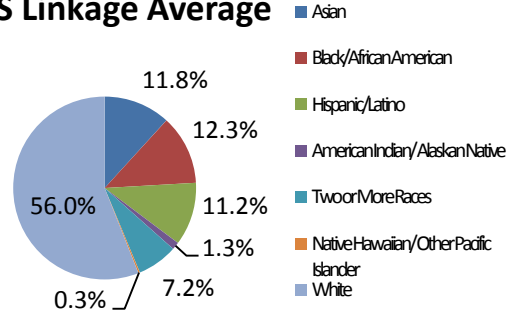
Data Source: Seattle Public Schools Demographics File for Students Enrolled in 2012-13, First Semester

Race and Ethnicity of Students Attending Linkage Middle Schools

District 6-8 Average

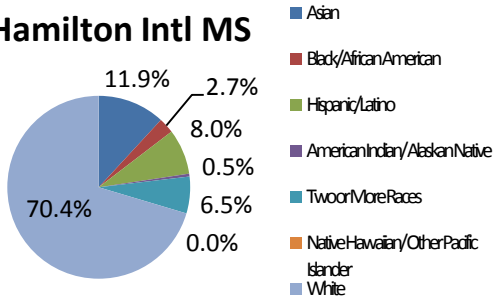


MS Linkage Average

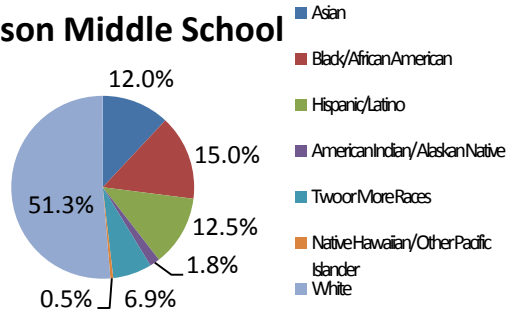


Note: Linkage Schools receive smaller awards than Innovation Schools, serving smaller groups of focus students within their schools.

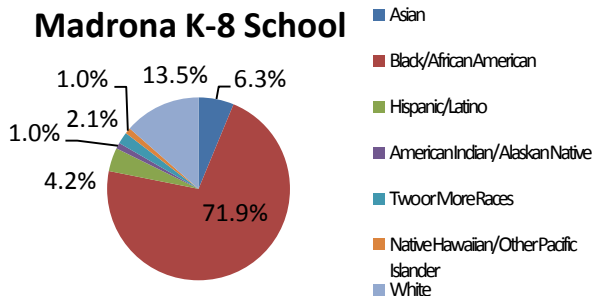
Hamilton Intl MS



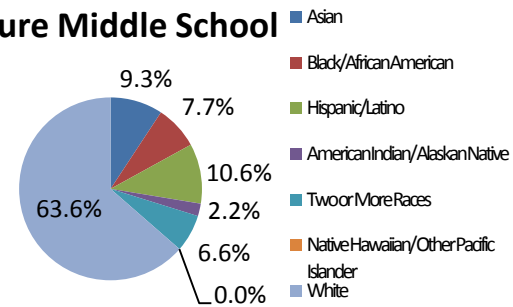
Madison Middle School



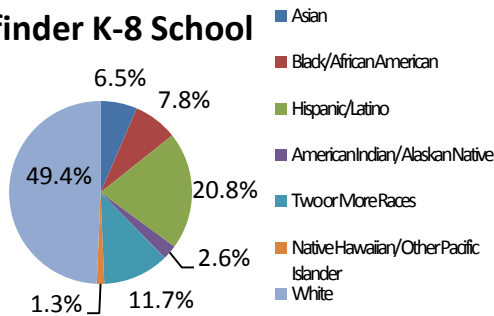
Madrona K-8 School



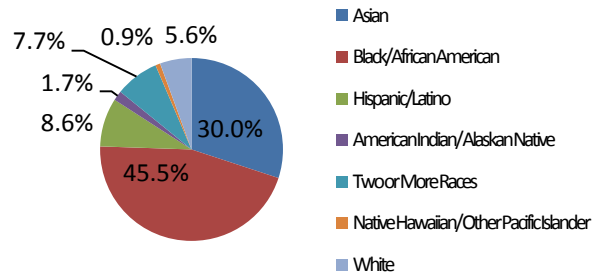
McClure Middle School



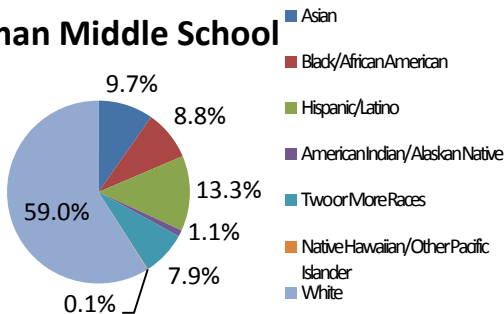
Pathfinder K-8 School



South Shore PK-8 School



Whitman Middle School

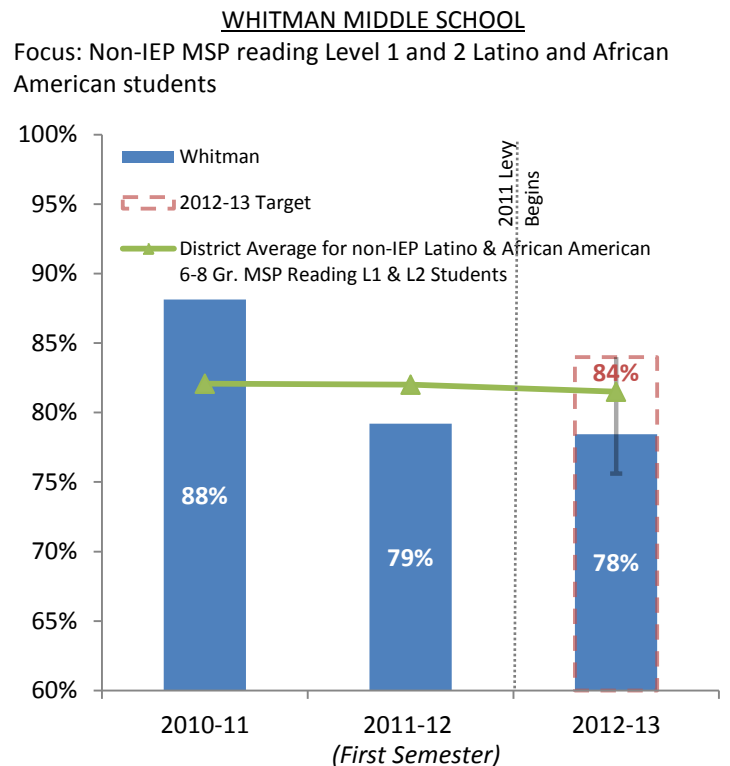
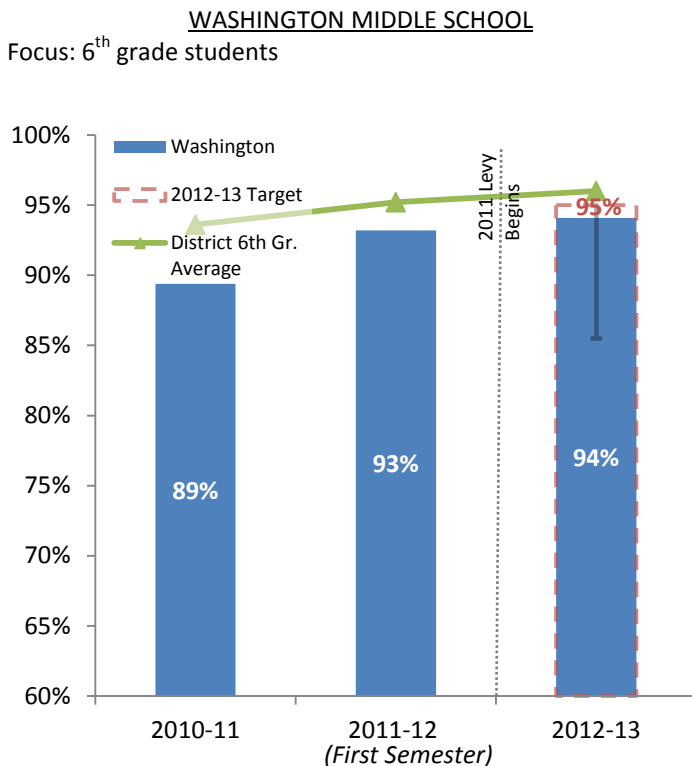
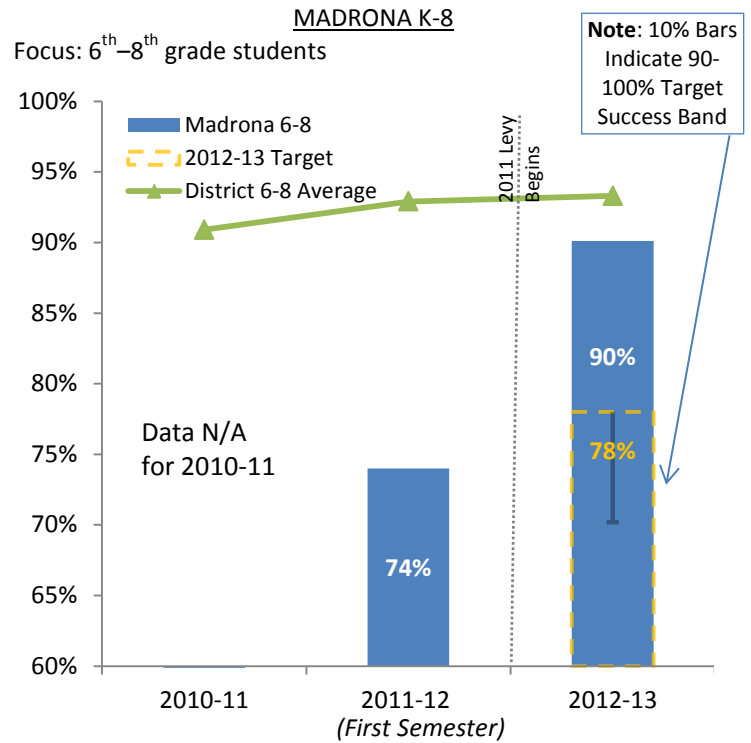
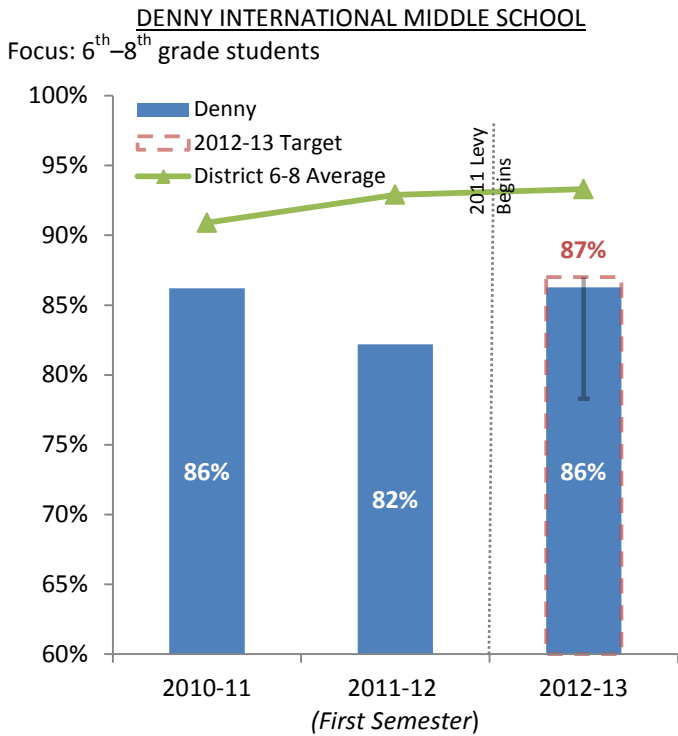


Data Source: Seattle Public Schools Demographics File for Students Enrolled in 2012-13, First Semester

Middle School Mid-Year Indicator: Students passing core courses in the first semester

Summary: Schools meeting indicator target: 1 of 4. Schools attaining 90-100% target success band: 4 of 4. Average change from prior year for schools including all 6th-8th grade students: 10%. District change from prior year for all 6th-8th grade students: 0.4%.

Course correction examples: Aligned after school instruction provided by community partners to students' core instruction to ensure a smooth continuum between during the day and afterschool academic support; implemented an off-season intramural basketball league to incentivize students to continue the high passing core courses rates observed during the basketball season.



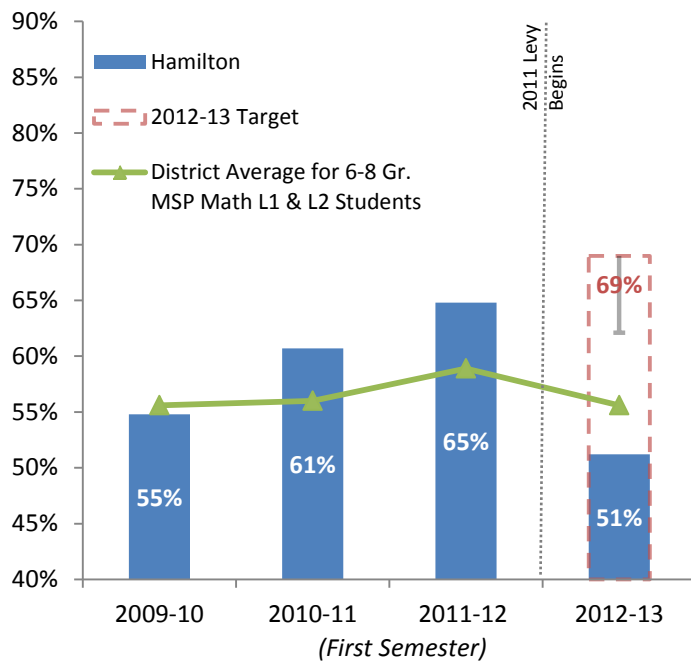
Middle School Mid-Year Indicator: Students with fewer than five absences in the first semester (excused and unexcused)

Summary: Schools meeting indicator target: 0 of 7. Schools attaining 90-100% target success band: 4 of 7. Average change from prior year for schools including all 6th-8th grade students: -4%. District change from prior year for all 6th-8th grade students: -5%.

Course correction examples: Connected at-risk students with their favorite teacher to provide mentoring support and attendance incentives; strengthened attendance tracking systems to decrease time lag between student absences and action taken.

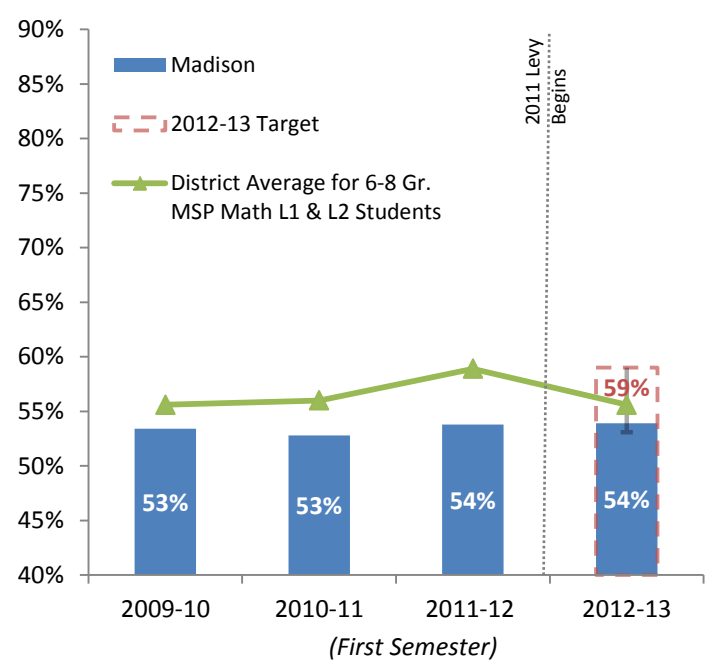
HAMILTON MIDDLE SCHOOL

Focus: MSP math Level 1 and 2 students



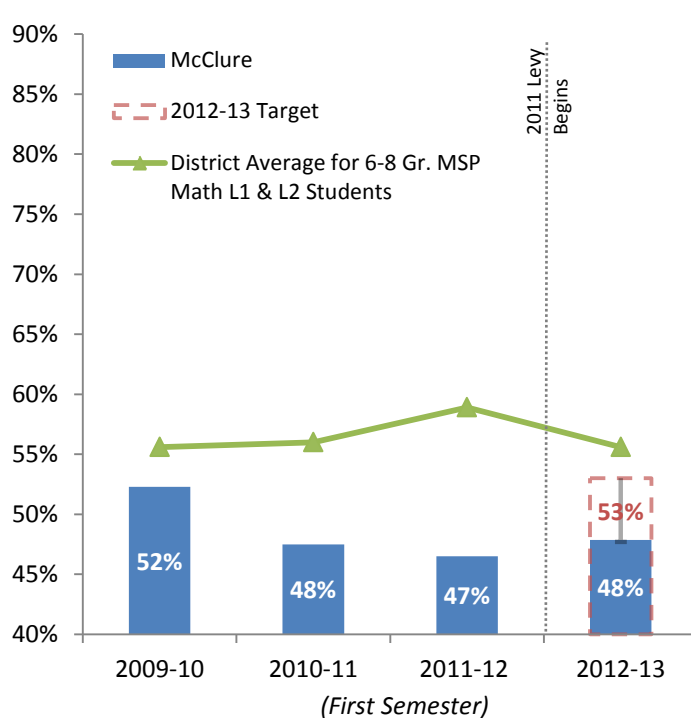
MADISON MIDDLE SCHOOL

Focus: MSP math Level 1 and 2 students



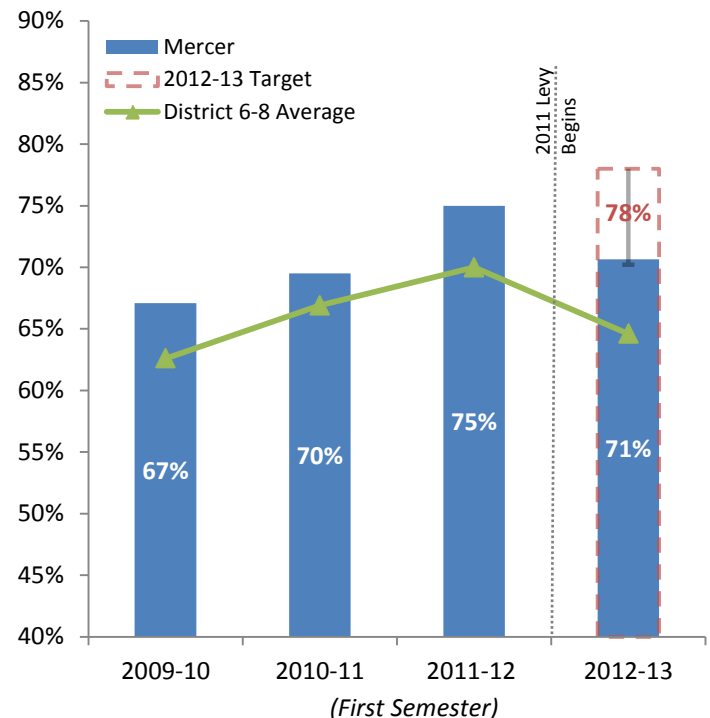
MCCLURE MIDDLE SCHOOL

Focus: MSP math Level 1 and 2 students



MERCER MIDDLE SCHOOL

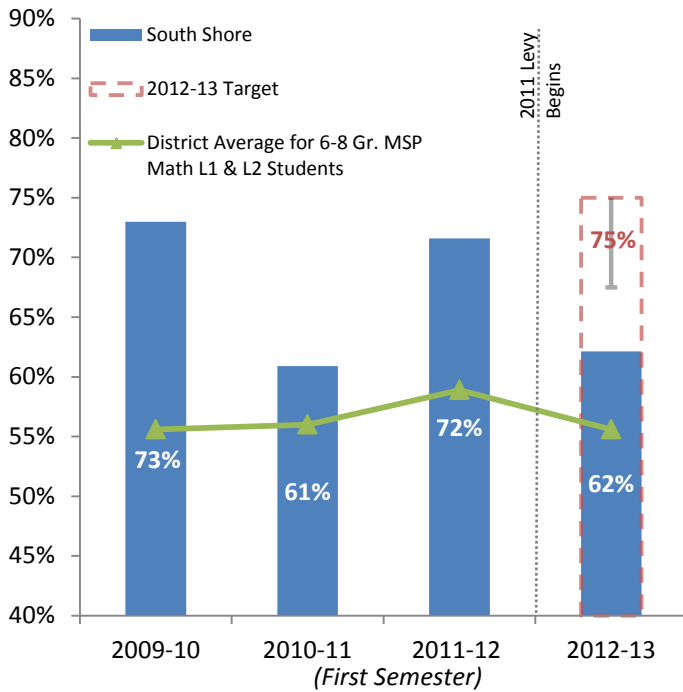
Focus: 6th-8th grade students



Middle School Mid-Year Indicator: Students with fewer than five absences in the first semester (excused and unexcused) – continued

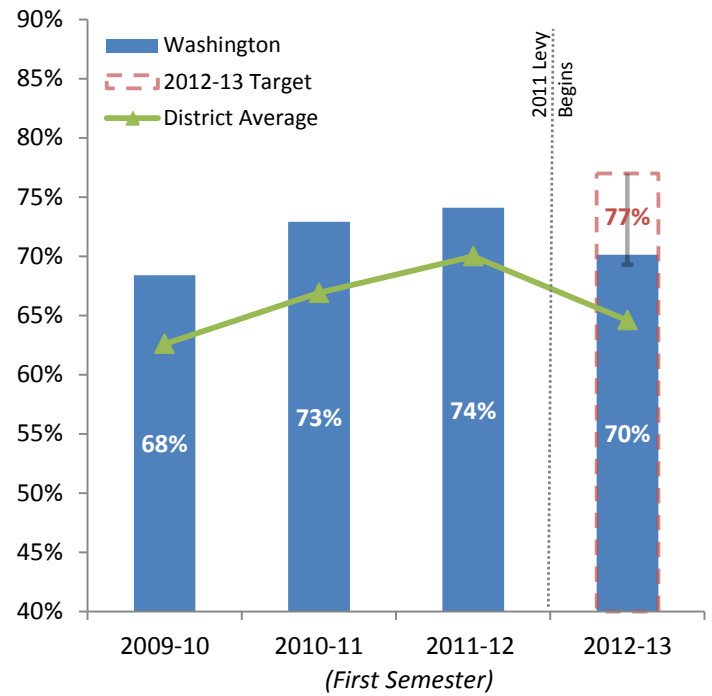
SOUTH SHORE PK-8

Focus: MSP math Level 1 and Level 2 students



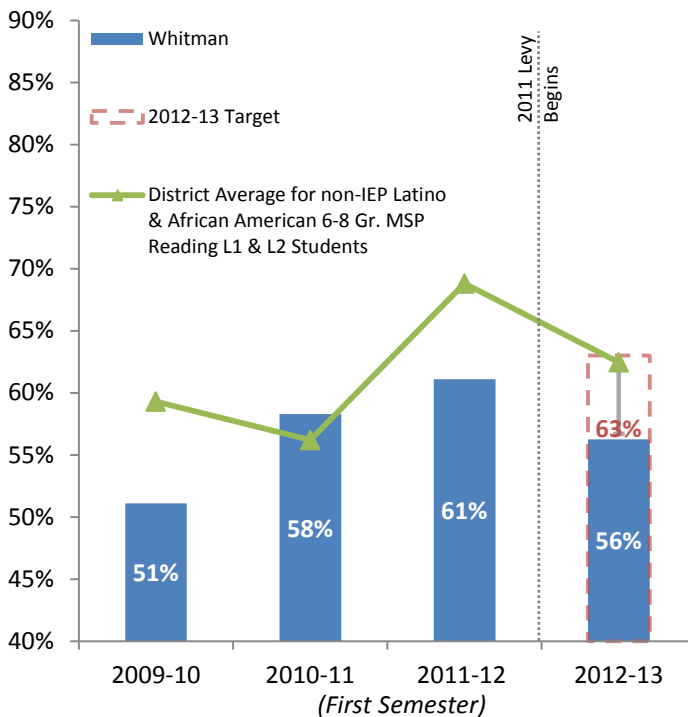
WASHINGTON MIDDLE SCHOOL

Focus: All 6th-8th grade students



WHITMAN MIDDLE SCHOOL

Focus: Non-IEP MSP reading Level 1 and Level 2 Latino and African American students



Note: Pathfinder K–8 has selected year-long measures that will be available in the 2012-13 Annual Report.

HIGH SCHOOL INVESTMENTS

Innovation High Schools

High schools serving a high proportion of high needs students are eligible to participate in the RFI process and compete for Innovation High School awards.

Innovation High Schools focus their efforts on 9th grade students, using Levy funds to implement strategies in the following component areas:

- 8th to 9th grade transition
- Extended in-school learning time
- Social, emotional, and behavioral and health support
- Family involvement
- College and career readiness

2012-13 Innovation High Schools

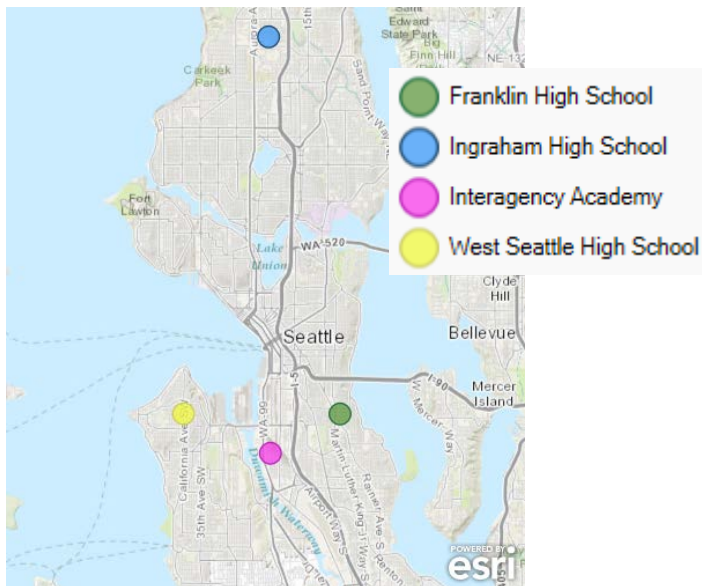
Innovation High Schools:

- Franklin High School
- Ingraham High School
- Interagency Academy
- West Seattle High School

Focus Students

- Students entering high school behind in math or reading on MAP or MSP
- Students at risk for failing courses
- Students with several absences during 8th grade
- English Language Learners
- Students beginning the school year with fewer than six credits (Interagency)

See next page for charts illustrating race/ethnicity of students in Levy-funded schools



Interagency Academy encompasses multiple sites not shown on map

Partner Organizations Funded in Levy Schools:

- Asian Counseling & Referral Service
- El Centro de la Raza
- Making Connections
- University Tutors
- YMCA
- Youth Care

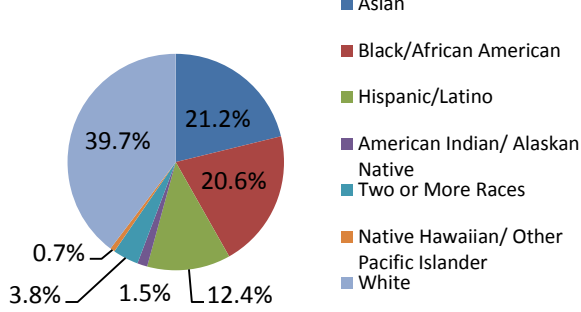
Initial Progress and Early Course Corrections

To build capacity to implement Levy-funded strategies, Innovation High Schools have:

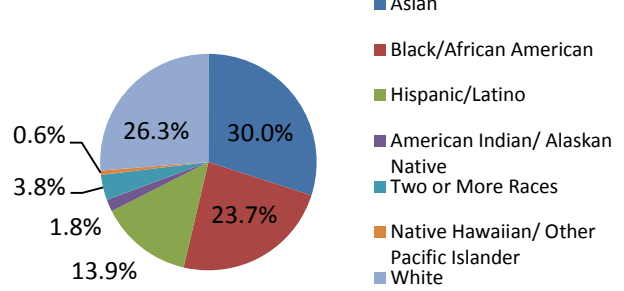
- Connected at-risk students with a Case Manager to closely track students' progress towards goals and connect them with additional academic and social/emotional supports
- Refined data tracking systems to collect and monitor student progress
- Established multidisciplinary teams to review focus student data and make course corrections
- Increased access to academic tutoring afterschool and on weekends

Race and Ethnicity of Students Attending Innovation High Schools

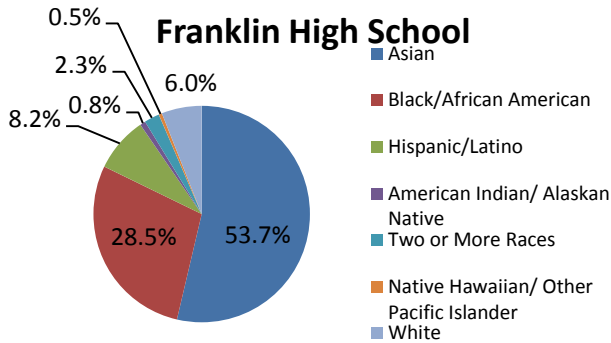
District 9-12 Average



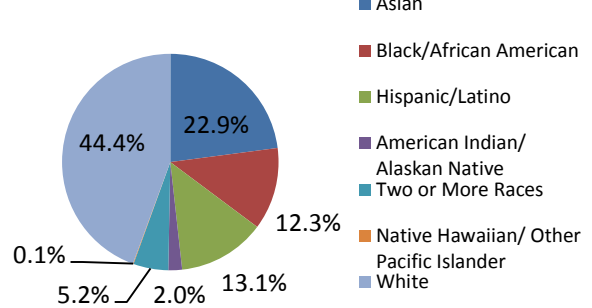
Levy 9-12 Average



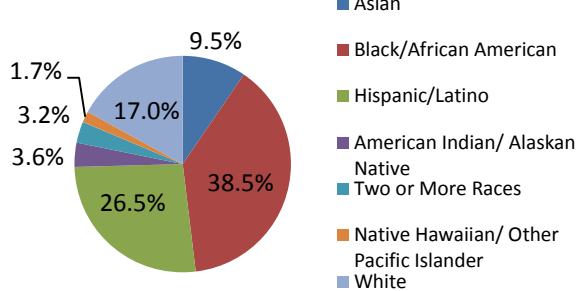
Franklin High School



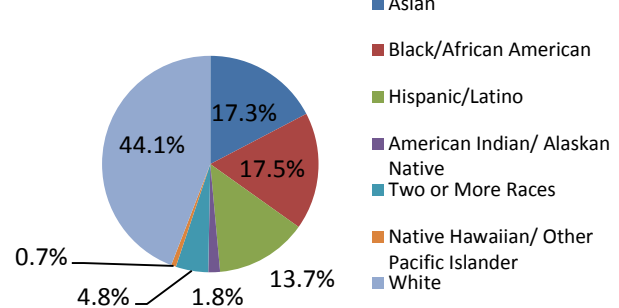
Ingraham High School



Interagency Programs



West Seattle High School

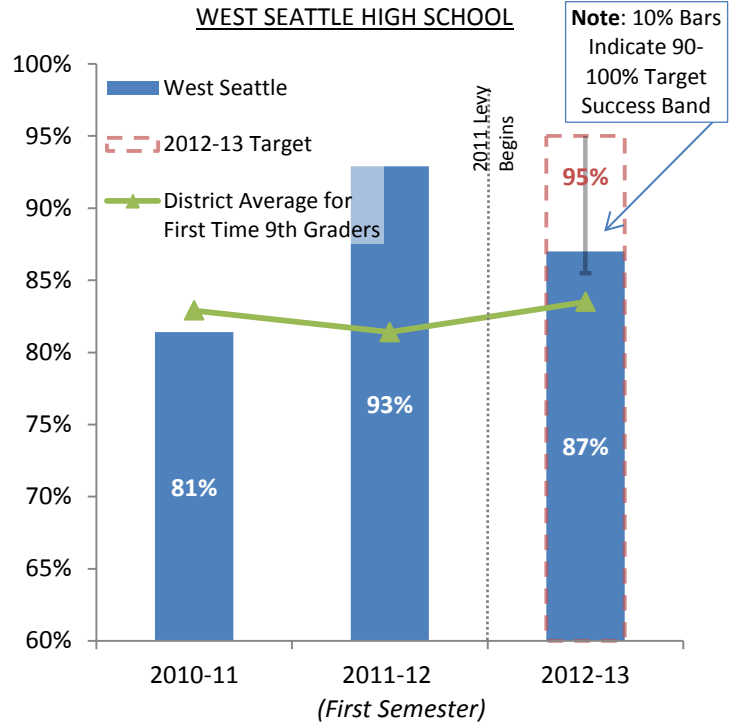
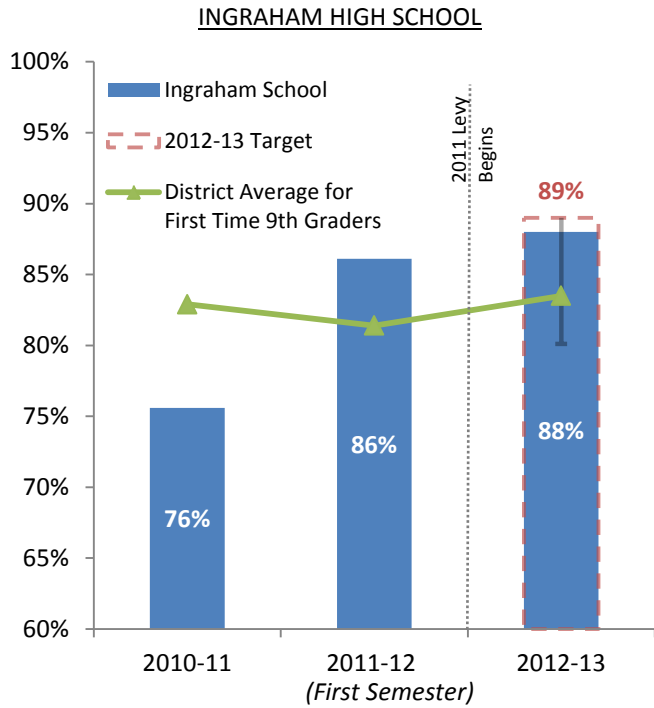


Data Source: Seattle Public Schools Demographics File for Students Enrolled in 2012-13, First Semester

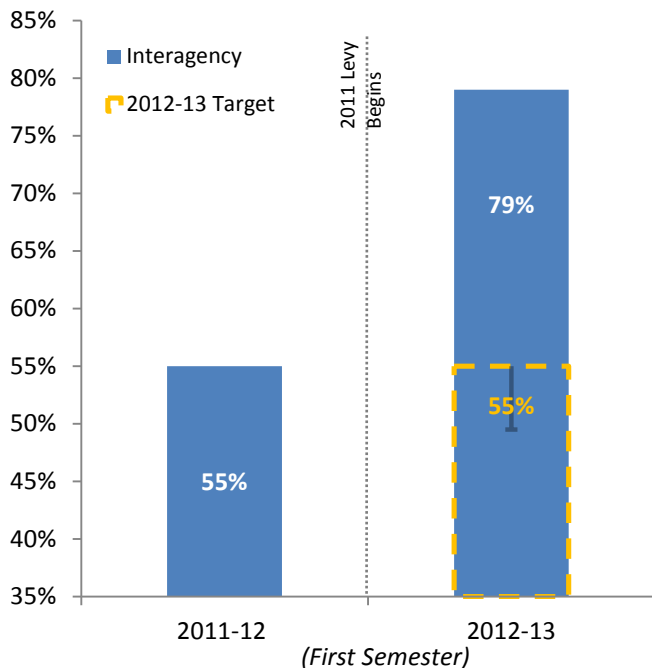
High School Mid-Year Indicator: First-time 9th graders passing core courses during first semester

Summary: Schools meeting indicator target: 1 of 3 (incl. Interagency). Schools attaining 90-100% target success band: 3 of 3. Average change from prior year for Ingraham and West Seattle: -2%. District change from prior year for all first-time 9th grade students: 4%.

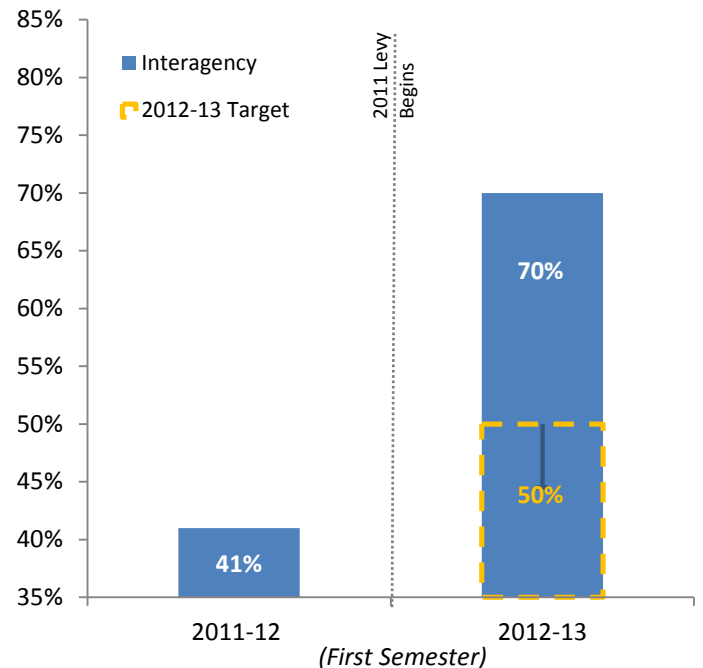
Course correction examples: Allowed students to receive a temporary “Incomplete” grade at the end of the semester and then complete missing assignments to earn a passing final grade; produced unique tracking sheets for students to use at the end of the term to identify, prioritize, and ultimately monitor completion of missing assignments.



INTERAGENCY ACADEMY
Unique Indicator for Interagency: Percent of all 9th graders passing math courses first semester



INTERAGENCY ACADEMY
Unique Indicator for Interagency: Percent of all 9th graders passing English language arts courses first semester

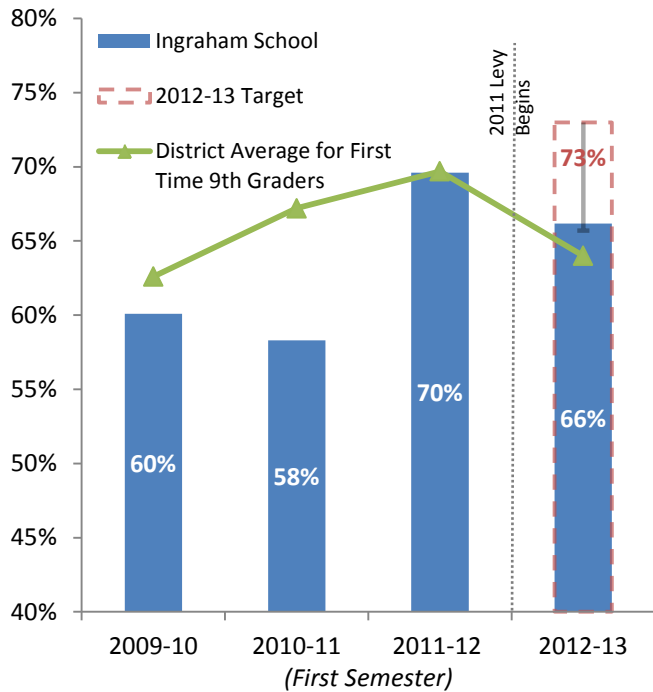


High School Mid-Year Indicator: First-time 9th graders absent fewer than five days in first semester (excused and unexcused)

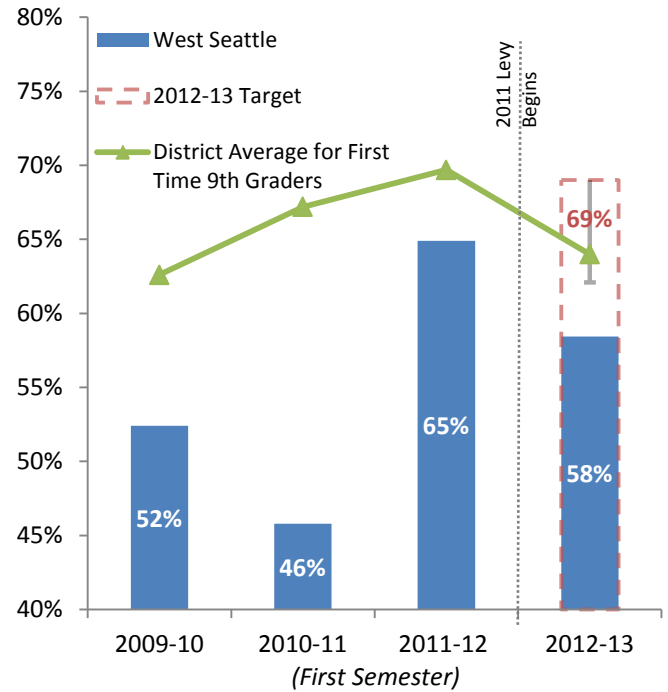
Summary: Schools meeting indicator target: 0 out of 3 (incl. Interagency). Schools attaining 90-100% target success band: 1 of 3. Average change from prior year for Ingraham and West Seattle: -5.5%. District change from prior year for all first-time 9th grade students: -6%.

Course correction examples: Connected at-risk students with social/emotional supports to address underlying issues affecting poor attendance as quickly as possible; created grade level competitions for highest attendance rate.

INGRAHAM HIGH SCHOOL

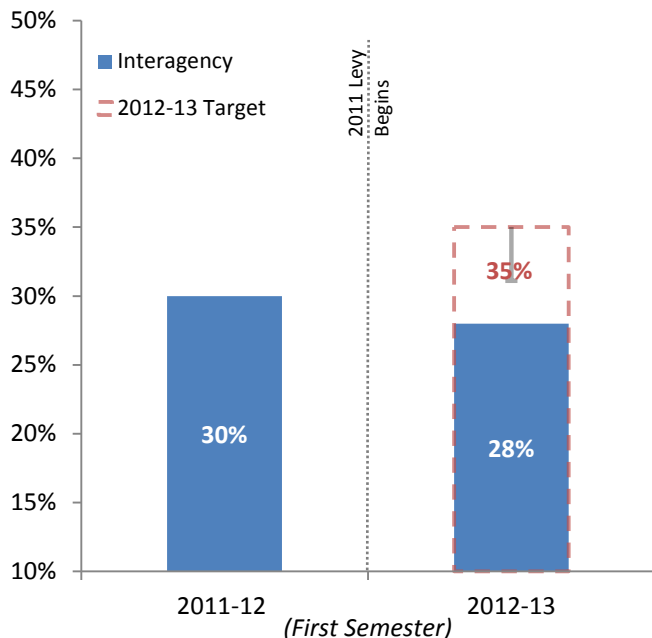


WEST SEATTLE HIGH SCHOOL



INTERAGENCY ACADEMY

Unique Indicator for Interagency: Percent of all 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the first semester



Note: Franklin High School has selected year-long measures that will be available in the 2012-13 Annual Report.

STUDENT HEALTH INVESTMENTS

School-Based Health Centers

The 2011 Levy recognizes the contribution student physical and mental health make to academic success by continuing the Levy's support of School-Based Health Centers (SBHCs) in all of the school district's comprehensive high schools, and expanding to five middle schools and Seattle World School/Nova.

These SBHCs are sponsored by local healthcare organizations to provide care ranging from immunization compliance for all students to screenings, assessments, and interventions that focus on students who are academically at risk.

Initial Progress and Early Course Corrections

SBHC sponsors submitted investment plans in June 2012. These plans included program enhancements and new strategies under their continuing partnership, collaboration with other Levy-funded strategies, coordination with schools to identify and address the academic and health needs of the Levy's priority students and new academically oriented performance targets.

Public Health – Seattle & King County staff visited each site, reviewed plans, and provided technical assistance to help sponsors articulate and describe the work they are already doing. During these site visits and follow-up visits in January and February 2013, the following highlights emerged:

- Good collaboration between school nurses and SBHC staff, especially around immunizations, Strength and Difficulty Questionnaires and case management
- Innovative and effective group therapy occurring at all schools where scheduling allows
- Coordinated and thorough outreach and engagement with school staff, students and families to encourage students to utilize services
- Successful achievement of the difficult balance of being well integrated into the fabric of the school while observing laws governing information sharing.

Elementary Health Services

Health services at elementary school sites are a new focus for funding under the 2011 Levy. The following community health organizations are partnering with elementary schools that include populations with low academic performance coupled with inequities in health access and outcomes:

- Neighborcare (Highland Park and Roxhill Elementary Schools)
- Odessa Brown (Madrona Elementary School and Beacon Hill International School)

Initial Progress and Early Course Corrections

The first year for this new elementary health investment, 2012-13, has been a development year centered on building relationships with school staff and parents, and establishing core services in mental health and medical care.

Each site has a medical provider and mental health counselor on site for limited hours each week, and each has begun successfully treating students for a variety of needs. These services provide access to care for families and keep kids needing health care close to school so that they can quickly get back to learning.

Student Health Mid-Year Progress

The following figures indicator progress toward achieving end-of-year targets for student health investments. Counts below include data through January 31, 2013 (end of the first semester).

How to read the chart below: Figures to the right of the target indicate goal has already been met or surpassed, and figures shown to the left indicate progress towards year-end goal.

School-Based Health Centers Only

Targets



Elementary, middle, and high school students receiving primary care

4,331 **5,500**

High-risk elementary, middle, and high school students identified and served through more intensive SBHC interventions that support academic achievement

791 **900**

School Health Services Only

Targets



Students brought into compliance with required childhood immunizations

7,000 7,436

Students screened for behavioral risk factors

900 1,744

How to read the chart below: Figures to the right of the target indicate first semester performance is on track to meet or exceed the yearlong goal, and figures shown to the left indicate first semester performance below the yearlong goal. Lines below the numbers represent the range of 90 to 110% of the target.

SBHC* and School Health Services Combined

Targets



Middle school students served by school-based health centers and/or health support services passing all classes

85% 88% (*1st Semester actual*)



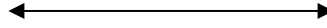
High school students served by school-based health centers and/or health support services passing all classes

73% 78% (*1st Semester actual*)



Middle school students with fewer than 10 absences per year

56% 58% (*fewer than 5 absences in 1st sem.*)



High school students with fewer than 10 absences per year
(*fewer than 5 absences in 1st sem.*) 47% **48%**



*SBHC counts do not include elementary students

GLOSSARY OF COMMONLY USED TERMS AND ACRONYMS

ECEAP - The Early Childhood Education and Assistance Program (ECEAP), funded through the State of Washington's Department of Early Learning and the City of Seattle, offers free preschool services for eligible three- and four-year-olds and their families.

ELL - English language learner is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

FEL – The Families and Education Levy is a dedicated property tax approved by Seattle voters to help prepare children to be ready for school, improve academic achievement and reduce disproportionality, and help students complete school. Emphasis is placed on serving struggling students and schools that have traditionally underperformed.

FFN – Family, Friend & Neighbor Care is the most common type of child care for infants and toddlers, and for school-age children before and after school. Providers include grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families take care of their kids on an informal basis. FFN providers are unlicensed and not regulated by the state, although some FFN providers can receive child care subsidies for the care they provide.

LOC – The Levy Oversight Committee is the 12-person committee established in the 2004 Families and Education Levy to advise on the use of Levy funds and the implementation of specific programs.

LPC - The Levy Planning Committee was established by a City Council Resolution to help plan for the reauthorization of the FEL in 2011. The LPC includes the original 12 member LOC with 12 additional citizen members.

MAP - Measures of Academic Progress is an assessment system used by SPS to determine a student's progress during the year, and across years, in reading and math. MAP measures the student's growth from a fall baseline to winter and spring.

MSP – Measurements of Student Progress is used in Washington State in grades 3-8 to determine whether students are meeting grade level standards. These tests replace the Washington Assessment of Student Learning (WASL).

OFE – The Office for Education was originally established in the 1990 Families and Education Levy to manage and report on the use of Levy funds and outcomes achieved by Levy investments.

OSPI – The Office of the Superintendent of Public Instruction is the primary agency charged with overseeing K-12 public education in Washington State.

SEEC – The Seattle Early Education Collaborative (SEEC) is a community collaborative of stakeholders and partners working together to create a shared vision for early learning in Seattle and to achieve greater gains for children. The stakeholders and partners include Step Ahead and ECEAP programs and Head Start grantees. SEEC has three working groups focusing on assessment and accountability, professional development, and transitions.

SPS - Seattle Public Schools

SBHC – School-Based Health Centers are funded by the FEL in all ten comprehensive high schools and four middle schools to promote physical and mental health. Services provided by SBHCs include comprehensive primary health care, including both medical and mental health care, for adolescent students; screenings, health assessments, and interventions that focus on students who are academically at risk; integrating risk prevention strategies into primary health care, emphasizing mental and behavioral health interventions; helping students manage chronic conditions; and addressing high-risk behaviors most common among adolescents.

Teaching Strategies GOLD™ (also, TSG or TS GOLD) – An observation-based assessment system used to document children’s development from birth through kindergarten and beyond. Teaching Strategies GOLD is being incorporated into the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program.