

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

WebEx Meeting  
Thursday March 24, 2022

## 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 Superintendent Brent Jones), Donald Felder, Marques Gittens, Susan Lee, Jennifer Matter, Councilmember Tammy Morales, Erin Okuno, Manuela Slye, Vivian Song-Maritz, Linda Thompson-Black, Christa Valles (on behalf of Mayor Bruce Harrell)

Others Present: Chris Alejano (DEEL), Luis Briseno (DEEL), Dwane Chappelle (DEEL), Nicole Chu (DEEL), Joanna Cullen (League of Women Voters), Brian Goodnight (Council Central Staff), Monica Liang-Aguirre (DEEL), Mariko Lockhart (DEEL), Sage Leibenson (DEEL), Kimberly Lee (ReWA), Daniel Perez (DEEL), Tiffany Preston (DEEL), Isis Randolph-McCree (DEEL), Marissa Rousselle (DEEL), Mei-Li Thomas (DEEL),

### III. Business Items

#### Welcome

The meeting began with a welcome and introduction by Dwane Chappelle, Director of the Department of Education and Early Learning (DEEL). The meeting continued with a review of Color Brave Space norms, LOC member roles and responsibilities.

#### Opportunities and Access

Chris Alejano, DEEL K-12 Division Director  
Nicole Chu, K-12 Program Advisor  
Ismael Fajardo, DEEL Director of Performance & Evaluation  
Kimberly Lee, Refugee Women's Alliance

<b>Review &amp; Advise</b>	Recommend	Vote	Advocate
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DEEL staff provided an overview of the K-12 Opportunity and Access (O&A) investment strategy with a brief presentation from Kimberly Lee, Program Manager of the Refugee Women's Alliance (ReWa) Afterschool Science Technology Engineering and Mathematics (STEM) Camp.

#### *Discussion Summary*

<b>Speaker</b>	<b>Question/Comment</b>
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## Initials

NC Six percent of the FEPP K-12 budget is allocated to O&A investments which focus on expanded learning opportunities and College and Career Readiness (CCR).

O&A investment funded 14 partner agencies and served over 900 students with 90% identifying as BIPOC.

O&A outcomes define student success as:

- Attending school regularly
- Passing courses
- Meeting grade level standards in ELA
- Meeting grade Level Standards in Math
- Graduating on time

IF Dr. Ismael Fajardo reviewed data results for the O&A investment and highlighted the impact that COVID-19 had on the student outcomes. DEEL will continue to use data to track trends and impacts overtime; declines in data outcomes are reflective of national trends for the 2019-2020 school year.

## LOC Year-At-A-Glance

Dwane Chappelle, DEEL Director

### Review & Advise

Recommend

Vote

Advocate

- DEEL Director Dwane Chappelle introduced the 2022 Annual Retreat Series and provided an overview of what Committee members could expect in the coming weeks.
- The meeting concluded with a review of upcoming LOC meeting dates, upcoming Council retreat meetings in April and in May, reminders about new LOC member appointments, member reappointments, and action items.

## IV. Adjournment

The meeting was adjourned at 5:00 p.m.

## V. DEEL Follow-up to LOC Member Questions

Topic	Member Initials	Question
K-12 Funding	EO	How much of the K-12 Investment Area funding goes to grades K-5?  <b>Response:</b> 42% of K-12 FEPP funding serves elementary students.

**2020-21 SY FEPP K-12 Investment by Grade Level**

Grade Level	Amount*	Percent of Funding
Elementary	\$11.5M	42%
Middle	\$5.7M	21%
High	\$10.0M	37%
<b>TOTAL:</b>	<b>\$27.2M</b>	

\*Does not include prior year carryforward. The following investments were excluded from this analysis:

- Sports and Transportation (No programming in 20-21 SY)
- Educator Diversity funding (Not allocable by grade level)
- Homelessness funding (Not allocable by grade level)
- Policy and Program support (Not allocable by grade level)

Data Disaggregation EO

Why isn't Native/Indigenous listed on the student race list?

**Response:** Moving forward, all federal 7 race categories (American Indian or Alaska Native, Asian, Black, or African American, Hispanic/ Latino, Native Hawaiian, or Other Pacific Islander, White, and Two or More Races) will be included in charts as separate racial groups. However, numbers below 10 will still be suppressed (similar to how non-binary students were represented under gender) .

DEEL suppresses groups under 10 to support:

- Student privacy: Our data sharing agreement with SPS and standard data handling practices dictate that we avoid breaking out populations of fewer than 10 students. Below this threshold, it would be easy for link outcomes with individual students.
- Representativeness: Our goal is to represent overall trends. Unfortunately, with very small groups, one person doing well or poorly can swing the overall rate in a way that can't be generalized to the whole group.

Grants MS

How do schools apply and access funds? What happens if a high needs school, for whatever reason, does not apply?

**Response:** Opportunities & Access funding is meant specifically for community-based organizations whereas School Based Investment funding is for schools. If a school misses the application window, or is not selected for funding, they unfortunately will not have another opportunity to apply for FEPP Levy funding. In the rollout of School Based Investments,

Grading Policy CMM

Can you clarify what the SPS policy change was related to passing core courses?

**Response:** In April 2020, the Seattle School Board approved a temporary grading policy for high school students called "A or

Incomplete” to replace the district’s standard policy for Spring 2020 semester. An “A” indicates the student completed their work to the extent possible given the pandemic, whereas an “incomplete” would indicate inadequate efforts to complete tasks. (Source: <https://www.seattletimes.com/education-lab/seattle-will-give-high-school-students-as-or-incompletes-colleges-urged-to-adopt-generous-grading/>)

Performance      DF

Please share how the FEPP principles lead to better outcomes for children.

**Response:** FEPP priorities and principles are defined in the FEPP Ordinance and FEPP Implementation and Evaluation Plan. In practice, these priorities/principles guide all of DEEL’s work. The idea is that if these behaviors are implemented in our practices – contracts, professional development, grant-marking – then we will achieve FEPP’s desired goals.

For example, principle #3 says to, “Maximize partnerships with community, cultural and language-based organizations.” In the Request for Investment (RFI) for the Opportunities & Access investment, it was a priority to fund community-based organizations directly; more information [here](#).

Screenshot from pages 12-13 in the [FEPP Plan](#):

Guiding Priorities and Principles

The FEPP Levy Implementation & Evaluation Plan adopts the priorities for Levy funding and implementation principles outlined in Ordinance 125604 and re-stated in Table 3 below. These priorities and principles were developed by the FEL/SPP Levy Oversight Committee and guide how DEEL will implement and execute funding strategies to achieve the FEPP Levy's stated goals.

Table 3. FEPP Levy Priorities and Principles	
<b>Priorities for Levy Funding</b>	
<b>Priority #1:</b> Invest in Seattle children, students, families, and communities that have been historically underserved to increase access to educational opportunities across the education continuum.	
<b>Priority #2:</b> Establish agreements with community-based organizations, the Seattle School District, Public Health-Seattle & King County, Seattle Colleges, and other institutional partners to allow data-driven and outcomes-based decision making.	
<b>Priority #3:</b> Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.	
<b>Priority #4:</b> Provide access to capacity-building opportunities for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.	
<b>Implementation Principles</b>	
<b>Principle #1:</b> Prioritize investments to ensure educational equity for 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 Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students.	
<b>Principle #2:</b> Ensure ongoing and authentic student, family, and community engagement and support.	
<b>Principle #3:</b> Maximize partnerships with community, cultural and language-based organizations.	

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<b>Principle #4:</b> Ensure Levy proceeds are supplemental and complementary to existing public funding structures and services; funding is never used to supplant state-mandated services.
<b>Principle #5:</b> Implement competitive processes to identify organizations to partner with the City to deliver services to children and youth.
<b>Principle #6:</b> Implement accountability structures based on student outcomes, performance-based contracts, performance-based awards, and practice continuous quality improvement.
<b>Principle #7:</b> Provide financial support that increases access to expanded learning opportunities and affordable services for families and educators.
<b>Principle #8:</b> Report annually on investments, access to services, and progress toward achieving educational equity.

Digital Equity

MS

Families are in dire need for access to reliable internet connections, especially in the South End. How is DEEL able to financially support families with school-aged children who rely on internet connection to academically succeed during hybrid learning?

**Response:** DEEL has not historically allocated FEPP funding to directly support this need. That said, the City of Seattle Public Library and the Seattle Information Technology Department have programs across the City that did provide equitable internet access and issued Wi-Fi hotspots to students in need.