

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

2023 Retreat
Thursday, April 27, 2023

MEETING MINUTES

I. Call to Order

Director Chappelle called the meeting to order at 9:35 a.m.

II. Attendees

Members Present: Donald Felder, Marques Gittens, Ted Howard (on behalf of Superintendent Dr. Brent Jones), Kateri Joe, Jennifer Matter, Melody Mcmillan (on behalf of Chancellor Rosie Rimando-Chareunsap), Councilmember Tammy Morales, Erin Okuno, Manuela Slye, Vivian Song-Martinez, Christa Valles (on behalf of Mayor Harrell), Kimberly Walker-Harrison

Others Present: Chris Alejano (DEEL), Holly Campbell (DEEL), Dr. Dwane Chappelle (DEEL), Jemini Davis (DEEL), Leilani Dela Cruz (DEEL), Dr. Ismael Fajardo (DEEL), Dr. Ciera Graham (DEEL), Kamaria Hightower (DEEL), Sage Leibenson (DEEL), Dr. Brittany Ota-Malloy (DEEL), Dr. Hoang Ngo (DEEL), Taylor Oden (DEEL), Alex Rouse (City Budget Office), Jonathan Swift (DEEL), Mei-Li Thomas (DEEL), Annia Yoshizumi (DEEL), Jasmine Marwaha (Council Central Staff), Imani Carey (Council Staff)

III. Business Items

FEPP Year 3 Report

Presenters:

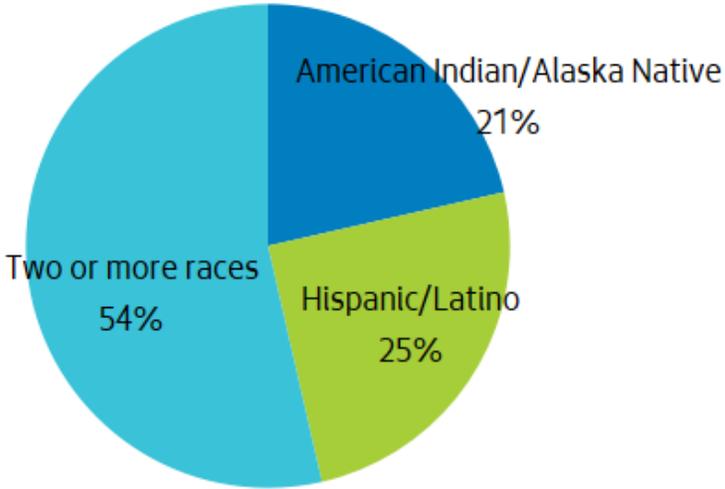
Dr. Ismael Fajardo, Director of Strategy and Innovation

| Review & Advise | Recommend | Vote | Advocate |
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- Director Chappelle briefly opened the retreat with welcoming remarks and an icebreaker lead by Leilani Dela Cruz
- Dr. Fajardo leads the discussion on the programmatic and budgetary updates of FEPP investments for the 2021-2022 program year.
- LOC members were engaged in divisional refreshers for the Seattle Preschool Program, K-12 School-Based Investment, and Postsecondary FEPP investments.

*Discussion Summary**

| Speaker Initials | Question/Comment |
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| CMM | Q: How is English Language Learner determined? |

| | <p>HC - ELL is based on SPS's identification when the student enters kindergarten. At enrollment, families are asked the child's primary language, as well as what language is spoken at home. If they respond with a non-English language for either answer, they given an English language placement survey. Over 80% of 2022-23 SPS kindergarteners with a non-English home or primary language were determined to be English Language Learners.</p> <p>Description of process here.</p> | | | | | | | | |
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| KJ | <p>Q: Please clarify how two or more races are designated? How does this affect Native American identification?</p> <p>HC - In alignment with federal government guidelines, any time a family shares more than one racial identity, they are categorized as Hispanic/ Latino (if one of the identities was Hispanic or Latino) or Two or More Races (if not). This grouping system under-identifies Native American students in "top line" analyses, but they can be de-aggregated as needed.</p> <p>For instance, in 21-22, only 12 children were identified as only Native American/ Alaska Native. However, there were a total of 56 children listing Native American/ Alaska Native as one of their identities.</p>  <table border="1"> <caption>Racial Identification Data</caption> <thead> <tr> <th>Race</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Two or more races</td> <td>54%</td> </tr> <tr> <td>American Indian/Alaska Native</td> <td>21%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>25%</td> </tr> </tbody> </table> | Race | Percentage | Two or more races | 54% | American Indian/Alaska Native | 21% | Hispanic/Latino | 25% |
| Race | Percentage | | | | | | | | |
| Two or more races | 54% | | | | | | | | |
| American Indian/Alaska Native | 21% | | | | | | | | |
| Hispanic/Latino | 25% | | | | | | | | |
| DF | <p>Q: Is there data that shows that if a student shows improvement in Kindergarten that improvement continues through the student's academic journey?</p> <p>A: That is a longitudinal study that DEEL is still looking into.</p> | | | | | | | | |

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| EO | <p>Q: Now that we have a full cohort of FEPP-invested students graduating elementary what are the results? Especially for those graduating 3rd grade.</p> <p>A: DEEL is looking into that data now.</p> |
| MS | <p>Q: Is the (State) test score the only metric of success/improvement?</p> <p>IF - A: The current evaluation is a mixed method evaluation will have more on what it means to be kindergarten ready, not just WAKIDS</p> |
| KJ & TH | <p>Q: When registering for preschool, are families provided the 506 form to determine Native American racial identification?</p> <p>A: No, not as a standard practice.</p> <p>Q: Is the 506 form available in both digital and hard copy?</p> <p>A: Yes</p> <p>Q: How are families informed about the 506 form?</p> <p>A: Information is sent to the families asking them to identify. The caveat is racial designation is assigned by the identification of the race of Head of Household</p> |
| CMM | <p>Q: Due to the fact that many students were home during the 20-21 school year, is the current baseline for evaluation of progress constant?</p> <p>A: DEEL's recommendation is to make the 2018 school year the baseline and this was done for the 2023 Annual Retreat Data Walks for K-12 SBI progress tracking.</p> |
| VSM | <p>Q: Was there a time delay in state tests by grade?</p> <p>A: Yes, 4th graders took the 3rd grade test</p> |
| EO | <p>Q: Did the monetary allotment [to schools?] change with fewer students to serve?</p> <p>A: No, not for DEEL investments</p> |
| CMM | <p>Q: What is being done to locate the thousands of students that have disappeared from the school system? What is being done to get them back into schools?</p> <p>A: The District is taking a multi-pronged approach noting that there are multiple factors contributing to the missing students. The largest affected group are elementary grade students. Factors such as housing, migration, lower birth rates, and families' choice to keep students out of school are all factors. The District is taking a Look, Listen, and Learn approach to understand all these factors</p> |
| MS | <p>Q: How is "completion" (of the Promise Program) determined?</p> <p>A: By the obtaining of a degree or 90 credit hours at the time of transfer</p> |
| DF | <p>Q: While the data shows student improvement, what is DEEL doing about the BIPOC students that are still struggling?</p> |

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| | A: While the District is working to de-privatize supports, it is still currently on a by-building basis based on site-level supports. The District has not been able to move beyond cultural impact and has several strategies in place. DEEL encourages LOC members to attend Office Hours with Dir. Chappelle to learn more about how the strategic advisors are working with their locations. |
| EO | Statement: It is good to see Native American designations and disaggregated Asian racial data. It is recommended that DEEL consider adopting how the Seattle Colleges disaggregate this racial data. Response: DEEL is working with SPS to get more detailed racial data |

Data Walks and Reflection Summary

K-12 School-Based Investments:

- Dr. Ciera Graham, DEEL K-12 Policy and Program Director
- Dr. Hoang Ngo, DEEL Data and Evaluation Advisor

Seattle Preschool Program Summer Extension:

- Taylor Oden, DEEL Early Learning Operations Manager
- Holly Campbell, DEEL Data and Operations Manager

Seattle Promise:

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

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| Review & Advise | Recommend | Vote | Advocate |
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- Participants were divided into three groups and rotated between stations for a deep dive into K-12 School-Based Investments, the Seattle Preschool Program’s Summer Extension program, and the Seattle Promise program.
- Program subject matter experts and a member of the Performance and Evaluation team led the groups through detailed quantitative and qualitative results of each of the investments.
- Post-data walks, Committee members were served lunch
- Group reflections were provided after the Committee reconvened after lunch.

*Discussion Summary**

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| FEPP Investment | Reflections |
| K-12 SBI | DEEL was encouraged to explore increased avenues of promoting its success in the K-12 investments. An emphasis on tracking the supports Black students specifically middle school students not meeting (state) standards and Black girls in all areas was |

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| | <p>highlighted in the data provided in the walks. While Targeted Universalism was mentioned as an approach, it is still being explored as to how its execution is effective in helping meet the targets of the interventions across FEPP investments.</p> <p>A request for better tracking of foster youth was discussed as the District acknowledged the challenges in obtaining accurate data on the population.</p> <p>A further investigation into how reading coaches are working afterschool programs and investments into supporting students with dyslexia was requested by the Committee.</p> <p>The District noted the need for further alignment with DEEL regarding the Professional Development investment including a brief discussion on the types of leadership models offered leaving the question of what do well-invested schools look like in 2023 and what inclusion looks like that every student has a quality education experience.</p> |
| Mental Health | <p>Noting that mental health is a national crisis, the Committee pondered how can the City/DEEL better partner with SPS to create a sustainable model to support these efforts outside of the current one-time financial investment.</p> <p>City representatives provided insight to feedback given by Rainier Beach High School students about their desires for mental health supports.</p> |
| Seattle Promise | <p>DEEL was praised for the number of students participating in the Summer Bridge program and are accepted into the Promise program.</p> |
| SPP | <p>The Committee recognized the tremendous growth that SPP has experienced over the years while asking the question of more efficient ways to measure this success, how to better collaborate with providers on where students are matriculating, and what systems are in place that allow for the growth of these programs.</p> |
| Overall FEPP | <p>When discussing the FEPP Levy investments overall, DEEL was encouraged to clarify the “who” in terms of the target audience served and a deeper disaggregation of the Black population from the housing perspective was requested. The department was also encouraged to consider tracking how families overall are impacted by the implementation of the investments.</p> <p>The Committee also requested clearer orientation into City jargon and metrics baseline. The District confirmed that this is key when executing community engagement to ensure that “we [do not] lose people in the room” when requesting community feedback.</p> |

Mental Health Statement of Legislative Intent Updates

Presenters:

Chris Alejano, Director of K-12/Postsecondary

| Review & Advise | RECOMMEND | VOTE | ADVOCATE |
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- Chris Alejano led the Committee in a discussion regarding the department’s intended use of the funds allocated to mental health investments including timeline of the investment and student engagement.

*Discussion Summary**

| General Topic | Reflections |
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| Accolades | Members of the Committee noted their appreciation of the survey of trusted adults. |
| Current SPS Supports | There was a request for clarification of SPS’s provision of clinical and nonclinical supports. While discussing the role and availability of academic counselors in the areas of mental health supports, the inquiry of the District’s goal to hire more persons of color in these roles was derailed by the inconvenient truth of the low pool of applicants that identify as BIPOC. |
| BIPOC Mental Health Professionals Applicant Pool | The Committee expresses interest in discussing the realities of the low number of BIPOC’s in the medical field and applying to the profession itself, especially in mental health. The suggestion was pondered of a pipeline created through the Promise program that may aid in the increase of BIPOC students who pursue the medical field. |
| Challenges with In-School Supports | The District cited several considerations in providing mental health supports in schools such as a-the cultural stigma around mental health, b-the proper time to provide services (in or out of school time). Members of the Committee recognized the need for whole family supports as many of the conditions that affect mental health are outside of the school’s capacity and availability of resources. |
| Partnerships and Resources | The Committee brainstormed exercising and resourcing support to the schools such as partnering with external agencies, peer to peer training, and adding mental health to the curriculum. |

FEPP Underspend Updates and Proposals

Presenters:

Jonathan Swift, Director of Finance

| Review & Advise | RECOMMEND | VOTE | ADVOCATE |
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- The Committee were provided updates on the current and proposed uses of the FEPP underspend, including the items approved by the committee in Q4 2022.

- Updates on the Black girls, queer and trans youth, Seattle Promise Equity Enhancements, and the Equitable Communities Initiative investments were provided with details on the current underspend use.
- Proposed underspend use for each division was presented by their respective directors.
- The Committee was reintroduced to their role as an advisory committee on budgetary matters.
- LOC members were engaged in an exercise to provide feedback on recommendations for underspend usage based on any insights received from the data walks.

*Discussion Summary**

| General Topic | Reflections |
|----------------------|---|
| K-12 SEL | <p>Select afterschool programs address topics such as reading or SEL in elementary schools, however the Committee would like to see afterschool programs connected with schools where there is an alignment to reading and SEL particularly in elementary schools with congruency between the triangle of parents, students, and the classrooms.</p> <p>The RULER framework is currently being used at select SPS schools for a SEL curriculum.</p> <p>The SPS PTSA used to partner with Sound Discipline but ran out of funding, is it possible to fund more partnerships like this?</p> |
| K-12 CSR | Affirmation of identity. Enumclaw school district, Indigenous youth are given high school credit for cultural learning. |
| SPP Summer Expansion | <p>With the cut of the Jump Start program, DEEL will be following that this summer to see where students are coming from in terms of access and summer program enrollment.</p> <p>The proposed underspend interventions do not directly address increasing the access to the SPP summer extension programs for students whose sites do not offer the program.</p> |
| Homelessness | Noting the upcoming end of the moratorium on evictions, concerns were raised about the rise regarding the fate of unhoused school-aged youth. |

IV. Adjournment

The retreat was adjourned at 3:01 p.m.

V. DEEL Follow-up to LOC Member Questions

No questions identified for follow-up. LOC Members are recommended to attend Office Hours with Director Chappelle for continued conversation after further pondering.

