



# SEATTLE CITY COUNCIL

## Neighborhoods, Education, Civil Rights, and Culture Committee

### Agenda

Friday, August 12, 2022

9:30 AM

Council Chamber, City Hall  
600 4th Avenue  
Seattle, WA 98104

Tammy J. Morales, Chair  
Kshama Sawant, Vice-Chair  
Andrew J. Lewis, Member  
Sara Nelson, Member  
Dan Strauss, Member

Chair Info: 206-684-8802; [Tammy.Morales@seattle.gov](mailto:Tammy.Morales@seattle.gov)

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**Neighborhoods, Education, Civil Rights, and**  
**Culture Committee**  
**Agenda**  
**August 12, 2022 - 9:30 AM**

**Meeting Location:**

Council Chamber, City Hall, 600 4th Avenue, Seattle, WA 98104

**Committee Website:**

<https://www.seattle.gov/council/committees/neighborhoods-education-civil-rights-and-culture>

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This meeting also constitutes a meeting of the City Council, provided that the meeting shall be conducted as a committee meeting under the Council Rules and Procedures, and Council action shall be limited to committee business.

Members of the public may register for remote or in-person Public Comment to address the Council. Details on how to provide Public Comment are listed below:

Remote Public Comment - Register online to speak during the Public Comment period at the meeting at <http://www.seattle.gov/council/committees/public-comment>. Online registration to speak will begin two hours before the meeting start time, and registration will end at the conclusion of the Public Comment period during the meeting. Speakers must be registered in order to be recognized by the Chair.

In-Person Public Comment - Register to speak on the Public Comment sign-up sheet located inside Council Chambers at least 15 minutes prior to the meeting start time. Registration will end at the conclusion of the Public Comment period during the meeting. Speakers must be registered in order to be recognized by the Chair.

Submit written comments to Councilmember Tammy J. Morales at [tammy.morales@seattle.gov](mailto:tammy.morales@seattle.gov).

*Please Note: Times listed are estimated*

**A. Call To Order**

**B. Approval of the Agenda**

**C. Public Comment**

**D. Items of Business**

**Presentations**

**1. Department of Education and Early Learning, Racial Equity  
Toolkit Analysis Report Presentation**

*Supporting  
Documents:*

[2020 Racial Equity Analysis  
Racial Equity Toolkit Report  
Selection & Enrollment Analysis  
Presentation](#)

**Briefing and Discussion** (30 minutes)

**Presenters:** Dwane Chappelle, Director, Mariko Lockhart, Rodney Johnson, Vik Cheema, Nick Terrones, Daniel Perez, and Raka Bhattacharya, Department of Education and Early Learning; Kamaria Hightower, Mayor's Office

2. [CB 120398](#) **AN ORDINANCE relating to the 2018 Families, Education, Preschool, and Promise Levy; amending the levy implementation and evaluation plan adopted by Ordinance 125807; and ratifying and confirming certain prior acts.**

Attachments: [Att 1 - FEPP IE Plan](#)  
[Att 2 - FEPP IE Plan as amended](#)

Supporting  
Documents:

[Summary and Fiscal Note](#)  
[Summary Att 1 - FEPP LOC Recommendation Letter](#)  
[Summary Att 2 - SY 2022-2023 SPP Sliding Scale](#)  
[Central Staff Memo](#)  
[Presentation](#)

**Briefing and Discussion** (40 minutes)

**Presenters:** Dwane Chappelle, Director, Mariko Lockhart, Rodney Johnson, Vik Cheema, Nick Terrones, Daniel Perez, and Raka Bhattacharya, Department of Education and Early Learning; Kamaria Hightower, Mayor's Office; Brian Goodnight, Council Central Staff

3. [CB 120399](#) **AN ORDINANCE relating to limited services pregnancy centers; prohibiting false and misleading advertising by limited services pregnancy centers; and adding a new Chapter 7.32 to the Seattle Municipal Code.**

Supporting  
Documents:

[Summary and Fiscal Note](#)  
[Crisis Pregnancy Center Study](#)

**Briefing, Discussion, and Possible Vote** (30 minutes)

**Presenters:** Kim Clark, Legal Voice; Ann Gorman, Council Central Staff

## Appointments



4. [Appt 02248](#) **Appointment of Kateri Joe as member, Families, Education, Preschool, and Promise Levy Oversight Committee, for a term to December 31, 2024.**

Attachments: [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenter:** Dwane Chappelle, Director, Department of Education and Early Learning

5. [Appt 02249](#) **Appointment of Evan M. Smith as member, Families, Education, Preschool, and Promise Levy Oversight Committee, for a term to December 31, 2024.**

Attachments: [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenter:** Dwane Chappelle, Director, Department of Education and Early Learning

6. [Appt 02334](#) **Appointment of Devon Breithart as member, Seattle Disability Commission, for a term to April 30, 2024.**

Attachments: [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenters:** Marta Idowu and Janet Stafford, Office for Civil Rights

7. [Appt 02335](#) **Appointment of Shelby Dey as member, Seattle Disability Commission, for a term to April 30, 2024.**

Attachments: [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenters:** Marta Idowu and Janet Stafford, Office for Civil Rights

8. [Appt 02336](#) **Appointment of Troika L. Braswell as member, Seattle LGBTQ Commission, for a term to April 30, 2024.**

*Attachments:* [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenters:** Marta Idowu and Janet Stafford, Office for Civil Rights

9. [Appt 02337](#) **Appointment of Jackson Cooper as member, Seattle LGBTQ Commission, for a term to April 30, 2024.**

*Attachments:* [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenters:** Marta Idowu and Janet Stafford, Office for Civil Rights

10. [Appt 02338](#) **Appointment of Alex Mielcarek as member, Seattle LGBTQ Commission, for a term to April 30, 2024.**

*Attachments:* [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenters:** Marta Idowu and Janet Stafford, Office for Civil Rights

11. [Appt 02339](#) **Appointment of Juan Monroy as member, Seattle LGBTQ Commission, for a term to April 30, 2024.**

*Attachments:* [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote** (4 minutes)

**Presenters:** Marta Idowu and Janet Stafford, Office for Civil Rights

## E. Adjournment



Legislation Text

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**File #:** Inf 2107, **Version:** 1

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Department of Education and Early Learning, Racial Equity Toolkit Analysis Report Presentation



## DESCRIPTION

Beginning in 2020 and continuously over the next six years, the Imagine Institute will examine the racial equity impact of Imagine U Seattle, a peer mentorship program designed to support access to quality child care in Seattle.

**The Imagine Institute, Imagine U Seattle**

Contact: Marie Keller, Director of Career Pathways,  
[marie@imaginewa.org](mailto:marie@imaginewa.org)

# RACIAL EQUITY ANALYSIS

Expanding Peer Mentoring to Increase Access to  
Quality Licensed Child Care In Seattle

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## STEP 1. SET OUTCOMES

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### 1A. WHAT DOES YOUR DEPARTMENT DEFINE AS THE MOST IMPORTANT RACIALLY EQUITABLE COMMUNITY OUTCOMES RELATED TO THE ISSUE?

**Increase the number of culturally diverse Licensed Family Child Care Providers who have access to key state/city resources related to funding and educational opportunities.**

According to *The Seattle Family Child Care Study – Landscape Analysis*, providers who speak a home language other than English find it difficult to understand the opportunities the City provides, as well as the logistics involved in signing up for available programs (Dovetailing Consulting; Kaizen Consulting, January 2019). *Therefore, a primary goal of Imagine U is to support linguistically and culturally diverse Licensed Family Child Care Providers (LFCCPs) in understanding, accessing, and benefiting from key State and City resources.*

**Reduce structural and institutional barriers that prevent participation in peer-mentorship for communities of color.**

Quantitative and qualitative data suggest troubling inequities related to career advancement and availability of culturally responsive professional development experiences for child care providers of color. *Imagine U's peer mentorship program is intended, in part, to increase diverse representation in the leadership of our profession (peer mentors, state-approved trainers, and beyond).*

**Strengthen formal and informal networks that provide ongoing professional (business and marketing, technology, access to information, etc.) and personal (self-care, peer relationships) support to providers from racially/culturally diverse backgrounds.**

Historically, providers report that the nature of their profession is one of relative isolation. This is due to a few factors, including limited opportunities to interact with other providers, especially those of different cultural groups. Fully two-thirds of the LFCCP who responded to our survey as well as many members of the Family Child Care Advisory Council (FCCAC) expressed a desire to form new connections with peers and strengthen their existing relationships. *The Imagine U program is designed to foster relationships of trust and support between interns and mentors, among interns, and among mentors.*

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### 1B. WHICH RACIAL EQUITY OPPORTUNITY AREA(S) WILL THE ISSUE PRIMARILY IMPACT?

Education, Community Development, Health and Jobs.

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### 1C. PRIMARY IMPACTS

## WORKFORCE EQUITY

LFCCPs of color face more challenges than their white peers in starting their business and receiving the necessary college credentialing to maintain their license in good standing. For instance, the net worth of white households in Seattle is \$456,000 as of 2019, as compared to \$23,000 for Black households (Balk, 2019). This difference in net worth is in part attributable to the lower rates of homeownership for Black Seattleites, due to racist policies and practices such as redlining and exclusion from the benefits of the GI bill after World War II (Blakemore, 2019). In fact, homeownership rates for Black households in Seattle are among the lowest in the country (Balk, 2019). This means that Black and other Seattleites of color have less capital with which to start a business and have a harder time opening their in-home child care with the added barrier of acquiring a landlord's approval and the instability of renting. Providers who are forced to move due to skyrocketing rental prices or the sale of their house need to go through the entire licensing and Early Achievers rating process every time they move. Additionally, as the price of renting exceeds the cost of mortgages in most metropolitan cities, renters spend more revenue on living expenses than their home-owning colleagues, with no equity built up for future investments.

Additionally, LFCCPs are now required to have at least an ECE Short Certificate to maintain their license in good standing. HB2556 has legislated that providers can obtain a community-based equivalent to the stackable certificates, but that pathway is not yet available. While college attainment has many benefits, many providers struggle to enroll and complete college coursework due to the lack of language offerings, registration challenges, funding issues and technological barriers. This is especially acute for immigrant providers with lower English language proficiency, most of whom are providers of color. The danger in increasing educational requirements without providing realistic approaches to credentialing for providers can lead to much of the disparities children experience in the K-12 system, where the majority of instructors do not come from the communities of the children they serve (Downer, Goble, Meyers, & Pianta, 2016).

*Imagine U provides accessible professional development support that is culturally responsive, aligns with the State's professional development requirements, and distributes grants to new business owners to make entrepreneurship more attainable to those who have been historically excluded from the accumulation of wealth.*

## IMMIGRANT AND REFUGEE ACCESS TO SERVICES

For the purposes of this Racial Equity Toolkit, Imagine will focus on immigrant providers of color and the specific racialized oppressions they face. This impacts a large subsection of the provider population in Seattle: based on spoken language data, more than half of the child care providers in Seattle are believed to be immigrants, many of whom have reported that they have emigrated from refugee camps and/or countries experiencing violent conflict (Dovetailing Consulting; Kaizen Consulting, January 2019). Not only do these providers face the issues of access based on language outlined above, they are also much less likely to have access to technology or the technology skills to successfully

participate in many of the professional development opportunities, less access to capital and face racialized trauma in the United States.

*To meet these providers' unique needs, services need to be built specifically with these provider community at the forefront—not merely adapted afterward. Immigrant providers, specifically Somali providers, have expressed the need for services that meet are in their language and is culturally inclusive. Imagine U's cohorts were designed individually to meet the needs of the populations they serve. For instance, Imagine U's Somali-language cohort has an emphasis on in-person connection (when possible), is always delivered in Somali with both English and Somali-language materials, and technical assistance is available weekly for those who need additional resources. The Imagine Institute has also created anti-racist, trauma-informed curriculum and plans to offer that as an area of specialization to support providers who have experienced and continue to experience trauma, including anti-racism and the trauma of immigrating to a new country due to conflict.*

## OUTREACH AND PUBLIC ENGAGEMENT

The Imagine Institute tailors its outreach methods based on the needs of different provider communities and the main linguistic, racial, and ethnic constituencies of Seattle's provider population are well represented in the program. However, it is worth investigating whether the provider population writ large is representative of the families and children in the city of Seattle. Through examining data from the Washington State Report Card for Seattle School District for the years 2019 – 2020 (Washington Office of Superintendent of Public Instruction, 2019-2020) and the most recent Early Achiever Participation Report data on race and ethnicity for providers in the Seattle area, Imagine found that 13.3% of children enrolled in SPS K-12 identify as Asian and 12.9% as Latino. However, only 3.09% and 5.93% of child care providers are Asian and Latino respectively, demonstrating obvious disparities in the representation from these communities. While Black and African American children make up 14.4% of SPS children, 61.86% of child care providers fall into the same demographic. Cultural and linguistic fit is an important component of family choice, so it is worth noting that this demographic information does not specify linguistic, cultural, or ethnic constituencies within this racial designation.

*To better understand Seattle families' child care needs, Imagine will engage with community organizations who serve these families in Seattle. Imagine will also continue to pursue high engagement and collaboration with providers of color in its needs assessment, curriculum development, and program implementation. Opportunities to reach out to youth, possibly in high school settings, may also be a method of encouraging a more diverse group of individuals to enter the workforce.*

## STEP 2. INVOLVE STAKEHOLDERS; ANALYZE DATA

### 2A. ARE THERE IMPACTS ON GEOGRAPHIC AREAS?



Over half of the United States is a child care desert (Center for American Progress, 2018) and what child care does exist is not always evenly distributed, as is the case in Seattle (Dovetailing Consulting; Kaizen Consulting, January 2019). Some areas have significantly more representation than others: according to the City of Seattle Family Child Care Study Landscape Analysis, “There are few providers in districts 3, 4, and 7” and “districts 3, 4 and 7 had only 9.4%, 2.0%, and 3.0% of City family child care slots, respectively” (Dovetailing Consulting; Kaizen Consulting, January 2019). Conversely, districts 1 and 2 have nearly 60% of all slots in the city (Dovetailing Consulting; Kaizen Consulting, January 2019).

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## 2B. WHAT ARE THE RACIAL DEMOGRAPHICS OF THOSE LIVING IN THE AREA OR IMPACTED BY THE ISSUE?

Historically, participants in Imagine U are represented in high numbers from Council District 2, which has a high concentration of providers generally. All but one of the providers in this district identify as a person of color (Dovetailing Consulting; Kaizen Consulting, January 2019). In general, 71% of the residents of this area identify as people of color (Dovetailing Consulting; Kaizen Consulting, January 2019).

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## 2C. HOW HAVE YOU INVOLVED COMMUNITY MEMBERS AND STAKEHOLDERS?

The Imagine Institute has recruited a workgroup consisting of a geographically, culturally, and linguistically diverse group of six licensed family child care providers, some of whom have participated in Imagine U. Participants were selected based on interest and the following criteria set forth in the contract between the Imagine Institute and City of Seattle, DEEL:

- 1) A culturally and linguistically diverse workgroup of five or more current Licensed Family Child Care Providers (LFCCPs) who are small business owners in the City of Seattle.
- 2) At least two members should be state approved mentors who have participated in Imagine U. At least two who have not participated in Imagine U.
- 3) At least one newly licensed provider who completed an internship with a state approved mentor in Imagine U.
- 4) All workgroup members shall have knowledge of the Family Child Care Advisory Committee (FCCAC), Child Care and Assistance Program (CCAP), Working Connections Child Care (WCCC), and some may be enrolled in Early Achievers, Washington State Quality Rating and Improvement System (QRIS), and may or may not be rated in Early Achievers.

The workgroup will serve as critical friends/thought partners to the Imagine U program staff to help continuously refine and evaluate the program, specifically related to racial equity and social justice. This Racial Equity Toolkit plan will provide the foundation for the group’s dialogue and feedback to Imagine U. Due to considerations for health and safety during the pandemic, this document will be shared with workgroup members in a virtually facilitated meeting to review the proposed outcomes and available data. Members will

be given multiple and differentiated opportunities to provide feedback via a variety of media, including written materials, Zoom conferences, phone calls, etc. Over the course of the project, the workgroup will help monitor the plan set forth in this toolkit and will engage in constructive dialogue about questions such as:

1. How does demand for mentoring align with the need for child care in these geographic areas? (Which communities are under-represented?)
2. What supports are necessary to increase provider capacity to effectively care for children of color with special cognitive and behavioral needs, and eliminate disproportionate discipline and expulsion from care for these children?
3. What existing structural and institutional barriers prevent child care providers of color from participating in the program?
4. What opportunities do experienced peer mentors of color need to capitalize on their specialized strengths, grow their careers and retain their employment as ECE professionals?
5. To what extent and in what ways do child care providers need to increase their skills and level of comfort with using technology to access key resources?
6. To what extent do participants of color feel that the program supports their ability and willingness to play a mentorship or leadership role in the field?
7. What affect does the program have on relationships and networks?

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## 2D. WHAT DOES DATA AND YOUR CONVERSATIONS WITH STAKEHOLDERS TELL YOU ABOUT EXISTING RACIAL INEQUITIES THAT INFLUENCE PEOPLE’S LIVES AND SHOULD BE TAKEN INTO CONSIDERATION?

The Imagine Institute has identified three main areas of inequity that influence people’s lives.

**Barriers to Career Advancement and Professional Development:** Abundant evidence from past participants and data from consultations with learning experts indicate that providing mentors training and materials in languages other than English is critical. According to Imagine’s data, 211 of the 408 licensed family child care providers in Seattle speak East African languages (Amharic, Arabic, Somali, or Oromo). However, only seven of Seattle’s 166 state approved trainers in MERIT have delivered STARS training in those languages within the last two years, all of whom became state approved through the Imagine Institute’s Trainer Pathways Program. This suggests two gaps: first, that East African providers may lack professional trainers and mentors who speak their language or possess the cultural competency to best meet their needs, and second, that East African and other providers of color are encountering numerous barriers to advancement in the field, namely as trainers and instructors due to lack of language support and racialized oppression.

**Lack of Access to Capital:** As previously mentioned, access to capital and homeownership are two areas of profound inequality in the city of Seattle that directly impact providers’ ability to open and maintain their child care businesses. Lack of homeownership means providers are not able to make critical decisions about their

care environment without landlord approval, face instability when rents are raised or houses sold, and must continuously get relicensed or rerated when they move to new homes. It also means they must compete for the same families. Most licensed providers in Seattle are concentrated in areas with available low income housing options, resulting in increased “competition for the available families in the neighborhood” (Dovetailing Consulting; Kaizen Consulting, January 2019).

**Lack of Digital Access and Skills:** Interns and mentors have expressed that their lack of experience and comfort with technology required to successfully participate in professional development programs; submit required documents to the City and State; communicate with licensors, Early Achievers coaches and Imagine staff; and access online training, has been both frustrating and a barrier to their successful participation in the program. While this is the case for many providers regardless of race or immigration status, it is particularly challenging for immigrant providers, the overwhelming majority of whom are women of color, whose home language is not English. According to the Migration Policy Institute, “...the foreign born also make up a disproportionately large share of groups with lower levels of digital skills” (Cherewka, 2020). Providers with *no computer experience* are more likely to be immigrants who speak a language other than English in the home (21% compared to about 5%) (Cherewka, 2020). Therefore, foreign-born providers, predominantly women of color, face more barriers to professional development and career advancement, particularly during a pandemic, than their white and native-born counterparts due to technological barriers as well as racialized oppression.

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## 2E. WHAT ARE THE ROOT CAUSES OR FACTORS CREATING THESE RACIAL INEQUITIES?

Root causes of racial inequities are numerous and complex, and include multiple structures (governmental, financial, educational, etc.) that are founded on racism. Some root causes specific to the racial inequities listed above are as follows:

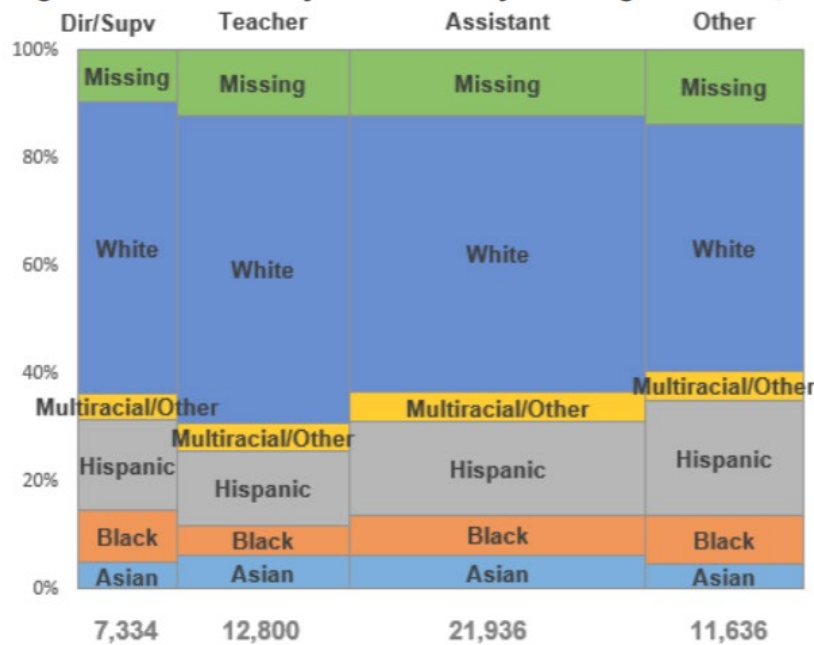
**Barriers to Career Advancement and Professional Development:** Providers of color face barriers to career advancement due to discrimination, lack of culturally and linguistically appropriate support and a privileging of college credentials over community-based training and professional experience. According to an article by Young Hwa Kim and Karen M O’Brien in the Journal of Counseling Society,

All groups of women of color reported higher career barriers due to racism and higher educational barriers due to racial discrimination than White women. The results also demonstrated potential differences in salient barriers for women of color (educational barriers due to lack of confidence/skills for Asian women, career barriers due to sexism and racism for African American women, and educational barriers due to financial concerns for Latina women)’ (O’Brien & Kim, 2018).

In Washington’s early learning professional development system, this often manifests in BIPOC providers’ relative lack of advancement into positions like center director or lead teacher. According to the Department of Early Learning (now Department of Children, Youth, and Families) Racial Equity Report, white providers are

more likely to be directors or supervisors than their peers of color, as illustrated in Figure 5 below. Nationally, Black early childhood professionals are “disproportionately represented among the ECE workforce who teach infants and/or toddlers, while Hispanic and white/Caucasian early educators closely match the overall breakdown of the ECE workforce as a whole”, which matters because “the younger the child, the lower the pay” (Center for the Study of Child Care Employment, University of California, Berkeley, 2018). As previously noted, state-approved trainers and college instructors who speak East African languages are less common compared to their English-speaking counterparts. Training opportunities, assessments, and professional development materials are largely provided in English, as noted by all LFCCPs who have primary languages other than English. This means that increased educational requirements without proportionate increases in educational opportunities that are accessible and supportive result in providers facing barriers to maintaining their current positions, let alone advancing to new career opportunities.

**Figure 5. Race/Ethnicity of Active Early Learning Workforce, 2016**



Data Source: MERIT, ELMS, Famlink  
All racial groups reported as non-Hispanic

(Department of Early Learning, 2017)

**Lack of Access to Capital:** The concentration of capital in white households, particularly in the form of homeownership, is the result of carefully planned policies designed by public and private institutions since Europeans began colonizing North America. The United States’ economy was founded on chattel slavery, which in 1860, represented about 3.5 billion dollars of wealth or 110 billion in today’s dollars (Coates, 2014). Jim Crow racial apartheid and white racist domestic terrorism like the Tulsa Race Massacre further impacted Black Americans’ ability to generate and accumulate wealth (Lynn & Thorbecke, 2020). Later, the 20<sup>th</sup> century’s large

scale welfare initiatives like the GI Bill, were designed to purposely exclude Black veterans and their families (Blakemore, 2019). The effects of these de jure and de facto policies and practices remains today. According to the Joint Economic Committee’s analysis of the “Economic State of Black America in 2020”:

The data reveal a much different story, with leading indicators of social and economic well-being showing that, on average, Black Americans face much more difficult circumstances than their White counterparts. For example, Black Americans take home less income, are far less likely to own their homes and live shorter lives than White Americans (Congressman Don Beyer, 2020).

**Lack of Digital Access and Skills:** Access to wealth largely dictates access to technology and access to technology supports technological skills acquisition. Therefore, the root cause of this inequity is wealth hoarding and inequity both locally and abroad. Immigrants from the Global South, specifically from countries that have been colonized and exploited for their resources, are less likely to have had sustained access to technology (Poushter, 2016) and other technology and are therefore less likely to have acquired digital skills. According to the Migration Policy Institute, digital access requires things like a “consistent connection to the internet” and the ability to afford “multiple recurring expenses over time” (Cherewka, 2020). Alexis Cherewka writes, “For example, an individual may have inconsistent access due to the constant need to add prepaid mobile airtime or replace and repair technologies. Families might also share a single device between multiple individuals, which limits each person’s access” (Cherewka, 2020).

### STEP 3. DETERMINING BENEFIT AND/OR BURDEN

3. HOW WILL THE POLICY, INITIATIVE, PROGRAM, OR BUDGET ISSUE INCREASE OR DECREASE RACIAL EQUITY? WHAT ARE POTENTIAL UNINTENDED CONSEQUENCES? WHAT BENEFITS MAY RESULT? ARE THE IMPACTS ALIGNED WITH YOUR DEPARTMENT’S COMMUNITY OUTCOMES THAT WERE DEFINED IN STEP 1?

#### INCREASED RACIAL EQUITY

Imagine U Seattle has funded the creation of 16 new child care businesses in the city of Seattle, 94% of whom are BIPOC-owned. Based on preferred language data, 87% of the new LFCCPs created through Imagine U Seattle are immigrants. The Imagine Institute predicts these trends will continue throughout the duration of this project. The impacts of this program supports increased racial equity in the following way:

1. **Business ownership generates wealth** (Economic Opportunities Program, 6). The Aspen Institute cites “low levels of business and financial assets” as one contributor to the racial wealth gap between Latinos and Black Americans as compared to white Americans (Economic Opportunities Program, 6). Business ownership provides “greater diversification and higher average returns over time than tangible assets such as homes and cars” (Economic Opportunities Program, 6). The Center for Financial Household

Stability at the Federal Reserve Board of St. Louis found that the “white-black wealth gap is 10 to 1” and the “white-Hispanic wealth gap is 7.6 to 1” (Emmons, 2019) and fewer of their assets are in the form of business assets (Economic Opportunities Program, 6). This matters because, self-employed heads of household had a median net worth five times greater than those employed for someone else (FIELD at Aspen Institute, 2017).

2. **Child care facilities who represent the communities they serve are best able to provide affirming care environments for their children.** Outcomes are better for children who have educators who share their racial identity. According to Seth Gershenson, Cassandra Hart, Constance Lindsay, and Nicholas Papageorge in their paper, [“The Long-Run Impacts of Same-Race Teachers”](#):

... assigning a black male to a black teacher in the third, fourth, or fifth grades significantly reduces the probability that he drops out of high school, particularly among the most economically disadvantaged black males. Exposure to at least one black teacher in grades 3-5 also increases the likelihood that persistently low-income students of both sexes aspire to attend a four-year college. (Gershenson, Hart, Lindsay, & Papageorge, 2017)

But what about early learning environments? Several studies have shown that same-race teachers have a positive effect on Black children: “African American teachers are liable to see African American children in a more positive light and have higher expectations for African American children than do Caucasian teachers” (Downer, Goble, Meyers, & Pianta, 2016). These studies also found that African American teachers in pre-kindergarten “reported less growth in problem behavior for African American boys than did Caucasian teachers” (Downer, Goble, Meyers, & Pianta, 2016). LFCCP are much more likely than other educators to reflect the racial, ethnic, and linguistic diversity of King County, with people of color comprising 56.5% of the county’s early learning workforce (Department of Early Learning, 2017). Approximately 40% of this workforce also speaks a language other than English and can therefore provide native language instruction to the children in their care (Department of Early Learning, 2017), which research shows is critical to the social-emotional health of a child (Bradley, 2017).

3. **Supporting more providers of color to become state approved as trainers and mentors means that these providers are able to transform the type of professional development their peers receive.** The Imagine Institute plans to work with our provider-trainer team to deliver anti-racist and trauma-informed curriculum that was cocreated with providers in our curriculum committee to state-approved mentors. Hundreds of providers throughout the state have already received this critical training that will allow them to better mitigate the toxic effects of racism on children.

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## POTENTIAL UNINTENDED CONSEQUENCES

It is inherently difficult to predict unintended consequences, but the practice of gaming out potential unforeseen consequences can meaningfully prevent these consequences from occurring. Some potential unintended consequences include:

- Potential for compounding trauma and/or exacerbating existing feelings of isolation, especially for participants of color, currently due to the COVID-19 pandemic.
- Since a significant amount of funding is involved, participants who are not successful in the program can face financial consequences if they planned on the program’s financial incentives.
- Participants’ strong negative reactions to suspension from the program for lack of completion has occasionally caused damage to Imagine’s relationship to mentors.
- Since recruitment is largely through word of mouth, existing demographic gaps can be compounded because existing businesses are not connected to the community members who are already not participating in the program.

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## BENEFITS AND ALIGNMENT WITH PROGRAM OUTCOMES

**Table 1. Imagine U Theory of Action**

Imagine U is designed to...	Participants will...	Therefore, program outcomes will include...
Publicize opportunities for training, resources, and community services  Provide compensation during program training  Facilitate learning about business support services  Facilitate Learning how to promote program graduates’ businesses	Understand and be aware of opportunities and resources for becoming licensed, and for professional engagement and advancement  Acquire skills to establish, promote and maintain a thriving child care business	<b>Increased number of culturally diverse high-quality licensed family child care providers accessible to families with low income.</b>  <b>Reduced structural and institutional barriers that prevent participation in peer-mentorship and career advancement, especially for communities of color</b>

<p>Provide financial support in the form of awards</p> <p>Offer curriculum and instruction in three languages and help with translation of key documents frequently accessed by LFCCPs.</p> <p>Weekly training and regular follow-up mentoring</p> <p>Facilitate acquisition of key computer competencies and provide weekly ad hoc tech support</p> <p>Align instruction to state competencies and help LFCCPs navigate training and certifications/licensure requirements</p> <p>Offer differentiated supports for learning and demonstration of knowledge and skills</p> <p>Convene peer-led professional learning communities facilitated by paid mentors &amp; Imagine staff or experts from the field</p> <p>Support mentors in becoming state approved with areas of specialization</p> <p>Offer and promote a variety of opportunities for participant advancement of racial equity in the field of early childhood</p>	<p>Be prepared to establish child care businesses with sufficient start-up funding</p> <p>Engage in learning in their primary spoken language, thereby removing a critical barrier to successful learning</p> <p>Attend weekly training and acquire knowledge of new concepts in smaller chunks.</p> <p>Increase computer skills and receive ongoing support to use necessary technology</p> <p>Know how to use tools to navigate City and State requirements for licensing</p> <p>Form relationship of collegial support with peers</p> <p>Pursue appropriate next steps to becoming state approved trainers</p> <p>Develop skills in areas of specialization (finance, caring for children with specialized behavioral needs, etc.)</p> <p>Be aware of ways to advance racial equity within the profession</p>	<p><b>Strengthened formal and informal networks that provide ongoing professional (business and marketing, technology, access to information, etc.) and personal (self-care, friendships) support to providers from racially/culturally diverse backgrounds</b></p>
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## STEP 4. ADVANCE OPPORTUNITY OR MINIMIZE HARM

### 4. HOW WILL YOU ADDRESS THE IMPACTS (INCLUDING UNINTENDED CONSEQUENCES) ON RACIAL EQUITY? WHAT STRATEGIES ADDRESS IMMEDIATE IMPACTS? WHAT STRATEGIES ADDRESS ROOT CAUSES OF INEQUITY LISTED IN Q.6?

#### CAREER ADVANCEMENT AND PROFESSIONAL DEVELOPMENT:

**Key Strategy: Translate Imagine U program materials and provide interpretation. Translate professional development materials and assessments.**

The Imagine Institute recognizes the skills and knowledge of current workforce and has developed the program to support career advancement as paid mentors and trainers who support a culturally and linguistically diverse community. The Imagine Institute seeks mentors and trainers that are experienced family child care providers and can meet the diverse culture and language needs of the community, creating accessibility to professional development to those who share the same language. Increasing access to training and materials in a language that supports the learner will promote opportunities for meaningful professional development and a system that continuously advances the role of the BIPOC, immigrant, and refugee communities into positions of leadership.

In addition to training and leadership, the Imagine Institute is committed to continuous evaluation of the materials that are translated, honoring the needs of the community. While the Imagine Institute has focused its efforts on verbal and written materials in multiple languages for training, through our evaluation process, we learned that written materials such as our surveys, even when translated, were a barrier for deep understanding and engagement. In response and to gain authentic feedback in the evaluation process, the Imagine Institute changed the practice to incorporate both verbal and written evaluation surveys to engage in the most authentic and meaningful evaluation process. To continue this process, the Imagine Institute will plan to schedule additional verbal evaluation tools throughout the program with support to complete the survey and still have the answers remain confidential.

**Key Strategy: Support peer-led groups using paid mentors to strengthen ongoing relationships, promote cultural competency, solve problems, and strengthen quality (in coordination with existing coaches).**

This recommendation is truly the cornerstone of Imagine U. Paid lead mentors guide cohorts of peer mentors through Imagine U. Mentors are paired with Intern applicants who match their culture and language and geographical location to promote the best possible outcomes. In turn, these mentors guide their interns through the program to licensure. This will increase the opportunities to gain knowledge and experience in a licensed child care setting, as well as support from a mentor who is familiar with their language and culture to conduct the planning and development of the programs philosophy in educating young children.

**Key Strategy: Offer and promote a variety of opportunities for participant’s advancement of racial equity in the field of early childhood.**

The Imagine Institute will continue to offer career advancement opportunities throughout the city and support those that are interested by promoting training options, technical assistance and communities of practice that share culture and language as well as reflective practice and continuous evaluation. The Imagine Institute is committed to advancing anti-racist, trauma informed care through culturally competent instruction.

**Key Strategy: Add more training options (such as using assessments, supporting children with special needs) and provide follow-up mentoring to help with implementation.**

All mentors are trained to conduct observations and assessments of their interns, growing transferable skills they can use for observations of enrolled children and staff. Through observations, feedback and goal setting, mentors will utilize the cycle of inquiry to support learning focused conversations that will support goal setting and positive outcomes for interns, staff, and children. Imagine U provides mentors and interns training on caring for children with special needs and observing children for developmental milestones to continuously promote the value of observation. Mentors submit a reflection assignment each month and meet with their peer groups regularly and may receive follow-up coaching from their lead mentor and Imagine’s Relationship-Based Program Specialist when appropriate.

**Key Strategy: Help LFCCPs navigate new requirements. Help LFCCPs prepare to implement new requirements from other agencies (e.g., attendance training).**

Imagine will create tools and assign staff to help LFCCPs navigate agency requirements such as completing the online licensing application, applying for a statewide vendor number, subsidy billing and attendance training, CCAP Vendor Services Agreement and, completing the application for Early Achievers in order to ensure they are as successful in their business as possible.

**Key Strategy: Publicize opportunities. Help LFCCPs learn about programs useful to them and the families they serve.**

Through Imagine U, both mentors and interns will have the opportunity to connect with staff from the City of Seattle Nutrition Program, Early Achievers, and DCYF. Participants in Imagine U are often prioritized for pilot programs, advanced training opportunities and participation in various committees and workgroups. Imagine U participants will be the first to pilot the Imagine Institute’s proprietary software that will guide them through building policies compliant with the new WAC.

**Key Strategy: Help LFCCPs access other community services that enhance quality. Connect LFCCPs to other community organizations that provide helpful services (family support, literacy and math activities, etc.).**

The powerful dynamics of peer groups that meet regularly include sharing ideas, supporting one another, and focused on advancing their skills that support quality improvements and career advancement. Imagine is interested in continuing to build partnerships in the community and to embed quality supports within the program. For instance, Imagine is exploring ways to incorporate the University of Oregon's FIND program into Imagine U in partnership with Cultivate Learning so providers can increase positive interactions and support healthy brain development for young children.

#### ACCESS TO CAPITAL:

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##### KEY STRATEGY: PROVIDE COMPENSATION DURING TRAINING.

Mentors are compensated for each month of direct mentorship that they provide to their intern along with wages stipend to support paying their intern at the rate of \$20 per hour for up to 20 hours per month.

**Key Strategy: Support LFCCPs caring for children with special needs and behavioral challenges. Expand child care health consultation and other supports for children with special needs and behavioral challenges.**

Imagine U has an entire milestone dedicated to preparing interns to care for children with special needs. Training will include supports to reduce the number of expulsions from child care due to behavioral challenges, disproportionately effecting children, and families of color.

**Key Strategy: Promote business support services. Advertise child care resources' and the City of Seattle business support services AND provide marketing support. Provide website development, referral, and other supports.**

Promoting strong business practices is a central component of Imagine U. Participants will complete a comprehensive business plan while participating, including a three-year budget, cost benefit analyses, marketing plans and all required policies for program, parents, and staff. The Imagine Institute promotes community partners to share its resources with participants. As previously mentioned, business ownership is an important way BIPOC Seattleites can generate wealth.

**Key Strategy: Provide more financial support at start-up. Provide financial support for beginning business, expanding, and preparing for Early Achievers (e.g., updating a bathroom, purchasing materials, etc.)**

All providers who graduate from Imagine U will receive a \$4000 grant to invest in their new businesses.

#### LACK OF DIGITAL ACCESS AND SKILLS:

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**Key Strategy: Support computer skills or provide computer setup and basics training.**

Participants in Imagine U will learn how to navigate MERIT, Google Classroom, use email as a professional method of communication, build a budget in Excel or sheets and research WAC online. The Imagine Institute offers weekly and monthly technical assistance to build mentors' and interns' skills using computers and

navigating online tools that will help them acquire the technological skills they require to be successful in their careers.

**Key Strategy: Partner with community organizations.**

Imagine U has partnered with a variety of organizations in developing and monitoring progress on strategies to promote racial equity including: The City of Seattle, Department of Education and Early Learning, Service Employees International Union Local 925, Child Care Resources and Referral, Child Care Aware and Voices of Tomorrow.

**HOW WILL YOU PARTNER WITH STAKEHOLDERS FOR LONG-TERM POSITIVE CHANGE? IF IMPACTS ARE NOT ALIGNED WITH DESIRED COMMUNITY OUTCOMES, HOW WILL YOU REALIGN YOUR WORK?**

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Ongoing evaluation is a core practice of all Imagine programming. Imagine has robust systems of data collection at work throughout the agency, many of which are networked with state databases. In addition, Imagine hires evaluation partners to help us strategically plan and execute all evaluative activities, including quantitative and qualitative data collection. However, data is only useful when it is turned into information and then into knowledge; this is where Imagine’s stakeholders come in. They will be regularly asked to review and help make meaning of the data that Imagine collects. Based on what they learn from program data, they will help think through ways that the program can be adapted to better meet racial equity goals, and they will help identify gaps where more or different data need to be collected. The workgroup is committed to continuous review of program effectiveness. Positive outcomes are in alignment with goals of both Partner Community Organizations and workforce stakeholders and is thus motivating. A small stipend is disbursed to individuals to acknowledge their continued efforts and support.

**STEP 5. EVALUATE. RAISE RACIAL AWARENESS. BE ACCOUNTABLE.**

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**5A. HOW WILL YOU EVALUATE AND BE ACCOUNTABLE? HOW WILL YOU EVALUATE AND REPORT IMPACTS ON RACIAL EQUITY OVER TIME? WHAT IS YOUR GOAL AND TIMELINE FOR ELIMINATING RACIAL INEQUITY? HOW WILL YOU RETAIN STAKEHOLDER PARTICIPATION AND ENSURE INTERNAL AND PUBLIC ACCOUNTABILITY? HOW WILL YOU RAISE AWARENESS ABOUT RACIAL INEQUITY RELATED TO THIS ISSUE?**

**Evaluation and Accountability:** Evaluation is an essential component of Imagine U and it is not treated as a summative task; that is, it is an ongoing, developmental process intended not only to gauge the worth and merit of Imagine’s programs, but also to improve them. All evaluation undertaken by the Imagine Institute are intended to further the cause of empowerment and liberation rather than to serve as an additional mechanism for oppression; this means that all evaluation activities must be done *with* and *for* participants/stakeholders, rather than done *to* them.

Because the elimination of racial inequity is a primary aim of the Imagine U program, many evaluation activities will be woven throughout the program. Activities will include:

- Monitoring program attendance (who is signing up and who is showing up) to ensure that equity of access and participation is achieved.
- Formatively gauging participants’ reactions to the program (i.e., their perception of the program’s value and their enjoyment of it) and participants’ growth in knowledge/skill/dispositions. Data will be collected in both quantitative (i.e., survey and test questions) and qualitative (i.e., interview and open-ended questions) form.
- Outcomes for interns will be gauged using the Imagine Institute’s Observation Rubric, grades workbook and with other evaluative activities such as formative check-ins and group interviews.
- Outcomes for mentors will be gauged using a combination of survey and interview approaches.
- Data generated from evaluation activities will be used with stakeholders (advisory group and participants) to help make sense of how the program can improve both in the long and short term. In addition to helping the program improve, this will also serve to deepen individuals’ awareness of and sense of empowerment to affect racial inequities.
- Participants will be asked to help co-create generative findings and to participate in authorship and dissemination of reports.

**Reporting Over Time:** The Imagine Institute will report to the Stakeholders Workgroup up to three times per year the status of the key strategies and outcomes with a final report each year.

**Goals and Timeline:** The Imagine Institute will proceed in the second year of the RET to implement the changes recommended through program completion, evaluation, and participant experiences. We will continue to observe, evaluate, and report progress to our Stakeholder Workgroup and implement the changes recommended toward adapting, changing and creating an equitable experience over the next six years.

August 13, 2019	Initial RET Draft Meeting with DEEL
August 17, 2019	Stakeholders Workgroup Meeting
August 29, 2019	Stakeholders Workgroup Meeting
April 2020	Draft Racial Equity Toolkit

July 2020	Submit Draft for DEEL Approval
November 2020	Submit Final Report, RET Analysis and Implementation Plan for Year 2
February 2021	Stakeholders Workgroup Meeting
July 2021	Stakeholders Workgroup Meeting

\*Considerable challenges were faced due to the Covid-19 pandemic. In person meetings were no longer possible beginning in mid-winter and the program shifted focus to restructuring training and support for participants. Timelines for Imagine U and DEEL were changed as both organizations responded to major organizational issues related to stay at home orders.

**Retaining Stakeholder Participation:** The Imagine Institute will continue to share feedback and evaluation data following the key strategies in the Logic model and seek input from a diverse group of licensed family child care providers, some enrolled in Early Achievers, some past mentors and interns, DCYF, DEEL, Child Care resources, Child Care Aware, SEIU925 and Voices of Tomorrow.

**Ensuring Internal and Public Accountability:** The Imagine Institute will evaluate the performance targets of the program and submit financial reporting to the City of Seattle DEEL and publish approved findings on its website.

**Raising Awareness:** The Imagine Institute is in the process of developing user experience videos to share with the community, stakeholders, and community partners and has other videos available on its website. Word of mouth has been the primary mode of advertising this program.

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## 5B. WHAT IS UNRESOLVED? WHAT RESOURCES/PARTNERSHIPS DO YOU STILL NEED TO MAKE CHANGES?

Participants expressed a need for information to be shared orally and in-person, rather than in writing. Somali participants in particular report that their engagement, participation, understanding, and responsiveness is higher when information is presented orally *and* by someone who has language and cultural skills matching their own. Identifying, assessing and providing more opportunities for differentiated participation is needed as well as support for development of leadership skills in Black and East African participants.

Participants predominantly expressed a great deal of appreciation for the professional and personal opportunities they have found through Imagine U. While this is positive, it indicates that information about racial equity and the purpose of the group may not be clear and more information about the work Imagine has done, is doing and will be doing is needed.

## STEP 6. REPORT BACK.

SHARE ANALYSIS AND REPORT RESPONSES FROM Q.5A. AND Q.5B. WITH DEPARTMENT LEADERSHIP AND CHANGE TEAM LEADS AND MEMBERS INVOLVED IN STEP 1.

### What do we know about our work in relation to racial equity during FY20?

**Our Staff:** Imagine has a staff of 12 people who represent Black, white, Latino, Somali, male, female and immigrant populations and prides itself on a commitment to diversity and working for equitable access to high quality child care. Imagine staff attended the Undoing Institutionalized Racism workshop In February 2020, and several other staff members have had additional training and education on anti-racism and colonialism.

**Our Approach:** Our current public systems (education, healthcare, criminal justice, housing, etc.) were not created to produce equal outcomes or experiences for everyone (Blakemore, 2019). And because these inequitable systems were not created by accident, they will not be undone by chance: new, liberating systems must be designed with conscious intention and a shared vision for a desired future based on transforming power and co-creation. Imagine plans to center equity in our actions and invite the voices and experiences of people, families, and communities that have been situated farthest from the opportunities to make key decisions about this program. Leading with equity requires us to redesign structures and processes to consciously redistribute power across role groups and institutions; co-creation acknowledges that we build *with* and not *for* others — we must invite, engage and design solutions and co-produce knowledge in partnership. The RET is intended to continuously evolve over time. It requires self-awareness, reflection, observation, evaluation and monitoring. The work is both important on an individual, program, and organization-wide level in order to begin dismantling racism, oppression, and bias.

**Results:** In fiscal year 2020, Imagine U outreached to 288 LFCCPs and 1034 current or previous Family Friend and Neighbor Providers (FFNs) and 103 potential or approved substitutes who have expressed interest in Washington State Early Childhood Education Substitute Pool across the state with an informational email about the opportunity to participate in Imagine U and become a licensed family child care provider. Race, gender, and geographical location within the city of Seattle were not a determining factor for those outreached.

From those living in Seattle, 21 of 71 intern applicants were accepted, 100% of whom were East African (n=19) and Black (n=2); 31 of 33 mentor applicants were accepted through the DEEL, 94% of whom were BIPOC, 82% East African (n=35) and 12% Black (n=2). In alignment with the projected contract deliverable, 16 BIPOC businesses are expected to open, creating as many as 192 new child care slots in the city.

### What did we learn?

We formatively gauged participants' reactions to the program through an anonymous survey disbursed to all participants who completed FY20. Based on those who responded, the following information was gathered from the Imagine U city and statewide participants: [Imagine U FY20 RET Analysis Data](#)

Across demographics, over 80% of mentors reported that participation in the program increased their confidence, helped them connect with other LFCCPs, positively impacted their Early Achievers rating and helped them acquire new credentials. White mentors reported the highest level of increased confidence (100%), Early Achievers rating was most positively impacted for Hispanics (91%) and for both Whites and Blacks, over 90% felt they were helped to connect with other LFCCPs.

Similarly, across demographics, over 80% Interns reported that participation in the program supported them with classroom management skills, developing program policies, preparing an effective early care environment and developing a budget for their business. Noticeable differences were that Hispanic interns felt most successful in all areas (100% for policies and classroom management) while 20-25% of white interns disagreed that the program prepared them in these areas and 93% of Black interns reported that the program supported them.

Anecdotal and individual response data shows that many participants felt supported and were appreciative of the experienced guidance and meaningful connections that were established. Interns and mentors from all demographics reported the main challenges included the limitations for participation in their mentor's child care as well as the transition to virtual training because of the outbreak of COVID-19. Skills surrounding technology and navigating materials were especially challenging, most notably were accessing and attending on-line training and using the Policy Wizard interactive software designed to create program, family and staff policies for LFCCPs.

Imagine U staff made note of frequent requests for support in understanding payment disbursement for both Somali- and Spanish-speaking interns and mentors, as well as a more organized system of processes ranging from how to apply to the program to when completion awards would be sent.

### **What will be our racial equity strategies in FY21? What resources/partnerships will we use to make changes?**

For fiscal year 2021, we have developed an onboarding and assessment system to increase the number and diversity of qualified state approved trainers with which to contract in order to provide more training in the Somali language versus training delivered in English with Somali translation. A closely related programmatic change that was implemented is changing from large groups of interns and mentors to three separate cohorts organized by language preference with leaders reflecting language and cultural experience. There are now cohorts providing training, assignment support and review in English, Somali and Spanish, respectively. The three mentor cohorts are scheduled to meet all together monthly for multi-lingual/cultural reflective practice and review of program progress and updates.



Imagine added pre-requisites as a pre-acceptance requirement that will inform participants of some requirements that have become challenging to overcome when addressed as they neared program completion such as landlord approval for use of their home to provide child care as well as MERIT document submission. These pre-requisites were explained with support videos in 3 languages, English, Somali and Spanish, to ensure that interns understand and meet baseline criteria necessary for success before investing time in the program. The intended result is to identify their facility readiness to start a business that meets the DCYF licensing standards.

Data collection for fiscal year 2021 has been updated to specify demographics which will allow for more accurate tracking of progress toward racial equity for participants living in the city of Seattle, as well as more broadly across the state of Washington. Demographic data collected now includes recognition of cultural and geographic groups such as East/Southeast Asian, South/Central Asian, East African, North African, Middle Eastern and American Indian/Indigenous American, that define many of the program's participants more accurately than the broader labels of Black, Hispanic and White that were used previously. In addition, the Imagine Institute is gathering information on preferences in written and spoken languages as they often differ.

In support of clarity and understanding for all participants, supporters, staff, and contractors alike, the Imagine Institute is developing a comprehensive program outline with step-by-step breakdown of the following processes and timelines:

- Application and Pre-Requisites
- Intern Mentor Matching
- Technology Tools and Skills
- Participation Contracts / Requirements
- Mentor Training and Assignments
- Intern Training and Assignments
- Stipend / Award Payment Processes
- Training Schedule
- Priority Deadlines

In response to collected data and workgroup feedback, Imagine U will be engaging all mentors and interns in a revision of our most recent data collection process wherein our survey questions will be presented in a live, virtual group by trainers with language and cultural skills most relevant for participants. We are encouraged by this opportunity to gather input that will truly inform our work with authentic responses about who Imagine U interns and mentors are and what they value, need and wonder about the program.

A Program Logic Model will be utilized to provide a visual representation of the resources used, activities implemented and the intended outcomes, and guide the ongoing evaluation of progress toward racially equitable program practices. This logic model is a living document and continued input and collaboration with stakeholders is necessary as we revise our efforts in the coming years to support equitable outcomes for all who participate in our work toward increasing high quality child care in Seattle and across Washington. Click here for [Imagine U RET Program Logic Model](#).

Through the partnership in collaboration toward achieving racial equity throughout Imagine U, Imagine will continue to work with our community partners and Stakeholders Workgroup and elicit feedback using the Imagine Institute’s Observation Rubric, with other evaluative activities such as formative check-ins and group interviews. Imagine U will remain engaged with the stakeholder’s workgroup to begin to answer the following key questions:

- Do all participants equitably benefit from the program, or are there some cultural/racial/language groups for whom the program works better/worse?
- Do all participants (mentors and interns) feel that their culture is meaningfully honored and included in the program?
- Do participants experience growth in their understanding of and appreciation for others from a race or culture different from their own?

FY21 TIMELINE:

October 8, 2020	Meet with stakeholders and community partners to review progress data and make formative adjustments to program.
February 2021	Meet with stakeholders and community partners to review progress data.
June 2021	Program post-assessment and progress update Prepare and evaluate data, feedback, and progress in order to: -Determine necessary changes plan next steps

	-Report back to DEEL and Change Team Leads
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# **Homelessness & Housing Support Services Racial Equity Toolkit Analysis**

## **November 2021**



**Seattle** Department of  
Education & Early Learning

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## Executive Summary

In accordance with the Families, Education, Preschool, and Promise (FEPP) Levy Implementation & Evaluation (I&E) Plan, the Department of Education and Early Learning (DEEL) conducted a Racial Equity Toolkit (RET) analysis related to the Homelessness and Housing Support Services (HHS) investment area, with specific focus on program elements that could have inequitable outcomes for Seattle youth. DEEL is committed to apply RETs toward FEPP Levy budgetary, programmatic, and policy decisions in order to minimize harm and maximize benefits to Seattle’s communities of color. The FEPP Levy I&E Plan specifies that the HHS RET review draft policies and contracting structures in alignment with the City’s Race and Social Justice Initiative (RSJI).

To conduct the HHS RET analysis, DEEL worked in collaboration with a RET Team totaling 23 individuals representing the City of Seattle, Seattle Public Schools (SPS), and individuals representing community-based organizations who work with students and families experiencing housing instability. Through a series of monthly meetings and engagements spanning from March 2021 through October 2021, the RET Team addressed questions focused on eight program elements categorized as follows:

<b>HHS RET Areas of Analysis</b>	
<i>Category</i>	<i>Element</i>
Emergency Assistance Funding	Eligible use of funds Distribution of available HHS funds
Outreach and Engagement	HHS provider and school district collaboration <ul style="list-style-type: none"><li>• Student identification</li><li>• Contact and communications</li><li>• Referrals</li><li>• Staffing</li></ul> Student/family enrollment barriers
Connection to Services and Programming	Student/family service needs Youth programming and support Continuous improvement of program design and implementation Culturally and linguistically responsive

The following report provides pertinent background and information on HHS as well as additional detail on the HHS RET Team, the process used to conduct its analysis, and the team’s recommendations.



## Homelessness and Housing Support Services - Program Background and Overview

### A. Background

Recent estimates indicate that there are over 1,800 students experiencing homelessness in Seattle School District. Seattle School District’s McKinney Vento (MKV) Office is a federally funded program operating under the principle that students experiencing homelessness are guaranteed the right to a free, appropriate, public education. The MKV Act ensures students experiencing homelessness can remain enrolled in schools they have been attending, whether or not they still meet residency requirements, guarantees students have access to the transportation they need to attend school, and waives some documentation requirements. Neither MKV, nor Seattle School District, provide funding for housing to MKV eligible families.

Although the City of Seattle and King County have a robust homeless service delivery system, many MKV eligible families are unable to access those services. To receive City-funded housing support services, a family must be in a shelter or unhoused. Over half of Seattle School District’s MKV families are not literally homeless but are living in precariously unstable housing situations. These families are often “doubled-up” or staying in someone else’s home with no feasible way to obtain stable housing of their own. This experience can be time-limited and disruptive to a students’ school experience.

Research shows that unstable housing often results in the same academic outcomes for students as those that are literally homeless. Students experiencing homelessness—whether living in hotels/motels, in shelters, unsheltered, or doubled up—have significantly lower academic outcomes than their housed peers, even when comparing to low-income, housed peers. Statewide, students experiencing homelessness (including doubled-up students) have a 62% attendance rate, compared to an 86% attendance rate for their housed peers. Further, three in four students experiencing homelessness do not meet the proficiency level on state math assessments and have a four-year graduation rate that is more than 25 percentage points lower than their housed peers (55% versus 81%). Student mobility is greater for homeless students as well. During SY 2015-16, 10% of Seattle School District’s homeless students changed schools compared to only 3% of stably housed students.

While students who are doubled up or unstably housed have similar academic outcomes as students who are literally homeless, they do not have similar access to housing resources to support family stabilization resulting in a services gap.

### B. Goals and Outcomes

The intent of HHS investments is to address a specific service gap for students who are doubled up or unstably housed by connecting families experiencing unstable housing to emergency assistance dollars or other existing housing support services to prevent further homelessness. DEEL works with the City’s Human Services Department (HSD) to create a partnership with a community-based housing service provider that administers the prevention funding in order to achieve the following goal and outcomes:

HHS Goal and Outcomes	
<b>Goal</b>	SPS students identified for support through the federal McKinney-Vento Act (MKV) obtain and/or maintain stable housing.
<b>Outcomes</b>	Prevention of homelessness and transitions to stable housing Non-academic and socioeconomic barriers to learning are reduced or eliminated.

	Race based opportunity gaps are closed Student attendance and mobility improve
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To achieve this goal and set of outcomes, the HHS investment area funds three strategies:

1. **Emergency Assistance Funding:** The housing provider will help the family by issuing flexible, emergency assistance dollars to prevent the family from falling further into homelessness and help stabilize the family. Funds can be used to pay for rent, housing deposits, and other housing-related expenses.
2. **Referral/Connection to Services:** If the family’s needs are beyond what the housing support service partner can provide through prevention, they will connect the family to alternative housing resources including services provided by the City of Seattle, King County, and the Seattle Housing Authority. The School Point of Contact will also refer the student to the McKinney Vento Office at Seattle School District for a separate housing assessment.
3. **Client-Centered Housing Case Management:** Progressive engagement (providing minimum assistance necessary to resolve the housing crisis, for the shortest time possible). Assistance with housing search if necessary. Connection with other community resources.

### C. Centered Student Population

Students experience housing instability and homelessness on a continuum. The population of students centered by HHS investments is designed to be inclusive of all students experiencing housing instability, with an emphasis on serving students furthest from educational justice, aligning with the City of Seattle’s [FEPP Implementation and Evaluation Plan](#).

HHS funding is designed to serve SPS students who are unstably housed but who could likely become stabilized with a small amount of financial or housing counseling support. Unstably housed students include:

- Those living doubled up or in other unstable housing, as identified by school-level or MKV Office staff.
- Both MKV students and non-MKV students who are experiencing housing instability.
- Students who are under threat of or on the verge of housing instability.

In some instances, the family’s need may extend beyond the HHS funded programs if they are living in shelters or are literally homeless. In this instance, the family will be connected to the City and County homeless service delivery system.

## HHS RET Team and Process

### A. The City of Seattle’s Race and Social Justice Initiative and Racial Equity Toolkit

The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City of Seattle government. “RSJI builds on the work of civil rights movement and the ongoing efforts of individuals and groups in Seattle to confront racism. The initiative’s long-term goal is to change the underlying system that creates race-based disparities in (the) community and to achieve racial equity.” As part of the overall initiative, the Racial Equity Toolkit (RET) lays out a process to help end individual, institutional, and structural racism inherent in government systems. The RET is intended to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity, and involves the engagement of relevant stakeholders participating in a careful analysis of a certain body of work, in this case, the HHS investment.

### B. HHS RET Team

To conduct the analysis, a 23-member HHS RET Team was established and selected based on their background and experience. The composition of the team consisted of City of Seattle staff, Seattle Public Schools, and community stakeholders. Below is a list of individuals who participated on the HHS RET Team:

<b>RET Team Member</b>	<b>Membership</b>	<b>Organization</b>
Kimberly Lee	Community	Refuge Women’s Alliance
Georgina Thiak	Community	Refuge Women’s Alliance
Mahnaz Eshetu	Community	Refuge Women’s Alliance
Crisann Brooks	Community	Refuge Women’s Alliance
Marshaun Barber	Community	Reclaiming Our Greatness
Nick Terrones	Community	United Indians of All Tribes
Linda Taylor	Community	Urban League of Metropolitan Seattle
Abdillahi Mohammed	Community	Somali Youth and Family Club
Daniela Lizarraga	Community	El Centro de la Raza
Tracey Thompson	SPS	Lowell Elementary
Demetrice Wheeler	SPS	Seattle Public Schools
Ariel Davis	Government	Seattle Housing Authority
Jeanice Hardy	Provider	YWCA
Metesa Greene	Provider	YWCA
Tyra Williams	SPS	McKinney Vento
Jeanea Proctor Mills	SPS	McKinney Vento
Chrissy Dulik Dalos	SPS	Seattle Public Schools
Arielle Washington	Government	City of Seattle – Dept of Education and Early Learning
Maleah Davis	Youth	YWCA
Vik Cheema	Government	City of Seattle – Dept of Education and Early Learning
Ty Edwards	Government	City of Seattle – Dept of Education and Early Learning
Chris Alejano	Government	City of Seattle – Dept of Education and Early Learning
Rani Hanstad	Government	City of Seattle – Dept of Education and Early Learning

### C. Roles, Responsibilities, and Toolkit Analysis

As part of the HHS RET Team, members played an essential role in surfacing the investment’s benefits and/or burdens on community in terms of racial equity. This included analyzing the program for impacts and alignment with racial equity outcomes, developing strategies to create greater racial equity or minimize unintended consequences, and providing recommendations for consideration by DEEL leadership. The RET Team met monthly between March 2021 and October 2021 and utilized their time together discussing various topics, engaging one another in small groups between monthly meetings, reviewing materials, participating in and designing community outreach and engagement efforts, and providing their individual expertise. RET Team community members and members of the community that participated in RET outreach activities were compensated for their time. Outlined below are the tasks and topics/objectives that were covered during the HHS RET Team meetings.

<b>HHS RET Team Meetings</b>		
<b>Date</b>	<b>Topic</b>	
March	RET Team 101	Introductions Purpose Relationship building RET Team roles and responsibilities Racial Equity Toolkit overview
April	YWCA Student Stability Program	
May	Emergency Funding	Eligible use of funds
June		Fund distribution
July	Connection to Services and Programming	Student and family services
August		Youth programming and support culturally and linguistically responsive programming
September	Outreach & Engagement	HHS provider and school district collaboration Student/family enrollment barriers
October	RET Analysis Recommendation Report	Review and feedback of HHS RET Team recommendation report

The toolkit analysis is designed as a six-step process. However, the steps are not meant to be followed in sequence, rather as a process to ensure authentic engagement. The table below shows how the team engaged with each step leading towards the development of RET Team recommendations:

<b>HHS RET Analysis</b>		
<b>Step</b>	<b>Description</b>	<b>Summary of Action</b>
Set Outcomes	Leadership communicates key community outcomes for racial equity	The RET Team established the Racial Equity Outcome to accelerate equitable access to HHS investment housing support services and emergency funding for Native American, African American, Latino American, Asian Pacific Islanders, Asian American, LGBTQIA+, undocumented, immigrant & refugee students in Seattle Public Schools who are experiencing housing instability and at-risk of

	to guide analysis.	<p>losing housing; by empowering, engaging and equipping families to foster stability and self-sufficiency.</p> <p>The RET Team was given three major areas to analyze in the toolkit analysis which were:</p> <ul style="list-style-type: none"> <li>• Emergency Funding</li> <li>• Connection to Services and Programming</li> <li>• Outreach and Engagement</li> </ul> <p>The RET Team established community agreements and norms for collaborating and to guide engagement.</p>
Involve Stakeholders + Analyze Data	Gather information from community and staff on how the issue benefits or burdens the community in terms of racial equity.	<p>The RET Team learned from YWCA SSP staff to help inform the team on current practices, program implementation concerns and successes, data, and equitable practices.</p> <p>The RET Team met with City of Seattle’s Department of Education and Early Learning staff for an overview and analysis of HHS investment policy elements and to help inform the RET team on how these investments fit into DEEL’s larger K12 strategy.</p> <p>The RET Team also consulted <a href="#">Building Changes</a> on McKinney Vento data, as well as processes and strategies to support students experiencing homelessness. Building Changes presented to the RET Team during the May meeting.</p> <p>On behalf of the RET Team, DEEL conducted a community wide survey to gather feedback from students and families who have experienced housing instability to help inform the RET process and create more equitable City of Seattle policies and programmatic practices.</p>
Determine Benefits and/or Burden	Analyze issue for impacts and alignment with racial equity outcomes.	<p>The RET team reviewed the current homelessness supports available to students and analyzed how these supports were supporting unstably housed students of color and how they were causing harm.</p> <p>The RET team also reviewed part of the RFI application to determine if a proposed change regarding youth programming could improve racial equity outcomes for unstably housed students as well as for community organizations.</p> <p>Outcomes from this step will be found within the recommendations from the RET Team.</p>

Advance Opportunity or Minimize Harm	Develop strategies to create greater racial equity or minimize unintended consequences.	The RET team discussed elements of HHS investments that could be improved or optimized to enhance opportunities to close racial equity gaps. The RET team focused on how existing program design could be calibrated to prevent unintentional harm and exclusion of unstably housed families of color.  Outcomes from this step will be found within the recommendations from the RET Team.
Evaluate. Raise Awareness. Be Accountable.	Track impacts on communities of color overtime. Continue to communicate with and involve stakeholders. Document unresolved issues	This step will depend upon which recommendations DEEL adopts in the upcoming RFI, which will provide guidance on what elements to follow and evaluate.
Report Back	Share information learned from analysis and unresolved issue with Department Leadership and Change Team.	This report will share learned information to DEEL leadership, LOC, Mayor’s Office, City Council, HSD leadership, and SPS leadership.

**D. Limitations**

Due to the COVID-19 pandemic, the HHS RET Team ran into challenges ensuring consistency in attendance and engagement utilizing a remote approach. While the original HHS RET Team member list represented a diverse set of community organizations specializing in serving underserved populations, these partners have been continuously impacted by staffing changes and limited capacity brought on by the pandemic, preventing every RET Team member from attending every meeting, or being able to attend for the entire length of each meeting.

To offset some of these limitations, DEEL’s Strategy and Engagement unit, on behalf of the HHS RET Team, conducted surveys for youth who had experienced housing instability. The feedback from the survey provided the RET Team with additional insight on the topics explored. Finally, the team also leaned into the diversity of expertise within the group. The breadth of backgrounds and experiences that members brought to the discussions helped provide additional, valuable feedback that could be used to inform report recommendations.

## RET Team Recommendations

The Homelessness and Housing Support Services RET Team was given eight program elements to review which were grouped into three categories: Emergency Assistance Funding, Outreach and Engagement, and Connection to Services and Programming. This section details the recommendations borne out of the team’s outreach engagement, review of best and promising practices used by organizations that serve unstably housed students and families, and dialogue amongst members. All program elements reviewed were deemed essential to building a high quality and equity focused program. The priorities take into consideration the needs identified by the community and HHS RET Team, the overall impact on program, and the ability to implement recommendations in a timely manner.

<b>RET Team Recommendations</b>		
<b>Emergency Assistance Funding</b>		
<i>Element</i>	<i>Question</i>	<i>Recommendation</i>
Eligible use of funds	What are emergency assistance funds being used for?	<p>The RET Team believes that eligible uses of funds are comprehensive, but that more clarity would be helpful to the provider, so they can pass this on to their partners and clients. The team recommends including an exhaustive list in future RFI and contract documents.</p> <p>Specifically, the RET Team recommends explicitly naming that the following are eligible uses of emergency assistance funds if they support stabilizing the family:</p> <ul style="list-style-type: none"> <li>• Costs to secure housing (application fees, credit check fees, security deposit, first &amp; last month’s rent)</li> <li>• Housing essentials (bedding, cookware)</li> <li>• Renters or home insurance</li> <li>• Rental and utility arrears</li> <li>• Transportation support</li> <li>• Interpreter fees</li> </ul>
Distribution of available HHS funds	How are emergency assistance funds being distributed across those uses?	In order to ensure funds are distributed quickly and families have low barrier to access, the RET Team recommended that DEEL modify future RFI and contract documents to increase amount limits per household, clarify that funds are flexible across more uses (see above), and expand eligibility requirements to include students who are not enrolled in SPS.
<b>Outreach and Engagement</b>		
<i>Element</i>	<i>Question</i>	<i>Recommendation</i>
HHS provider and school district collaboration	How can provider and district collaboration be improved for families’ benefit?	The RET Team sees SPS district staff as essential partners in connecting families to services. While many on the team have collaborated with SPS successfully, there is much room for improvement that can translate to more families being served and earlier. The RET Team recommends that DEEL facilitates more frequent communication between provider and school liaisons and establish school point of contacts.
Student/family enrollment barriers	How can identified barriers to students and families to enrolling in HHS provider programs be resolved?	The RET Team focused on three main areas affecting enrollment in housing programs in the City: accessibility, awareness, and ease/support. While each of these areas existed prior to the pandemic, the team testified to the increased challenge that the pandemic has added to solving them.

		<p>The RET Team acknowledged how the current housing provider and other community organizations have risen to the occasion and adapted to serve families despite a shifting landscape and strained resources. Still, they share the following recommendations per area, noting that DEEL should specify these practices in RFI and contract language:</p> <p><b>Accessibility</b></p> <ul style="list-style-type: none"> <li>• Make information and resources available in plain language, translated versions.</li> <li>• Assist with transportation to provider site.</li> <li>• Offer support with I-94 renewal and other immigration requirements.</li> </ul> <p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>• Leverage social media platforms and outlets to promote program.</li> <li>• Utilize community engagement events.</li> <li>• Consider a mass text app to text community updates, such as what SHA uses.</li> </ul> <p><b>Ease &amp; Support</b></p> <ul style="list-style-type: none"> <li>• Streamline enrollment process so families can rapidly enroll, with full enrollment after families are being connected to services.</li> <li>• Staff support to families in completing applications.</li> <li>• Simplify definition of homelessness.</li> </ul>
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**Connections to Services and Programming**

<i>Element</i>	<i>Question</i>	<i>Recommendation</i>
Student/family service needs	How do we integrate youth and family voice into continuous improvement, design, and implementation of program and support services?	<p>When considering youth and family voice, the RET Team was adamant that these voices be amplified before, during, and after the upcoming RFI process as well as program implementation. The team feels that these voices must be heard, in addition to community providers. The team also felt strongly that DEEL and the City of Seattle should hire a consultant to facilitate any listening / focus groups / permanent advisory councils, and that the City commits to incorporating the feedback gleaned so as to not further deteriorate trust in the city among vulnerable communities.</p> <p>The RET Team also recommends that any parent or youth involvement should be compensated.</p>
Youth programming and support	What type of youth programming and support should a provider offer through their youth-focused component?	<p>The RET Team did reach consensus on the types of youth programming that should be offered and felt it was critical that any program support leadership and self-efficacy of involved youth. Select recommended topics include:</p> <ul style="list-style-type: none"> <li>• Youth Advisory Council</li> <li>• Entrepreneurship</li> <li>• Mental health</li> <li>• Legal awareness (know your rights training, how to respond if you are stopped by police, law making, how laws impact our communities)</li> <li>• Advocacy for yourself and others</li> <li>• Financial Literacy</li> <li>• Civic engagement</li> <li>• Technology</li> <li>• Culinary for sites that don't have a kitchen staff or funding</li> </ul>



		<p>The RET Team also recommends that DEEL and the City of Seattle prioritize youth experiencing homelessness into city programming enrollment, scholarships, and putting forth policy in reserving seats for these youth.</p>
	<p>Is integrating a youth program component to future requests for investments (RFI's) something that we should require or leave up to organizations to decide?</p>	<p>The overwhelming majority of RET Team members believed that future HHS providers should have the choice of whether to offer youth programming as part of their services, which aligns with the current model. This group was adamant that forcing a great provider to provide youth programming when it's not their strong suit can have unintended detrimental effects.</p> <p>Rather than requiring it from the City, the RET Team believes the provider should listen to the community if youth programming is what they need. The provider can contract someone who does provide youth programming. If the provider opts to offer youth programming, the contract should include additional support and funding above the original contract award.</p> <p>However, several members did feel that DEEL should expressly add this as a requirement in the next RFI process, citing that the HHS investment is intended to serve students and therefore must include a youth programming element to be truly student-centered.</p>
<p>Continuous improvement of program design and implementation</p>		<p>The RET Team agreed that a continuous quality improvement (CQI) process should be adopted by providers of HHS services. The team also agrees that DEEL should reflect this expectation in the RFI as well as specify how DEEL will support the provider through this process in the contract. The team recommends that CQI efforts focus on case management, with specific recommendations for these areas are below.</p> <ul style="list-style-type: none"> <li>• Improve system for client follow-up to ensure families are connected with services.</li> <li>• Instruct case managers to provide unconditional and “hand-holding” support.</li> <li>• Hire case managers with skills to break down barriers and build trust.</li> <li>• Help families build support systems outside of provider.</li> <li>• Coach families to build self-efficacy, access resources, and gain independence.</li> <li>• Support obtaining and access identification, birth certificates, SSN, immigration documents.</li> </ul>
<p>Culturally and linguistically responsive</p>	<p>How can we integrate cultural and linguistic responsiveness into services and programs for students and families?</p>	<p>The RET Team believes that cultural and linguistic responsiveness is a non-negotiable for serving unstably housed youth and their families. Overall, the team believes that the organizations that serve Seattle youth in this area already believe in and prioritize cultural and linguistic responsiveness, and that this is evident in their care models. However, the team recommends that a) DEEL codify best practices in future RFI documents and contracts, and b) champion more investment in municipal resources available to organizations that have earned the trust of culturally and linguistically diverse communities, so that they can better serve them.</p> <p><b>Best Practices for housing providers (include in RFI, contract)</b></p> <ul style="list-style-type: none"> <li>• Utilize translation tools and train staff on cultural awareness.</li> <li>• Promote linguistic awareness around non-monolithic groups (e.g., learn about different tribal and cultural languages and dialects).</li> </ul>

- Develop awareness of preferences of dual-language learners to honor learning and use of both languages (e.g., don't assume non-English speaking parents want their students be taught in their home language).
- Clarify availability of services to non-focus groups (e.g., non-Hispanics can receive services at El Centro de la Raza).
- Hire staff that reflects the populations they serve, both culturally and linguistically.
- Treat families with dignity and respect.
- Ensure families are in a safe place before sharing paperwork and details.
- Make paperwork families fill out user-friendly, and/or provide in chunks.
- Integrate cultural events for folks with different ethnic and linguistic backgrounds, and different home countries.

**Recommendations for DEEL and City of Seattle:**

- Develop a central translation and interpretation unit available for CBOs to leverage.
- Allow family/student paperwork to be submitted in non-English languages
- Prioritize women and children of color.
- Analyze how paperwork and documentation needed for provider contract can be a barrier to render services and support the families in need.
- Recognize that contract management and reporting systems are rooted in a white supremacist culture, and that this system can oppress the people these services were meant to serve.
- Ensure criteria for eligible families are refugee or immigrant friendly.

## **Conclusion**

From its launch in 2019, the Homelessness and Housing Support Services investments were designed with students at the focus and with equity in mind. These investments can provide an increased stability for Seattle's most vulnerable students. To date, the number of families served by these investments do not yet correlate with the scale of investment. However, this is because the program still iterating and finding ways to adapt to the COVID environment. In order to achieve greater success with HHS investments, a continuous improvement agenda must be prioritized, requiring the rethinking and reimagination of certain aspects of the program. The recommendations provided in this report serve as a starting point to initiate some of those changes, and the HHS RET Team humbly submits this report for DEEL's consideration.



# **Selection & Enrollment Process Racial Equity Toolkit Analysis**

**March 2021**

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## I. Where Did We Start?

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### What did we start with?

The original FEPP (2019) prioritization criteria for the Seattle Preschool Program enrollment is as follows:

- Children who are 3- or 4-years old experiencing homelessness
- Children who are 3-or 4-years old currently placed in the foster care system
- Children who are 4-years old
- Children who are 3 years old with at least one of the qualifying factors (not ranked) [*Individualized Education Plan (IEP), Dual Language Learners (DLL), students that participated in the state or city programs (Working Connections, and Child Care Assistance Program), current sibling participating in an SPP or programming co-located at an SPP site, student that participated in the state, county or city sponsored home visiting programs (PCHP, NFP, Developmental Bridge), Early ECEAP or Early Head Start*]
- Children who are 3-years old

### What did we do in the first phase of the RET for the March 2020 application (for 2020-21 SPP Enrollment)?

#### INITIAL RECOMMENDATIONS FOR 2020-21

The data analysis and initial recommendations from ELLT led to the decision for qualifying factors (QF) to not be ranked, meaning only one QF is required to advance in Tier 4 Selection. The decision was based on creating a low-barrier application process with more significant alignment to serving families that were FFEJ.

The recommended QF were:

- Family income falls below 350%
- Language other than English as child's primary language (no verification will be needed).

Question on the application:

- "What was your child's first language?"
- "What is your child's current home language?"

### What do we want to do now?

Expanding the scope of the original RET to be comprehensive of all 3 and 4-year-olds, elevating equity-based Enrollment Priorities (EP) for SPP enrollment.

## II. Interview Protocols and Questions

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### A. Interview Questions and Protocols – SPP RET Community Stakeholders

#### **Introduction** (5 minutes)

Thank you for giving us your time today. Our conversation is part of our Seattle Preschool Program Racial Equity Toolkit. DEEL is conducting a racial equity review of enrollment in the Seattle Preschool Program, also called SPP.

We are anticipating this conversation taking about 30 minutes.

We are on the Early Learning team at the Department of Education and Early Learning at the City of Seattle.

We are interviewing key stakeholders in Seattle to get a sense of how potential SPP enrollment changes could impact Seattle communities and SPP children before we develop recommendations. We can't promise we'll act on all of your ideas or suggestions, but we really want to hear them. Feel free to think big.

Everything you share with us today will help us with our racial equity analysis. We'll be taking notes which will not be associated with any specific conversation, rather we will produce a report that highlights trends and themes across the various stakeholder interviews we are conducting and connecting it to emerging data. Ultimately, we will form recommendations that are informed by our community interviews.

#### **QUESTION**

A) Can you tell me a bit about your role/job and how you intersect with preschool-aged children in the community?

- a. Can you tell me about the community you serve? How would you describe them?
- b. Did you have a chance to review the one-pager about SPP for context? (If not, you can review some of the information for context – see APPENDIX.)

### B. Background of SPP Enrollment

What the RET team is trying to accomplish:

- a. The Racial Equity Toolkit (or RET) is part of the City's efforts to end institutionalized racism and race-based inequities. DEEL will use this RET to assess how our policies, projects, initiatives, and budget decisions benefit and burden communities. This RET will evaluate and make recommendations on SPP's selection process.
- b. Some of our objectives for this conversation are to learn from you: What do you think works with what we are trying to do?

#### **QUESTION**

B) Do you have any questions before we get started?

**QUESTIONS (30 minutes)**

Goal of these questions/prompts:

Learning, from our community partners, the barriers to enrolling and accessing in early education and benefits. We also want to orient this conversation to solutions.

<b>1. Does the community you serve have access to preschool? Are your families enrolled in SPP? Or other resources?</b>	
<i>(If families are enrolling in/familiar with SPP, use the left column of questions)</i>	<i>(If families are enrolling in/familiar with SPP, use the right column of questions)</i>
<b>Familiar with SPP</b>	<b>Unfamiliar with SPP</b>
2. Why do you think your families aren't enrolling in SPP? For families you believe are furthest from educational justice, what does the city need to do to make sure they have an opportunity to participate in the Seattle Preschool program?	2. Why do you think your families aren't enrolling in SPP? For families you believe are furthest from educational justice, what does the city need to do to make sure they have an opportunity to participate in the Seattle Preschool program?
3. Do you see application and enrollment processes in SPP as racially inequitable?	3. Are there application and enrollment processes with preschool programs that are racially inequitable?
4. Who cannot access SPP?	4. Who cannot access preschool?
5. What improvements do you think could be made for families in your communities to access SPP?	5. What's the best way to reach your families with preschool-aged children?
6. Are there ways we can make applying and enrolling in SPP more racially equitable?	6. From what you know about SPP, how can we make applying and enrolling in SPP more racially equitable?
<b>Questions and prompts for all interviewees</b>	
<b>Main Question</b>	<b>Prompts</b>
7. What barriers do you see for enrolling FFEJ in the Seattle Preschool Program?	<ul style="list-style-type: none"> <li>• With our outreach process</li> <li>• Communications</li> <li>• The application process</li> </ul>
8. What strategies could we implementing to support families enrolling more who are FFEJ?	<ul style="list-style-type: none"> <li>• With our outreach process</li> <li>• Communications</li> <li>• The application process</li> <li>• Programs before pre-K that we should we focus on for outreach?</li> </ul>
9. What policies in our selection process could we implement to enroll more families that are FFEJ?	<ul style="list-style-type: none"> <li>• Here is what we have now for priorities, what additional or revised priorities should we consider? (Refer to APPENDIX<sup>1</sup> for table on prioritization criteria.)</li> <li>• Why would those suggestions be impactful?</li> </ul>

**Wrap Up (5 minutes)** Thank you for your time and insights today.

- (C) Who else should we talk to?
- (D) Is there anything else we haven't talked about yet? Anything you'd like to add?

We will be in touch if we have clarifying questions, and please do not hesitate to reach out if there is something else you want to make sure we know.



### III. Chart of Community Conversations Header

#### Chart of Community Conversations

#	Who	Organization Name	Interview Time & Date	DEEL staff interviews	Description of community they serve
1	Chris Matsumoto	Experimental Education Unit-UW	12/7 @11am	Raka/Jenny	EEU offers a comprehensive early childhood school community that provides inclusive education to children with and without disabilities
2	Pamela Williams	Start Early	12/8 @10am	Raka/Cam	Start Early advances quality early learning for families with children, before birth through their earliest years, to help close the opportunity gap
3	Bevette Iris	Wellspring	12/9 @9:30	Raka/Grace	We offer a safe learning environment for children ages one to five who are living in King County in a shelter or transitional housing with case management.
4	Sara Rigel ; Steve Shapiro	King County Health	12/9 @10am	Holly/Jamal	King County supports our EL providers with mental health consultation and nurse consultation.
5	Haydee Lavariega	UWKC	12/9 @11a	Raka/Jamal	The ParentChild+ program closes the kindergarten preparation gap by supporting parents during the crucial early years of their kids' development
6	Mike Tulee ; Nick Terrones	United Indians of All Tribes	12/11 @9am	Taylor/Jamal	provide educational, cultural and social services that reconnect Indigenous people in the Puget Sound region
7	Phoebe Anderson, Natalie Lente, Courtney	Child Care Resources	12/11 @ 12p-1p	Raka/Jamal	Child Care Resources works with families, child care providers, community organizations and advocacy groups in order to

	Nolen-Viducich				improve the quality of early childhood care in our region.
8	Anita A. Koyer-Mwamba,	OBAC	12/10 @1p	Raka/Jamal	Our Best Advisory Council Member from SPS, Family Engagement
9	Cikeithia Pugh	OBAC	12/14 @10am	Raka/Taylor	Our Best Advisory Council Member from Seattle Public Library - Early Learning Program Manager/Youth and Family Learning Services
10	Family Partners- Bailey Gatzert	Bailey Gatzert Ele. School	12/14, 21 @5p  Last meeting on 2/22 @5pm	Raka/Jamal	Parent members that had child in an SPP program, and currently has a child at BG site
11	Karin Ganz, Nicole Lor, Xyzlora Brownell	DCYF	12/21	Raka/Jamal	DCYF is a cabinet-level agency focused on the well-being of children. DCYF is the lead agency for state-funded services that support children and families to build resilience and health, and to improve educational outcomes.
12	Karina Rojas	South West Early Learning	12/23 @10am	Raka/Jamal	Provide a high quality preschool experience for children ages 3-5 in a warm, nurturing, culturally relevant environment.
13	Agnes Navarro, Edwin Obras	Filipino Community Services	12/21 @10am	Raka/ MLA	Serves the Filipino community and Rainier Valley. Child care to Senior Care
14	Maria Miranda	El Centro	Jan. 7, 2021	Jamal/Raka	Director of Early Learning Home Visiting Department at El Centro.

## IV. Community Ideas to Surmount Barriers

### Community Ideas to Surmount Barriers

Barrier Theme	Community Ideas
<b>Geographic Eligibility</b>	<ul style="list-style-type: none"> <li>Organizations that are in Seattle providing a service, in my opinion, can the organization be the address – used as a home address. Not where family is living, but it is where they are receiving services.</li> <li>expand SPP to King County</li> </ul>
<b>Inadequate Outreach</b>	<ul style="list-style-type: none"> <li>Working with trusted messengers to dispel myths, build trust.</li> <li>Build a pipeline from ParentChild+ with pre-enrollment, family choice but this is already in place as they move towards the application period. 500-600 families are in Seattle and would be eligible for SPP. Have the City and HV administrators partner to share information.</li> <li>DEEL needs to understand the community it is trying to reach and have a language speaker there. Having an event at the SPP sites so parents know where to go</li> <li>It is critical that programs use communication practices that are sensitive to the diverse language and cultural backgrounds of the families they serve</li> <li>Utilize Department of Neighborhoods Liaisons and other city departments to conduct outreach. "Warrior parents" can educate and spread the message about SPP</li> <li>Create space for parent voices. Parents could help to increase awareness of the program for those who haven't taken advantage of. Create a council of parents/family members to co-design what a parent council could look like.</li> <li>all of the very small CBOs already working with the families we're talking about- ensure they're strong communicators and ambassadors of the community themselves!</li> <li>When you're doing outreach, you need to collaborate with community orgs like the WIC office, Sea-Mar, Lutheran, Catholic Community Services, and non-profits near schools and provide translated documents.</li> <li>Communicated in their languages through people they already trust.</li> <li>Do playground sign ups using iPad. Incorporate cultural colors like red, black, green and make it easier for immigrant and African American families to sign up. Changing the narrative to who is served and include south American black, African, native American, and pacific islander.</li> <li>Filipino outreach groups that have their own FB pages</li> <li>Children in community-based early learning programs, B3</li> <li>Invite tribal partners, create a separate pathway for tribal children.</li> </ul>
<b>Impersonal, Complicated Application Process</b>	<ul style="list-style-type: none"> <li>You have all the SPP coaches, redeployed at enrollment time for sure. To help support the work with parents to help them make informed decisions. People want someone on the phone to talk them thru it.</li> <li>sit "side by side" and walk thru the application</li> <li>Could be interesting to consider the idea of place-based services... key organizations to partner with to OWN the application process with you- walk folks thru and get them in.</li> <li>Any app process, we want to make as low barrier as possible. Modalities and languages to fill out. Don't ask for TOO MUCH personal info. What info do you REALLY NEED from the family?</li> </ul>

	<ul style="list-style-type: none"> <li>• Using interpreters in the application process</li> <li>• If you ask families for feedback on the application process provide them with a stipend. Think about the design process and include all stakeholders including families.</li> <li>• There is a follow up required. Racial equity and cultural relevancy – send texts not phone calls. Make sure that incomplete apps are texted to.</li> </ul>
<b>Family-Centered Services</b>	<ul style="list-style-type: none"> <li>• Offer transportation (buses), virtual meetings (in-person in a non-COVID world), computers to use at home.</li> <li>• schedule for SPP may not align to family work schedule, may need more flexibility.</li> <li>• Easing restrictive documentation requirements for families experiencing homelessness. Institute a grace period for families to meet immunization requirements.</li> <li>• Create a continuum of trauma informed child serving agencies</li> <li>• Increase the number of early childhood specialists who are knowledgeable about DV and community based resources, i.e. shelter, home visitation</li> <li>• Increase access to safe and confidential resources for early childhood families experiencing domestic violence</li> <li>• Provide assistance for transportation if needed so the child can continue enrollment after reuniting with biological parents or being moved to a new foster home</li> <li>• Support foster, adoptive, and biological families in maintaining the child’s enrollment. Look into options for continuing vouchers when case closes (through adoption or returning home) to enable the child to remain at the same child care center</li> </ul>
<b>Qualifying Factors for 3 Year-Olds</b>	<p>Note: Community respondents only suggested qualifying factors when specifically prompted.</p> <ul style="list-style-type: none"> <li>• Single parent “heritage” language [latinx, AA/black; PI, NA]</li> <li>• Incarcerated parents; Domestic Violence; substance abuse/mental illness. Think about kids with IEPs.</li> <li>• Directly ask the families why they should be prioritized. As an open box question.</li> <li>• Single parents, domestic violence experiencers, families experiencing trauma, very large families who don’t qualify for income</li> </ul>

## V. Potential Next Steps for DEEL

### Potential Next Steps for DEEL

Theme	Discussion	Potential Next Steps for DEEL
<b>Geographic Eligibility</b>	Expanding SPP eligibility outside of Seattle would require a change in legislation. Using Seattle property taxes to benefit non-Seattle families, even those that work in Seattle, may be controversial.	<ul style="list-style-type: none"> <li>• Research whether there is precedent for using Levy funds to provide services to non-residents.</li> <li>• Estimate the potential demand to discover both the potential costs and potential benefits from increased enrollment of children FFEJ.</li> <li>• Talk to the LOC to see if this is a direction they support SPP pursuing.</li> </ul>
<b>Inadequate Outreach</b>	These two have been combined, as, ideally, outreach will naturally transition to an application. SPP outreach and application has a bifurcated model in which providers recruit for seats they are responsible for filling and DEEL recruits applicants to fill the remaining seats. This has historically meant that a family can't go to particular site, learn about SPP and enroll. Rather they have to fill out an application that can get them in at any site, with no guarantee they'll get that particular site. The application process was meant to make it easier for families to find a seat that fits their needs but may have inadvertently forced families to lose the personal connection many want with the people who will care for their children.	<ul style="list-style-type: none"> <li>• Create a parent council (with stipends, coordinated with DON) that can advise on the best way to support families through the process. This may include:               <ul style="list-style-type: none"> <li>○ Feedback on outreach messaging</li> <li>○ User acceptability testing of the parent portal</li> <li>○ Feedback on application ease of use.</li> </ul> </li> <li>• Create a workgroup with providers to explore how they can best serve families that come to them directly. More agency-selected seats? Funding to help families apply?</li> <li>• Coordinating with DON, pursue partnerships to develop and distribute culturally-competent messaging that is responsive to particular groups' concerns in appropriate languages and methods. Ideally, these partners could directly help the interested families apply via paper or online.</li> <li>• Coordinating with DON, pursue partnerships or practices to provide in-person application support in the community.</li> <li>• Improve the online portal to make it easier to navigate, in more languages, on more devices.</li> <li>• Streamline and simplify the application. Test question wordings and topics with the parent council to make sure they're clear and non-invasive.</li> <li>• Continually develop and support DEEL customer service. This may include:</li> </ul>
<b>Impersonal, Complicated Application Process</b>		

		<ul style="list-style-type: none"> <li>○ See if there's another City or County department/ program that is considered particularly responsive and study their approach.</li> <li>○ Develop protocols with enrollment staff to ensure prompt responses with appropriate language support.</li> <li>○ Consider if seasonal or specialized staff may be required.</li> </ul>
<b>Family-Centered Services</b>	DEEL has increased its funding of family support as part of SPP.	<ul style="list-style-type: none"> <li>● Work with outreach partners and parent council (above) to better communicate the family supports available via SPP.</li> <li>● Work with outreach partners, parent council and provider workgroup (above) to develop family support services that better meet families' needs.</li> <li>● Prioritize sites that provide after-school care for SPP expansion.</li> <li>● Explore how to provide transportation assistance to families.</li> <li>● Educate providers on how DEEL supports families experiencing homelessness and other traumas with reduced documentation requirements.</li> </ul>
<b>Qualifying Factors for 3 Year-Olds</b>	Many of the community suggestions would require a significantly more intrusive or complicated application process.	<ul style="list-style-type: none"> <li>✓ Continue to provide prioritization and additional supports in the application and enrollment process for homeless and foster families.</li> <li>✓ Expand enhanced application and enrollment support to anyone referred from a case worker or supportive services organization (those that work with domestic violence survivors, families of incarcerated people, child protection, etc.).</li> <li>✓ Develop partnerships with agencies that work with families experience homelessness, domestic violence, etc., to encourage referrals.</li> <li>✓ Prioritize 3 year olds who are &lt;200% FPL, then those who speak a heritage language and are 201-350% FPL.</li> </ul>

## VI. Seattle Preschool Program (SPP) Selection and Enrollment Process

### RET Recommendations

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#### Seattle Preschool Program (SPP) Selection and Enrollment Process RET Recommendations:

- A. **Alter qualifying factors:** Prioritize 3 year olds who are <200% FPL, then those who speak a heritage language and are 201-350% FPL.
- B. **Improve online and paper application, EXAMPLES:**
  - i. Improve the online portal to make it easier to navigate, in more languages, on more devices. Have parents test and give feedback.
  - ii. Streamline and simplify the application. Test question wordings and topics with parents to make sure they're clear and non-invasive.
- C. **Invest in more and more culturally-specific outreach, EXAMPLES:**
  - i. Coordinating with DON, pursue partnerships to develop and distribute culturally-competent messaging that is responsive to particular groups' concerns in appropriate languages and methods.
  - ii. Engage with smaller CBOs to act as ambassadors to their communities.
  - iii. Get parent council feedback on messaging.
  - iv. Better communicate the family supports available via SPP.
- D. **Improve how SPP meets non-educational needs, EXAMPLES:**
  - i. Work with partners, parents and providers to develop family support services that better meet families' needs.
  - ii. Prioritize sites that provide after-school care for SPP expansion.
  - iii. Explore how to provide transportation assistance to families.
  - iv. Support providers in trauma-informed practices.
  - v. Expand enhanced application and enrollment support to anyone referred from a case worker or supportive services organization (those that work with domestic violence survivors, families of incarcerated people, child protection, etc.).
  - vi. Develop partnerships with agencies that work with families experience homelessness, domestic violence, etc., to encourage referrals.
- E. **Explore how application and enrollment can be a more personal or even in-person process, EXAMPLES:**
  - i. Continually develop and support DEEL customer service.
  - ii. Create a workgroup with providers to explore how they can best serve families that come to them directly. More agency-selected seats? Funding to help families apply?
  - iii. Coordinating with DON, pursue partnerships or practices to provide in-person application support in the community.
- F. **Explore geographic eligibility expansion, EXAMPLES:**
  - i. Estimate the potential demand to discover both the potential costs and potential benefits from increased enrollment of children FFEJ.
  - ii. Consider allowing families served by partner CBOs, no matter where they live, to be eligible.
  - iii. Consider allowing anyone who works in Seattle to be eligible.

## VII. Special Education Placement in SPP Plus classrooms and SPS Developmental Preschools

### Special Education Placement in SPP Plus classrooms and SPS Developmental Preschools

Due to COVID-19 enrollment decreases, the data analyzed was from the 2019-2020 SY, so there were no Head Start Plus classrooms and a few fewer SPP Plus classrooms.

Here's the 10,000 ft view. Basically, SPP+ classroom's preschoolers with IEPs were very slightly less likely to be Furthest from Educational Justice (FFEJ) than the preschoolers without IEPs. The developmental preschoolers with IEPs are a bit more likely to be FFEJ than the SPP+ preschoolers with IEPs.

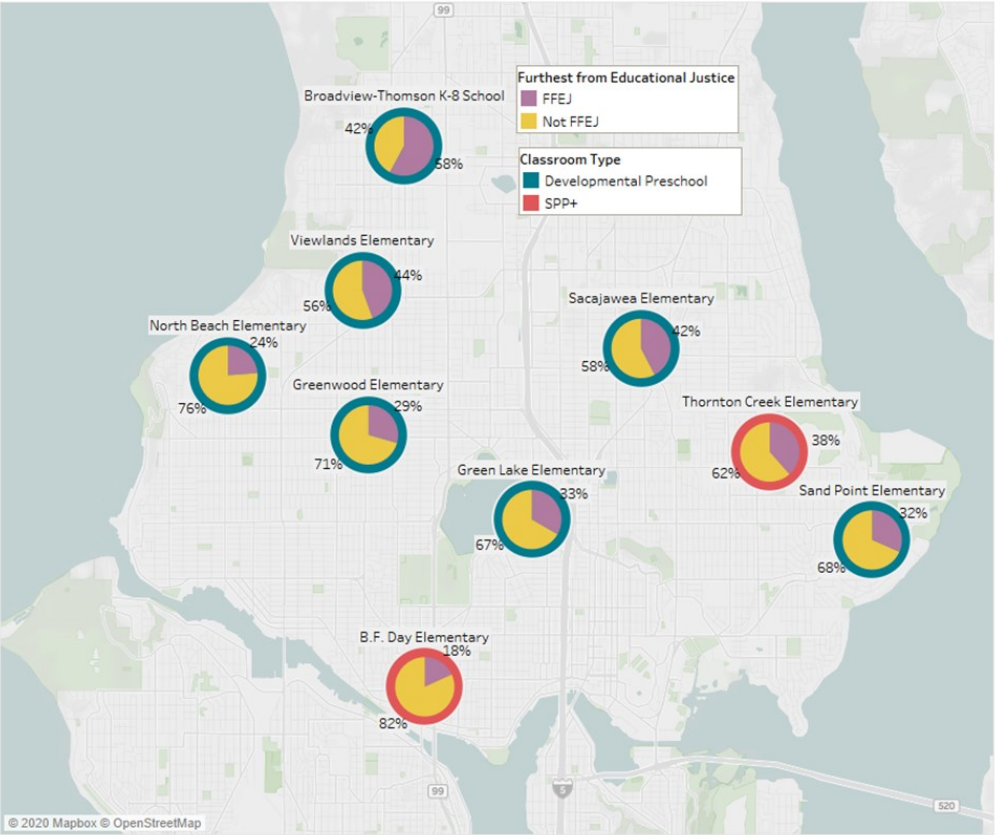
**Table. 1. SPP Plus Classroom Comparison**

Classroom Type	Special Education Status	FFEJ (Native Am, SE Asian, Black, LatinX, Pacific Islander)		Not FFEJ (East/South Asian, White, 2+ Race)		Grand Total	
		#	%	#	%	#	%
Developmental Preschool	Special Education	158	50%	159	50%	317	100%
SPP+	Special Education	28	45%	34	55%	62	100%
	Not Special Education	80	47%	92	53%	172	100%
<b>Grand Total</b>	<b>Total</b>	<b>266</b>	<b>48%</b>	<b>285</b>	<b>52%</b>	<b>551</b>	<b>100%</b>

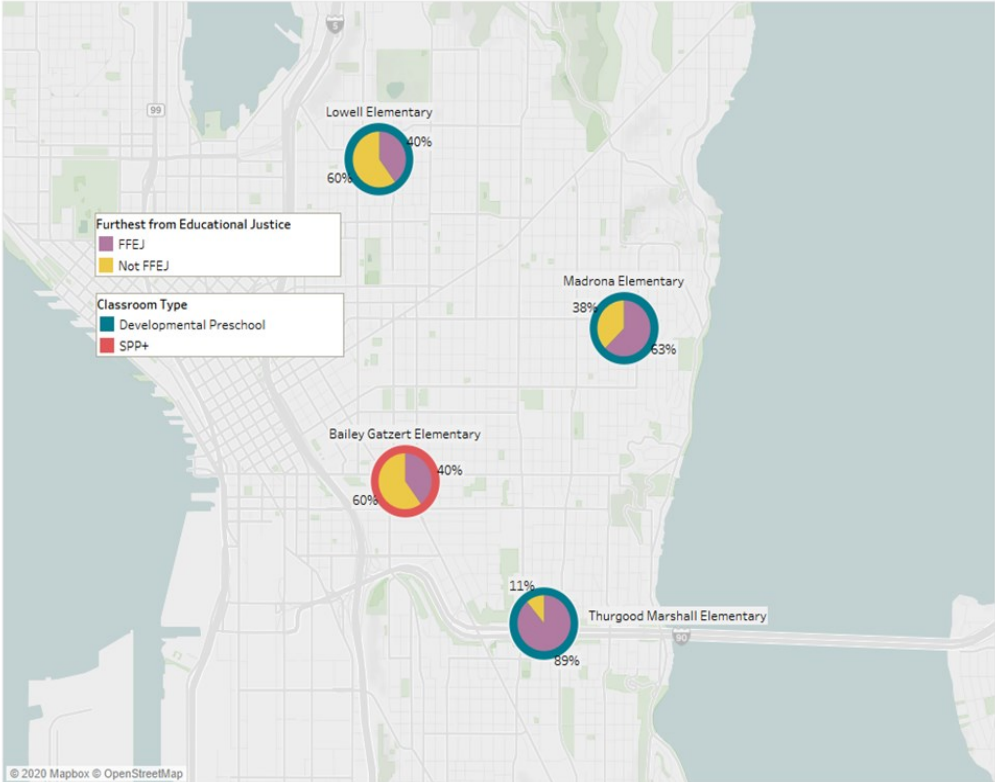
Is it just a function of geography? Review of map reveals it could be similar. Process, looking at how kids are split between nearby developmental and SPP Plus schools: Thornton Creek vs. Sand Point; Bailey-Gatzert vs. Thurgood Marshall; Dunlap vs. South Shore. ( see maps on pg. 14 & 15)



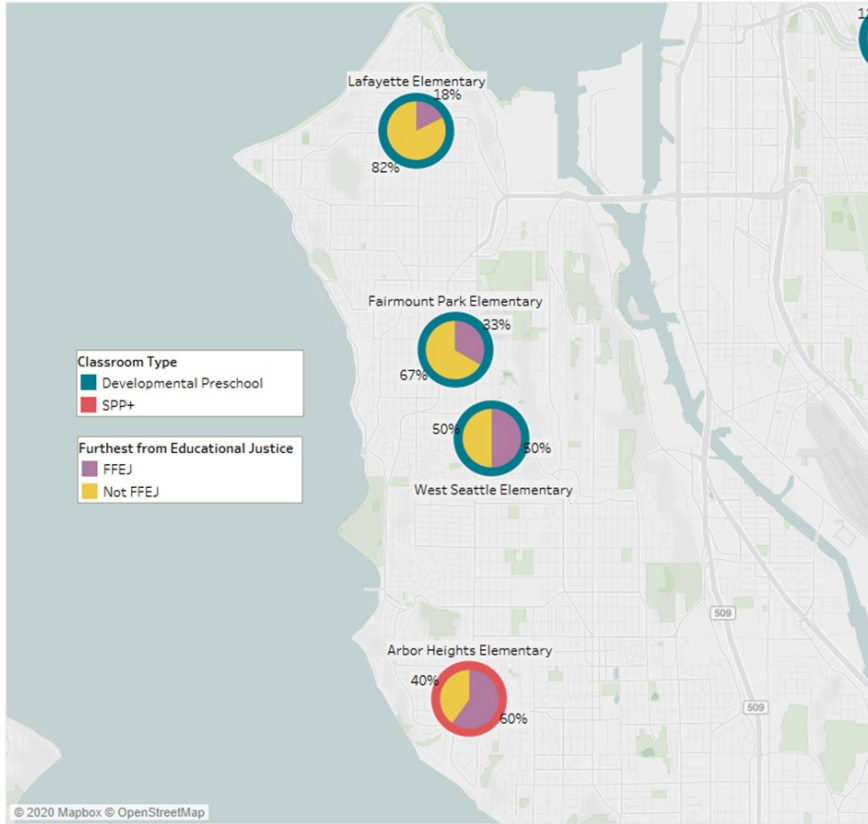
2019-20 SPS Special Education Preschoolers, North



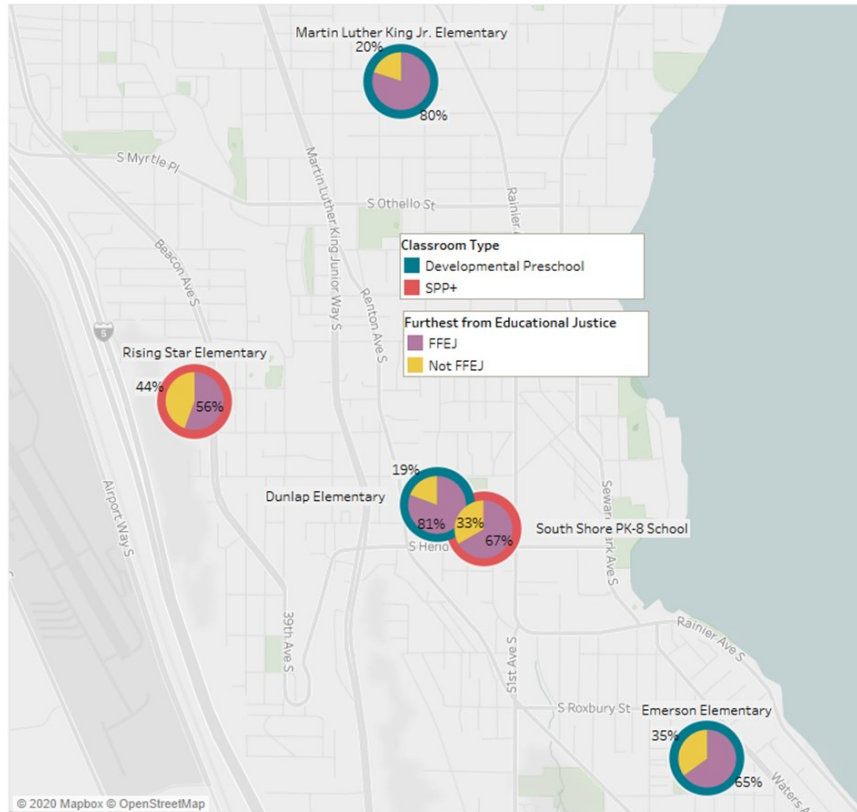
2019-20 SPS Special Education Preschoolers, Central



2019-20 SPS Special Education Preschoolers, Southwest



2019-20 SPS Special Education Preschoolers, Southeast



## VIII. Data Analyses

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### Data Analyses

#### **8.a. 2021-2022 Qualifying Factors Analysis:**

Ran some data **for 1,300 3 year-old applicants in 19-20 and 20-21** (after the FPL cap had been lifted for them). Remember, most of them WERE eventually placed, so it's hard to say how much the proposed qualifying factors would INCREASE enrollments, only the % of the population that would receive additional consideration. Remember, if a site only enrolls 4 year-olds or all the 3 year-old applicants at the site have a QF, it doesn't matter. If the QF child applies after all the seats are filled, it doesn't matter.

Goal is for the qualifying factors to INCREASE diversity, so we will test each QF to see if increases the % of children of color prioritized pool vs the overall application pool.

#### **Summary Recommendation:**

Create 2 tiers of Qualifying Factors for 3 years olds:

1. Anyone less than 200% FPL
2. THEN: Anyone 200%-350% FPL with a single adult in their household AND/OR who speaks a heritage language.

**Table 2. Results (small racial groups excluded for clarity): % of each group by Race/ Ethnicity**

Group	Asian	Black	Latino	2+ Races	White	Scope	Summary
All 3 year old applicants	19%	21%	12%	16%	33%	100% of applicants	Our applicants are largely White.
<200% FPL	20% (1.0)	40% (1.9)	15% (1.3)	11% (0.7)	14% (0.4)	40% of applicants	This boosts Black families strongly and Latino families somewhat. See “rejected ideas” for why I cut off at 200%.
200-350% FPL with Single Adult	23% (1.2)	25% (1.2)	11% (0.9)	17% (1.1)	24% (0.7)	10% of applicants	Slight boosts to Asian and Black families.
200-350% FPL with heritage language	58% (3.0)	14% (0.7)	15% (1.3)	6% (0.4)	7% (0.2)	7% of applicants	Very large boost to Asian families, medium boost to Latino families. It depresses Black family representation.
All qualifying factors	23% (1.2)	32% (1.6)	14% (1.2)	13% (0.8)	19% (0.6)	57% of applicants	Black families will receive the largest advantage.
% of group receiving QF	66%	88%	68%	46%	33%		A large majority of Black families will be prioritized; smaller majorities of Asian and Latino families will be prioritized.

**Table 2 and Table 3**

- i. Each line is the composition of the prioritized group, except the last row
- ii. In parenthesis is the ratio of the prioritized group % to the overall pool %. The higher the ratio the bigger the “boost” the group gets by the QF.

**Table 3. Rejected Ideas:**

Group	Asian	Black	Latino	2+ Races	White	Scope	Summary
All 3 year old applicants	19%	21%	12%	16%	33%	100% of applicants	Our applicants are largely White.
200-350% FPL as a group	24% (1.2)	13% (0.6)	12% (1.0)	16% (1.0)	35% (1.1)	23% of applicants	Depresses Black representation quite a bit.
350%-500% FPL with Single Adult	16% (0.8)	8% (0.4)	11% (0.9)	21% (1.3)	45% (1.4)	3% of applicants	Tiny fraction of the pool. Mainly helps 2+ Race and White families.
350%-500% FPL with heritage language	64% (3.3)	5% (0.2)	18% (1.5)	5% (0.3)	9% (0.3)	2% of applicants	Tiny fraction of the pool. Depresses Black representation, but does increase Asian and Latino. <b>Willing to debate the tradeoff.</b>
Families with 3+ children under 13 200-350% FPL	9% (0.5)	19% (0.9)	9% (0.8)	9% (0.6)	53% (1.6)	3% of applicants	Tiny fraction of the pool. Mainly helps White families. There were only 7 families in this income bracket with 4+ kids, and they were mostly White, too.

# Expected Qualifying Factor Impact

Based on a review of 19-20 applications

Group	Asian % of row (ratio to applications)	Black % of row (ratio to applications)	Latino % of row (ratio to all applications)	2+ Races % of row (ratio to all applications)	White % of row (ratio to applications)	Scope Applications impacted	Summary
All 3-year old applicants	19%	21%	12%	16%	33%	100% of applicants	Our applicants are largely <b>White</b> .
<200% FPL	20% (1.0)	40% (1.9)	15% (1.3)	11% (0.7)	14% (0.4)	40% of applicants	This boosts <b>Black</b> families strongly and <b>Latino</b> families somewhat.
200-350% FPL with heritage language	58% (3.0)	14% (0.7)	15% (1.3)	6% (0.4)	7% (0.2)	7% of applicants	Very large boost to <b>Asian</b> families, medium boost to <b>Latino</b> families. It slightly depresses <b>Black</b> family representation.
<200% FPL OR 200-350% FPL with heritage language	26% (1.3)	36% (1.7)	15% (1.3)	11% (0.7)	13% (0.4)	47% of applicants	The qualifying factors will strongly prioritize <b>Black</b> families and moderately prioritize <b>Asian</b> and <b>Latino</b> families.

### Rejected Qualifying Factors:

- Too personal to ask: incarcerated parent, domestic violence, other trauma
- Too complex to implement: single parent households
- Poorly targeted for increasing diversity: All 200-350% FPL families, all heritage language families, large families.



## 8.b. Unsuccessful Applicants Profile

### Population Included

- **Years:** 18-19 and 19-20; 20-21 excluded due to COVID weirdness
- **Types:** Applications marked “Finalized” or “Submitted” with a program age of 3 or 4, a Council district and at least 1 site selected.
- **Success:** If the child had at least 1 enrollment record that program year, they were considered “successful,” even if they entered through a non-DEEL selected seat or never accepted a seat.

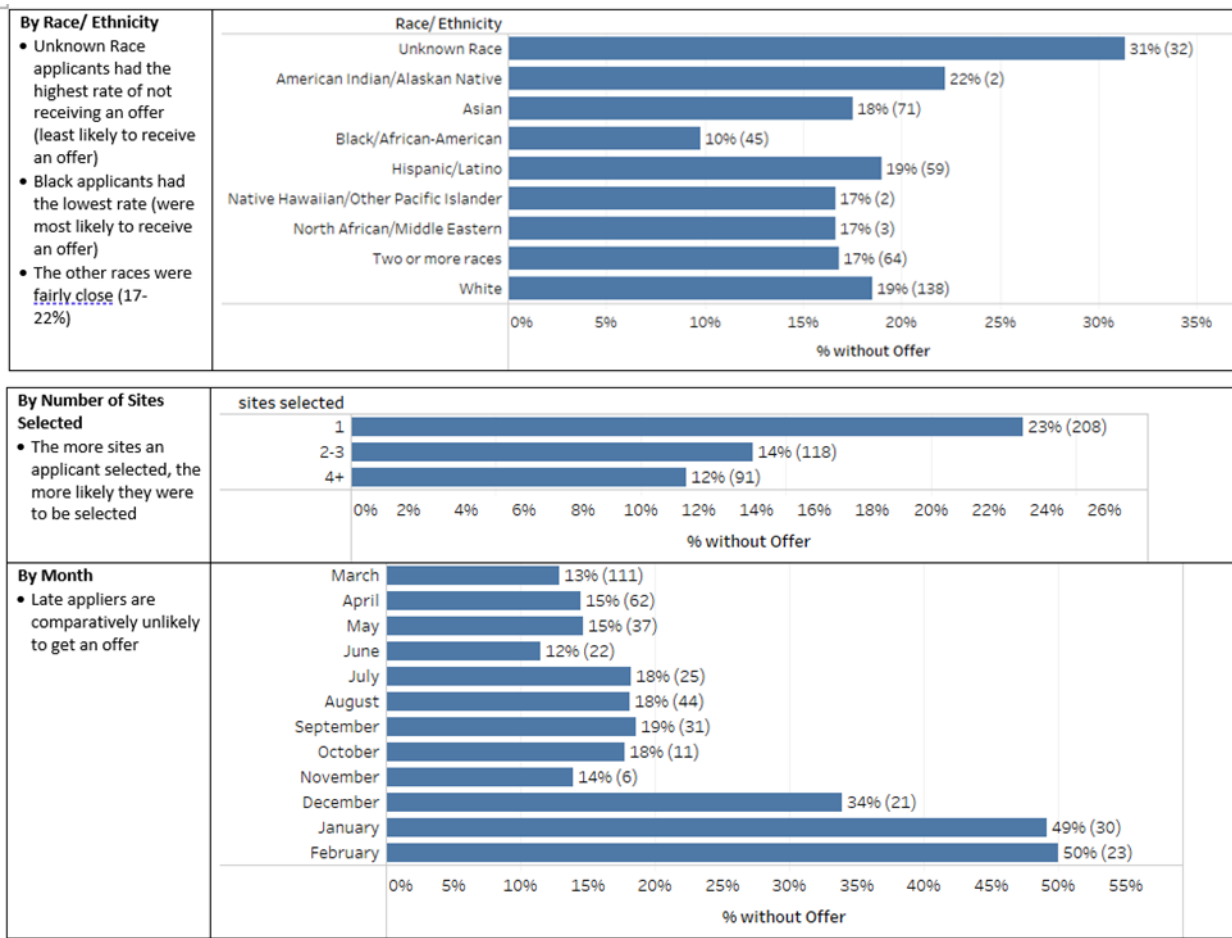
### Totals

- 2,453 applicants
- 2,124 (87%) were successful
- 431 (13%) were unsuccessful

## Comparisons

**Take-away:** If a 4 year-old applies before school starts and selects at least 2 sites, they have a 97% chance of being offered a seat. A similar 3 year-old has an 82% chance.

<p><b>By Council District</b></p> <ul style="list-style-type: none"> <li>Applicants from Council District 6 (NW Seattle) had the highest rate of not receiving an offer.</li> <li>Applicants from Council District 3 (downtown Seattle) had the lowest rate of not receiving an offer.</li> <li>The other Council Districts were fairly close (16-19%)</li> </ul>	<p><b>Council District</b></p> <table border="1"> <thead> <tr> <th>Council District</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>1</td><td>18%</td><td>87</td></tr> <tr><td>2</td><td>17%</td><td>104</td></tr> <tr><td>3</td><td>9%</td><td>27</td></tr> <tr><td>4</td><td>18%</td><td>48</td></tr> <tr><td>5</td><td>18%</td><td>94</td></tr> <tr><td>6</td><td>26%</td><td>38</td></tr> <tr><td>7</td><td>16%</td><td>18</td></tr> </tbody> </table>	Council District	% without Offer	Count	1	18%	87	2	17%	104	3	9%	27	4	18%	48	5	18%	94	6	26%	38	7	16%	18
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<p><b>By Age</b></p> <ul style="list-style-type: none"> <li>95% of 4 year-olds got an offer</li> <li>Only 74% of 3 year-olds did.</li> </ul>	<p><b>Age</b></p> <table border="1"> <thead> <tr> <th>Age</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>3</td><td>26%</td><td>351</td></tr> <tr><td>4</td><td>5%</td><td>70</td></tr> </tbody> </table>	Age	% without Offer	Count	3	26%	351	4	5%	70															
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4	5%	70																							
<p><b>By Language</b></p> <ul style="list-style-type: none"> <li>English and heritage language households had very similar rates of offers.</li> </ul>	<p><b>language</b></p> <table border="1"> <thead> <tr> <th>language</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>English</td><td>17%</td><td>322</td></tr> <tr><td>Heritage language</td><td>16%</td><td>94</td></tr> </tbody> </table>	language	% without Offer	Count	English	17%	322	Heritage language	16%	94															
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<p><b>By FPL</b></p> <ul style="list-style-type: none"> <li>All FPLs had similar rates of offers.</li> </ul>	<p><b>FPL group</b></p> <table border="1"> <thead> <tr> <th>FPL group</th> <th>% without Offer</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>&lt;=110% FPL</td><td>16%</td><td>63</td></tr> <tr><td>111-199% FPL</td><td>16%</td><td>51</td></tr> <tr><td>200-350% FPL</td><td>18%</td><td>75</td></tr> <tr><td>350%+</td><td>17%</td><td>230</td></tr> </tbody> </table>	FPL group	% without Offer	Count	<=110% FPL	16%	63	111-199% FPL	16%	51	200-350% FPL	18%	75	350%+	17%	230									
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200-350% FPL	18%	75																							
350%+	17%	230																							



## VIII. Who could benefit from Qualifying Factors?

### Who could benefit from Qualifying Factors?

In order to benefit from qualifying factors, a three year-old child must apply to a site that:

1. Has space for DEEL-selected 3 year-olds
2. Has children without qualifying factors applying for it as well (so that the QF child can have an advantage)

In 19-20 (the first year over 350% FPL 3 year-olds could enroll), 621 3 year-olds applied before Sept 1 who were either offered a DEEL-Selected seat or no seat at all (another 38 received an Agency-selected seat, but they're not helpful for the comparison).

	Qualifying Factor (<350% or heritage language)?		Grand Total
	No	Yes	
<b>No Offer Made</b>	47	68	115
<b>Offer Made</b>	145	361	506
<b>Grand Total</b>	192	429	621



**Question:** To what extent did the 68 children with qualifying factors and no seat lose out to the 145 children without qualifying factors who did get an offer? To what extent were they applying to the same sites?

**Answer:** It's possible that up to 52 3 year-olds with qualifying factors could have received seats taken by 98 non-qualifying factor 3 year-olds in 18-19 at 23 sites. However, depending on how we implemented this policy, those seats may have gone to later-applying 4 year-olds. Note: the by-site numbers equal more than the total applicants due to multiple offers and site selections.

Site	Non-QF 3 year-olds with Offer	QF 3 year-olds with no Offers interested in site
Children's Home Society - Genesee Early Learning Center	11	2
Creative Kids - Carkeek	2	9
Creative Kids - Viewlands	3	8
Launch - Delridge Community Center	19	1
Northwest Center Kids - Chinook	10	1
Northwest Center Kids - Greenwood	2	6
ReWA - Beacon Hill	1	2
REWA - Lake City	4	2
SCCS - Hoa Mai	7	1
SCCS - Pinehurst at Hazel Wolf K-8	2	5
SCCS - Pinehurst at Northgate Community Center	4	5
SCCS - SWEL	6	2
Seed of Life - MLK	3	5
SPS - Bailey Gatzert	1	1
SPS - BF Day	2	18
SPS - Boren STEM	2	6
SPS - Cedar Park	10	1
SPS - Highland Park	13	3
SPS - Olympic Hills	1	5
SPS - Rising Star (Formerly Van Asselt)	2	9
SPS - Sand Point Elementary School	1	3
YMCA - Concord	10	1
YMCA - Hallows	6	1
<b>Grand Total of Applicants</b>	<b>98</b>	<b>52</b>

**Who were these 52 and 98 children?** 22 (42%) are Black or LatinX . 33 (63%) are less than 200% FPL. The 98 non-qualifying factor successful applicants included 10 (10%) Black and LatinX.

**Unplaced Qualifying Factor 3 Year-Olds**

<b>Race</b>	<b>FPL Band</b>	<b>Language</b>	<b>Count</b>
Unknown Race	<=110% FPL	English	2
Unknown Race	111-199% FPL	Heritage language	1
Asian	111-199% FPL	English	3
Asian	111-199% FPL	Heritage language	4
Asian	200-350% FPL	English	1
Asian	200-350% FPL	Heritage language	1
Asian	350%+	Heritage language	2
Black/African-American	<=110% FPL	English	4
Black/African-American	<=110% FPL	Heritage language	2
Black/African-American	111-199% FPL	English	4
Black/African-American	111-199% FPL	Heritage language	3
Black/African-American	200-350% FPL	English	1
Black/African-American	200-350% FPL	Heritage language	2
Hispanic/Latino	<=110% FPL	English	1
Hispanic/Latino	111-199% FPL	English	1
Hispanic/Latino	200-350% FPL	English	3
Hispanic/Latino	350%+	Heritage language	1
North African/Middle Eastern	200-350% FPL	Heritage language	1
Two or more races	<=110% FPL	English	2
Two or more races	<=110% FPL	Heritage language	1
Two or more races	200-350% FPL	English	2
Two or more races	200-350% FPL	Heritage language	1
White	111-199% FPL	English	2
White	200-350% FPL	English	7
<b>Grand Total</b>	<b>Total</b>	<b>Total</b>	<b>52</b>

**Placed Non-Qualifying Factor 3 Year-Olds (all are 350%+ FPL and English speaking)**

<b>Race/ Ethnicity</b>	<b>Count</b>
Unknown Race	3
Asian	12
Black/African-American	5
Hispanic/Latino	5
Two or more races	19
White	54
<b>Grand Total</b>	<b>98</b>

# DEEL 2021-22 Race and Social Justice Initiative Presentation

Neighborhoods, Education, Civil Rights, and Culture Committee



# Purpose

Present to Council a summary of DEEL's 2021 and 2022 RSJI work







# DEEL RSJI and Change Team Overview

Mariko Lockhart, DEEL Deputy Director

Rodney Johnson, Senior Finance Analyst & DEEL Change Team Lead

# RSJI 2021-22 Accomplishments

## Internal

- Created and implemented RSJI Orientation for new hires
- Launched staff equitable professional development initiative
- Adopted and implemented Color Brave Space norms and department wide training
- Launched guest speakers, Lunch 'n' Learn series, historical/heritage month emails
- Change Team-led Juneteenth All Staff event
- Utilize Anti-Racist Continuum survey to inform Change Team efforts



*Image: Juneteenth celebration and All Staff event with Seattle Civic Poet Jourdan Imani Keith.*



# RSJI 2021-22 Accomplishments

## External

- Focus on asset-based language within external communications
- Launched new Language Access Plan initiatives
- Worked closely with partners and families to develop community-specific messaging for Seattle Preschool Program and COVID-19 vaccine promotion.
- Coronavirus Local Fiscal Recovery funds to support Seattle Promise scholars and childcare sector



Image: Courtesy of Urban League of Metropolitan Seattle.



# RSJI 2021-22 Challenges

## Internal

- Change team mostly inactive in 2021
- Staff loss due to vaccine mandates impacted morale

## External

- Childcare provider and educator retention and coverage
- SY 20-21 education was largely remote
  - Technology access and language barriers affected SPP remote learning & participation
  - Financial hardship and family responsibilities related to COVID-19 challenged Seattle Promise persistence

# RSJI On-Going Efforts

## Department Actions

- Investments to close race-based opportunity gaps in education
- Change Team revamp:
  1. Theory of Change
  2. SharePoint site
  3. Incorporate staff feedback from Color Brave Space training

## Current Racial Equity Toolkits

- Seattle Preschool Program  
Comprehensive Supports



# Racial Equity Toolkit Overviews

Vik Cheema, K-12 Program Advisor DEEL

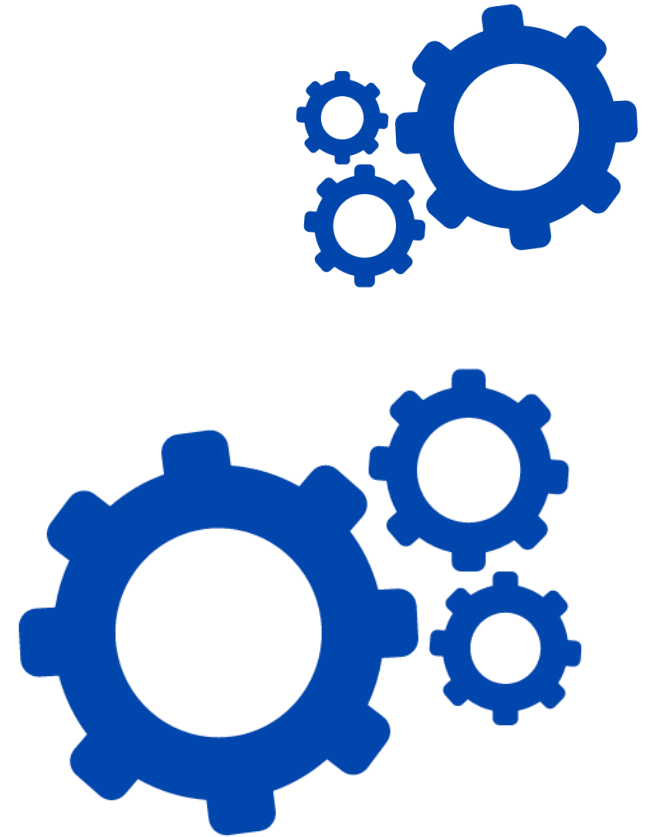
Nick Terrones, Youth Programs Director United Indians of All Tribes

Daniel Perez, Early Learning Project Manager DEEL

Raka Bhattacharya, Early Learning Strategic Advisor DEEL

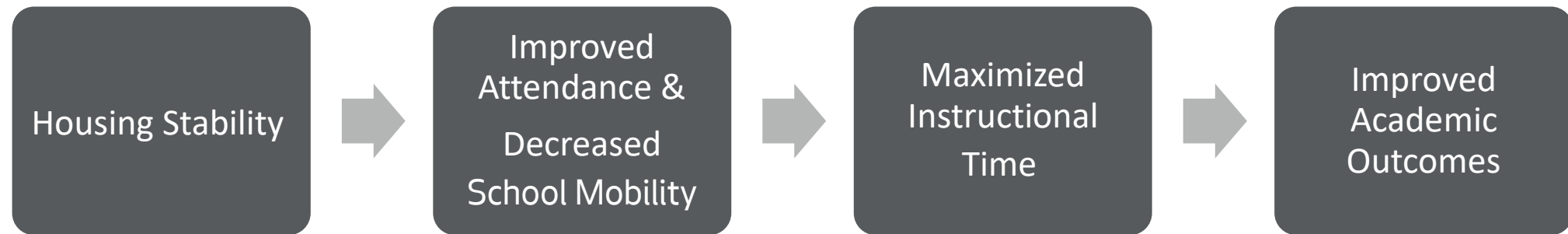
# Racial Equity Toolkit Presentations

1. K-12 Homelessness and Housing
2. Family Child Care Mentorship
3. Seattle Preschool Program (SPP)  
Selection and Enrollment Process



# K-12 Homelessness & Housing Support Services (HHS)

- \$4.2M investment over 7-years
- Theory of Change:



- RET completed in 2021 before contract re-bid

# K-12 HHS

## Racial Equity Toolkit Outcome

**Access & Utilization:** Accelerate equitable access to HHS for Seattle Public Schools students at-risk of losing housing or experiencing housing instability including students identifying as:

- Black
- Indigenous
- Asian
- Latin(x)
- LGBTQIA+
- Undocumented
- Immigrant & Refugee

## Stakeholders

RET team with 23 members including:

- Youth
- El Centro de la Raza
- Reclaiming our Greatness
- Refugee Women's Alliance
- Seattle Housing Authority
- Seattle Human Services Department
- Seattle Public Schools
- Somali Youth and Family Club
- United Indians of All Tribes
- Urban League of Metropolitan Seattle
- YWCA

# K-12 HHS

## Benefits

- SPS partnership
- Targeted universalism

## Burdens

- Multi-step referral process
- COVID-19 impact
- Sub-optimal awareness & accessibility

## Key Actions

- Smarter partnership & contract management
- Adapt emergency funding assistance guidance
- Incorporate RET recommendations into RFI and contract

## Additional Racial Equity Issue

- Intersection of unaffordable housing and poor economic opportunity for BIPOC families

# Family Child Care (FCC) Mentorship

## Overview

- \$4M investment over 7-years
- Investment designed to increase the number of culturally diverse licensed family childcare providers participating in Seattle Preschool Program
- RET completed in 2021

## RET Outcomes

1. Assess racial inequities of program participation
2. Minimize participation barriers for FCC owners/operators
3. Develop monitoring plan to assess any disproportionate impacts on underserved communities



# FCC Mentorship

## Stakeholders

- Licensed FCC providers
- Past Imagine U mentors & interns
- Voices of Tomorrow
- Early Achiever Participants
- Department of Children Youth & Families
- Child Care Resources
- Child Care Aware
- SEIU 925



TRAINING



IMAGINE U (MENTOR PROGRAM)



SUBSTITUTE POOL

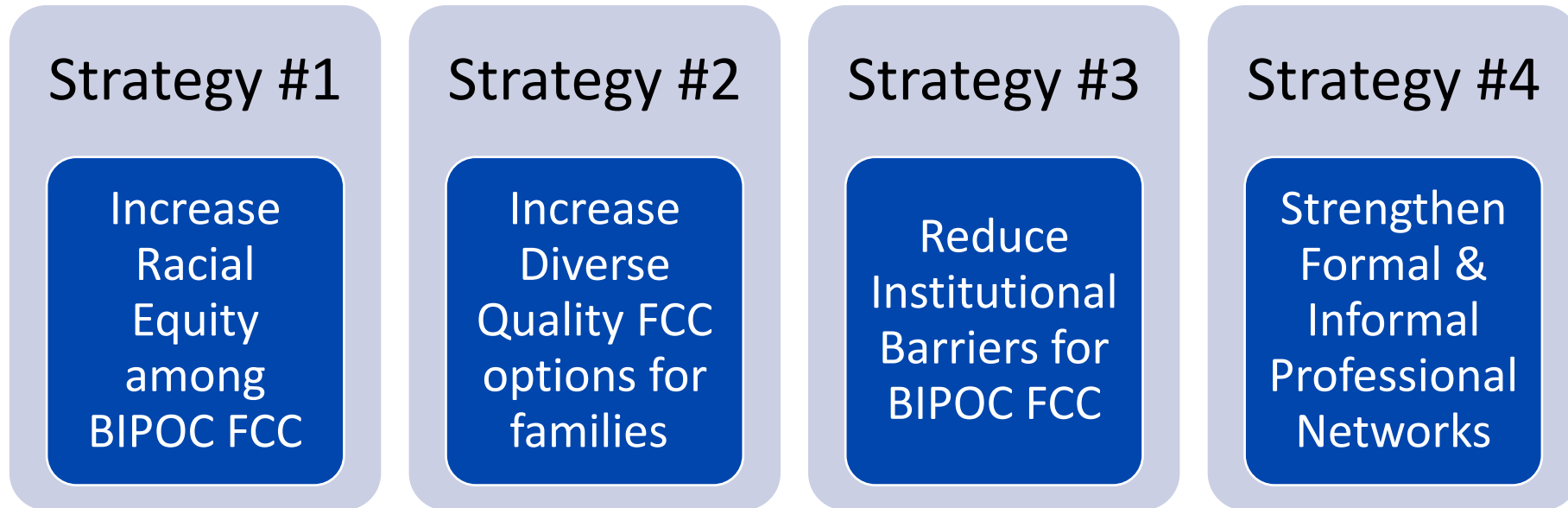


PREPARE FOR CARE

*Images: Courtesy of The Imagine Institute*

# FCC Mentorship

Four key strategies were identified to achieve FCC Mentorship program quality outcomes:



# SPP Selection and Enrollment Process

## Stakeholder Engagement

- \$147M investment over 7-years
- DEEL staff, SPP stakeholders, and community members
- Methods:
  1. Facilitated focus groups
  2. Conducted one-on-one interviews
  3. Hosted town hall style meetings



*Image: Parents of Seattle Preschool Program participant at SPS Rising Star Elementary*

# SPP Selection and Enrollment Process

## Community Feedback

- Improve online and paper applications
- Increase culturally-specific outreach
- Make application and enrollment processes more personal or in-person
- Expand geographic eligibility

## Key Actions

- DEEL focus on SPP access and enrollment equity, over prioritization (i.e., the qualifying factors)
- Specific focus on Latin(x) community awareness and enrollment for SY 22-23





# Questions?

*Image: DEEL Early Learning PPE distribution, June 2022*



Legislation Text

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**File #:** CB 120398, **Version:** 1

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**CITY OF SEATTLE**

**ORDINANCE \_\_\_\_\_**

**COUNCIL BILL \_\_\_\_\_**

AN ORDINANCE relating to the 2018 Families, Education, Preschool, and Promise Levy; amending the levy implementation and evaluation plan adopted by Ordinance 125807; and ratifying and confirming certain prior acts.

WHEREAS, by Ordinance 125604, The City of Seattle (“City”) placed before voters a proposition authorizing the City to levy additional taxes for up to seven years for the purpose of providing education-support services designed to improve access to early learning and high-quality preschool, kindergarten to twelfth-grade (“K-12”) school and community-based investments, K-12 school health, and post-secondary and job readiness opportunities for Seattle students; and

WHEREAS, on November 6, 2018, the City’s voters approved the proposition and the property tax levy, also known as the Families, Education, Preschool, and Promise (FEPP) Levy; and

WHEREAS, Section 7 of Ordinance 125604 provides that FEPP Levy proceeds will be used for education-support services spent in accordance with an implementation and evaluation plan (“Plan”) approved by City Council; and

WHEREAS, on April 22, 2019, the City Council approved the current Plan under Ordinance 125807; and

WHEREAS, Section 7 of Ordinance 125604 provides that the Plan may be amended by ordinance; and

WHEREAS, Ordinance 126067, Ordinance 126259, and Ordinance 126259 previously modified the Plan and have since expired; and

WHEREAS, on May 7, 2021, Governor Inslee signed into law the Fair Start for Kids Act, which adopted State Median Income as the metric to determine eligibility for Washington State early learning and child care

subsidy programs; and

WHEREAS, the Department of Education and Early Learning (DEEL) has adopted the State Median Income as a metric to align with statewide programs; and

WHEREAS, DEEL wishes to align criteria in the Plan with similar county, state, and federal programs and update the Plan to reflect disruptions and emergent needs related to the COVID-19 pandemic; and

WHEREAS, the Executive has sought the review and recommendation of the Levy Oversight Committee created under Ordinance 125604 with respect to amending the Plan; NOW, THEREFORE,

**BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:**

Section 1. The Plan previously approved by Ordinance 125807 and attached to this ordinance as Attachment 1 is amended as provided in Attachment 2 to this ordinance, consistent with the purposes and intent of Ordinance 125604.

Section 2. To the extent that any language in the amended Plan conflicts with language in prior Council resolutions, the language in the amended Plan shall control.

Section 3. Any act consistent with the authority of this ordinance taken prior to its effective date is ratified and confirmed.

Section 4. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Passed by the City Council the \_\_\_\_\_ day of \_\_\_\_\_, 2022, and signed by me in open session in authentication of its passage this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
President \_\_\_\_\_ of the City Council

Approved / returned unsigned / vetoed this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
Bruce A. Harrell, Mayor

Filed by me this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
Elizabeth M. Adkisson, Interim City Clerk

(Seal)

**Attachments:**

- Attachment 1 - The Families, Education, Preschool, and Promise Levy Implementation and Evaluation Plan
- Attachment 2 - The Families, Education, Preschool, and Promise Levy Implementation and Evaluation Plan, as amended



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## I. Letter from DEEL Director

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January 14, 2019

Mayor Jenny Durkan  
Seattle City Council  
Seattle Residents and Families

Thank you for the opportunity to present the Families, Education, Preschool and Promise Implementation and Evaluation (I&E) Plan. The Department of Education and Early Learning (DEEL) envisions a city where all children, youth, and families have equitable access and consistent opportunities to high-quality educational services, support, and outcomes.



**Dwane Chappelle**  
Director, Department of  
Education and Early Learning

We recognize that one size does not fit all, and different circumstances require different approaches and allocation of resources. This is why we partner with Public Health—Seattle and King County, Seattle Colleges, Seattle School District, and community-based organizations to design strategic investments in education that will work to eliminate the opportunity gaps that exist within our City.

**By leading with race and social justice and providing Seattle residents access to educational opportunities from preschool through post-secondary, we will transform the lives of Seattle’s children, youth, and families.**

Over the next seven years, DEEL intends to partner with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle through our stewardship of FEPP investments. This will be achieved through:

- High-quality early learning services that prepare children for success in kindergarten
- Physical and mental health services that support learning
- College and job readiness experiences that promote high school graduation
- Post-secondary opportunities that promote attainment of a certificate, credential, or degree

As Seattle continues to face an affordability crisis, supporting the education continuum through investments in quality preschool, year-round expanded learning programs, and access to college will help build economic opportunity for all young people in Seattle by creating pathways to good-paying jobs. We must ensure that every child has the opportunity to succeed. To that end, DEEL will continue to empower teachers, parents, and communities to achieve this vision.

On behalf of DEEL staff, we stand behind Mayor Durkan’s vision for the Seattle Preschool Program, K-12 and Community, Health, the Seattle Promise, and Black male achievement.

In gratitude,

A handwritten signature in black ink that reads "D. Chappelle". The signature is fluid and cursive, written in a professional style.

Dwane Chappelle  
Director, Department of Education and Early Learning

## II. Introduction

---

### Prior Legislation

Since 1990, Seattle voters have demonstrated a strong commitment to education and supporting students. The Families and Education Levy (FEL) was first approved by voters in 1990 and renewed three times in 1997, 2004 and 2011. In 2014, Seattle voters also approved the Seattle Preschool Program (SPP) Levy, deepening the City's investment in early childhood education.

In April 2018, Mayor Jenny A. Durkan released the [Families, Education, Preschool and Promise \(FEPP\) Action Plan](#), which established the broad policy and funding framework for the FEPP Levy. Mayor Durkan affirmed the City's commitment to eliminating educational disparities by investing in Seattle's youth across the education continuum from preschool to post-secondary. Following eight public meetings with the City Council Select Committee on the FEPP Levy, two public hearings, and Council amendments to the FEPP Levy, City Council unanimously voted on June 18, 2018 to send the FEPP Levy to the ballot for voter consideration. Council also passed Resolution 31821 on June 18, 2018 "a resolution relating to education services... and providing further direction regarding implementation of the programs funded by [the FEPP] Levy." Mayor Jenny A. Durkan signed [Ordinance 125604](#) and [Resolution 31821](#) on June 27, 2018.

On November 6, 2018, Seattle voters approved the FEPP Levy, a seven-year, \$619 million property tax levy to "replace two expiring levies and initially fund expanded early learning and preschool, college and K-12 education support, K-12 student health, and job readiness opportunities."<sup>1</sup> The FEPP Levy replaces and expands the FEL and SPP levies, which both expired on December 31, 2018.

The FEPP Levy Implementation and Evaluation Plan ("The Plan") outlines the Department of Education and Early Learning's (DEEL) commitment to achieving educational equity through four investment areas: Preschool and Early Learning, K-12 School and Community-Based, K-12 School Health, and the Seattle Promise.

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"Proceeds may be spent only in accordance with an Implementation and Evaluation Plan ("The Plan") approved by ordinance. The Plan may be amended by ordinance.

The Plan shall set forth the following: priority criteria, measurable outcomes, and methodology by which Proceeds-funded strategies will be selected and evaluated; the process and schedule by which DEEL will select and contract with partners to provide services; and the evaluation methodology to measure both individual investments and overall impacts of the Education-Support Services."

--Ordinance 125604, Section 7

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Ordinance 125604 establishes an "Oversight Committee to make recommendations on the design and modifications of FEPP Levy-funded programs and to monitor their progress in meeting their intended outcomes and goals." Eleven appointed members of the FEPP Levy Oversight Committee (LOC) were confirmed by the Gender Equity, Safe Communities, New Americans, and Education Committee on December 14, 2018 and by the full City Council on December 17, 2018. Ordinance 125604 establishes the qualifications and terms of LOC appointments. DEEL will engage the LOC consistent with guidance outlined in Ordinance 125604 and Resolution 31821 regarding review of annual reports, review, and advisement on proposed FEPP investment modifications, and commitment to outcomes-based accountability model. Subsequent LOC appointments will be made by the

Mayor and Council following an open call for applicants. Youth and young adults, especially current or former Seattle Promise students, and parents of students served by FEPP Levy investments will be encouraged to apply.

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

--Ordinance 125604, Section 8

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### Stakeholder Engagement

DEEL utilized a variety of methods to engage community stakeholders across the preschool to post-secondary continuum and throughout the city to inform development of the I&E Plan. The result of the many conversations, advisory groups, workgroups, and community meetings is a plan that incorporates the diverse voices of Seattle and encapsulates the needs of the community.

DEEL’s FEPP Levy stakeholder engagement approach to share information and solicit input to shape FEPP Levy policy and program design began in the fall of 2017. Stakeholder engagement focused on both individual FEPP Levy investment areas and across the education continuum broadly. A variety of strategies were utilized to engage stakeholders including individual conversations, advisory groups, workgroups, and community meetings (Table 1).

Table 1. Stakeholder Engagement Strategy	
Outreach Objectives	Strategies Used
<ul style="list-style-type: none"> <li>• Operate with a race and social justice lens</li> <li>• Be respectful and inclusive of Seattle communities</li> <li>• Meaningfully and authentically engage stakeholders to leverage their expertise and insight</li> <li>• Garner support and confidence among stakeholders for FEPP Levy</li> </ul>	<ul style="list-style-type: none"> <li>• Individual conversations</li> <li>• Advisory groups</li> <li>• Workgroups</li> <li>• Focus groups</li> <li>• Community meetings</li> </ul>

### Greater Community Engagement

DEEL engaged the community by holding several community meetings throughout the city. Additionally, DEEL consulted the FEL/SPP and FEPP Levy Oversight Committees as partners in implementation creation.

**Levy Oversight Committee:** The FEL/SPP Levy Oversight Committee (LOC) members were engaged at their August 2018 meeting, and in reflection on current DEEL FEL and SPP Levy-funded programs and services, provided feedback to DEEL staff on three foundational policy issues: (1) Equity approach for the Seattle Preschool Program and Seattle Promise, (2) Theory of Change, and (3) Evaluation strategy and outcomes.

On December 17, 2018, 11 members of the FEPP LOC were confirmed by Seattle City Council. FEPP LOC members were engaged at two meetings (January 24, 2019 and February 7, 2019) to provide feedback on the proposed FEPP Levy Implementation and Evaluation Plan policy direction. The LOC reviewed the complete FEPP

I&E Plan draft, asked questions of DEEL staff, and provided additional policy guidance to inform the Plan. On February 28, 2019, the FEPP LOC endorsed the Mayor's proposed FEPP Levy I&E Plan and recommended transmittal of the Plan to Council.

**Community Meetings:** DEEL and its community partners scheduled a series of seven community meetings between January-March 2019. Meetings were held in each of the seven council districts and were designed to inform all FEPP Levy implementation and programmatic investments. Students, families, and community members were invited to ask questions, share feedback on proposed implementation design, and engage in dialogue with City staff at all events.

### **Preschool and Early Learning:**

This part of the planning process was designed to inform improvements to the Seattle Preschool Program for FEPP-funded implementation.

- **Early Learning Directors:** DEEL hosts monthly meetings with all Early Learning Directors. Over the course of the past six months, directors received information about the progress of Levy planning and provided feedback on key policy and program considerations.
- **Provider Feedback Group:** The Provider Feedback Group is comprised of SPP agency and site directors who volunteered to meet monthly as part of FEPP implementation planning. In total, the group met six times. Participating organizations included: Children Home Society of Washington, Child Care Resources, Chinese Information Service Center, Creative Kids, Northwest Center, Primm ABC Child Care, Seattle Schools District, Tiny Tots, and YMCA of Greater Seattle.

In addition to recurring group meetings with Early Learning Directors and a Provider Feedback Group, DEEL Early Learning staff conducted individual and small group meetings with community organizations.

### **K-12 School and Community-Based:**

Engagement efforts informed the development of strategies across the FEPP K-12 School and Community-Based investment area. DEEL staff sought feedback from staff at FEL-funded Levy schools, Seattle School District central office staff, community-based organizations (CBOs), and other stakeholders.

- **School Partners:** Principals and staff from FEL-funded Levy schools were engaged to inform improvements and expansions of K-12 investments for FEPP implementation, including but not limited to, college and career readiness programming, expanded learning and out-of-school time, and methods for tracking progress and measuring success. School leaders were engaged from the FEL Elementary School Innovation Cohort, FEL Middle School Innovation Cohort, FEL Middle School Linkage Cohort, and the FEL High School Innovation Cohort.
- **School District Partners:** Partners and colleagues from Seattle School District central office were engaged to inform strategy implementation, award selection, and to develop mechanisms to collaboratively support the success of FEPP Levy investments within Seattle School District.
- **Summer Learning Providers:** Representatives from FEL-funded summer learning programs were engaged to share feedback with DEEL on funding and contracting processes, successful CBO-school partnerships and CBO roles in supporting student academic achievement, and K-12 evaluation approaches.
- **Community Leaders:** DEEL engaged community leaders representing organizations such as the Our Best Advisory Council, All Home Workgroup, Regional Network of Expanding Learning Partners, and Youth Development Executives of King County.

### **K-12 School Health:**

Public Health—Seattle & King County engaged school-based health providers, school principals, and community-based organizations to inform the development of measurable outcomes and evaluation methodology and provide feedback on the investment strategies.

### **Seattle Promise:**

Efforts to develop implementation policies for the Seattle Promise were led by a Design Team. Program design was built by scaling and improving the 13<sup>th</sup> Year Seattle Promise scholarship program started at South Seattle College.

- **Design Team:** The Seattle Promise Design Team was convened by DEEL to build out the implementation and programmatic components of Seattle Promise. The Design Team consisted of staff representing the City of Seattle (Mayor’s Office, DEEL, and Office for Civil Rights), Seattle School District, Seattle Colleges, King County Promise, and the College Success Foundation. The Design Team met monthly from April 2018-December 2018 for a total of eight meetings, with topic-specific sub-committees meeting separately between regular monthly meetings. The Design Team worked to address Seattle Promise implementation and expansion considerations such as student eligibility criteria and program evaluation strategy for the Seattle Promise, which included setting realistic outcomes and metrics, as well as how to employ efficient data collection models as the program expands.
- **Focus Groups:** To assess successes and challenges with current 13<sup>th</sup> Year Seattle Promise scholarship implementation, DEEL facilitated focus groups with current 13<sup>th</sup> Year scholars at South Seattle College. Students were given an opportunity to share feedback on the high school support they received, Readiness Academy and Summer Bridge experiences with 13<sup>th</sup> Year, and the impact 14<sup>th</sup> year funding will have toward their post-secondary success.
- **Family and Student Engagement:** The Seattle Colleges hosted a series of community events in November and December of 2018. The purpose of these events was to share information with and engage Seattle Promise students and their families to inform Design Team planning. Seattle Promise staff also held regular office hours at partner high schools during this time. Events were held in partnership with National Association for College Admission Counseling, the United Negro College Fund, Friends of Ingraham, Rainier Beach High School, and Running Start.

### **Policy Changes and Reporting**

*Changes requiring approval by the City Council:* Changes to the Plan require approval by the City Council via ordinance in the following circumstances:

- Modifications that would decrease funding levels in any of the four investment areas.
- Modifications to tuition requirements for the SPP, except that DEEL has authority to adjust the slot cost to reflect annual cost increases.
- Modifications to eligibility criteria for the Seattle Promise program, including proposed policy changes resulting from the Racial Equity Toolkit analysis.

*Changes requiring notification to the City Council:* DEEL will provide a 60-day written notice to the City Council prior to:

- Entering into an agreement regarding how family support services will be provided in the 2020-21 school year;
- Modifying SPP child selection prioritization;
- Changing eligibility requirements and provider criteria for SPP child care subsidies; and
- Changes to investments or the criteria for investments in educator diversity programs.

*Reporting:* Pursuant to [Resolution 31821](#), Section 4, DEEL will submit annual progress reports to the Mayor and the City Council that includes information on: levy investments; access to services; progress in meeting levy program goals; and progress toward achieving educational equity. In addition to those general topics, the report will include:

- Detailed information on Seattle Promise program participants, including but not limited to:
  - demographic information and expenditures by strategy to ensure that the funding allocations are adequately serving prioritized groups of students;
  - demographic information and numbers of participants who did not meet Satisfactory Academic Progress requirements;
  - demographic information and numbers of participants who request part-time enrollment through the quarterly appeals process; and
  - referral rates of Seattle Colleges advisors and successful student connections to applicable assistance programs.
- Demographic information on participants in SPP and K-12 investments to ensure that the funding allocations are adequately serving prioritized groups of students;
- Status of any progress made towards simplifying the application process and developing a single point of entry for families and individuals to apply for a variety of services, such as preschool, child care and other enriching opportunities for their children;
- Coordination DEEL has undertaken with the State to leverage Early Childhood Education and Assistance Program investments, providing additional opportunities for families to access preschool programs;
- Details on the content and timing of agreements with Seattle School District and Seattle Colleges; and
- Any administrative decisions or modifications operationalized by DEEL throughout the year, such as determining alternative measures of quality for SPP sites or changes to SPP child care subsidies eligibility criteria to align with CCAP.

In addition to the annual reporting, DEEL will provide quarterly status updates to the chair of the City Council's committee with oversight of education programs about work with the Seattle School District on development of the coordinated care plan for Family Support Services, in advance of entering into a project agreement for the 2020-21 school year regarding how family support services will be provided. The first quarterly report is due in September of 2019, with subsequent reports submitted in December 2019, and March 2020.



### III. Overview

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#### Theory of Change

The FEPP Levy presents a historic opportunity for DEEL to improve Seattle residents' preschool through post-secondary and college and career preparation experiences. To articulate the change desired and the method for achieving results, DEEL engaged in a reflective process with guidance from the FEL/SPP LOC to develop a Theory of Change (ToC). The FEPP ToC serves as a high-level illustration of how and why change will occur as a result of FEPP Levy investments across the education continuum. The FEPP ToC articulates that overarching goal (*what FEPP ultimately aims to achieve*), the core strategies (*how FEPP will achieve*), and the outcomes (*change and impact expected along the way*). Furthermore, the ToC shows the different pathways that might lead to change in a broader ecosystem acknowledging that short, medium, and long-term outcomes will be achieved at system, program, and child/youth-levels. To build the ToC, the following components were considered: (1) problems or issues to be solved, (2) community needs and assets, (3) desired results, (4) influential factors, (5) strategies, (6) assumptions, and (7) expected outcomes.

The FEPP ToC tells the story of the FEPP Levy and its stated goal to “*partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students*” (Figure 1).<sup>2</sup> DEEL's FEPP Levy ToC is a visual representation of DEEL's belief that

- *If we invest in the education continuum, preschool through post-secondary...*
- *By partnering with families and communities to increase access to and utilization of three core strategies for historically underserved students...*
- *Then positive child/youth, program, and system levels outcomes will be achieved.*

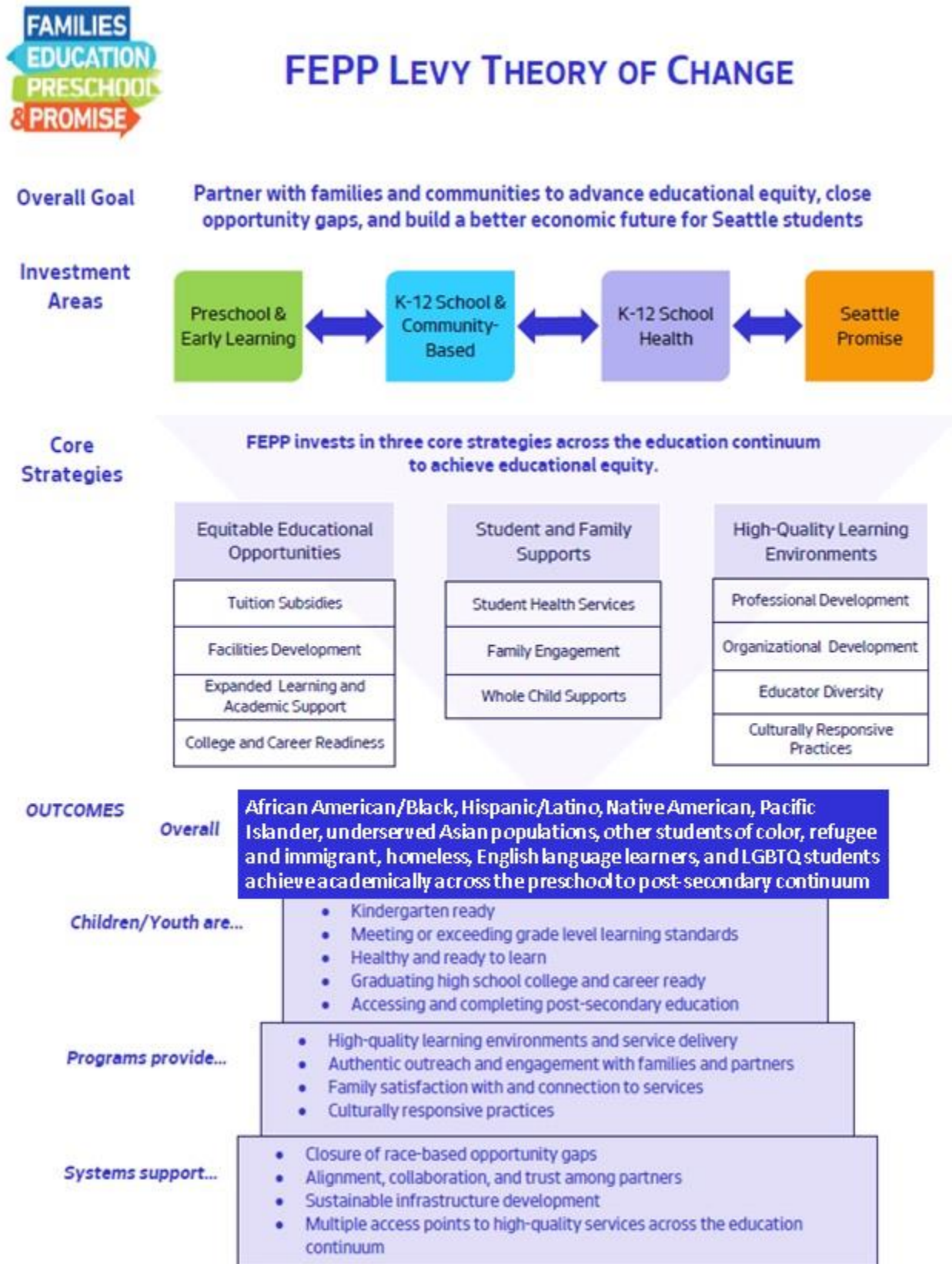
#### Investment Areas and Core Strategies

The FEPP Levy includes four investment areas across the educational continuum: (1) Preschool and Early Learning, (2) K-12 School and Community-Based, (3) K-12 School Health, and (4) Seattle Promise. Within investment areas, the FEPP ToC identifies three core strategies for funding: (1) Equitable Educational Opportunities, (2) High-Quality Learning Environments, and (3) Student and Family Supports.

Each FEPP core strategy contributes to the overarching goal of the FEPP Levy to “*achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.*”

- *Equitable Educational Opportunities* promotes access by supporting tuition subsidies, expanded learning and academic support, and college and career readiness activities to provide students opportunities beyond basic K-12 education.
- *High-Quality Learning Environments* includes strategies such as professional development for educators, organization and facilities development, culturally and linguistically responsive practices, and investments in educator and staff diversity to promote a culture and climate that creates positive impacts on students' educational outcomes.
- *Student and Family Supports* provides additional supports to address social and non-academic barriers to academic services. This core strategy includes student health services, family engagement, and whole child supports.

Figure 1. FEPP Levy Theory of Change



### Goals and Outcomes

The FEPP Theory of Change identifies one overall goal, uniting FEPP investments preschool through post-secondary. Each investment area also has specific goals and outcomes for children/youth-level, program-level, and system-level impacts, to more holistically understand the FEPP Levy’s impact. FEPP goals and outcomes are aspirational measures that will help quantify the impact of FEPP’s four investment areas and will be used to align programs, systems, and strategies.

Table 2. FEPP Levy Goals and Outcomes		
Investment Area	Goal	Outcomes
<b>FEPP Levy: Preschool to Post-secondary Continuum</b>	Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.	<ul style="list-style-type: none"> <li>African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students achieve academically across the preschool to post-secondary continuum</li> </ul>
<b>Preschool and Early Learning</b>	Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.	<ul style="list-style-type: none"> <li>Children are kindergarten ready</li> <li>Learning environments are evidence-based, high-quality, culturally responsive, and equitable</li> <li>Students and families have multiple ways to access high-quality early learning services</li> <li>Race-based opportunity gaps are closed</li> </ul>
<b>K-12 School and Community-Based</b>	Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.	<ul style="list-style-type: none"> <li>Students are academically prepared by meeting or exceeding grade level learning standards</li> <li>Students graduate high school on-time</li> <li>Students graduate high school college and career ready</li> <li>Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices</li> <li>Students are educated by a more diverse educator workforce</li> <li>Students have access to a network of expanded learning opportunities</li> <li>Structures are promoted for advancing college awareness and access to career preparation resources</li> <li>Race-based opportunity gaps are closed</li> </ul>

<b>K-12 School Health</b>	Seattle students have access to and utilize physical and mental health services that support learning.	<ul style="list-style-type: none"> <li>• Students are healthy and ready to learn</li> <li>• School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care</li> <li>• Providers implement a best practice model of medical and mental health care</li> <li>• Race-based opportunity gaps are closed</li> </ul>
<b>Seattle Promise</b>	Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.	<ul style="list-style-type: none"> <li>• Seattle Promise students complete a certificate, credential, or degree or transfer</li> <li>• Seattle Promise delivers high-quality services and clear pathways to success</li> <li>• Race-based opportunity gaps are closed</li> </ul>

**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.

<b>Table 3. FEPP Levy Priorities and Principles</b>	
<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.

**Principle #4:** Ensure Levy proceeds are supplemental and complementary to existing public funding structures and services; funding is never used to supplant state-mandated services.

**Principle #5:** Implement competitive processes to identify organizations to partner with the City to deliver services to children and youth.

**Principle #6:** Implement accountability structures based on student outcomes, performance-based contracts, performance-based awards, and practice continuous quality improvement.

**Principle #7:** Provide financial support that increases access to expanded learning opportunities and affordable services for families and educators.

**Principle #8:** Report annually on investments, access to services, and progress toward achieving educational equity.

### Partnership and Alignment

The City is committed to closing persistent opportunity and achievement gaps through partnerships and networked success. The success of FEPP Levy investments in meeting intended goals and outcomes (Table 2) depends on the strength of partnerships between the City, community partners, contracted partners, and institutional partners such as Public Health—Seattle & King County (PHSKC), Seattle Colleges, Seattle School District and the Washington State Department of Children, Youth, and Families (DCYF).



At the forefront of this aligned partnership, Seattle School District is committed to ensuring equitable access, eliminating opportunity gaps, and striving for excellence in education for every student. Seattle School District is responsible for educating all students through high-quality curriculum and instruction that supports students in achieving the necessary academic skills at each grade level, so students graduate college and career ready. FEPP Levy investments support this goal through a variety of strategies including high-quality preschool and early learning services, expanded learning and out-of-school time programming, college and career readiness experiences, wraparound services, and culturally specific and responsive approaches.

In addition to a strong partnership with the school district, community-based partners and philanthropic organizations interested in education are critical in providing programs and other support services to close opportunity gaps and advance racial equity in the educational system. Many families rely on community agencies to provide support in culturally specific ways and build stronger connections with schools. These agencies bring their own cultural wealth and resources to accentuate the mission of the Levy and improve student outcome results. For FEPP investments to achieve their intended goals and outcomes, city, school, and community partners will need to be innovative, flexible, and accountable and utilize data to inform practice.

The FEPP priorities and principles (Table 2), as well as DEEL’s core values of equity, collaboration, transparency, and results, serve as the foundation for DEEL’s approach to partnership and stewardship of FEPP investments. The priorities and principles charge DEEL to uphold service to and equity for historically underserved communities, evidence-based and promising practices, provider capacity building, competitive funding processes, fiscal responsibility, ongoing community engagement, annual evaluation, and formalized partnership agreements.

Consistent with Ordinance 125604, DEEL will establish agreements with its contracted partners for services that seek to achieve educational equity. The Executive will submit to Council two Resolutions for Partnership Agreements with the FEPP Levy’s primary institutional partners: (1) Seattle Colleges and (2) Seattle School District. The Partnership Agreements will be submitted to Council in Quarter 1, 2019. The Partnership Agreements, once fully executed, will be in effect for the life of the FEPP Levy. Partnership Agreements can be amended by both parties conditional upon LOC recommendation and Council approval.

Subsequent contractual agreements, such as data-sharing agreements, will be fully executed with institutional and community-based partners annually, before the beginning of each new School Year (SY).

### Commitment to Race and Social Justice

The City of Seattle launched the Race and Social Justice Initiative (RSJI) in 2004 to eliminate racial disparities and achieve racial equity in Seattle.<sup>3</sup> The goals and strategies of RSJI are to



1. end racial and social disparities internal to the City by improving workforce equity, increasing City employees’ RJSI knowledge and tools, and increasing contracting equity;
2. strengthen the way the City engages its community and provides services by improving existing services using RSJI best practices and enhancing immigrants’ and refugees’ access to City Services; and
3. eliminate race-based disparities in our communities.<sup>4</sup>

RSJI directs City departments to implement racial equity toolkits (RET) in budget, program, and policy decisions, including review of existing programs and policies. Furthermore, in November 2017 Mayor Jenny A. Durkan signed Executive Order 2017-13 affirming the City’s commitment to RSJ and stating that the City shall apply a racial equity lens in its work, with a focus in 2018 on actions relating to affordability and education. Consistent with this charge, the Department of Education and Early Learning demonstrates alignment to the RSJI through utilization of Racial Equity Toolkits, commitment to the Our Best Initiative, and the FEPP Levy’s commitment to educational justice.

### Racial Equity Toolkits

DEEL commits to apply RETs toward FEPP Levy budgetary, programmatic, and policy decisions in order to minimize harm and maximize benefits to Seattle’s communities of color. In partnership with DEEL’s RSJI Change Team, DEEL will present RETs pertaining to FEPP investments (Table 4) to City Council as part of the department’s annual Change Team presentation.



Table 4. FEPP Levy Racial Equity Toolkit Timeline		
RET Topic	Anticipated Start	Anticipated Council Presentation
FEPP Levy RFI/RFP/RFQ Processes	Qtr 3 2018	Qtr 2 2019
Family Child Care Mentorship and Quality Supports	Qtr 3 2019	Qtr 1 2020
Seattle Preschool Program Eligibility and Qualifying Factors	Qtr 3 2019	Qtr 1 2020
Homelessness/Housing Support Services	Qtr 2 2019	Qtr 1 2021
Seattle Promise	Qtr 2 2019	Qtr 1 2021

**Our Best Initiative**

In 2017, the Office of the Mayor launched Our Best, the City’s racial equity commitment to improve life outcomes for young Black men and boys through systems-level changes, policy leadership, and strategic investments in five impact areas: education, safety, health, economic mobility, and positive connections to caring adults. The FEPP Levy will invest in community-based recommendations identified for the education and positive connections impact areas by the Our Best Advisory Council. Further detail on these investments can be found in Section IV regarding the K-12 Culturally Specific and Responsive, Strategy #4.



**Education is Social Justice**

DEEL believes that education is social justice and that the work of the Department is necessary to combat Seattle’s persistent racial inequities from education, to health, to justice system involvement and ultimately to people’s lived experience and economic realities. The FEPP Levy invests preschool to post-secondary and increases access to equitable educational opportunities, high-quality learning environments, and student and family supports for historically-underserved communities. FEPP investments prioritize serving African American/Black, Hispanic/Latino, Native American, Pacific Islanders, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ communities to achieve of the overall goal of achieving educational equity.

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**DEEL Mission:** Transform the lives of Seattle’s children, youth, and families through strategic investments in education

**DEEL Vision:** We envision a city where all children, youth, and families have equitable access and consistent opportunities to high-quality educational services, support, and outcomes

**Educational Equity:** Access to educational opportunities and academic achievement are not predicated on a person’s race

--January 2019

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## Alignment with City Investments and Initiatives

### Cities Connecting Children to Nature

The City of Seattle joined the Cities Connecting Children to Nature (CCCN) initiative in February 2018. CCCN is an initiative of the National League of Cities (NLC) and Children & Nature Network (CNN). The CCCN initiative offers guidance, technical support, and fundraising assistance to local municipalities in establishing new connections between children and nature through exposure to promising practices, access to national experts, and structured peer learning and training opportunities.<sup>5</sup> Spending time in nature is proven to enhance educational outcomes by improving

children’s academic performance, focus, behavior, and engagement in learning.<sup>6</sup> The CCCN initiative is led by Seattle Parks and Recreation and DEEL is part of the core leadership team. DEEL supports the use of FEPP Levy funds to increase equitable access to nature where possible. Best practices include green schoolyards, green job pathways, outdoor play, and out-of-school-time activities in parks.



## Evaluation Overview

A comprehensive and rigorous evaluation framework provides the foundation for transparency and accountability to stakeholders. The FEPP evaluation framework is guided by the FEPP Theory of Change and seeks to answer one overarching question:

**To what extent, and in what ways, do FEPP investments improve educational equity, close opportunity gaps, and build a better economic future for Seattle students?**

### Evaluation Values

To answer this overarching question, and a broader set of evaluation questions throughout the life of the FEPP Levy, DEEL and partner agencies will implement five evaluation values: (1) practice accountability, (2) strive for continuous quality improvement, (3) commit to asset-based indicators, (4) disaggregate data by sub-populations, and (5) promote good stewardship of public funds.

*Accountability:* Accountability refers to the responsibility of both DEEL and contracted partners to implement investments with fidelity, manage funds effectively, and ensure activities make progress toward achieving outcomes. DEEL will leverage a number of accountability structures including performance-based contracts, program evaluation activities, and public reporting to promote transparency and to assess program strengths and areas for program improvement.

*Continuous Quality Improvement:* Continuous quality improvement (CQI) refers to the ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness. DEEL and FEPP contracted partners practice CQI by collecting data, analyzing results, and making on-going course corrections to efficiently manage investments to achieve desired outcomes (Figure 2). Analysis is iterative and informs improvements happening at three levels of impact: child/youth, program, and system.



**Figure 2. DEEL Continuous Quality Improvement Cycle**



*Data Disaggregation:* While FEPP Levy goals and outcomes are often framed at the population level with the intent to achieve outcomes for all Seattle students, DEEL’s evaluation activities are committed to disaggregating data to better understand who is being served, how well, and with what results. When outcomes are presented merely in aggregate, race-based inequities are hidden and enabled to persist. DEEL commits to disaggregate data by age, race, ethnicity, languages spoken, socioeconomic status, gender, ability, and income to the extent possible to promote equity in our investments. Data sharing between DEEL, Seattle School District, Seattle Colleges, and contracted partners will comply with Family Educational Rights and Privacy Act (FERPA),<sup>4</sup> Higher Education Act (HEA),<sup>5</sup> and other applicable laws, such as the City’s obligations under the Public Records Act.

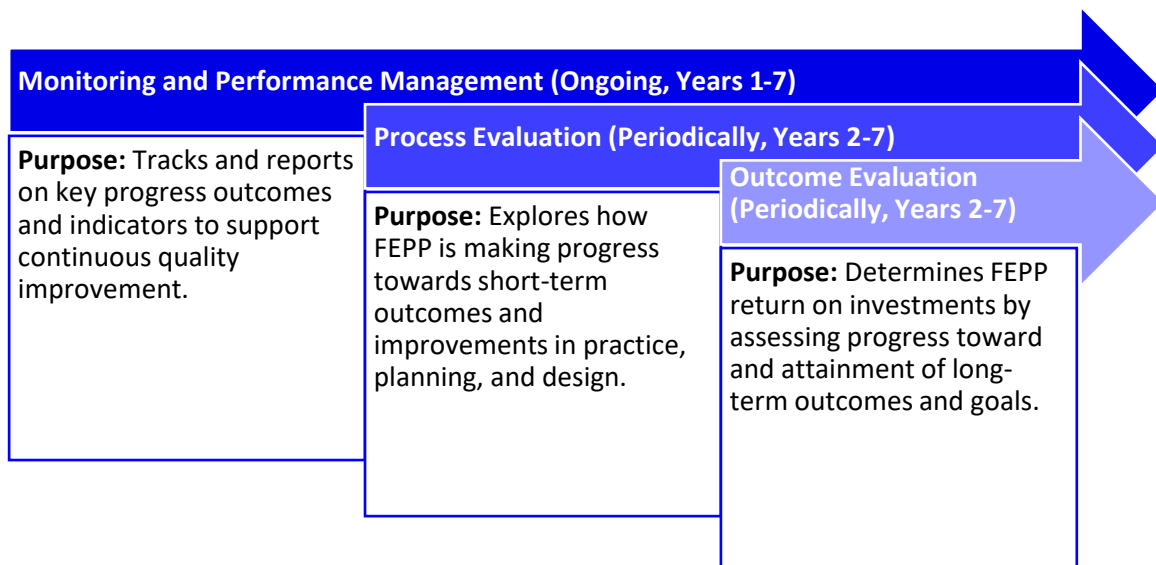
*Asset-based Indicators:* Too often, social investments that seek to reduce disparities track progress on key indicators from a deficit frame. FEPP Levy evaluation activities commit to utilize asset or strengths-based indicators that focus on the behavior desired (e.g. students attending 95% or more of school days vs. students absent 10 or fewer days). Additionally, FEPP evaluation efforts commit to understanding the broader context in which our investments are operating—for example, how different subgroups and systems have historically interacted. Context is key to collecting meaningful data and to understanding what changes are or at not occurring. A sample of proposed indicators to assess FEPP investments are included in Appendix subsection “Evaluation Indicators.” DEEL has authority to modify the evaluation indicators and data sources utilized over the life of the FEPP Levy.

*Good Stewardship:* As stewards of public funds, DEEL is committed to evaluating whether investments are achieving their intended purposes. FEPP will leverage performance management, continuous quality improvement, and program evaluation activities to measure whether FEPP investments are producing the best results, contributing to new learnings and understandings, and effectively using public funds.

**Evaluation Approach**

The FEPP evaluation values will be embedded in a three-tiered evaluation approach consisting of: (1) monitoring and performance management, (2) process evaluation, and (3) outcome evaluation to assess whether FEPP investments have improved educational equity, closed opportunity gaps, and built a better economic future for Seattle students (Figure 3). The following provides a more detailed explanation of each evaluation approach.

**Figure 3. FEPP Evaluation Approach and Timeline**



*Monitoring and Performance Management*

Evaluation activities will monitor *progress* toward performance indicators. All investment areas are required to collect specific numeric performance data for each funded strategy. Performance indicators are defined annually through DEEL’s performance-based contracting process. Tracking performance measures allows FEPP to measure the quantity and quality of services provided to children, youth, families, and communities as well as the results achieved by providers. This information informs continuous quality improvement (CQI) activities.

*Process Evaluation*

Process evaluations help DEEL determine *how* to improve practice, planning, and design. Information gleaned enables partners to inform, manage, improve, or adjust programs, services, and practices. These types of evaluations provide possible early warnings for implementation challenges. Potential evaluation questions under this design can include whether FEPP activities were delivered as intended. Furthermore, process evaluation can provide specific stakeholders with information on if the services provided were effective, how they were effective or ineffective, and what can be done to improve outcomes. In most cases, these types of evaluations would be considered descriptive. *Descriptive* evaluation designs aim to describe a strategy, process, or procedure. Descriptive information provides an observational snap shot or a trend analysis of investments on progress towards outcomes. Commonly used descriptive designs include qualitative or mixed method case-studies, cross-sectional quantitative survey, and time-series designs. Descriptive evaluation designs do not seek to draw cause-and-effect claims.

*Outcome Evaluation*

Outcome evaluations assess *to what extent* a program, service, or strategy was successful in achieving its intended outcomes. Outcome evaluations occur after several years of implementation and seek to determine the effectiveness in producing change after fidelity has been established. FEPP’s outcome evaluations will assess three levels of impact (system, program, and child/youth-level) when analyzing the Levy’s overall effectiveness. The schedule for assessing levels of impact will vary based on how quickly results are expected, whether the investment is new, etc. For example, some changes in child-level data may be expected and therefore evaluated during the mid-point of FEPP implementation, whereas larger systems-level changes may not be affected and evaluated until the final years of implementation. In most cases, outcome evaluations are often considered causal. *Causal* evaluation designs aim to establish a direct link between an intervention and outcome(s). Common causal evaluation designs include pre-experimental, experimental, quasi-experimental, and ex-post

facto designs. The evaluation design selected will guide the data collection method, analysis, and timeline (see Appendix subsections “Evaluation Design Detail” and “Evaluation Indicators” for additional detail).

**Evaluation Timelines and Reporting**

All FEPP investment areas will participate in ongoing monitoring and performance management activities as part of the CQI process. A subset of strategies/programs will be selected for process and/or outcome evaluations during the lifetime of the Levy. Designs for process and outcome evaluations will be informed by a set of criteria including, but not limited to: (1) stakeholder interest, (2) quality of data, (3) high potential to see impact, (4) ability to provide new evidence to fill a gap in knowledge, and (5) evaluation resources identified. Evaluations may be conducted through partnerships with DEEL, partner agencies, and external evaluators. DEEL recognizes the importance of external evaluators to provide an objective and impartial stance, which is essential to ensuring transparency and credibility.

DEEL is committed to sharing success, opportunities for improvement, and lessons learned during implementation of the FEPP Levy. In accordance with Ordinance 125604, DEEL will report annually to the LOC and public on investments, access to services, and progress toward achieving educational equity. The FEPP Annual Performance and Evaluation Report will provide data on the performance of levy-funded activities, including progress toward meeting overall FEPP Levy goals and outcomes as well as performance indicators, lessons learned, and strategies for continuous quality improvement. Information may be shared through a variety of formats such as research briefs, data dashboards, community-based workshops, public forums, or web-based publications.

<b>Table 5. FEPP Evaluation Framework and Timeline Detail</b>			
	<b>Monitoring and Performance Management</b>	<b>Process Evaluation</b>	<b>Outcome Evaluation</b>
<b>Purpose</b>	Tracks and reports on key process indicators to support continuous quality improvement	Explores how FEPP is making progress towards short-term outcomes and improvements in practice, planning, and design	Determines FEPP return on investments by assessing progress toward and attainment of long-term outcomes and goals
<b>Example Questions</b>	<ul style="list-style-type: none"> <li>• Was the service delivered?</li> <li>• Was the service delivered to the intended population?</li> <li>• What was the dosage of the service delivered?</li> </ul>	<ul style="list-style-type: none"> <li>• How are services delivered?</li> <li>• Was the service implemented as intended (or was there fidelity to the program model)?</li> <li>• Do the strategies work or not—and how and why?</li> <li>• Were students and families satisfied with the services?</li> <li>• What challenges are encountered in implementing the</li> </ul>	<ul style="list-style-type: none"> <li>• Were population-level changes observed?</li> <li>• Were improved outcomes observed among participants compared to similar non-participants?</li> <li>• Were the desired FEPP goals and outcomes achieved?</li> <li>• What changed on a broader population or community level?</li> </ul>

		<p>strategy or program and how were they resolved?</p> <ul style="list-style-type: none"> <li>• What was the quality of the services provided?</li> </ul>	
<b>Data Collection Methods and Sources</b>	<ul style="list-style-type: none"> <li>• Provider performance measures</li> <li>• Internal City data-systems</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting individual interviews or focus groups with program staff, participants, and other stakeholders</li> <li>• Observing activities</li> <li>• Reviewing documents</li> <li>• Compiling survey data on the population served and services delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting data from agency and partner data systems</li> <li>• Conducting individual interviews or focus groups with program staff, participants, and other stakeholders</li> <li>• Observing activities</li> <li>• Reviewing documents</li> <li>• Compiling survey data on the population served and services delivered</li> </ul>
<b>Evaluation Design</b>	Descriptive	Descriptive and/or causal	Descriptive and/or causal*
<b>Methods</b>	DEEL staff and contracted partners review progress toward target indicators identified and make course corrections to promote positive outcomes	DEEL staff and/or external evaluators conduct observational, rigorous, qualitative, and quantitative data analysis**	DEEL staff and/or external evaluators conduct quasi-experimental and observational designs**
<b>Timeline</b>	Ongoing beginning in Year 1	Periodically beginning in Year 2	Periodically beginning in Year 2

\*Comparison of outcomes among similar students/schools not receiving Levy services using causal evaluation approaches.  
 \*\*External, third-party evaluators to participate pending available funding. Contracted partners to participate as necessary.

**Conditions**

While the FEPP Levy presents an opportunity for DEEL to implement aligned preschool through post-secondary strategies, many other efforts are underway regionally to positively affect educational outcomes for Seattle’s children and youth. FEPP’s efforts are part of a larger collective impact. As such, there will be external factors (e.g. changes in Seattle School District funding, new state assessments, etc.) that may influence FEPP’s impact as well as how DEEL evaluates strategies over the life of the FEPP Levy. DEEL is committed to identifying these external factors and understanding how they may affect strategy implementation and results observed. Further, FEPP Levy investments are intended to improve outcomes for students who access and utilize FEPP-funded services and programs; DEEL does not make claims that FEPP-Levy investments will improve outcomes for entire schools, the Seattle School District as a whole, and/or the Seattle Colleges as a whole.

## Spending Plan

The FEPP Levy makes strategic investments across the preschool through post-secondary continuum. To do so, the Levy funds four investment areas: (1) Preschool and Early Learning, (2) K-12 School and Community-Based, (3) K-12 School Health, and (4) Seattle Promise. Throughout the Plan, all budget totals and percentages shown are seven-year figures, unless otherwise stated. Detailed spending plans are included within each FEPP Investment Area section in the Plan (Section IV).

The largest budget allocation within the FEPP Levy is to Preschool and Early Learning (\$341.8M, 54%). This investment area largely represents a continuation and expansion of the

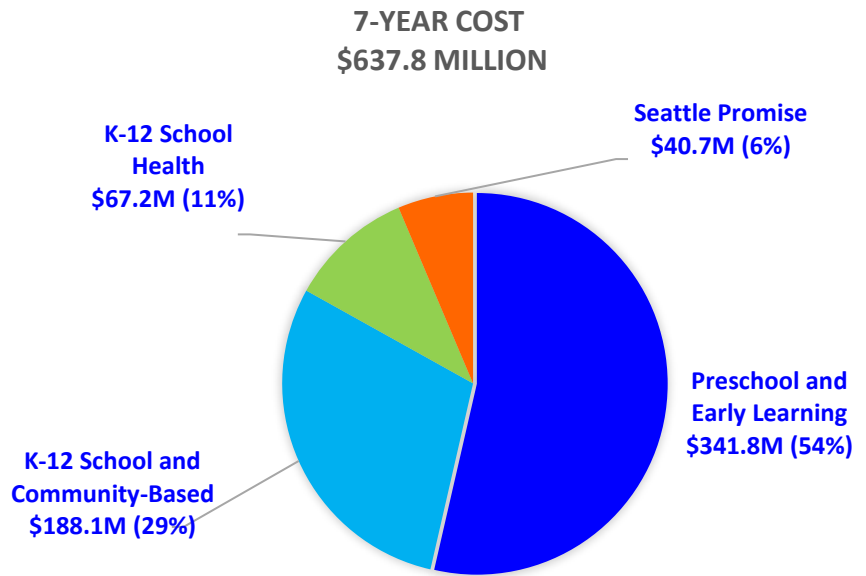
four-year pilot SPP Levy. While not detailed specifically in the Plan, DEEL's other early learning investments also receive substantial funding from other funding sources, including: Sweetened Beverage Tax, General Fund, Washington State's Early Childhood Education and Assistance Program (ECEAP), SPP tuition, and other small grants. This funding leverages and supplements FEPP Levy investments whenever possible.

The two K-12 investment areas—K-12 School and Community-Based and K-12 School Health—are a combination of new and expanded past FEL investment strategies. Unlike the Preschool and Early Learning investment areas, the K-12 School and Community-Based investment area is almost entirely funded through the Levy. Funding for this area totals \$188.1M or 29%. K-12 School Health investments (\$67.2M, 11%) are administered in partnership with Public Health Seattle-King County (PHSKC) and Seattle School District and are similar to investments made previously through the 2004 and 2011 FEL.

The Seattle Promise investment area (\$40.7M, 6%) provides funding for the Seattle Promise College Tuition Program (Seattle Promise) such that all Seattle public school students may access post-secondary education. The City will administer this new program in partnership with the Seattle Colleges.

DEEL's central administration costs related to the FEPP Levy are embedded within and across each investment area proportionally. The totals for the four investment areas are inclusive of the administration costs. The administration budget reflects a portion of DEEL's central administrative labor and non-labor costs as well as Citywide indirect costs, including IT and facilities; this is 7% of the total Levy.<sup>1</sup>

**Figure 4. FEPP Levy 7-Year Investment Area Totals**



<sup>1</sup> As of January 2019.

## Quality Implementation and Management of Investments

### Performance-based Contracting

DEEL uses performance-based contracts and awards for all FEPP Levy investments. Consistent with other governmental and procurement definitions of performance-based contracting, DEEL defines performance-based contracting as a) outcomes-based rather than process-based contracting that b) includes measurable performance standards and c) incentivizes desired performance through the payment structure. A key component to the success of performance-based contracting is the implementation of continuous quality improvement (CQI) cycles throughout the contracting period in order to evaluate efficacy of funded programs.

### Management and Reporting of Levy Funds

Consistent with Ordinance 125604, “the [Levy Oversight] Committee shall review an annual report of Levy outcomes and indicators for the previous school year; review and advise on proposed course corrections, program modifications, and program eliminations; and periodically review and advise on program evaluations. The Council requires that before the Executive submits to the Council the Implementation and Evaluation Plan, Partnership Agreements, or proposes any changes in Levy funding requiring Council approval by ordinance, the Executive will seek the recommendation of the Committee.”

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*Principle 6.* Implement accountability structures based on student outcomes, performance-based contracts, performance-based awards, and practice continuous quality improvement.  
--Ordinance 125604, Section 2

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Throughout the year, DEEL will monitor actual spending in each investment area. Per Council Resolution 31821, the priority for unspent and unencumbered funds at the end of each fiscal year will be to supplement the Seattle Preschool Program, with the goal of increasing the number of available preschool slots for three- and four-year old children. Any other proposed use of annual underspend will be reviewed and recommended by the LOC and approved by the Council through the annual budget process or other legislation.

### Contracts Oversight

As part of DEEL’s commitment to Levy Principle #6, DEEL will regularly monitor contract performance and progress towards contracted performance outcomes.

This may require rejecting renewal or extension of existing contracts that have failed to meet the agreed-upon outcomes over the course of one or more contract periods. In most cases, DEEL will first work with contracted agencies to provide a corrective plan and, if appropriate, technical assistance in order to course correct or, through mutual agreement, adjust a target or goal. If this is not successful in achieving the contracted outcomes, DEEL may attempt additional interventions or coaching, if possible. If performance does not improve to meet contract standards, DEEL will utilize appropriate contract remedies, which may include early termination or non-renewal.

## Methodology and Timeline for Awarding Investments

### Equitable access to funding

FEPP Levy principles and priorities emphasize promoting equitable access to funds and capacity-building opportunities. The Levy provides an opportunity for DEEL to work with a variety of community, cultural, and language-based organizations, in addition to institutional, governmental and school partners. Working with such a broad range of partners requires that DEEL continually examine its funding processes and mechanisms to prioritize equitable access to funding opportunities for all potential partners who could achieve Levy outcomes. Additionally, the Levy invests in new areas where DEEL needs to broaden its partnership reach and work with providers who may not have worked with the department or City prior to the Levy.

As part of the development of the Plan, DEEL began a Racial Equity Toolkit on the Request for Investments (RFI), Request for Proposal (RFP), and Requests for Qualifications (RFQ) processes. Based on initial feedback from providers and organizations from Early Learning and K-12, the department centered its focus on the following elements of the process: outreach, technical assistance, evaluation, and review. The department will continue to refine its RFI, RFP, and RFQ processes throughout the beginning of 2019 in preparation for the release of the majority of FEPP investment area RFIs as it continues working through the RET process in 2019.

Consistent with the CQI practice DEEL applies to contract management, DEEL will use the same approach to its funding processes with a goal of continuously improving practice and process based on feedback, outcomes, and best practices. The department will continue to revisit the outcomes and recommendations of the Racial Equity Toolkit overtime.

### Supports for applicants

A key component of providing equitable access to DEEL funds is the support and assistance offered to applicants. While DEEL has historically offered workshops in advance of RFI deadlines and provided technical assistance with awarded organizations, the department is committed to increasing the support offered to applicants throughout the process, especially first-time applicants or new organizations that have not worked with the department or City previously.

DEEL will provide multiple avenues for potential applicants to receive technical assistance in advance of RFI application deadlines. This may include, but is not limited to:

- In-person workshops;
- One-on-one technical assistance sessions
- Online webinars and materials on the basics of applying for DEEL funding

Some of these elements will be common across DEEL, with the goal of minimizing the number of unique processes or forms an applicant must use to apply for multiple DEEL funding opportunities. DEEL is continuing to build out supports for applicants through its RET process.

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*Priority 4.* Provide access to capacity-building opportunities for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.

*Principle 3.* Maximize partnerships with community, cultural and language-based organizations.

*Principle 5.* Implement competitive processes to identify organizations to partner with the City to deliver services to children and youth.

--Ordinance 125604, Section 2

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### **Supports for contracted partners**

Additionally, DEEL is working to support awarded applicants and contracted partners, especially those who have not contracted with the department before. This may include additional one-on-one technical assistance provided by contracts staff before contract execution and workshops on common contract elements or processes to better prepare awarded groups for what to expect when contracting with DEEL.

### **Method**

DEEL will use a combination of RFI, RFP, and RFQ processes to competitively award Levy proceeds. These investments are identified throughout the Plan and described in subsection “How will investments be managed and phased in?” DEEL will issue RFIs for investments in the Preschool and Early Learning and K-12 School and Community-Based areas. PHSKC will issue Requests for Applications (RFA) for investments in K-12 School Health. DEEL has authority to direct award contracts to Seattle Colleges, Seattle School District, and PHSKC, and other community partners. Further, DEEL has authority to enter into agreements with the Department of Parks and Recreation, Human Services Department, and other City Departments to transfer Levy funds for purposes consistent with FEPP Levy requirements and this Plan.

DEEL has authority to use consultants to complete tasks such as, but not limited to, external program evaluations or to supplement technical assistance to applicants. The selection of consultants and the issuance of RFPs will follow the process established under SMC Chapter 20.50.

Eligible schools, community-based organizations, and government agencies will be required to compete for funds by submitting an application that outlines how they will achieve the specific outcomes stated in the RFI.

The RFI application will require applicants to develop and commit to a plan that will meet stated outcomes. DEEL will review applications and contract with schools, organizations and government agencies as applicable, to invest funds in the applications that are likely to achieve the greatest results for the amount of funds contracted. Once DEEL has selected contracted partners through an RFI process, DEEL has authority to negotiate changes to specific program elements to meet the intended targets or outcomes, or to adjust for available funding. An outline of the anticipated timeline and frequency of RFIs, RFPs, and RFQs is provided below.

### **Timeline**

#### *School Year 2019-2020*

The Levy introduces not only a new investment area, Seattle Promise, but also makes significant shifts in investment goals and outcomes for existing investments areas from preschool through K-12. In order to allow existing Families and Education Levy (FEL) and Seattle Preschool (SPP) Levy partners time to align plans and resources to new FEPP strategies and outcomes, DEEL will phase-in new investments and strategies during the first year of FEPP Levy implementation.

For School Year (SY) 2019-2020, DEEL will largely maintain existing FEL and SPP investments at SY 2018-2019 school year funding levels and similar contract terms. This applies to the following areas:

- SPP, Step Ahead, and Pathway provider
- Elementary Community Based Family Support
- Elementary School Innovation sites
- Middle School Innovation sites
- Middle School Linkage sites
- High Schools Innovation sites
- Summer learning programs in early learning, elementary, middle, and high school
- School-Based Health Centers



A complete list of providers is included in the Appendix.

DEEL will continue direct contracts previously awarded through competitive processes or sole source in SY 2019-20, including:

- Homeless Child Care Program with Child Care Resources
- Sports and Transportation with Seattle Parks and Recreation
- Family Support Services with Seattle School District
- Culturally Specific Programming with Seattle School District
- Educator Diversity with Seattle School District

Some new FEPP investments will begin in SY 2019-2020. These services include, but are not be limited to:

- Family Child Care Mentorship and Quality Supports
- Homelessness/Housing Support Services
- Mentoring
- School Based Health Centers
- Seattle Promise

#### *Early Learning and Preschool Providers*

The SPP will conduct competitive RFI processes when contracting with new provider agencies to deliver preschool services, beginning in School Year (SY) 2020-2021. For SY 2019-2020, DEEL will continue to contract with existing providers and may expand the number of classrooms and children served if mutually agreed to by both parties. Contracted agencies will be required to meet SPP program and evaluation requirements. Early Learning and Preschool providers under contract with the City as of January 2019 and in good standing with DEEL, will not need to reapply to provide these services during the seven years of the FEPP Levy.

#### *Sequence of RFIs and RFQs*

During SY 2019-2020, for new investment or program areas, DEEL will endeavor to release RFIs in a timely manner, so schools and partner organizations have sufficient time to align with the new Levy strategies and outcomes. The RFI process for SY 2020-2021 FEPP investments will begin in Quarter 2, 2019. The following investments will be selected through a competitive RFI process for SY 2020-2021 implementation. DEEL has authority to bid additional investments through competitive RFI processes not identified below.

The following table outlines the FEPP investment procurement (RFI, RFP, RFQ, RFA) release timeline scheduled to occur throughout the life of the Levy.

<b>Table 6. FEPP Investments Procurement 7-Year Release Timeline</b>				
<b>Funding Opportunities</b>	<b>Type of Funding Process</b>	<b>Anticipated Funding Process Release</b>	<b>Anticipated Funding Process Frequency*</b>	<b>Anticipated Duration of Award**</b>
<b>Preschool and Early Learning</b>				
Facilities Pre-Development (Architectural Services)	RFQ	Q2 2019	As-Needed	n/a
Family Child Care Mentorship and Quality Supports	RFI	Q2 2019	One-time	6-Year
SPP Provider Facilities Fund	RFI	Q2 2019	Annually	Varies
Comprehensive Support Services	RFQ	Q3 2019	As-Needed	n/a
SPP and other preschool providers	RFI	Q4 2019	Annually	6-Year
<b>K-12 School and Community-Based</b>				
Homelessness/Housing Support Services	RFI	Q2 2019; Q2 2022	Two-times	3-Year; 4-Year
Mentoring	RFQ	Q2 2019	As-Needed	n/a
School-Based	RFI	Q2 2019	One-time	6-Year
Culturally Specific Programming	RFI	Q4 2019	One-time	6-Year
Opportunity and Access	RFI	Q1 2020; Q1 2023	Two-times	3-Year; 3-Year
<b>K-12 School Health***</b>				
School Based Health Centers (Meany MS, Robert Eagle Staff MS, and Lincoln HS)	RFA	Q2 2019	One-time	7-Year
School Based Health Centers (Nova HS)	RFA	Q3 2019	One-time	6-Year
School Based Health Centers (all Elementary Schools)	RFA	Q1 2020	One-time	6-Year

\*Frequency subject to change

\*\*All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes

\*\*\*All K-12 School Health processes administered by PHSKC

### Review process

DEEL is working to streamline the RFI/RFQ/RFP review processes as well as complete a racial equity toolkit (RET) on the outreach, technical assistance, evaluation, and review processes DEEL has used for FEL and SPP investments. The process described below is the minimal required process that DEEL will adhere to for all RFIs and RFPs.

#### Workshops

All RFI processes will include at least one bidders’ workshop which will provide an opportunity for applicants to ask questions or request clarifications about the RFI/RFP process or content. All documents provided during the workshop, including handouts, notes, recorded questions and answers, will be posted to the DEEL website. Workshops will be advertised and posted through the DEEL website, listservs, and organizational networks whenever possible.

### *Submittal*

RFI/RFP applications are due no later than the time stated as part of the posted timeline, included in the RFI/RFP. RFQs may include deadlines for regularly scheduled reviews. This will be specified in the RFQ posting. DEEL has traditionally only accepted paper copies of RFI and RFP responses; however, the department is exploring accepting online submittals as well. This approach, if implemented, will be specified in the RFI or RFP postings. DEEL reserves the right to not consider late applications received after the deadline.

### *Review & Evaluation*

The evaluation panel is a key component of the review process. DEEL will continue to identify evaluators that represent a broad range of expertise and perspectives, including program staff, other City and governmental staff, community members, partner agency staff, and others, barring conflicts of interest. All evaluators must sign a Confidentiality and Conflict of Interest Statement at the beginning of the process. DEEL is reviewing the evaluation process through a RET and will likely implement changes to require all evaluators take an anti-bias training in advance of participating on a panel.

When evaluating RFI and RFP responses, DEEL will use a variety of methods to determine which proposals are best positioned to meet intended outcomes including but not limited to past success at achieving results, means and methods proposed, commitment of leadership to improving outcomes, adherence to labor laws and a commitment to labor harmony, and the costs of programs or proposals. Investment area and strategy specific criteria for FEPP investments are provided in the subsection, "What are the provider criteria?"

As part of the evaluation and review process, DEEL may require interview sessions and site visits for applicants, as needed. These sessions would be focused on clarifying questions only and would not introduce new or separate rating criteria; however, evaluators may update their scores following clarification sessions. After finalizing recommendations based on evaluators' scores and determining the final award amounts based on available funding, the DEEL Director will review and approve the final rankings and funding levels of RFI/RFP applications.

### *Notification process*

Following the DEEL Director's approval, DEEL will notify applicants at the same time by email about the status of their proposal. After applicants have been notified about the status of their proposal, DEEL will post a list of awarded agencies and organizations to its website.

### *Appeals Process*

RFI/RFP/RFQ applicants may appeal certain decisions during the process. These decisions include:

- Violation of policies or guidelines established in the RFI/RFP/RFQ
- Failure to adhere to published criteria and/or procedures in carrying out the RFI/RFP/RFQ process
- Non-renewal or extension of contract

Applicants may submit a written appeal to the DEEL Director within four business days of the date of written notification of their award status. Notification of appeal to the Director may be delivered in person or by email. DEEL may reject an appeal that is not received within the required timeline. An applicant must file a formal appeal. An intent to appeal expressed to DEEL does not reserve the right to an appeal. No contracts resulting from the RFI/RFP process can be issued until the appeals process is completed.

The DEEL Director will review all appeals and may request additional facts or information from the applicant. A written decision will be made within four business days of receipts of the appeal and shall be delivered by email to the applicant making the appeal.

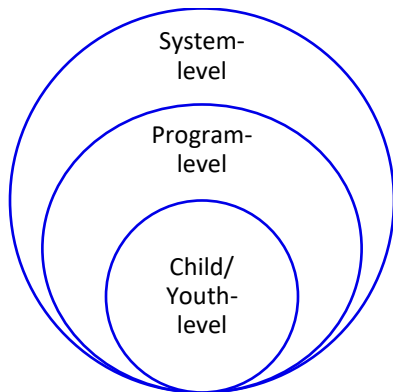
## PRIMER TO SECTION IV

**FEPP Core Strategies** are aligned to FEPP Levy investment areas. Shaded tiles are used in Section IV of this report to map FEPP investment area strategies to FEPP Theory of Change core strategies; a darkened and bolded core strategy name indicates where alignment to the Theory of Change exists.



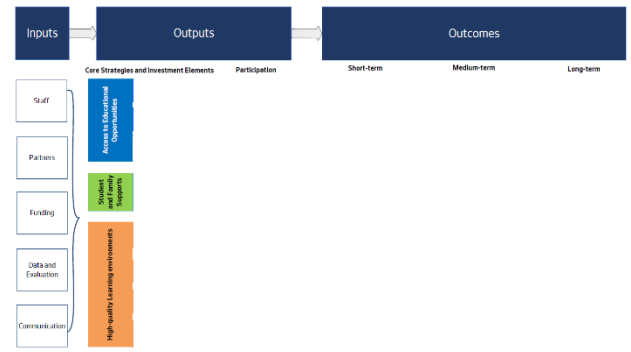
**FEPP Levy Outcomes** are evaluated by three levels of impact:

1. **System-level outcomes** are expected changes in the systemic conditions, infrastructure, or processes needed to support program-level and child/youth-level outcomes.
2. **Program-level outcomes** are expected changes in practices, policies, or adult behavior, knowledge, or skills that support child/youth-level outcomes.
3. **Child/youth-level outcomes** are the expected changes in a young person’s behavior, knowledge, or skills because of participation in FEPP-funded programs and services. Each level of impact will have outcomes, indicators, and measures.



**Logic Models** are used to visually depict *how* FEPP Levy investments will achieve stated outcomes. Each logic model includes inputs, outputs, and outcomes. Inputs include operational elements such as staff, partners, funding, data, facilities, and/or communication. Outputs include strategies, programs, and participants. Outcomes are time-bound and categorized as short, medium, and long-term. Outcomes reflect the three levels of impact: system, program, child/youth. All logic model elements tie back to the Theory of Change core strategies.

To read a logic model, process information from left to right, flowing from inputs, to outputs, to outcomes. Follow color-coded arrows to connect information. Bolded outcomes represent the long-term outcomes of a FEPP Levy investment area.



## IV. FEPP Investment Areas

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### Preschool and Early Learning

#### Introduction

The Seattle Preschool Program (SPP) launched in the 2015-16 school year with the goal of providing accessible, high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement. The first four years of SPP were designed to be a demonstration phase, wherein the City would establish sustainable practices to achieve its goal of eliminating race-based disproportionalities in kindergarten readiness.

In working with preschool provider partners over the past four years it has become clear that to be successful, SPP must be flexible enough to be responsive to community needs, while at the same time maintaining clear standards of quality. Under FEPP, SPP will maintain its high-quality standards while incorporating a more flexible design to enhance partnerships and alignment while reducing barriers to participation for families and providers.

The City has provided quality supports to preschool providers and tuition assistance to families since 2004, when the **Step Ahead** preschool program was created. In 2015, the City launched the **SPP**. Around the same time, DEEL also created a preschool program called **Pathway**, modeled after Step Ahead, but with the mission to support providers to transition to SPP by providing additional supports needed to meet SPP quality standards.

#### Strategies

As described in Ordinance 125604, Section 6, “Major program elements are intended to increase children’s kindergarten readiness and may include: financial support for preschool and childcare tuition, ongoing comprehensive supports for quality teaching, and support for early learning infrastructure development.” The Preschool and Early Learning investment area funds seven strategies:

1. **Preschool Services and Tuition:** Provides access to free or affordable high-quality preschool through SPP and Pathway, with a focus on meeting the needs of historically underserved populations.
2. **Quality Teaching:** Supports quality improvement through culturally-responsive professional development, coaching, and data-driven decision-making.
3. **Comprehensive Support:** Funds DEEL’s model for providing health supports and technical assistance to all partner preschool agencies and provides supplemental funding to partners to meet the individualized needs of children and families, with a focus on those who support children from historically underserved populations.

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### Preschool and Early Learning

#### Goal:

Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.

#### Outcomes:

1. Children are kindergarten ready
  2. Learning environments are evidence-based, high-quality, culturally responsive, and equitable
  3. Students and families have multiple ways to access high-quality early learning services
  4. Race-based opportunity gaps are closed
-

4. Organizational and Facilities Development: Supports facilities and business-related investments to support quality environments and sustainable business practices.
5. SPP Child Care Subsidies: Provides access to child care before and after the preschool day and during the summer.
6. Homeless Child Care Program: Provides financial and case management support for families experiencing homelessness to improve their access to licensed early learning programs.
7. Family Child Care Mentorship and Quality Supports: Increases the number of licensed child care providers in the City of Seattle.

### Spending Plan

Preschool and Early Learning investments are allocated across seven strategies (93%), evaluation (2%), and DEEL administration (7%). The largest budget allocation within Preschool and Early Learning funds Preschool Services and Tuition (\$146.6M, 43%). The remaining funding is split across Comprehensive Support (\$70.2M, 21%), Quality Teaching (\$60.2M, 18%), Organizational and Facility Development (\$15.4M, 4%), SPP Child Care Subsidies (\$9.70M, 3%), Homeless Child Care Program (\$2.8M, 1%) and Family Child Care Mentorship and Quality Supports (\$4.0M, 1%).

The Preschool and Early Learning investment area includes funding for evaluation (\$8.3M) by a combination of internal and external evaluators. The DEEL administration budget reflects a portion of DEEL’s central administrative labor and non-labor costs as well as Citywide indirect costs, including IT and facilities. This is capped at 7% across the Levy.

Strategy	Total	Percent
Preschool Services and Tuition	\$146,637,714	43%
Quality Teaching	\$60,212,079	18%
Comprehensive Support	\$70,199,979	21%
Organizational and Facility Development	\$15,375,406	4%
SPP Child Care Subsidies	\$9,699,036	3%
Homeless Child Care Program	\$2,800,000	1%
Family Child Care Mentorship and Quality Supports	\$4,000,000	1%
Evaluation	\$8,271,646	2%
Administration	\$24,617,321	7%
<b>Total Preschool and Early Learning</b>	<b>\$341,813,182</b>	<b>100%</b>

Table 8. Preschool and Early Learning Investment Timeline							
FEPP Levy School Year	Year 1 SY 2019-20	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>Seattle Preschool Program</b>	Continue and expand with current partners	RFI for new agencies*					
<b>SPP Child Care Subsidies</b>		Direct contract with SPP/Pathway partners*					
<b>Comprehensive Support Services</b>		RFQ*					
<b>Facilities Pre-Development (Architectural Services)</b>	RFQ* for architects						
<b>SPP Provider Facilities Fund</b>	RFI* for Preschool partners; Direct contract with developers; Direct contracts for small facilities improvements						
<b>Family Child Care Mentorship and Quality Supports</b>	Direct contract with Imagine Institute; RFI*						
<b>Homeless Child Care Program</b>	Direct contract with Child Care Resources						

\*Annually/As-Needed

\*\*SY 2019-20 will continue contracts with existing Seattle Preschool Program, Step Ahead, and Pathway providers

### Alignment with RSJI

According to the Washington State Office of the Superintendent of Public Instruction, in 2017, 46.7% of Washington kindergarteners were found to be kindergarten ready in all six areas assessed (Social Emotional, Physical, Language, Cognitive, Literacy, and Math).<sup>7</sup> Across the state, children from historically underserved populations were comparatively less likely to be deemed kindergarten ready. For example, 31.5% of children from low-income families, 26.8% of children from families experiencing homelessness, 30.7% of children with limited English proficiency, and 18.5% of children with special education needs met expectations in all six areas assessed. With the launch of SPP in 2015, the City committed to investing in Seattle’s children’s success in school and life.

Success for children means adopting an equitable investment strategy. Partners who serve families from historically underserved populations may require enhanced supports (e.g., coaching, resources, health consultation). Since 2014, DEEL has involved the community in Racial Equity Toolkits (e.g., development of the SPP Comprehensive Evaluation Strategy, the Family Child Care (FCC) Advisory Council, and the FCC-SPP Pilot) and made recommended course correction whenever possible.

### Alignment with City Resources

As of Quarter 1, 2019, the City funds early learning and preschool programs through a variety of revenues and resources, including Sweetened Beverage Tax (SBT) proceeds, Washington State’s Early Childhood Education Assistance Program (ECEAP) grant, and City General Fund. Early learning programs funded through these other revenue sources include the Parent-Child Home Program (PCHP), Nurse Family Partnership (NFP), Child Care Assistance Program (CCAP), Developmental Bridge program, and other investments such as coaching and health supports for child care providers serving children from birth-three and specialized supports for Family Child Care

providers. These non-FEPP Levy funded programs are intended to supplement and complement the services and programs funded through the Levy.

### Strategy #1: Preschool Services and Tuition

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What are Preschool Services and Tuition?

Preschool Services and Tuition funds: (1) Seattle area preschool providers to deliver quality preschool services to prepare children for success in kindergarten and beyond, and (2) full or partial tuition assistance for families of eligible children to reduce the financial barriers to participating in quality preschool.

During the SPP demonstration phase, children from low and moderate-income families (at or below 300% of federal poverty) attended SPP for free. Families at or above 301% of federal poverty were required to pay tuition on a sliding scale.

Under FEPP, DEEL will increase access to high-quality preschool by

- expanding the program slots to serve approximately 2,500 children by SY 2025-26, and
- increasing the free tuition threshold to include families up to and including 350% of federal poverty, or \$87,600 for a family of 4 (previously 300%, or \$75,300 for a family of 4 in 2018). Families above 350% of federal poverty will continue to pay tuition on a sliding scale.

#### Why are Preschool Services and Tuition important?

High-quality preschool has been shown to have positive impacts on children’s social and emotional development, health, pre-academic skill development, and executive function skills.<sup>8</sup> Providing tuition assistance reduces the financial burden of working families whose children attend high-quality preschool. Creating a network of quality preschool providers increases the supply of available high-quality services and associated benefits.

Funding for preschool and tuition benefits:

- *Children*, by providing access to high-quality preschool to prepare them for their transition to kindergarten.<sup>9</sup>
- *Families*, by improving affordability. In 2016, Child Care Aware of America estimated that the average cost of center-based care in Washington State to be over \$10,000 for a 4-year-old.<sup>10</sup> Cost for full day preschool in Seattle can reach over \$12,000 a year or \$1,200 a month.<sup>11</sup>
- *Seattle School District and the community*, by reducing the long-term costs for remediation and special education. Some states found that investing in high-quality preschool programs led to a 10% reduction in third-grade special education placements.<sup>12</sup> The Perry Preschool program study shows reduced costs in remedial education, health and criminal justice system expenditures.<sup>13</sup>

#### Who is served by Preschool Services and Tuition?

Seattle children who are at least 3-years-old by August 31 and not yet eligible for kindergarten in Seattle School District are eligible to receive subsidized tuition.<sup>14</sup> Children from families who are at or below 350% of the federal poverty (\$87,600 for a family of four in 2018) will attend free of cost to the family. For families above 350% of federal poverty, tuition will be based on a sliding scale.



- **Year 1 of FEPP (SY 2019-20):** SPP will maintain child prioritization policies from the SPP Demonstration Phase with two changes.
  1. Children who are 3- or 4-years old experiencing homelessness or currently placed in the foster care system receive priority *over all other applicants*.
  2. All 3-year old children, regardless of family income, are now eligible to apply and receive a seat in the program.

As part of the policies maintained from the Demonstration Phase, 4-year-old children will receive priority over 3-year-old children.<sup>2</sup>

- **Years 2 through 7 of FEPP (SY 2020-21 through SY 2025-26):** DEEL will revise its selection process to have five tiers of priority, listed below:

**Table 9. Priority Levels for DEEL-Selected Children in SPP**

Tiers	Prioritization Criteria
1	Children who are 3- or 4-years old experiencing homelessness
2	Children who are 3-or 4-years old currently placed in the foster care system
3	Children who are 4-years old*
4	Children who are 3 years old with at least one of the qualifying factors**
5	Children who are 3 years

*\*4-year old children with siblings who attend programming co-located at an SPP site will be prioritized.*

*\*\*Current proposed qualifying factors include children on an IEP, dual language learners, previous participation in state or city subsidy programs (i.e., Working Connections, CCAP), current sibling participating in SPP or programming co-located at an SPP site, previous participation in state, county or city sponsored home visiting programs, ECEAP or Early Head Start.*

In anticipation of selection for the second year of FEPP, DEEL will conduct a racial equity toolkit (RET) that will review Tier 4. The toolkit will assess the list of eligible qualifying factors, as well as whether it would be appropriate to provide a rank order of qualifying factors.

**What are the provider contracting criteria for Preschool Services and Tuition?**

Agencies with sites that meet the minimum qualification for SPP are eligible to apply (Table 10). The City uses a mixed-delivery model for preschool, which includes classrooms operated by Seattle School District, classrooms operated by community-based organizations (CBOs), and services provided in family childcare centers (FCCs). DEEL contracts with agencies to provide preschool services directly to children in school-, center-, and home-based settings.

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<sup>2</sup> Operationally it is feasible to add homeless and foster care priority in the first year. It is beyond the resources and operational capacity of DEEL to further change our selection process due to the compressed timeline.

Table 10. Minimum qualifications for SPP Sites	
Category	Seattle Preschool Program - Minimum Qualifications*
<b>Licensing</b>	All sites of preschool services must be: <ul style="list-style-type: none"> <li>• Licensed by the Washington State Department of Children, Youth, and Families (“the State”), <u>OR</u></li> <li>• Exempt from licensing by the State because entity is a public school or institution of higher education.</li> </ul>
<b>Quality**</b>	<p>If regulated by the Department of Children, Youth, and Families (DCYF):</p> <ul style="list-style-type: none"> <li>• Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, or successfully complete DEEL’s Pathway requirements</li> </ul> <p>If regulated by the Office of the Superintendent of Public Instruction (OSPI):</p> <ul style="list-style-type: none"> <li>• Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, <u>OR</u></li> <li>• Meet early learning quality standards comparable to EA, as determined by DEEL</li> </ul>
<b>Service Hours<sup>15</sup></b>	Offer full-day, to approximate the typical public school day.
<b>Class Size and Ratio<sup>16</sup></b>	<ul style="list-style-type: none"> <li>• The maximum class size is twenty.</li> <li>• There must be at least one adult for every ten children.               <ul style="list-style-type: none"> <li>○ Lower class sizes and ratios are permissible.</li> </ul> </li> </ul>

\*DEEL will conduct site visits prior to contracting with new sites.

\*\*Because providers occasionally experience delays with the EA ratings process, DEEL may choose to contract with an agency for a site that has not yet received an EA rating if the agency has other SPP sites meet SPP Quality Standards. All new sites will be expected to meet all Quality eligibility criteria within one calendar year of opening. If significant structural challenges persist, DEEL has authority to determine an equivalent measure of quality.

Contracted preschool provider partners will:

- *Professional Development.* Use a DEEL-approved curriculum and execute quality improvement and professional development plans and meet DEEL contractual requirements; participate in ongoing professional development and continuous quality improvement, and meet annual targets related to teacher qualifications, training, and compensation.
- *Evaluation.* Participate in program evaluation activities, which may include classroom observations, child-level assessments, self-evaluations, and surveys. Evaluations may be carried out by third-party evaluators or directly by DEEL.
- *Reporting.* Adhere to DEEL’s data collection and reporting protocol and timelines.
- *Requirements.* Adhere to DEEL’s contracting guidelines and deliverable requirements.

Preschool agencies that meet implementation expectations and performance targets through annual review will be eligible to continue contracting with DEEL for preschool through SY 2025-26. DEEL reserves the right to discontinue contracts with providers that fail to meet the contractual obligations and to defund locations that have been significantly under-enrolled for multiple consecutive years.

**What are the key elements of Preschool Services and Tuition?**

There are three primary elements of preschool services and tuition, which include:

- *Preschool Services.* Preschool providers are eligible to receive funds to deliver preschool services.

- The City will expand the number of slots each program year, with a goal to serve approximately 2,500 children by 2025-26.
  - There will be three types of preschool providers in SPP: Seattle School District, CBOs, and FCCs. FCCs will contract with DEEL through administrative “hubs.” A hub is an organization that contracts with DEEL to provide technical assistance to a group of FCC subcontractors to facilitate their participation in City early learning programs.
  - DEEL may directly contract, as needed, with providers of ECEAP, Head Start, Step Ahead or Pathway, and Seattle School District without competitive processes for the duration of FEPP.
  - Expansion by existing SPP providers meeting performance standards will be negotiated with DEEL annually without a competitive process.
  - Agencies new to contracting with the City to provide preschool services will be identified through a competitive process beginning in SY 2020-2021.
- **Tuition Assistance.** Families of eligible children will have access to tuition assistance for SPP.
    - Families with household income at or below 350% federal poverty (below \$87,850 for a family of four in 2018) may participate in City-funded preschool free of charge.
    - Families with household income above 350% federal poverty will pay a portion of the cost for participation in SPP (see Appendix IV: Seattle Preschool Program Tuition Sliding Fee Scale).

**How will Preschool Services and Tuition be managed and phased in?**

- **Preschool Services.** The City will ramp up SPP in each of the seven years of the levy. The expansion schedule is outlined in Table 11.

Table 11. Approximate Number of Children Assumed in FEPP Spending Plan								
Program	FEL/SPP SY 2018- 19*	Year 1 SY 2019- 20 <sup>3</sup>	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>SPP</b>	1,415- 1,615	1,700 – 1,750	1,825 – 1,875	1,950 – 2,000	2,075 – 2,125	2,200 – 2,250	2,325 – 2,375	2,450 – 2,500
<b>Pathway</b>		200	200	200	200	200	200	200

\*Last year of SPP/FEL levies; included for reference.

- **Year 1 of FEPP (SY 2019-20):** DEEL will continue working with existing 2018-19 providers that remain in good standing to expand services to an additional 200-250 children. Through direct award, DEEL will negotiate a performance-based contract with providers to administer preschool services, inclusive of monitoring and achievement of contract goals and performance targets. The Seattle School District contract will be consistent with terms of the partnership agreement.
  - At the discretion of DEEL, the following types of providers will have contracting priority for SPP expansion in year 1:
    1. City of Seattle 2018-19 contracted Step Ahead providers
    2. City of Seattle 2018-19 contracted Pathway providers
    3. City of Seattle 2018-19 contracted SPP providers (including FCC administrative hubs).

<sup>3</sup> Year 1 ramp-up will occur among partner agencies contracted to provide preschool services in SY 2018-19. These agencies are not required to reapply via a competitive process to continue contracting in Year 2 and beyond.

#### 4. City of Seattle 2018-19 contracted ECEAP providers

- **Years 2 through 7 of FEPP (SY 2020-21 through SY 2025-26):** DEEL’s overarching priority for Years 2-7 is to expand SPP to areas of the city with long waitlists for City-funded preschool.<sup>4</sup> Local demand, as determined by waitlists, and a providers’ ability to offer special education inclusion or dual language programming, as defined by DEEL, will be considered when approving expansion sites.
  - DEEL has authority to contract directly with:
    1. SPP providers in good standing<sup>5</sup>
    2. Agencies that contract with DEEL to provide preschool services as of SY 2018-19 (Step Ahead, ECEAP, Pathway)
    3. Seattle-based providers of ECEAP and Head Start that do not contract with DEEL as of SY 2018-19

In addition, providers new to contracting for publicly-funded preschool will be selected through a competitive RFI process. Priority will be given to those that have a history of supporting children from historically underserved populations, including dual language and programs that specialize in inclusion.

- **Tuition Assistance.** Tuition assistance will be made immediately available to families at the start of SY 2019-20 upon confirmation of eligibility and enrollment. Families determined to be ineligible for the program will not receive DEEL tuition assistance.

### Strategy #2: Quality Teaching

Equitable Educational Opportunities	<b>High-Quality Learning Environments</b>	Student and Family Supports
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#### What is Quality Teaching?

Quality teaching funds professional development and other workforce development supports to increase teachers’ knowledge and capacity to create and sustain high-quality, evidence-based, and equitable learning environments for preschool children. All quality teaching investments are designed to improve teaching practices and learning environments in SPP and Pathway and sustain these improvements through FEPP and beyond. Specifically, quality teaching funds the following types of activities and investments:

- **Instructional coaches’ labor and training.** DEEL coaches provide intensive, intentional, and reflective onsite coaching to classroom-based staff. The coaches use the lenses of equity and cultural responsiveness to understand the professional development and specific needs of all instructional staff in the classroom. The coaches also provide guidance and training to directors, site supervisors, and other key personnel.
- **Curriculum materials and training.** Pre-service and in-service curriculum training supports teachers’ knowledge of curriculum content. DEEL coaches have in-depth knowledge of the approved curricula, as

<sup>4</sup> If specialized services are in demand, such as SPP Plus Special Education Inclusion or dual-language programs, expansion of these services will also be prioritized.

<sup>5</sup> DEEL will develop end-of-year “quality assurance” process to ensure all SPP providers offer high-quality programming and are continually advancing in their practice.

well as an understanding of diverse learning needs and adult learning. To support teachers to implement curricula with fidelity, coaches model culturally and linguistically responsive teaching and support teachers' reflective practice. DEEL is committed to and will work with early learning stakeholders and other partners to support that emergent bilingual development of children who are dual language learners. During FEPP, DEEL will promote early learning and literacy development in children's first (or home) language and ensure that all early learning providers receive training to understand the importance of integrating a child's home language into the curriculum to promote linguistic, social-emotional, and cognitive development. Curriculum supported in the SPP demonstration phase (i.e., HighScope and Creative Curriculum) will continue under FEPP.

- **Assessment materials and training.** Assessments may include:
  - *Ages & Stages Questionnaires (ASQ-3 and ASQ-SE).* Questionnaires designed to assess the development of children and provide early awareness of delays or disorders to help children and families access needed supports.<sup>17</sup>
  - *Classroom Assessment Scoring System (CLASS).* CLASS PreK is an assessment tool used to rate classroom practices in preschool by measuring the interactions between children and adults. CLASS uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences.<sup>18</sup>
  - *Early Childhood Environmental Rating Scales (ECERS).* An observational tool used to assess process quality related to the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities.<sup>19</sup>
  - *Peabody Picture Vocabulary Test (PPVT4).* The PPVT measures vocabulary skill. The adult presents a series of pictures to each child. There are four pictures per page, and each is numbered. The adult says a word describing one of the pictures and asks the child to point to or say the number of the picture that the word describes.
  - *Program Quality Assessment (PQA).* Validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs.<sup>20</sup>
  - *Teaching Strategies Gold (TSG).* Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.<sup>21</sup>
  - Other assessments that evaluate cultural responsiveness, inclusive practices and whole child programming will likely be introduced during the life of the FEPP Levy.
- **Workforce development supports:** Workforce development supports include:
  - *Training institutes.* DEEL funds multiple training opportunities for preschool teacher, site supervisors, and directors, including: the director's instructional leadership series; training institutes (pre-service training in late summer, the data institute in winter, and "Children Race and Racism" in the spring); and professional learning communities (PLCs).
  - *SPP scholars' tuition support.* DEEL provides funding for preschool instructional staff to continue their formal education toward degrees and credentials related to early childhood education. Though service commitments vary by the amount of the investment, the typical recipient of tuition supports commits to working in City-contracted preschool classrooms for three years.
  - *Support for SPP teacher compensation.* SPP contracts require partner agencies to pay teachers who meet SPP education standards (e.g., a lead teacher who has a bachelor's degree in early childhood education) at minimum levels, as determined by DEEL. Quality teaching provides the funds to enable partner agencies to meet these requirements.

### **Why is Quality Teaching important?**

According to the National Association for the Education of Young Children (NAEYC):

“A highly-qualified early childhood educator--one who knows how to create a dynamic, accountable learning environment--is at the center of a high-quality early learning experience. Research has shown that children who attend high-quality preschool are better prepared to be successful in school and in their future careers. The economic and community benefits of high-quality early learning and development experiences for all young children cannot be understated and include, increased graduation rates, increased economic wellbeing for all communities, and the long-term development of a high-quality professional workforce. Yet, despite the important role early childhood educators play, and despite increased public demand and incremental financing for high-quality early learning, it is difficult to earn a living wage being an early childhood educator. ... It is not enough to demand high-quality education for young children; we also must ensure that educators are provided with affordable high-quality training and education opportunities.”<sup>22</sup>

DEEL’s multidimensional approach provides the early learning workforce with the opportunity to earn degrees,<sup>23</sup> access fair compensation,<sup>24,25</sup> and develop in ways that allow the City to maximize its investment in preschool and early learning.

### **Who is served by Quality Teaching?**

Quality teaching supports are provided to site-based instructional staff (lead and assistant teachers,) who work with children in SPP and Pathway programs. Additional support and guidance are provided to directors, site supervisors, and FCC owner/operators on an as-needed basis.

### **What are the provider criteria for Quality Teaching?**

DEEL staff provide coaching and training supports to contracted agencies’ instructional staff. DEEL also partners with culturally and linguistically responsive trainers and external evaluators to conduct assessments. Providers will develop quality improvement and professional development plans subject to mutual agreement.

### **What are the key elements of Quality Teaching?**

The key elements of quality teaching include coaching, curriculum training, assessments and workforce development.

- *Equity-focused, culturally and linguistically responsive coaching.* Coaching supports teacher learning, which leads to positive academic, emotional, and social outcomes for SPP and Pathway children, teachers, and families. Using an equity lens and grounded in race and social justice, coaches work to support the professional development needs of each teacher, director, site supervisor, and preschool program. The DEEL coaching approach focuses on culturally and linguistically responsive teaching, which:
  - Applies strengths-based interventions, strategies, and supports.
  - Supports children to direct their own learning and to work with others, allowing them to be confident and proactive.<sup>26</sup>
  - Encourages children to use home cultural experiences as a foundation to develop skills, which allows more significant and transferable learning; and makes school knowledge applicable to real-life situations.<sup>27</sup>
- *Curriculum training and implementation.* A high-quality curriculum helps to ensure that staff cover important learning areas, adopt a common pedagogical approach, and reach a certain level of quality across age groups and regions.<sup>28</sup> DEEL’s coaches are formally trained in DEEL-approved curricula and have a deep understanding of how to adapt instructional approaches to meet diverse learning needs. Coaches use this training to support the implementation of approved curricula with fidelity by:
  - Funding training on the curriculum to support teachers’ curriculum content knowledge and certification.

- Supplying formally trained coaches to model culturally-responsive teaching and help teachers adapt their instructional approaches to meet the diverse learning and development of all children.
- *Assessment and continuous quality improvement.* Regular teacher-led formative assessments of student progress in research-based core curricula are now considered critical components of high-quality instruction during primary grades.<sup>29</sup> Having standards for early learning and development, promotes continuity for children across early opportunities. Coaches:
  - Leverage assessment data to help preschool site-staff to develop cohesive, equity-driven, high-quality preschool programs. Review assessment tools and data through a racial equity and anti-bias lens to determine if teaching practices are achieving the desired goals for all children.
- *Workforce development.* The cost of providing high-quality preschool programming is increasing nationally and for Seattle providers especially. Community partners report that with the increase in minimum wage, recruiting and retaining high-quality early educators has become more difficult. With labor and other costs increasing, providers are struggling to keeping child care affordable for families. DEEL funds early learning professionals in preschool programs to improve their practice while alleviating some of the costs to providers, through:
  - Hosting training institutes throughout the year.
  - Creating opportunities for instructional staff to participate in professional learning communities (PLCs) to support learning and build community with their peers.
  - Funding scholarships for instructional staff to continue their formal education toward early learning degree completion.<sup>30</sup> All levels of instructional staff who aspire to be lead teachers have access to the SPP Scholars Tuition Support Program (SPP Scholars), with a special emphasis on recruitment of staff from historically underserved populations.
  - Funding SPP agencies to improve early learning workforce compensation for teachers who meet education standards.

### **How will Quality Teaching be managed and phased in?**

DEEL will continue to support quality teaching using the strategies below and will implement a differentiated approach that is responsive to the needs and types of providers throughout the city.

- *Equity-focused, culturally and linguistically responsive coaching.* With SPP expansion, coaching will align with the phase-in of children and classrooms over the next seven years.
  - Expert coaching will be provided to preschool classrooms based on differentiated levels of need, which may include recent child and classroom assessment results, and teachers' longevity and experience in the field.
  - Coaching sessions differ based on observations, interactions, and assessments.
  - Coaching "dosage" consists of the duration of the coaching, as well as the number of hours spent during an average visit.
  - Each classroom will receive at least one coaching contact per month.
  - Dual language programs will receive coaching and training that is based on a coherent framework that builds upon research and ensures that all teachers understand first and second language development.
- *Curriculum training and implementation.* Providers will be required to use a developmentally appropriate, research-based curriculum approved by DEEL. DEEL coaches will support and train teachers in the implementation and adaptation of the curriculum to meet the needs of all children, including children with special needs and dual language learners.
- *Assessment and quality improvement.* DEEL coaches work in partnership with Child Care Aware, the Washington State Department of Children, Youth and Families (DCYF), Public Health — Seattle & King County (PHSKC), and the University of Washington to administer assessment tools and/or analyze

assessment data using a CQI framework. Coaches will leverage assessment data to help preschool site-staff develop cohesive, equity-driven, high-quality preschool programs. Assessment tools and data will be reviewed through a racial equity and anti-bias lens to determine if teaching practices are achieving the desired goals for all children.

- **Workforce development.** DEEL will coordinate culturally and linguistically responsive trainings, and institutes, and provide access to academic course work that leads to degree completion in partnership with institutions of higher education.
  - All workforce development activities will be aligned with the Washington state Department of Children, Youth and Families (DCYF).
  - DEEL will work with the Early Childhood Education Workforce Council to support alternate career pathways that meet state and local education standards.
  - All SPP teachers will be required to meet the Washington State Core Competencies for Early Care and Education. In addition:
    - Lead teachers will be required to have bachelors’ degrees in early childhood education (or related fields) or a professional development plan in place to complete the degree requirement within four years.
    - Assistant teachers will be required to have associate degrees in early childhood education, or related fields, or a professional development plan in place to complete the degree requirement within four years.
    - Site and agency leaders, including school principals, agency and site directors, and FCC owner/operators, will develop a quality assurance process to enhance their knowledge and skills related to early learning management and quality.
    - An alternate, non-degree pathway to meeting DEEL’s education requirements will be available to experienced teachers with track records of culturally-responsive, high-quality teaching.

### Strategy #3: Comprehensive Support

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Comprehensive Support?

Comprehensive support funds are intended to eliminate barriers for 1) providers to support all children in the classroom, including those with individualized needs, and 2) families to access preschool services.

Services provided by comprehensive supports include:

1. **Child Care Health Consultation (CCHC):** CCHC is a strategy that promotes the health and development of children, families, and child care staff by promoting healthy and safe child care environments.
2. **Supports for children with individualized needs:** DEEL provides resources to partner agencies to meet the individualized needs of children in the classrooms.
3. **Support for specialized program models:** DEEL provides resources for SPP classrooms that offer specialized programming, such as dual language programs and special education inclusion (e.g., SPP Plus).
4. **Technical assistance and contract management labor:** DEEL staff provide technical assistance to support preschool providers to understand and implement contract requirements.



5. **Support for preschool outreach, application, and enrollment labor:** DEEL staff manage and support the application and enrollment processes in partnership with contracted preschool partners.
6. **Family Support and Engagement:** DEEL will focus on supporting families and increasing family engagement by convening a family advisory board that will provide family voice and guidance into further development of SPP policies and programs and developing an approach to provide family support.

### **Why is Comprehensive Support important?**

As DEEL continues toward a universal preschool program model, it must also ensure that any child can fully participate in the program. Providers and classrooms have seen a rise in children attending preschool who are experiencing homelessness or other trauma, as well as children exhibiting challenging behaviors requiring additional supports. Additionally, families may experience challenges that create barriers for their children to successfully access and participate in preschool such as transportation challenges and unstable housing situations. Funding for comprehensive support is an important component of high-quality preschool in that these supports help eliminate barriers to participation, interrupt inequitable practices, and create positive and inclusive interactions and classroom environments for all children.<sup>31</sup> Investing in comprehensive birth-to-five early childhood education is a powerful, cost-effective way to mitigate negative consequences on child development and adult opportunity. Longitudinal studies have shown significantly fewer behavioral risks and better physical health in participants who have gone through a comprehensive preschool program.<sup>32</sup>

### **Who is served by Comprehensive Support?**

Preschool providers that contract with DEEL to provide SPP or Pathway are eligible to be supported by comprehensive support beginning in Year 1. When DEEL develops its Family Support model in Year 2, the intended recipients will be SPP and Pathway families. The Family Advisory Board will provide further guidance to DEEL on how to best support families so that they can support their children to be successful in the programs.

### **What are the provider criteria for Comprehensive Support?**

Criteria for comprehensive support providers will vary by investment. All providers will be expected to have experience and demonstrated competency in working with children from historically underserved communities. Providers will be required to provide culturally relevant and accessible supports and use strengths-based language in communication with preschool partners, families, and community.

### **What are the key elements of Comprehensive Support?**

1. **Child Care Health Consultation (CCHC):** For over a decade, the City has partnered with Public Health Seattle-King County (PHSKC) to provide health-related supports to City-funded preschool programs using a Child Care Health Consultation (CCHC) model. CCHC provides tailored consultation, training, and support to child care providers and families to address their most pressing needs and provide overall assistance in identifying and implementing change to improve health and safety and optimal child development, such as trauma-informed care.
2. **Supports for children with individualized needs:** DEEL provides resources to partner agencies to meet the individualized needs of children in the classrooms and support the zero expulsion and suspension policy. Examples include temporary additional classroom support, specialized consultations or instructional materials to support children exhibiting challenging behaviors in the classroom.
3. **Support for specialized program models:** During the SPP demonstration phase, DEEL developed partnerships with Seattle School District and other community providers to offer specialized

programming in SPP classrooms, such as special education inclusion (e.g. SPP Plus)<sup>6</sup> and dual language programming. Because these approaches require additional materials and training, funds will be available to support the implementation of the models.

4. **Technical assistance and contract management:** DEEL staff supports providers to implement SPP and Pathway with fidelity by providing technical assistance to meet program and contract requirements. This includes ensuring that providers understand policies related to supporting all children in the classroom as well as how to access needed resources.
5. **Support for preschool outreach, application, and enrollment:** DEEL will provide technical assistance and application support to families seeking to apply to SPP.<sup>7</sup> DEEL will continue to conduct targeted outreach to recruit families to the program. DEEL commits to (1) coordinating with community partners to share information about how to support families to access City resources, (2) meeting with stakeholders, providers, and community in spaces that are accessible and familiar to them, and (3) providing interpretation and quality translation as a resource whenever feasible. DEEL will also continue to provide application and enrollment services as it has during the SPP demonstration phase by having a mix of DEEL and provider-selected preschool participants.
6. **Family Support and Engagement:** Research has shown that family engagement is crucial to supporting the growth and development of young children. Learning does not stop in the classroom and families will be supported in ways that eliminate barriers for them to support their children attending preschool and continuing their learning at home. DEEL will be developing a family support model for Year 2 implementation. Furthermore, a family advisory board will provide a structure for DEEL to consult with families on program and policies decisions prior to implementation.

### How will Comprehensive Support investments be managed and phased in?

In Year 1 of FEPP (SY 2019-20), DEEL will implement comprehensive support investments as described below.

1. **Child Care Health Consultation (CCHC):** DEEL will contract with PHSKC to implement its CCHC model subject to mutual agreement.
2. **Supports for children with individualized needs:** DEEL will continue to support children with individualized needs. Providers will continue to use the process developed during the SPP demonstration phase, which may include classroom observations, child assessment and screening results.
3. **Support for specialized program models:** DEEL will continue to provide resources for SPP classrooms that offer specialized programming, such as dual language programs and special education inclusion (e.g. SPP Plus). In 2019, DEEL will use information gathered from the Dual Language Summit<sup>8</sup> to develop its dual language model and support framework, and to develop a clear policy statement supporting dual language learners in preschool. The support framework will be designed to ensure that all instructional supports, learning environments, curricula, and assessments are relevant for children who are dual language learning and foster their emerging bilingual and bicultural development.
4. **Technical assistance and contract management labor:** DEEL staff will continue to provide technical assistance to support preschool providers to understand and implement contract requirements.

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<sup>6</sup> In SY 2017-18, Seattle School District collaborated with the City to develop “SPP Plus”, which combines District special education funds with City preschool funds to deliver a fully inclusive setting for children with IEPs. In SY 2018-19, there were 9 SPP Plus classrooms operated by Seattle School District, in addition to four other similar programs offered by other community partners.

<sup>7</sup> DEEL makes preschool applications available in English, Amharic, Chinese, Somali, Spanish and Vietnamese and will update its language selection throughout the life of the FEPP Levy, per City policy (see: <https://www.seattle.gov/iandraftaffairs/LA>). For more information on SPP enrollment, see <https://earlylearning.microsoftcrmportals.com>.

<sup>8</sup> Slated for Spring 2019.

5. **Support for preschool outreach, application, and enrollment labor:** DEEL staff will continue to manage and support the outreach, application, and enrollment processes in partnership with contracted preschool partners. DEEL will:
  - Conduct outreach to provide information about SPP to Seattle families.
  - Continue to take an equity-focused approach by targeting SPP and Pathway outreach toward historically underserved populations.
  - Conduct outreach in partnership with local resource centers, nonprofits that provide services to immigrants and refugees, churches, community health clinics, and other organizations that support underserved communities.
  - Provide translated marketing materials to partner organizations to share with families of preschoolers beginning in SY 2019-20.
  - Identify efficiencies to streamline the application, selection, and enrollment processes to reduce family wait time.
  - Maintain the enrollment database.
  - Continue to directly provide technical assistance and contract management and support for preschool application and enrollment to contracted preschool partners.
  - Encourage waitlisted families to consider other locations that have immediate openings.
  - Promote sites that have current openings when responding to general inquiries from families.
6. **Family Support and Engagement:** DEEL will develop a family support model that will include a family advisory board and a funding model and framework for family support.

Recognizing that the City’s administration of funding for comprehensive support requires an ongoing race and social justice lens in Years 2 (SY 2020-21) through 7 (SY 2025-26), DEEL will:

- Implement the approach to family support developed in Year 1.
- Continue to review, assess, and refine comprehensive support policies to maximize benefit for children and families from historically underserved populations.
- Apply a racial equity lens to investment strategies and evaluations and make course corrections as needed.

#### Strategy #4: Organizational and Facilities Development

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Organizational and Facilities Development?

Organizational and facilities development funds non-classroom-based supports for the expansion and sustainability of SPP. As a mixed-delivery, partnership-based model, SPP’s community-based partners must have (1) sustainable business practices and strong organizational management skills, and (2) resources to develop and maintain high-quality early learning facilities and environments. Historically, funds have been used to develop new licensed preschools, as well as improve the quality of existing preschool environments, through a competitive funding program and partnerships with developments entities such as low-income housing providers and Seattle Parks and Recreation (SPR). As the City has made these investments, providers are required to provide service commitments to the Seattle Preschool Program.

Since the start of the SPP demonstration phase, DEEL has developed and implemented programs to support organizational capacity-building and facility expansions. Notable investments from the SPP demonstration phase include:

- Facilities Funds:
  - *Start-up funds*. Funding is intended to enhance and maintain the quality environments of SPP classrooms through the purchase of equipment and materials. Classrooms joining SPP receive start-up funds and are able to access additional funds to meet classroom needs in subsequent years.
  - *Pre-Development Services Program*. This program connects providers with architects experienced in child care to support early development of facilities projects, particularly focusing on licensing, budgeting and building code feasibility. Over the SPP Demonstration Phase, DEEL formalized over 15 projects between community-based preschool providers and DEEL’s pool of architects as part of the Pre-Development Program.
  - *SPP Provider Facilities Fund*. SPP and Pathways providers may submit proposals for facilities funding. Over the course of the SPP demonstration phase, the program has made 12 grants. Providers that received grants for facility projects were required to make service commitments to the City, ranging between one and ten years.
  - *Direct investments*. DEEL works in collaboration with development partners to create new facilities and classrooms for preschool. DEEL had three primary direct investments during the demonstration phase that included investments in ten Seattle Parks and Recreation (SPR) community centers to create licensed SPP classrooms, a new preschool at the SPR-managed Miller Annex, and a new preschool center as part of an affordable housing project at the former site for Fire Station 39, the Tony Lee Apartments in Lake City
- Organizational Capacity:
  - *Organizational Capacity Program*. Provides short-term consultation in the areas of finance, fundraising, technology, human resources, and other business skills to our providers depending on their needs.
  - *Hub-Network model for FCCs*. Hubs identified through competitive processes to be SPP providers (see *Strategy #1: Preschool Services and Tuition*), provide business training and technical assistance to FCC providers participating in SPP intended to tailor technical assistance and training for family child care providers, which operate as small businesses.

During the course of the FEPP Levy, DEEL will build from SPP’s earlier successes and continue funding similar investments to support organizational capacity-building and facilities development to continue supporting partners in their organizational growth and sustainability and to increase the number of preschool classrooms in Seattle.

### **Why is Organizational Capacity and Facilities Development important?**

Research demonstrates high-quality learning environments support improved academic outcomes.<sup>33</sup> In working with community to identify the challenges of participating in SPP, partners cited: (1) the lack of available and licensable space as a barrier to SPP program expansion, and (2) organizational capacity related to board development, fundraising plans, human resources, and financial management as ongoing challenges for sustainability.

Moving forward, DEEL recognizes there are equity concerns as SPP continues to expand. Smaller community providers, such as FCCs and small child centers have different needs than larger or more well-resourced providers. To support equitable investments, DEEL intends to develop avenues for smaller providers to access the resources they need to support their business operations and improve or expand their facilities.

### **Who is served by Organizational and Facilities Development?**

Following the SPP demonstration phase model, DEEL will make the services described in “*What is Organizational and Facilities Development?*” available to SPP and Pathway providers.

### **What are the provider criteria for Organizational and Facilities Development?**

Provider criteria for organizational and facilities development vary by investment. The overarching requirement for contracts is that funds are used to expand or enhance the delivery of SPP or Pathway preschool services.

### **What are the key elements of Organizational and Facilities Development?**

There are two main elements of organizational and facilities development, which include:

- *Facility development funds.* DEEL will support in the improvement and expansion of early learning facilities and environments by investing in:
  - Start-up funds to help new SPP and Pathway providers purchase quality equipment and materials to enhance the quality of the learning environment.
  - An annual SPP Provider Facilities Fund grant cycle modeled off the program developed during the Demonstration Phase. The fund will explore having an alternate pathway for SPP family child care partners to apply for funds and creation of a rolling application process for small, direct award grants.
  - The continuation of Pre-Development Services Program that will provide resources to our providers to explore the feasibility of new facility projects.
  - Direct investment opportunities with development partners such as other government departments or community development entities. Any investments with these partners will require the development partners to hold a competitive process for the SPP provider that will operate the new early learning space.
- *Organizational supports.* DEEL will manage a series of organizational supports that can be tailored to the needs of our preschool partners. These include:
  - An Organizational Capacity Program that will connect consultants or other partners with business-related expertise to provide coaching and consultation to DEEL’s preschool partners. The program may also explore opportunities for shared-service models in areas such as human resources or finance.
  - Technical assistance and business-related training opportunities that are responsive to the organizational needs of our providers.

Supports will emphasize sustainability. DEEL will communicate supports to all participants, be flexible in meeting beneficiaries where they are, and leverage resources already existing in the community wherever possible.

### **How will Organizational and Facilities Development investments be managed and phased in?**

- **Year 1 of FEPP (SY 2019-20):** DEEL will continue to implement the Start-up, Organizational Capacity-building, Pre-Development Fund, and SPP Provider Facilities Fund<sup>34</sup> as developed and implemented in the SPP demonstration phase.
  - For Organizational Development and Pre-Development Services Programs, all FEPP-funded preschool providers will be eligible, including school, center, and home-based providers. Services will be available to providers through a non-competitive application process, subject to mutual agreement and the availability of funds.
  - For the SPP Provider Facilities Fund, center- and school-based providers are, and will continue to be, eligible to apply for funds. Recipients of Facilities Funds are required to pay prevailing wages

- and to dedicate improved facilities to SPP for between 3 and 10 years, depending on the size of the City's investment. During year 1 of FEPP, DEEL will also explore avenues to expand eligibility to SPP family child care providers and create a rolling application process for small, direct award grants.
- DEEL has authority to directly negotiate small facilities awards (under \$50,000) with partners.
  - Large facilities awards (\$50,000 or more) will be awarded through competitive RFI processes.
    - Priorities for this fund will include but not be limited to:
      - Facility funding proposals that expand licensed capacity of SPP and projects that have been well vetted for regulatory, financial, and project schedule feasibility.
      - Facility funding proposals that are geographically located in parts of the City with higher proportions of low-income families; and
      - Facility funding proposals that are geographically located in part of the city with few existing SPP classrooms.
    - Providers receiving services through the SPP Provider Facilities Fund will also be required to:
      - Agree to service commitments to SPP for a specified number of years indexed to the amount of funds they receive.
      - For grants over \$250,000, the provider or grantee will:
        - Commit to additional protections for the City, which may include property covenants, deeds of trust, or other legal agreements.
        - Contribute additional fund sources to the project beyond City funding from the SPP Provider Facilities Fund.
        - If the grantee is a Pathway provider, they will commit to participating in SPP by the following school year.
  - DEEL will also continue to explore opportunities for development partnerships with SPR as well as other community-based development organizations, such as low-income housing providers, subject to mutual agreement and the availability of funds. For these direct investments of facility funds, DEEL will continue to collaborate with development partners to run a competitive process for preschool partners to operate new preschool spaces.
- **Years 2 through 7 of FEPP (SY 2020-21 through 7 SY 2025-26):** DEEL will continue its support, as detailed above, but also:
    - Open an RFQ process to identify community partners to support Organizational Capacity-building.
    - Conduct an evaluation to assess the efficacy and equity of DEEL's current approach and make course corrections as needed. This analysis will include:
      - Analysis of the racial, ethnic, and language breakdown of SPP agencies that benefited from these supports during the SPP Demonstration Phase.
      - Engagement with preschool directors to assess the benefits and limitations of DEEL's approach to these supports.

## Strategy #5: SPP Child Care Subsidies

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### What are SPP Child Care Subsidies?

SPP child care subsidies fund child care for SPP and Pathway participants by providing supplemental funding for the City’s Child Care Assistance Program (CCAP). SPP is only offered during the school year for six hours a day. CCAP provides funding for the summer and/or for extended day (before/after preschool). CCAP helps income-eligible, working Seattle families pay for child care by issuing vouchers that may be used to pay for services with providers that have active Vendor Services Agreements (VSAs) with DEEL.<sup>35</sup>

- The City typically pays between 25% to 70% of the average provider's rate.
- Families are responsible for paying the difference between the voucher amount and the provider's regular rate.

Under FEPP, DEEL will continue its practice of using the Levy as fund source for CCAP to benefit SPP and Pathway participants. Additionally, DEEL will explore the feasibility of offering a 10-hour option for preschool participants that is jointly funded by preschool services, tuition, and SPP child care subsidies.

### Why are SPP Child Care Subsidies important?

CCAP vouchers, funded by SPP child care subsidies, enable children whose parents work to participate in SPP and Pathway by offering subsidized extended care for children. Most parents of young children in the U.S. work outside the home and require child care beyond the typical six-hour school day. Both adults are employed in 56% of married couples raising young children. For single, custodial parents of young children, 65% of women and 83% of men are employed.<sup>36</sup>

SPP child care subsidies support the goals of the City’s RSJI because they reduce barriers to program participation for low and middle-income families and support providers who have a history of serving children from historically underserved populations.

### Who is served by SPP Child Care Subsidies?

To be funded by SPP child care subsidies, families must meet the CCAP eligibility criteria and children must participate in a FEPP-funded preschool program. Other children in the family may participate in CCAP, but may not be funded by FEPP.<sup>9</sup> DEEL has authority to change SPP child care subsidies eligibility criteria to align with CCAP. SY 2018-19 CCAP eligibility criteria are:

- Live within the Seattle city limits.
- Be employed or be enrolled in education or job training.
- Meet income guidelines based on family size, 200.1% - 300% of federal poverty as of 2018.
- Not be eligible for the State’s Working Connections Child Care program or the University of Washington’s Child Care Subsidy.

### What are the provider criteria for SPP Child Care Subsidies?

Child care providers with Vendor Services Agreements (VSAs) with DEEL may accept CCAP vouchers; there are approximately 180 providers with VSAs as of 2018. Providers are required to:

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<sup>9</sup> Funding source (FEPP - SPP Child Care Subsidies or Sweetened Beverage Tax - CCAP) is determined by DEEL. Fund source determination does not impact families’ application process.

- Provide quality care to children participating in their program as evidenced by annual City assessment.
- Participate in the State of Washington Early Achievers program.<sup>37</sup>
- Collect any co-pays from participating families.
- Maintain child attendance records and report attendance to DEEL monthly.

Additional criteria for participation are outlined in VSAs.

### What are the key elements of SPP Child Care Subsidies?

Key elements include:

- *Alignment with City programs and processes.* SPP child care subsidies funding is used to fund preschool participants in CCAP. Families with children in CCAP who are not in preschool can complete one family application process, inclusive of all of their children.
- *Responsive support for Seattle families.* SPP child care subsidies provides the funding that can be used to ensure eligible families can access CCAP vouchers for care before and after the preschool day, during school breaks, and over the summer.

### How will SPP Child Care Subsidies be managed and phased in?

CCAP vouchers are calculated based on family size, income, hours of care needed, and age of the child. A family applying to CCAP receives one voucher for each child in care. The voucher authorizes monthly child care payments to an approved child care program.

#### In Year 1 of FEPP (SY 2019-20):

- Continue to use SPP child care subsidies to fund child care subsidies for SPP and Pathway participants by providing supplemental funding for the City’s Child Care Assistance Program (CCAP).

#### In Years 2 (SY 2020-21) through 7 (SY 2025-26) of FEPP:

- DEEL will develop a pilot for a 10-hour tuition sliding scale that DEEL anticipates will combine preschool tuition assistance and SPP child care subsidies.
- The results of the 10-hour model pilot will be presented to the Seattle City Council and include recommendations for the future of the 10-hour model.
- DEEL will continue to review its processes annually to identify ways to simplify application processes for families.

### Strategy #6: Homeless Child Care Program

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### What is the Homeless Child Care Program?

On November 2, 2015, Seattle declared a State of Emergency on homelessness. To serve families experiencing homelessness, DEEL contracts with Child Care Resources’ (CCR) Homeless Child Care Assistance Program. CCR has implemented this program for over 15 years and provides child care subsidies to families experiencing homelessness, co-payments for families receiving state child care vouchers, navigation of state child care subsidy programs, and case management.



### **Why is the Homeless Child Care Program important?**

Research indicates that the first five years of a child's life are critical to brain development, academic achievement, and outcomes later in life.<sup>38</sup> Children in families experiencing homelessness and who are unstably housed are more likely to experience challenges in school than their stably housed peers. Children in unstable housing situations experience environments that can inhibit their emotional, cognitive, and behavioral development. Additionally, research indicates that:

- Students who experienced homelessness as very young children are more likely than their stably housed peers to score poorly on standardized assessments across an array of content areas including math, reading, science, and language in early elementary school.<sup>39</sup>
- Children experiencing homelessness are more likely to be diagnosed with learning disabilities.<sup>40</sup>
- Homelessness during infancy and toddlerhood has been linked to later child welfare involvement and early school failure.<sup>41</sup>
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen, over time.<sup>42</sup>
- Parents experiencing homelessness face many barriers in accessing child care. Helping families find practical child care allows them to participate in the job training, education, and other programs essential to supporting their transition to stable housing situations.<sup>43</sup>

### **Who is served by the Homeless Child Care Program?**

FEPP Investments in the Homeless Child Care Program will be for families in Seattle that meet the federal McKinney-Vento Act definition of homeless. To be eligible, children and youth are likely in some of the example situations:

- Children and youth sharing housing due to loss of housing, economic hardship, or a similar reason.
- Children and youth in motels, hotels, trailer parks, or campgrounds due to a lack of alternative accommodations.
- Children and youth in living in emergency or transitional shelters.
- Children or youth abandoned in hospitals.
- Children and youth awaiting foster care placement.
- Children and youth whose primary nighttime residence not ordinarily used as a regular sleeping accommodation.
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Migratory children and youth living in any of the above situations.

CCR reaches these families through their statewide child care information and referral call center as well as referrals either directly or through partner agencies.

### **What are the provider criteria for the Homeless Child Care Program?**

In SY 2018-19, DEEL contracts with Child Care Resources (CCR) to manage the Homeless Child Care Assistance Program. CCR has a 15-year track record of effectively serving families experiencing homelessness. They have cultivated partnerships with the Department of Children, Youth and Families (DCYF), who administer the state Working Connections Child care Subsidy Program, and early learning providers through their resource and referral role.

### **What are the key elements of the Homeless Child Care Program?**

DEEL and CCR will continue to engage over the FEPP Levy period to make programmatic adjustments to more effectively serve children experiencing homelessness.

- *Program Management.* The SY 2018-19 program funds:
  - Approximately 350 vouchers each year for children in Seattle who meet the McKinney-Vento definition of homelessness.
  - Provides staffing support for CCR to administer the voucher program and provide case management services.
- *Child Care Subsidies.* These subsidies are for families experiencing homelessness in Seattle and are ineligible to access the Working Connections Child care (WCCC) subsidy.
  - Subsidies will also provide short term assistance when families are involved in critical housing and family stabilization activities while navigating WCCC eligibility;
- *Co-payment Supports.* These payments are for working families eligible for WCCC but who are unable to meet the co-payment amount due to unstable living situations.
- *Technical Assistance.* CCR will offer navigation services to assist families with eligibility requirements for the WCCC subsidy. Case management services will support the families in eliminating barriers to eligibility which will aid in resolving their housing and employment challenges more quickly.

As a close partner with DCYF, CCR can navigate the WCCC program and engage with families referred from the subsidy program. Maintaining this crucial relationship with early learning providers will strengthen CCR’s ability to advise families on their child care options and openings. CCR is also able to provide critical feedback to barriers for homeless families around accessing care with their vouchers and advocate for policy changes. Participation in the Homeless Child Care Program does not adversely impact eligibility for participation in other City-funded early learning programs.

**How will the Homeless Child Care Program be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with CCR to administer the homeless child care program, inclusive of monitoring and achievement of contract goals and performance targets. In the event that CCR does not meet contractual obligations or no longer provides these services, a new partner will be identified through a competitive process. Contracts will be renegotiated annually to provide annual funding amounts and to ensure the services are responsive and flexible to the changing circumstances of Seattle families.

Strategy #7: Family Child Care Mentorship and Quality Supports

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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**What is Family Child Care Mentorship and Quality Supports?**

FEPP will provide \$4 million over the course of the levy to support quality Family Child Care (FCC) in Seattle to:

1. Increase access to quality FCC sites in Seattle
2. Provide quality enhancements to FCC partners

FCCs are an important component of the early childhood landscape in Seattle. With 369 licensed homes in Seattle (in 2018) and the capacity to serve over 3,000 children, FCCs serve children in mixed-age environments, and are ethnically and linguistically diverse. A recent DEEL study found that 206 of the 369 licensed FCC providers in Seattle speak Amharic, Arabic, or Somali.<sup>44</sup> Noting the importance of FCCs as small businesses and

their role in supporting the development of Seattle children, particularly children of color and those from immigrant families, DEEL has recently expanded its investments in FCC programming and began a process to develop a cohesive FCC support strategy.

Over the past year, DEEL commissioned an FCC Study and convened a Family Child Care Advisory Council (FCCAC) to further support this work. The study, conducted by Dovetailing and informed by the FCCAC, included recommendations for DEEL's FCC support strategy. Specifically, their report recommends developing a more robust and informed outreach strategy for FCCs, providing peer group supports for professional learning, funding and advocating for business supports, and engaging in a process to align City-funded programs and initiatives. The study highlighted the current isolation of FCC providers and potential benefits of providing supports that strengthen relationships, promote cultural competency, and strengthen quality.

During FEPP, the City intends to direct contract with the Imagine Institute to co-develop and pilot an approach for providing supports. DEEL will also work with the Washington State Department of Children, Youth, and Families (DYFC) to explore opportunities for alignment with their approach to mentorship. DCYF is piloting an FCC Mentorship program statewide in 2018. The State pilot has focused on pairing current practitioners with aspiring FCC providers with the goal of licensing fifty new providers across Washington each year.

DEEL's mentorship program commits to:

- Engaging with local community partners to develop priorities for FCC Mentorship and Quality Supports in ways that are aligned with the needs of FCCs in Seattle and responsive to the Seattle context.
- Funding efforts to support new and/or unlicensed providers to become licensed participants in public subsidy programs.
- Completing a RET in accordance with the City's RSJI.
- Periodically assessing the efficacy of the program in achieving the goals, codeveloped and executed with community partners, to inform course corrections and adjustments during the levy period.

### **Why are Family Child Care Mentorship and Quality Supports important?**

As the State and the City have sought to raise quality, new requirements have been codified for participation in publicly-funded child care subsidy programs, such as the State's Working Connections Child Care Program and CCAP. Requirements include revised licensing standards and participation in the State's Quality Rating and Improvement System, Early Achievers. Successful navigation of requirements can be a barrier to participation for FCCs.

While standards are becoming more resource-intensive for providers, costs for families are also rising. Seattle is one of the fastest growing cities in the country, adding over 114,000 people since 2010, which marks a nearly 20% population increase.<sup>45</sup> It is now estimated that it costs \$75,000 a year in King County to be self-sufficient with one preschool-aged child and one school-aged child. This is a 59% increase since 2001, while wages have only increased over that time by 41%.<sup>46</sup> Families, particularly those with the youngest children, have limited choices for care due to a lack of availability and high costs of licensed child care.<sup>47</sup>

DEEL's initial approach has value because:

- DEEL's 2018 FCC Study, informed by discussions with the FCCAC, recommended outreach, peer group supports, professional learning, business and financial supports, and alignment of programs and initiatives as high-priority ways to support FCCs.
- Mentoring that includes access to knowledge and experience, increased professional and personal confidence, greater collaboration in the workplace, and increased capacity to deliver positive outcomes

has been shown to be an effective strategy for improving teacher practice and supporting growth on the job.<sup>48</sup>

- Connecting novice early learning professionals with relationship and inquiry-based supports provided by trainers with adult learning knowledge is a proven strategy for increasing their personal and professional capacity.<sup>49</sup>

### **Who is served by Family Child Care Mentorship and Quality Supports?**

Recipients of the family child care mentorship and quality supports will be determined after a community engagement process. The City will explore a focus on FCC providers who have been newly licensed within the past several years and providers unlicensed, as of Qtr 1 2019, who aspire to open licensed FCC and have the goal of participating in City-funded subsidy programs.

### **What are the provider criteria for Family Child Care Mentorship and Quality Supports?**

In SY 2019-20, the City will contract with the Imagine Institute to administer family child care mentorship and quality supports subject to mutual agreement. Further, DEEL and the Imagine Institute will engage the FCC Advisory Council, DCYF, and other community partners to develop the strategy and determine the provider criteria for these services and supports.

### **What are the key elements of Family Child Care Mentorship and Quality Supports?**

The FCC mentorship and quality supports approach will have three key elements:

- *Quality and business support for newly licensed programs.* As a means to sustain new licensed FCC providers, DEEL will work with community partners to provide culturally and linguistically responsive, targeted supports to sustain and strengthen FCC's quality and sustainability.
- *Partnering with community-based organizations.* DEEL intends to co-design this strategy and then contract with one or more community-based agencies to implement it.
- *FCC Mentorship.* As part of the support strategy, DEEL intends will fund a peer mentorship program using experienced and licensed providers as mentors. New or aspiring FCC providers will work toward becoming licensed with the goal of providing additional high-quality slots for families of Seattle.

### **How will Family Child Care Mentorship and Quality Supports be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with the Imagine Institute to co-develop the City's approach to family child care mentorship and quality supports. DEEL and the Imagine Institute will engage in an inclusive planning process to develop the types of supports, create the support criteria, and develop a contracting structure beginning in Qtr 3 2019. The planning process approach will include:

- Close engagement with DCYF and Imagine Institute to gather key learnings from the implementation of the statewide FCC Mentorship Program pilot.
- A review of DEEL's strategic plan and the recommendations of the Family Child Care Advisory Council (FCCAC) to ensure strategic alignment.
- Setting program policies and annual targets for the FCC support strategy.

Prior to finalization, DEEL will review draft policies and contracting structures through a RET in alignment with the City's RSJI. Since this a new set of supports for the City, DEEL will assess the effectiveness of the supports annually and revise the approach as necessary.

## Evaluation

Preschool and Early Learning evaluation activities will track progress toward outcomes (Table 12). Evaluation for FEPP strategies (i.e. Preschool, Extended Day Childcare, Comprehensive Supports) beginning in SY 2019-20 will follow the approach detailed herein.

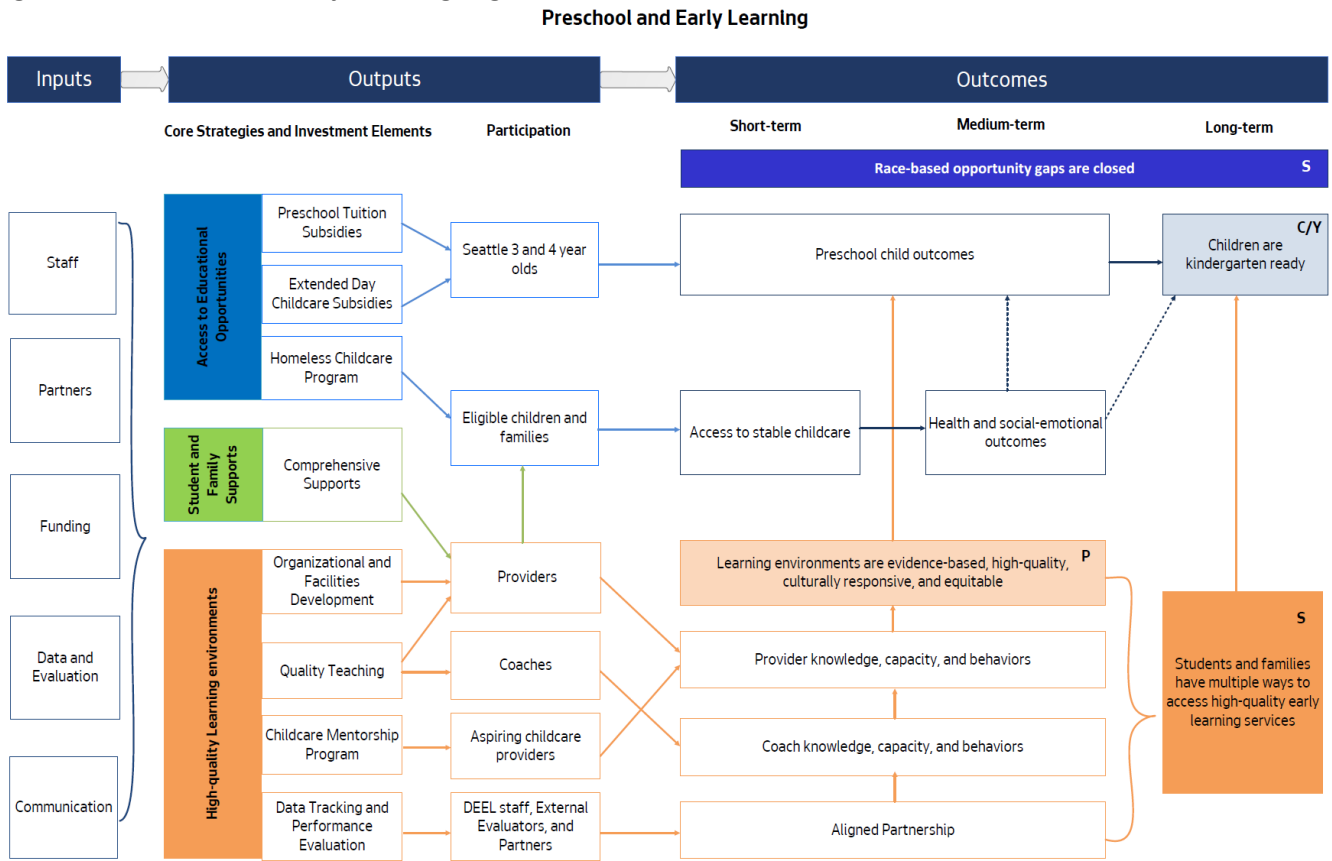
Table 12. Preschool and Early Learning Goal and Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Children are kindergarten ready <sup>C/Y</sup></li> <li>Learning environments are evidence-based, high-quality, culturally responsive, and equitable <sup>P</sup></li> <li>Students and families have multiple ways to accessing high-quality early learning services <sup>S</sup></li> <li>Race-based opportunity gaps are closed <sup>S</sup></li> </ul>

\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact

FEPP evaluation activities will assess outputs, short, medium, and long-term outcomes, and monitor progress toward the Preschool and Early Learning goal that Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten (Figure 5). Preschool and Early Learning investments apply the FEPP core strategies of promoting *Equitable Educational Opportunities* (preschool services and tuition, child care subsidies, homelessness child care program), *High-Quality Learning Environments* (organizational and facilities development, quality teaching, family child care mentorship and quality supports), and *Student and Family Supports* (comprehensive support).

Preschool and Early Learning investment outcomes are aligned with current early learning literature identifying essential elements of high-quality preschool programs shown to promote children’s development from preschool to kindergarten. Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 5. Preschool and Early Learning Logic Model**



*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

DEEL will design a rigorous evaluation approach for the Preschool and Early Learning investment area in accordance with available funding and staffing resources (Table 13). Preschool and Early Learning outputs and outcomes will be evaluated annually to monitor and assess performance.

DEEL will implement one or more process evaluations after strategies have been implemented for a few years (i.e. Years 2-3) to assess whether short-term outcomes are being achieved. Results will inform mid-course corrections as needed. Finally, outcome evaluations will focus on the medium and long-term outcomes to determine the return on invest based on the strategy results achieved. The culminating outcome evaluation (occurring in year 6) will help show overall impact of strategies at the child, program, and system-level. Process and outcome evaluations may focus on one or more strategy within the broader Preschool and Early Learning investment area depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 13. Preschool and Early Learning Evaluation Timeline*									
Evaluation Tier		Year 1 SY 2019- 20	Year 2 SY 2020- 21	Year 3 SY 2021- 22	Year 4 SY 2022- 23	Year 5 SY 2023- 24	Year 6 SY 2024- 25	Year 7 SY 2025- 26	Responsible Entity
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation</b>	Design	X	X		X	X			DEEL and External Evaluators
	Execution		X	X		X	X		
	Report		X	X		X	X		
<b>Outcome and Impact</b>	Design	X		X		X			DEEL and External Evaluators
	Execution		X		X		X		
	Report		X		X		X		

\*Timelines subject to change

## K-12 School & Community-Based

### Introduction

K-12 School and Community Investments are specifically designed to close opportunity gaps and ensure students graduate from high school college career ready and prepared for the post-secondary pathway of their choice.

Since 2014, more than 75% of Seattle School District students graduate on-time annually, and rates continue to improve. In fact, 4-year high school graduation rates improved from 72.6% in 2013 to 79.0% in 2017. However, when graduation rates are disaggregated by race, significant opportunity gaps become evident. In 2016, on-time graduation rates for Black, Latino, and American/Indian/Alaskan Native students at Seattle School District were 70.3%, 62.8% and 54.5% respectively, when compared to 84% for white students and 80.9% for Asian students. Such gaps have proven persistent and must be addressed in order to reduce disparities in educational attainment, promote equitable local economic development, and support the state's workforce needs.

K-12 School and Community Investments will direct services towards students with the greatest need and fund evidence-based and promising practices targeting academic preparation and social, emotional, and behavioral skill building that lead to high school graduation and college and career readiness. Investments will offer supplemental services using culturally and linguistically responsive approaches designed to close opportunity gaps for historically underserved students, schools, and communities. Services are primarily intended to serve students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Providing access to expanded learning opportunities is a key element of K-12 investments. K-12 investments will increase access to high-quality before and after school, summer, and other out-of-school time learning experiences that support the development of academic, social, emotional, and physical interests of students. FEPP-funded expanded learning opportunities will foster college and career readiness through activities such as tutoring and academic support, mentoring, social and emotional learning, family engagement, and culturally responsive supports.

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### K-12 School & Community-Based

#### Goal:

Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.

#### Outcomes:

1. Students are academically prepared by meeting or exceeding grade level learning standards
  2. Students graduate high school on-time
  3. Students graduate high school college and career ready
  4. Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices
  5. Students are educated by a more diverse educator workforce
  6. Students have access to a network of expanded learning opportunities
  7. Structures are promoted for advancing college awareness and access to career preparation resources
  8. Race-based opportunity gaps are closed
-



The roadmap towards high school graduation in Washington State is changing and FEPP investments to support equitable outcomes and academic preparation for students are timely. Beginning with the Class of 2021 (SY 2020-21), Seattle public high school students must earn a total of 24 credits – up from 20 credits in previous years. The new credit requirements are aligned with the College Academic Distribution Requirements (CADRs) of state post-secondary institutions and include four years of English language arts, three years of mathematics, three years of science, and three years of social studies. Along with new credit requirements, students must also pass state assessments aligned to college and career readiness learning standards.<sup>10</sup>

Students must also be prepared for what comes after high school. With 70 percent of the high-demand and family-wage careers in our state requiring a post-secondary credential by 2030, FEPP K-12 & Community investments will fund opportunities to develop college and career readiness strategies and skills for students, especially those from backgrounds historically underrepresented on college campuses, many of whom face obstacles in obtaining the skills, experiences, and resources that enhance their ability to take advantage of post-secondary programs. With the enhanced credit requirement and expanded emphasis on college and career readiness, FEPP Levy K-12 & Community investments will fund critical academic preparation and college and career readiness services for students in need of additional support as they progress toward graduation.

### Strategies

To reduce opportunity and achievement gaps and increase the overall number of students graduating from high school prepared for the college or career path of their choice, K-12 School & Community-Based investments take a multi-pronged approach to address academic and non-academic barriers. The K-12 School and Community-Based investment area funds four strategies:

- 1. School-Based:** These investments offer intensive support to a limited number of schools. Services will include extended in-school and expanded learning opportunities, academic support and social-emotional skill development, college readiness programming, and career exploration experiences.
- 2. Opportunity & Access:** These investments will support school and community partnerships, increase access to expanded learning opportunities, promote 21<sup>st</sup> century skill building and college and career awareness, prevent or limit academic loss during school breaks, and support school and community partnerships by investing in community-based organizations and eligible schools not receiving School-Based awards.
- 3. Wraparound Services:** These investments support students by providing family support services and wraparound care, reducing and preventing non-academic barriers to student learning, supporting youth experiencing homelessness, and providing services to support extended day programming.
- 4. Culturally Specific and Responsive:** These investments foster equitable learning opportunities, diversify the educator workforce, create positive connections between peers and adults, and offer programming reflective of racial and cultural diversity within the community.

### Spending Plan

The K-12 School and Community-Based investment area budget allocates funding for School-Based Investments (\$115.06M, 61%), Wraparound Services (\$23.27M, 12%), Opportunity & Access (\$11.90M, 6%), Culturally Specific & Responsive (\$10.89M, 6%), Policy and Program Support (8%), and DEEL Administration (6%). Policy

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<sup>10</sup> In 2017, the Washington State Legislature passed House Bill 2224, creating additional pathways to high school graduation for students who do not meet standard on statewide assessments.

and program support include the cost of DEEL’s K-12 Division staff. The administration budget reflects a portion of DEEL’s central administrative labor and non-labor costs and is capped at 7% across the Levy.

**Table 14. K-12 School and Community-Based 7-Year Spending Plan Totals by Strategy**

Strategy	Total	Percent
School-Based	\$115,062,865	61%
Opportunity & Access	\$11,900,074	6%
Wraparound Services	\$23,270,680	12%
Culturally Specific & Responsive	\$10,889,353	6%
Policy and Program Support	\$15,813,574	8%
DEEL Administration	\$11,119,032	6%
<b>Total K-12 School and Community-Based</b>	<b>\$188,055,577</b>	<b>100%</b>

### Monitoring and Performance Management

To respond to the rich diversity and shifting needs of schools and communities, K-12 School and Community-Based investments will be guided by an outcomes-based approach and an implementation framework that allows for innovative, context-specific interventions rather than a one-size-fits-all approach. School leaders and service providers will work collaboratively to identify the specific services, learning opportunities, and interventions best suited to their school and/or community and most likely to achieve improved outcomes for students and families. Investments will be guided by an accountability structure that incentivizes improvement on measurable outcomes and indicators tied to the achievement of FEPP Levy goals.

K-12 School & Community-Based investment recipients will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Funded partners will operationalize their work through a continuous cycle of improvement that includes implementation of evidence-based or promising practices, timely data collection about program services, clients, and outcomes, ongoing data use and analysis, and the application of course corrections as needed. When implementing course corrections, partners will monitor data on a regular basis and review with DEEL. After reviewing data, DEEL and partners will determine what actions, if any, have been taken to improve outcomes. If actions to-date have not resulted in improved outcomes, DEEL will provide technical assistance to program staff to improve the efficacy of current strategies and/or to try different strategies. If measurable improvements are not made within a year, DEEL may redirect funding to a different partner or program.

To ensure quality implementation of investment strategies and to achieve desired results, DEEL commits to

- conducting regular site visits to observe programs, discuss implementation, and provide feedback,
- ensuring the existence and/or development of systems to collect, monitor, and analyze data,
- supporting the use of quality assessment tools, and
- providing access to learning opportunities that emphasize high-quality program implementation.

### Alignment with RSJI

K-12 School and Community investments promote the advancement of educational equity by directing services and supports toward historically underserved students, schools, and communities, specifically students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English

language learners, and LGBTQ students. Performance within each investment strategy will be closely tracked to ensure race-based opportunity gaps are reduced and ultimately eliminated.

### Alignment with City Resources

K-12 School and Community Investments are specifically designed to complement and leverage not only the other investments strategies included in the FEPP Levy but also other City-funded investments. This includes but is not limited to:

- Community Learning Centers collaboratively supported through Seattle’s Department of Parks and Recreation
- The Children and Youth Summer Meal program supported by the Human Services Department
- Transportation provided through the ORCA Opportunity Program
- Educational initiatives and programs supported by Seattle Public Library, the Office of Arts and Culture—Creative Advantage, and Human Services Department—Upward Bound, and others

### Strategy #1: School-Based

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What are School-Based Investments?

School-based investments build and expand upon successes from the 2004 and 2011 Families and Education Levies (FEL). Students who meet grade level learning standards through elementary, middle, and high school are more likely to graduate and enroll in post-secondary programs or successfully transition into the workforce. FEPP school-based investments will provide supplemental services at the school level to ensure that students who are not yet meeting grade level learning standards receive the necessary academic and non-academic supports needed to graduate from high school prepared for college and career.

Investments will be directed toward elementary, middle, and high schools with high concentrations of students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Schools will serve as hubs for Levy-funded interventions coordinated and delivered by school staff and community partners. Schools receiving Levy funds will be required to implement interventions in two key focus areas: (1) Expanded Learning and Academic Support and (2) College and Career Readiness.

Interventions will positively contribute to one or more of the following indicators designed to positively impact students being served by FEPP-Levy investments:

- Proficiency in English language arts as measured by state assessment(s)
- Proficiency in mathematics measured by state assessment(s)
- Achieving typical or high growth in core subjects as measured by state and local assessments
- English language learners making gains on the state English language proficiency assessment
- Attending 90% or more school days over the course of an academic year
- Passing core courses with grades of C or better
- On-time promotion to the next grade level

- Reduced instances of suspension and expulsion
- On-time high school graduation
- Meeting state standards through alternative graduation pathways such as:
  - Achieving a minimum score on the SAT or ACT
  - Achieving a minimum score on an Advanced Placement or International Baccalaureate test
  - Completing a dual credit course such as Running Start or College in the High School
- Completing early drafts and a final submission of the state defined High School and Beyond Plan
- Applying for the state’s College Bound Scholarship
- Engaging in expanded learning experiences such as: a summer job, internship, and/or volunteer opportunity; enrollment in a summer learning program; completing a career and technical education (CTE) program.
- Submitting state and federal financial aid applications (FAFSA/WAFSA)
- Applying to the Seattle Promise college tuition program

### **Why are School-Based Investments important?**

The Families and Education Levy has a longstanding history of investing directly in schools and improving student outcomes; particularly for students that are not yet meeting grade level learning standards. By investing in supplemental services, in addition to what schools are able to provide through state and district funding, FEPP Levy school-based investments offer students the support needed to meet grade level learning standards. These unique City investments ensure that those students who need more support, get more support as they pursue high school graduation and the post-secondary pathway of their choice.

To build on growth made during the regular academic calendar it is important for students – particularly those served by Levy investments – to exercise the skills they’ve gained and stay involved in learning experiences. During extended school breaks and over the summer, students can lose academic skills and knowledge if not engaged in learning or enrichment, a phenomenon known as summer learning loss or summer slide. This phenomenon appears to disproportionately impact low-income and students of color and is a major driver of opportunity and achievement gaps. As a result, students may not return to school in the fall prepared to succeed and are at greater risk of falling behind academically or dropping out of school. Participation in quality expanded learning opportunities can alleviate or eliminate summer learning loss and positively impact student attendance, academic achievement, and key social and emotional development indicators such as engagement, motivation, and self-esteem.

### **Who is served by School-Based Investments?**

School-based investments will be directed toward elementary, middle, and high schools with high concentrations of students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Levy-funded schools will serve as hubs where services are coordinated and delivered by new and/or existing school staff as well as community-based organizations.

Enrollment in interventions provided through school-based investments will prioritize students that meet one or more of the following criteria:

- From historically underserved communities who experience systemic inequities in educational achievement because of their race, ethnicity, or socioeconomic status, refugee and immigrant status, English proficiency, familial situations, housing status, sexual orientation, or other factors

- African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and other students of color
- From groups historically underrepresented on college campuses and in STEM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning standards on local/district assessments
- Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
- Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
- Not making gains on the state English language proficiency test
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Involved in one or more discipline incidents (e.g. short-term/long-term suspension, etc.)
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

### **What are the provider criteria for School-Based Investments?**

When evaluating RFI applications, DEEL will use a variety of methods to determine which proposals are best positioned to meet intended outcomes including but not limited to past success at achieving results, the means and methods proposed, commitment of school leadership to improve outcomes, and the costs of programs or proposals. Depending on the RFI under consideration, DEEL will use some, or all, of the criteria listed below. In addition, DEEL may use other criteria as part of its evaluation and due diligence process to ensure that school applicants have the capacity and commitment to achieve results.

Criteria for School-based investments include:

- Title I and/or schools with high concentrations of students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students
- Commitment of the school principal to implement the proposed plan, as well as consideration for the history of previous principal turnover at the applicant school
- Previous success achieving academic outcomes and measurably closing opportunity and achievement gaps
- Commitment of teachers and school staff to work extended hours (e.g. before- or after-school, weekends, breaks, summers), or the ability to hire qualified staff during these periods;
- Commitment to implement expanded learning opportunities (e.g. in-school learning, out-of-school time programs, and summer learning programs)
- Tiered approach to intervention services that address multiple barriers to student success, including academic, social/emotional, behavioral, and health
- Systems and structures in place to collect, analyze, and evaluate data; data is used to assess students' needs, identify appropriate interventions, and track student progress toward outcomes
- Plan to measurably close opportunity and achievement gaps, especially for African-American males;
- Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Use of culturally responsive instructional practices
- Systems in place at schools to modify strategies when not successful
- Use of Washington State K-12 Learning Standards and standards-based grading practices
- Experience operating high-quality after-school programs, summer learning programs, or other out-of-school time programs as a strategy to improve academic achievement

- Previous success partnering with community-based organizations, or willingness and capacity to partner with community-based organizations
- Ability to leverage multiple funding sources to maximize impact

### **What are the key elements of School-Based Investments?**

School-based investment recipients will be required to implement interventions in two key focus areas, 1) Expanded Learning and Academic Support, and 2) College and Career Readiness. Key elements of each focus area are described as follows. Schools may use Levy funds or leverage non-Levy funds such as district, philanthropic, or community partner funds to implement key elements. Levy-funded schools are strongly encouraged to partner with community-based organizations that may be able to provide support in culturally- and linguistically-specific ways, foster stronger connections between families and schools, and create high-quality enrichment experiences.

### **Expanded Learning and Academic Support**

School-based investments in expanded learning and academic support include high-quality intervention and student enrichment experiences that increase instructional time and foster college and job readiness through activities such as tutoring, mentoring, academic and social and emotional learning, science, technology, engineering and math (STEM), education technology, project-based learning, and culturally-responsive supports. Participation in expanded learning provides students that otherwise would not have such exposure with enriching experiences that have lifelong benefits. According to research, participation in quality expanded learning opportunities positively impacts student attendance and grade point average. Students also improve key social and emotional development indicators such as engagement, motivations, and self-esteem.

Key elements include:

- **Extended in-school learning**  
Levy-funded schools will be expected to provide additional hours of instructional time during the regular school day to offer qualifying students more time to master academic skills. Additional focused instruction from a certified teacher or other educators creates more time for students to master academic skills, supports greater depth and breadth of learning, and fosters stronger relationships between students and teachers. Examples of extended in-school learning strategies include, but are not limited to:
  - academic tutoring sessions or intervention services provided through push-in/pull-out models and aligned to student needs (i.e. individual, small group, pre-teaching, re-teaching),
  - academic case management (i.e. student specific planning and coordination inclusive of academic assessment, progress monitoring, and advocacy for services, classes, and supports),
  - learning labs, and
  - opportunities to engage in culturally relevant instructional practices.
- **Out-of-school time programs**  
Levy-funded schools will be expected to provide additional learning opportunities outside of the regular school day to support students who have fallen behind academically and help them catch up with their peers. Before and after-school programs, winter and spring break camps, and Saturday School are strategies to expand learning time. In addition, out-of-school time programs should be supplemented with enrichment activities that will support student learning. Enrichment activities provide students with the opportunity to develop deeper learning skills such as teamwork, public speaking, and creative problem solving. Enrichment activities that are paired with academic interventions provide a comprehensive and integrated experience.

Specific out-of-school time activities that may be used include, but are not limited to

- targeted small group instruction,
  - one-on-one tutoring,
  - homework help,
  - test preparation,
  - STEM programming,
  - visual and performing arts,
  - service learning,
  - college and career exploration, and
  - work-based or career-connected learning.
- **Summer learning programs**  
Levy-funded schools will be expected to operate a summer learning program to provide students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students opportunities to engage in additional academic instruction, participate in enrichment experiences, and access a safe, structured environment in the summer. Levy-funded summer learning programs will provide at least 90 hours of additional academic instruction as well as college and career-related enrichment experiences.

In elementary and middle school, summer programs should be focused on helping students meet standard on state assessments in math or reading. In high school, summer programs should provide students with opportunities to meet district graduation requirements such as recovering credit, earning first-time credit, repairing grades, completing service learning hours, or updating their High School and Beyond Plan. In addition, all summer programs should provide students with college and career-focused enrichment such as career panels, college or industry visits, SAT/ACT test preparation, beginning the college application, or connections to work-based learning opportunities.

### **College and Career Readiness**

School-based investments in college and career readiness support students in developing the knowledge and skills necessary to pursue the post-secondary pathway of their choice including qualification for entry-level, credit-bearing college courses without the need for remedial coursework.<sup>50</sup> Key elements of School-Based Investment college and career readiness activities include:

- **College Knowledge and Advising**  
College knowledge and advising is a critical component of college and career readiness. In addition to the academic requirements needed to graduate from high school, students must also develop a wide range of knowledge, skills, and abilities to be truly prepared for college, career, and life. Students need advising to become knowledgeable of the post-secondary opportunities available to them, including two-year colleges, four-year colleges and universities, vocation-technical schools and programs, and life skills programs. Services will be incorporated within the school day or out of school time. Activities may include:
  - Developing learning environments that foster interest in college matriculation and offer students information to assist them in planning academic schedules and extracurricular activities so they will have the necessary credits and qualifications to be competitive post-secondary program applicants;

- Creating a college-going culture by discussing the benefits of higher education and instilling the cognitive and non-cognitive skills needed to persist through completion;
  - One-on-one and group discussions of college admission requirements and post-secondary planning (applications, FAFSA completion, various post-secondary pathways including apprenticeships, certificates, associate degrees, and bachelor's degrees and opportunities to stake credentials) that is thoughtfully tracked and updated within a student's Washington State High School and Beyond plan;
  - Providing experiences that are unique to the interests of each student including: visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, as well as understanding various post-secondary pathways such as apprenticeships, certificates, degrees, and stackable credentials;
  - Adequate college admission testing preparation (SAT/ACT) that includes instruction, multiple practice tests, help with registration, and opportunities to improve scores;
  - Assistance with key college entrance requirements including completion of post-secondary applications, letters of recommendation, training and assistance on financial literacy, and completion/submission of the FAFSA and WASFA;
  - Continued support including evaluating acceptance options with students, reviewing financial aid packages, and helping to remove barriers which may affect first day enrollment;
  - College counseling, resources, and experiences will provide students with supports and tools that provide exposure and preparation to key post-secondary opportunities;
  - Leverage the Washington State High School and Beyond plan to provide experiences that are unique to the interest of each student and include visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, and understand various post-secondary pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials; and
  - Inclusion of family within college advising structures through student led conferences, college information nights, and assistance with financial literacy as it pertains to college admissions.
- **Career Connection and Exploration**

Career Connection and Exploration experiences will provide students, teachers, and families with a deep knowledge of the workforce and connections to current and future industry opportunities. These activities should supplement current basic education curricula and be embedded within the classroom as well as incorporated into enrichment activities that occur outside of the school system. Activities may include:

    - Career academy programs, skills centers, career and technical education programs, dual-credit programs that lead to college credit and industry-recognized certifications;
    - Courses that fulfill the Personalized Pathway Requirement for high school graduation;
    - Increased awareness of job opportunities in the Seattle region through career fairs, site visits, in-school presentations, internships, and pre-apprenticeships;
    - Work-based learning opportunities such as internships, pre-apprenticeships and summer jobs to give students real work experience and marketable skills;
    - Project-based learning in partnership with industry that incorporates Common Core standards with industry standards and skills;
    - Opportunities for students to obtain soft and hard skills that are transferable to a wide range of industries and career opportunities, including resume writing, professional networking, interviewing, software proficiency, and administrative support;
    - Time for planning and professional development for school staff on industry standards;



- Discussion and interpretation of career and interest inventories;
- Opportunities for students to identify an appropriate match between interest and potential career paths using tools such as the Workforce Training and Education Coordinating Board’s Career Bridge; and
- Use of student High School and Beyond Plan to connect them with the right career-related classes, programs and opportunities that match their skills, interests and abilities.

**How will School-Based Investments be managed and phased in?**

School-Based Investments will be awarded through a competitive RFI process and managed by DEEL. DEEL will negotiate performance-based contracts with schools, inclusive of monitoring and achievement of contract goals and performance targets. Seattle School District contracts will be consistent with terms of the partnership agreement. Eligible schools will submit an application that describes in detail the outcomes to be achieved, the means and methods to achieve results, and proposed community partners.

Contracted schools will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Evidence-based or promising practices will be an expected component of each workplan as will a progress monitoring system defining mechanisms for data collection, analysis and evaluation, and course corrections. Contracted schools will participate in continuous quality improvement (CQI).

- In **Year 1 of FEPP (SY 2019-20)**, DEEL will continue working with existing SY 2018-19 Seattle School District schools (21 elementary schools, 16 middle schools, and 5 high schools). Through direct award, DEEL will negotiate a performance-based contract with Seattle School District to administer school-based investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement. (For additional details, see Appendix subsection “School Year 2019-2020.”)
- DEEL will conduct a competitive RFI process in 2019 to re-bid all school-based funds for **Years 2 (SY 2020-21) through 7 (SY 2025-26) of FEPP**. If funds remain following the 2019 RFI process, a second call for applicants will be issued in 2020 for SY 2021-22 implementation. Contracted schools that meet implementation expectations and performance targets through annual review will continue to receive a school-based award through SY 2025-26.

Table 15. School-Based Investment Timeline and Number of Awards								
FEPP Levy Year*	Qtr 2 2019	Year 1 SY 2019-20**	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
Elementary	RFI***	21	Up to 20					
Middle		16	Up to 5					
High		5	Up to 5					

\* All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes  
 \*\*SY 2019-20 Year 1 FEPP Levy implementation will maintain existing SY 2018-19 FEL contracted schools (21 elementary schools, 16 middle schools, and 5 high schools)  
 \*\*\*The Qtr 2 2019 RFI is for SY 2020-21 implementation; A second RFI will be conducted in advance of SY 2021-22, Year 3 FEPP Levy implementation, if funding remains to be allocated following the RFI process

## Strategy #2: Opportunity & Access

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### What are Opportunity & Access Investments?

The Opportunity and access investment strategy increases access to enrichment and academic experiences for students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Opportunity and access is a new investment area that allows for multiple service delivery methods—schools, community-based organizations, and government agencies—to promote student development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs. Funding will be directed toward community-based organizations, schools not receiving School-Based Investments, and government agencies with the goal of improving student performance on defined outcomes and increasing the number of students graduating prepared for college or career. Opportunity and access investments will focus in two key areas: (1) Expanded Learning Opportunities and (2) College and Career Readiness in order to reach the K-12 goal of on-time high school graduation and promotion of college and career readiness.

Interventions will positively contribute to one or more of the following indicators among students served by FEPP-Levy investments:

- Proficiency in English language arts as measured by state assessment(s)
- Proficiency in mathematics measured by state assessment(s)
- Achieving typical or high growth in core subjects as measured by state and local assessments
- English language learners making gains on the state English language proficiency assessment
- Attending 90% or more school days over the course of an academic year
- Passing core courses with grades of C or better
- On-time promotion to the next grade level
- Reduced instances of suspension and expulsion
- On-time high school graduation
- Participation in enrichment activities that provide exposure to career interests
- Completion of a career interest inventory
- Participation in at least one college campus visit by 8<sup>th</sup> grade
- Participation in at least two industry tours and/or presentations annually
- Participation in project-based learning that is connected to 21<sup>st</sup> century skill development
- Completing early drafts and a final submission of the state defined High School and Beyond Plan
- Students increase knowledge and awareness of college and career pathways
- Students participate in a CCR activity/exploration that is connected to their HSBP
- Meeting state standards through alternative graduation pathways such as:
  - Achieving a minimum score on the SAT or ACT
  - Achieving a minimum score on an Advanced Placement or International Baccalaureate test
  - Completing a dual credit course such as Running Start or College in the High School
- Submitting state and federal financial aid applications (FAFSA/WAFSA)
- Successful submission of an application to a post-secondary program in 12<sup>th</sup> grade
- Students participate in a work-based learning experience (paid or non-paid)
- Applying to the Seattle Promise college tuition program

- Engaging in expanded learning experiences such as: a summer job, internship, and/or volunteer opportunity; enrollment in a summer learning program; completing a career and technical education (CTE) program.

### **Why is Opportunity & Access important?**

Students who are on-track academically and develop key social and academic behaviors such as student engagement, self-discipline, and social competence, are more likely to graduate from high school on-time and matriculate into post-secondary programs.

### **Who is served by Opportunity & Access?**

Opportunity and access investments will prioritize students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Enrollment in interventions provided through opportunity and access investments will prioritize students that meet one or more of the following criteria:

- From historically underserved communities who experience systemic inequities in educational achievement because of their race, ethnicity, or socioeconomic status, refugee and immigrant status, English proficiency, familial situations, housing status, sexual orientation, or other factors
- African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and other students of color
- From groups historically underrepresented on college campuses and in STEM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning standards
- Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
- Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
- Not making gains on the state English language proficiency test
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Involved in one or more discipline incidents (e.g. short-term/long-term suspension, etc.)
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

### **What are the provider criteria for Opportunity & Access?**

When evaluating RFI applications, DEEL will use a variety of methods to determine which proposals are best positioned to meet intended outcomes including but not limited to past success at achieving results, the means and methods proposed, commitment of school leadership to improve outcomes, and the costs of programs or proposals. Depending on the RFI under consideration, DEEL will use some, or all, of the criteria listed below. In addition, DEEL may use other criteria as part of its evaluation and due diligence process to ensure that applicants have the capacity and commitment to achieve results.

Opportunity and access dollars will direct funding toward community-based organizations, public schools not receiving a school-based investment, including Seattle School District and charter schools, and government agencies, such as Seattle Parks and Recreation, to ensure that students from historically underserved communities receive the necessary academic, enrichment, and social activities that promote on-time high school graduation and college and career readiness. Funded partners agree to an outcomes-based, performance contracting model and the use of data within a CQI framework.

Criteria for opportunity and access investments include:

- Stated commitment to racial equity and directing additional resources to student populations based on the unique needs of historically underserved communities
- Demonstrated history of serving students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students
- Systems that foster partnership with families through lifelong educational, college, and career goals using culturally responsive communication techniques, culturally responsive instructional practices, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
- Governance structure that provides oversight on organizational budget, operations, and use of data
- Experience and proven history of achieving positive academic and/or non-academic outcomes for priority students

### **What are the key program elements of Opportunity & Access?**

Opportunity and access investment recipients will serve qualifying students in two key focus areas, 1) College and Career Readiness, and 2) Expanded Learning Opportunities. Key elements of each focus area are described as follows. Contracted partners may use Levy funds, or leverage non-Levy funds, to implement program elements. Partnerships between schools and community-based organizations are strongly encouraged to leverage strengths in academic preparation and data-driven decision-making, culturally- and linguistically-specific programing, fostering connections between families and schools, and creating high-quality enrichment experiences.

### **College and Career Readiness**

College and career readiness investments for students support the cognitive and non-cognitive skills necessary for adequate preparation for post-secondary opportunities. Activities can take place during the school day, afterschool, and in the summer. Strong partnerships between schools and CBOs is encouraged to promote shared community and school leadership in achieving levy goals.

- **College Knowledge and Advising**

College counseling, resources, and experiences will provide students with supports and tools that provide exposure and preparation to key post-secondary opportunities. These opportunities will serve qualifying secondary students and can be incorporated within the school day or during out of school time and may include some of the following activities:

- Creating a college-going culture by discussing the benefits of higher education and instilling the cognitive and non-cognitive skills needed to persist through completion.
- One-on-one and group discussions of college requirements and post-secondary planning that is thoughtfully tracked and updated within a student's Washington State High School and Beyond plan.
- Leverage the Washington State High School and Beyond plan to provide experiences that are unique to the interest of each student and include visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, and understand various

post-secondary pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials.

- Adequate college admission testing preparation (SAT/ACT) that includes multiple practice test, instruction, help with registration, and opportunities to improve scores.
- Assistance with key college requirements including completion with post-secondary applications, training and assistance on financial literacy and completion with the FAFSA and WASFA.
- More time for one-on-one and group discussions of college requirements and post-secondary planning (applications, FAFSA completion, various post-secondary pathways including apprenticeships, certificates, associate degrees, and bachelor's degrees and opportunities to stake credentials).
- Inclusion of family within college advising structures through student led conferences, college information nights, and assistance with financial literacy as it pertains to college admissions.

- **Career Connections and Exploration**

Career connections and exploration are activities that provide students, K-12 teachers, and families with a deep knowledge of the workforce and connections to current and future industry opportunities. These activities should supplement current basic education curricula and be embedded within the classroom as well as incorporated into enrichment activities that occur outside of the school system. Career connections and exploration provide:

- Project-based learning in partnership with industry that integrates common core standards and industry standards and skills
- Opportunities for students to obtain soft and hard skills that are transferable to a wide range of industries and career opportunities including resume writing, professional networking, interviewing, software proficiency, and administrative support
- Increased awareness of job opportunities in the Seattle region through career fairs, site visits, in-school presentations, internships, and pre-apprenticeships
- Time for planning and professional development for school staff on industry standards
- Discussion and interpretation of career and interest inventories
- Opportunities for students to identify an appropriate match between interest and potential career paths using tools such as the Workforce Training and Education Coordinating Board's Career Bridge

- **Academic Preparation**

Academic preparation is identified as one of the critical transition points that are fundamental to later student success. In Washington state, proficiency on the Smarter Balanced Assessment is one of the measurements that indicate a student is ready for college level courses. Further, proficiency in reading by 3<sup>rd</sup> grade and completion of algebra by 8<sup>th</sup> grade are outcomes that indicate that students are on the pathway to on-time high school graduation. Additional academic preparation and increased instruction provides:

- Developing learning environments that foster interest in college matriculation
- More time with a certificated teacher mastering content standard
- Stronger relationships between teachers and students
- Additional planning time and professional development for staff
- Opportunities for credit recovery in a program that has the ability to offer credits that satisfy Washington State 24 credit diploma requirement
- Differentiated instruction that supports supplemental learning
- Supporting students in planning academic schedules and extracurricular activities so they have the necessary credits and qualifications to be competitive post-secondary program applicants

### **Expanded Learning Opportunities**

Expanded learning opportunities are academic or enrichment experiences that take place afterschool, during school breaks, and in the summer. Services and activities provide additional instruction or learning time and support college and career readiness. Services will complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (i.e. arts and culture, STEM programming, sports, health and wellness, and leadership development).

- **Academic**

Expanded learning opportunities that focus primarily on academics provide additional instructional or learning time. Academic programs can be remedial or accelerate learning and are intended to improve academic outcomes. Academic programs provide students with an additional 45-90 minutes of instruction per day and are led by a certified teacher afterschool or on weekends. Academic program activities provide:

- Opportunity for students to receive more time to master key mathematical, reading, and writing skills
- More time with certificated instructional staff
- Opportunity to engage in culturally relevant instructional practices
- Increased confidence in students through pre-teaching of math and ELA standards
- Better alignment between core instruction (i.e. common core standards) and academic ELO programming
- Academic activities aligned with student needs (tutoring, small group instruction, pre-teaching, and reteaching)

- **Enrichment**

Specialized enrichment programs provide unique experiences and develop skills and interests in students. Enrichment activities allow for students to develop very specific skills while building noncognitive skills necessary for success in academic and social settings. Enrichment activities should be developed and led by content experts and complement academic supports that are provided within the school day. Enrichment program activities provide:

- Opportunity to participate in programming that builds “soft” skills, promote character, leadership development, and unity among students
- Opportunity to engage in culturally relevant programming and instructional practices within the community
- New experiences for underrepresented student populations while eliminating financial barriers to access
- Skill development in specialized in-demand fields such as science, technology, engineering, and computer science
- Opportunities for students to develop and/or strengthen their awareness and interest in various college and/or career pathways

- **Combination (Academic and Enrichment)**

Combination programs are housed in schools and provide both academic supports and enrichment activities. Programs must be jointly operated by schools and community-based organizations or government agencies. All services and activities must complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (i.e. arts and culture, STEM, sports, health and wellness, and leadership development). Combination program activities provide:

- Coordination between out-of-school time staff, school leader, and school staff
- Development of shared academic and non-academic goals and outcomes

- Streamlined services for students and families between out-of-school time activities and basic education services
- Academic and enrichment activities that center student needs and interest
- Opportunity for students to receive more time to master key mathematical, reading, and writing skills
- Opportunity to participate in programming that builds “soft” skills, promote character, leadership development, and unity among students

**How will Opportunity & Access be managed and phased in?**

Opportunity & Access investments will be awarded through a competitive RFI process and managed by DEEL. DEEL will negotiate performance-based contracts with schools, CBOs, and government agencies inclusive of monitoring and achievement of contract goals and performance targets. Seattle School District contracts will be consistent with terms of the partnership agreement. Eligible applicants will submit an application that describes in detail the outcomes to be achieved, the means and methods to achieve results, and proposed school and/or community partners.

Contracted partners will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Evidence-based or promising practices will be an expected component of each workplan as will a progress monitoring system defining mechanisms for data collection, analysis and evaluation, and course corrections. Contracted providers will participate in continuous quality improvement (CQI).

Opportunity & Access investments will begin in **Year 2 of FEPP Levy implementation (SY 2020-21) through Year 7 (SY 2025-26)**. DEEL will conduct a competitive RFI process in 2020 to award the new FEPP Levy Opportunity & Access funds for SY 2020-21 through SY 2022-23. Opportunity & Access funds will be rebid in 2023 for investment in Year 5 SY 2023-24 through Year 7 SY 2025-26. Annual contract reauthorization is conditioned upon achievement of contract outcomes.

<b>Table 16. Opportunity &amp; Access Investment Timeline</b>									
FEPP Levy Year*	SY 2019-20 Year 1**	Qtr 2 2020	SY 2020-21 Year 2	SY 2021-22 Year 3	SY 2022-23 Year 4	Qtr 2 2023***	SY 2023-24 Year 5	SY 2024-25 Year 6	SY 2025-26 Year 7
<b>K-12</b>	N/A	RFI	3-Year			RFI	3-Year		

\* All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes

\*\*See SY 2019-2020 Detail in Appendix for additional information

\*\*\*In 2023, all Opportunity & Access funds will be rebid

Strategy #3: Wraparound Services

Access to Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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**What are Wraparound Services Investments?**

Wraparound Support investments are intended to help eliminate non-academic and socioeconomic barriers to learning. Services funded by Wraparound Support include: (1) family support services, (2) homelessness/housing support services, and (3) middle school sports and transportation services.

- 1. Family Support Services:** These investments provide case management and other in-school wraparound services for students who are chronically absent and not yet meeting grade level learning standards. Funding will support direct intervention to connect families to economic resources that address non-academic barriers to student learning.
- 2. Homelessness/Housing Support Services:** These investments provide funding assistance to help unstably housed students and families and prevent further homelessness.
- 3. Sports and Transportation Services:** These investments provide coaching stipends for Middle School sports and transportation services from K-12 levy-funded activities that occur outside of the school day (such as after school, weekend, or summer programming).

Interventions will positively contribute to one or more of the following indicators:

**Family Support Services:**

- Management of student caseload: enrollment in academic interventions, provision of services and referrals, high school seniors completing financial aid and Seattle Promise applications, coordination of services
- Improved attendance rate for chronically absent students
- On-time promotion to the next grade level
- Participation in enrichment activities that provide exposure to career interests
- Parent/family participation in school engagement activities and events
- Connections between identified student needs and access to services

**Homelessness/Housing Support Services:**

- Students assessed for services
- Student attendance and mobility
- Service referral rates
- Distribution of funding assistance
- Prevention of homelessness and transitions to stable housing

**Sports and Transportation Services:**

- Student participation and attendance
- Passing core courses

**Why is Wraparound Services important?**

A whole-child approach is essential to improving student outcomes. Students who are experiencing the stress of food or housing insecurity cannot focus on academics. The wraparound supports are designed to address some of the non-academic barriers that impact a student's ability to be successful in the classroom including meeting basic needs. Parental involvement is key in these investments. These resources directly connect the family to supportive services to support parents as they take an active role in their student's educational experiences.

- 1. Family Support Services:** Barriers to learning take on many different forms. For this reason, family support is critical to the success of students not yet meeting grade level learning standards. Family support services help remove barriers to student learning through activities such as meeting students'



basic needs, providing interventions to help students develop social, emotional, and self-regulation skills, and creating connections to economic resources that help the student's family maintain stability.

Students who are frequently absent miss critical learning time and opportunities. Furthermore, students whose basic needs are not being met often struggle to focus on academics. Teachers frequently lack the time and resources to help support students with their basic needs. Investments in family support services will provide additional support and resources to students with significant non-academic needs, so students can focus on academics and teachers can focus on teaching.

Student stability, or consistent enrollment at assigned school, is also a significant driver of student academic outcomes. Family support services help to address some of these non-academic barriers that are keeping students out of the classroom. By providing case management, parental support, and connection and referral to supportive services, students are more likely to be in school, and ready to learn.

- 2. Homelessness/Housing Support Services:** Recent estimates indicate that there are over 2,000 students experiencing homelessness in Seattle School District. Seattle School District's McKinney Vento (MKV) Office is a federally funded program operating under the principle that students experiencing homelessness are guaranteed the right to a free, appropriate, public education. The MKV Act ensures students experiencing homelessness can remain enrolled in schools they have been attending, whether or not they still meet residency requirements, guarantees students have access to the transportation they need to attend school, and waives some documentation requirements. Neither MKV, nor Seattle School District, provide funding for housing to MKV eligible families.

Although the City of Seattle and King County have a robust homeless service delivery system, many MKV eligible families are unable to access those services. To receive City-funded housing support services, a family must be in a shelter or unhoused. Over half of Seattle School District's MKV families are not literally homeless but are living in precariously unstable housing situations. These families are often "doubled-up" or staying in someone else's home with no feasible way to obtain stable housing of their own. This experience can be time-limited and disruptive to a students' school experience.

Research shows that unstable housing often results in the same academic outcomes for students as those that are literally homeless. Students experiencing homelessness—whether living in hotels/motels, in shelters, unsheltered, or doubled up—have significantly lower academic outcomes than their housed peers, even when comparing to low-income, housed peers. Statewide, students experiencing homelessness (including doubled-up students) have a 62% attendance rate, compared to an 86% attendance rate for their housed peers. Further, three in four students experiencing homelessness do not meet the proficiency level on state math assessments and have a four-year graduation rate that is more than 25 percentage points lower than their housed peers (55% versus 81%). Student mobility is greater for homeless students as well. During SY 2015-16, 10% of Seattle School District's homeless students changed schools compared to only 3% of stably housed students.

While students who are doubled up or unstably housed have similar academic outcomes as students who are literally homeless, they do not have similar access to housing resources to support family stabilization resulting in a services gap. FEPP homelessness supports seek to address this gap by connecting families experiencing unstable housing to emergency assistance dollars or other existing housing support services. This service will create a much-needed bridge for families in the housing services gap, while also building upon the existing systems for homeless support services.<sup>51</sup> Students will

receive resources based on their demonstrated need, with homeless support services bolstered by additional family support services when necessary.

DEEL intends to work with the City's Human Services Department and create a partnership with a community-based housing service provider to administer the prevention funding. This will enable the school district, school administrators, and teachers to focus on students' academic needs while leveraging an experienced housing partner for housing assistance. DEEL will review draft policies and contracting structures through a RET in alignment with the City's RSJI.

3. **Sports and Transportation:** Both Seattle School District and the FEPP Levy fund out-of-school time opportunities for students. This can include academic and enrichment programming after school, during the summer, or on weekends. Middle school athletics promotes school connectedness, a key predictor of school attendance. Athletics help build school community and student engagement as well as provide students the opportunity to engage in physical activity in a group setting. Participation in sports programming requires meeting academic thresholds, which could incentivize students to maintain good academic standing.

While Seattle School District provides transportation for qualified students at the end of the traditional school day, some students may not have access to transportation past that time. This lack of transportation options can prevent students from participating in after school extracurricular activities that provide social and academic enrichment to their school experience. Investing in transportation services can help ensure all students who wish to participate in after school activities are able to.

### **Who is served by Wraparound Services?**

#### **1. Family Support Services:**

- Targeted support for students who are chronically absent and not yet meeting grade level learning standards.
- Students will be identified in collaboration with program staff and school staff in consideration of the student's needs.
- Services will prioritize students who are chronically absent due to issues of basic needs.

#### **2. Homelessness/Housing Support Services:**

- Students who are living doubled up or in other unstable housing as identified by Seattle School District staff including school-level staff and MKV staff.
- Funding is designed to serve families who have unstable housing but who could likely become stabilized with a small amount of financial or housing counseling support.
- Students may also be referred if they are currently on the MKV list.
- In some instances, the family's need may extend beyond the housing support services, in this instance, the family will be connected to the City and County homeless service delivery system.

#### **3. Sports and Transportation:**

- Middle school coaching stipends are available to every Seattle School District school serving grades 6-8.
- Transportation funding will be available to schools with middle school sports programming as well as K-12 schools hosting FEPP-funded in order to support access to after school, summer, and weekend programming.

### What are the provider criteria for Wraparound Services?

1. **Family Support Services:** DEEL will contract with Seattle School District to administer family support services subject to mutual agreement. Seattle School District and DEEL will collaborate to identify which schools will receive family support services. Allocation of family support services to specific schools will be independent from school-based investments. Allocations will be directed toward Seattle School District schools with high concentrations of students meeting the one or more of the following criteria:
  - Not yet meeting grade level learning standards
  - Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
  - Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
  - Not making gains on the state English language proficiency test
  - Experiencing homelessness
  - Recipient of free/reduced price lunch support
  - Chronic absenteeism, defined by missing 10% or more days in a school year (18 days or more)

Seattle School District partners will commit to data-driven CQI which includes:

- Assessing student needs, including academic needs, and identifying non-academic barriers to student success;
- Developing a tiered approach to wraparound intervention services that address multiple barriers to student success, including academic, social/emotional, behavioral, and health; Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes;
- Use of culturally responsive methods representative of the communities being served;
- Systems to collect, analyze, and evaluate data;
- Identifying opportunities for professional development and other staff training;
- Daily/weekly use of data to assess students' needs, identify appropriate interventions, ensure referrals are being completed, and track student progress toward outcomes; and,
- Ability to modify strategies when they are not successful—DEEL will encourage course corrections, collaboration, and professional development to achieve outcomes;

2. **Homelessness/Housing Support Services:** Any existing housing support service provider with a City contract for prevention services, as of February 2019, will be eligible to submit a letter of interest. A provider will be selected based on criteria including demonstrated ability to stably house families using financial support, demonstrated success in serving families of color, and implementation workplan proposal. DEEL will partner with the selected provider to co-design the final implementation of housing support services so that plans are aligned with City, County, and Seattle School District resources and initiatives.

The selected provider will commit to data-driven CQI which includes:

- Assessing student and family housing needs;
- Systems to collect, analyze, and evaluate data;
- Reporting on the speed in which students and families are referred to services, assessed for housing services, and receive housing services;
- Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes;
- Use of culturally responsive methods representative of the communities being served;

- Ability to modify strategies when they are not successful—DEEL will encourage course corrections, collaboration, and professional development to achieve outcomes. If housing outcomes are not met, DEEL will conduct a second RFI.
- 3. Sports and Transportation:** DEEL will contract with Seattle Parks and Recreation to administer FEPP sports and transportation funding subject to mutual agreement. DEEL and SPR will collaborate to ensure that transportation funding is best leveraged with existing resources to meet the needs of students.
- All Seattle School District middle schools and K-8 schools will have access to partial coaching stipends provided through the FEPP Levy.
  - Transportation support will be available to all Seattle School District schools. However, if funding is insufficient to meet school requests, funding will be prioritized to provide transportation home from Levy-funded programs for students in the following rank order:
    - Middle school sports transportation
    - Middle school Levy-funded programs for students not yet meeting grade level learning standards
    - K-12 Levy funded programs for students not yet meeting grade level learning standards

### **What are the key program elements of Wraparound Services?**

- 1. Family Support Services:** The provision of family support services through the FEPP Levy will take a whole-child approach to student support. Services provided for students and families will encourage collaboration with and connection to other existing resource systems. Key elements include:
- **Student needs assessment:**
    - Coordination and collaboration with school principals, teachers, guidance counselors, school nurses, and other school staff to identify student/family needs and develop a multidisciplinary intervention plan
  - **Student support services:**
    - Case management, care coordination and crisis support; including help meeting basic needs, addressing attendance concerns, and support with homework
    - Connection to other levy-funded or Seattle School District-funded interventions as appropriate, including school-based health centers and coordination on McKinney-Vento resources dedicated to homeless students
    - Assistance with completion of post-secondary opportunity applications including Seattle Promise and FAFSA/WASFA for high school students receiving case management services
  - **Parent/guardian support services:**
    - Home visitation and/or neutral site meeting
    - Partnership in parental advocacy and support advocating for their student’s education
    - Family support to access school attendance and student performance data
    - Provide parents with information on what their students should be doing to succeed in school including activities they can do at home with students to improve academic outcomes
    - Support family attendance at teacher conferences and school activities
    - Connect families with interpretation resources and translated materials
    - Facilitate family access to culturally responsive school and community resources
    - Refer families to housing supports when appropriate.
  - **School-wide collaboration:**

- Coordination with schools' Multi-Tiered Systems of Support (MTSS), Student Intervention Teams (SIT), and social emotional learning (SEL) programs to support student learning at school and at home.

**2. Homelessness/Housing Support Services:** A school point of contact or other Seattle School District representative will identify a student as homeless or unstably housed, then contact the identified housing support service provider to connect the student and their family to housing resources. The provider will meet the family where they are and assess their housing needs and their housing options. Key elements include:

- **Emergency Assistance Funding:**
  - The housing provider will help the family by issuing flexible, emergency assistance dollars to prevent the family from falling further into homelessness and help stabilize the family.
  - Funds can be used to pay for rent, housing deposits, and other housing-related expenses.
- **Referral/Connection to Services:**
  - If the family's needs are beyond what the housing support service partner can provide, they will connect the family to alternative housing resources including services provided by the City of Seattle, King County, and the Seattle Housing Authority.
  - The School Point of Contact will also refer the student to the McKinney Vento Office at Seattle School District for a separate housing assessment.

**3. Sports and Transportation:** DEEL and Parks will work together to best leverage FEPP funds with existing resources to meet the needs of students and families. Key elements include:

- **Middle School Coaching Stipend:**
  - Athletic programs for students to provide partial funding for coaches in middle schools and K-8 schools.
  - Sports may include soccer, ultimate frisbee, basketball, volleyball and track.
- **Transportation:**
  - Transportation home for students participating in Levy-funded out-of-school time programs, including bus transportation to one-time levy events (e.g. college visits, career-oriented field trips, etc.)
  - Transportation funding will be leveraged in combination with other FEPP investments and Seattle School District resources to maximize services for students not meeting grade level learning standards and ensure students can participate in Levy-funded programming that occurs outside the traditional school day.

#### **How will Wraparound Services be managed and phased in?**

Wraparound Services investments will be awarded through a combination of direct award and RFIs. Family support services and homelessness/housing support services will be managed through performance-based contracts. An ongoing analysis of data will serve as the chief mechanism to ensure that funds complement the program of basic education, serve students not meeting grade level learning standards, and are aligned to FEPP goals and outcomes.

**1. Family Support Services:** Through direct award, DEEL will negotiate a performance-based contract with Seattle School District to administer family support services, inclusive of monitoring and achievement of

contract goals and performance targets, and consistent with terms of the partnership agreement, beginning in SY 2019-20. This contract will be reauthorized annually conditioned upon achievement of contract outcomes. Resources (funds, staffing, etc.) will be allocated based on eligibility criteria. Alternate funding sources should be leveraged by Seattle School District to ensure the FEPP investment is supplemental and complementary to existing state and federal funding.

In accordance with DEEL's commitment to data-driven CQI, DEEL will provide programmatic oversight through monthly reviews of funding allocations, staff assignments, quarterly opportunities for professional development, reviews of students enrolled in and receiving services, and cross-system coordination.

2. **Homelessness/Housing Support Services:** Homelessness/Housing Support Services will be awarded through a competitive RFI process and managed by DEEL. DEEL will negotiate performance-based contracts with partners to administer homelessness/housing support services, inclusive of monitoring and achievement of contract goals and performance targets. DEEL will partner with HSD for contract management.

DEEL will conduct a competitive RFI process in Qtr 2, 2019 to award funds for SY 2019-20 through SY 2021-22. Homelessness/Housing Support Service funds will be rebid in Qtr 2, 2022 for investment in Year 4 SY 2022-23 through Year 7 SY 2025-26. Annual contract reauthorization is conditioned upon achievement of contract outcomes.

The identified provider will partner with DEEL, HSD, Seattle School District, and other key partners to co-design the best service delivery model to support existing resources and fill identified needs. In doing so, the selected provider will:

- Implement a scope of work that is complementary to existing Seattle School District resources and the homeless service delivery system in Seattle;
- Collaborate with Seattle School District to develop a service delivery model and provide housing support services;
- Collect, analyze, and regularly submit data to track student and family progress; and
- Attend quarterly meetings to discuss opportunities to improve the service delivery system.

3. **Sports and Transportation:** Through direct award, DEEL will manage a contract with the Department of Parks and Recreation (DPR) to implement Sports and Transportation funds beginning in SY 2019-20 through SY 2025-26. Resources will be allocated to Seattle School District schools based on eligibility criteria. Available alternate funding sources should be leveraged by Seattle School District to ensure the FEPP investment is supplemental and complementary to existing state and federal funding. DEEL has the authority to reallocate resources over the life of the Levy as determined by program outcomes, student need, local funding opportunities, demographic changes, and district and state policy shifts.

In accordance with DEEL's commitment to data-driven CQI, DEEL will provide programmatic oversight through regular reviews of funding allocations, students receiving services, and cross-system coordination.

Table 17. Wraparound Services Investment Timeline										
FEPP Levy School Year*	Year 1		Year 2		Year 3		Year 4		Year 5	
	Qtr 2	SY	SY	SY	Qtr 2	SY	SY	SY	SY	
	2019	2019-20	2020-21	2021-22	2022	2022-23	2023-24	2024-25	2025-26	
<b>Family Support Services</b>		Direct contract with Seattle School District; 7-Year								
<b>Homelessness/Housing Support Services</b>	RFI**	3-Year			RFI	4-Year				
<b>Sports and Transportation</b>		Direct contract with Seattle Parks and Recreation; 7-Year								

\* All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes \*\*Open only to City prevention housing support service providers contracting with the City’s Human Services Department as of February 2019. Contracted partner will have the opportunity to renew contract if they have successfully demonstrated an ability to achieve contract outcomes.

Strategy #4: Culturally Specific and Responsive

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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**What are Culturally Specific and Responsive Investments?**

The Culturally Specific and Responsive (CSR) investments are intended to expand access to high-quality service and supports designed to increase positive identity development, academic knowledge, and social emotional learning for Black/African-American males and other historically underserved students. This investment strategy prioritizes the infusion of race/ethnicity, culture, language, and gender into programming to build academic mindsets and promote college and career readiness. The CSR investments align with the City’s Our Best initiative and recommendations from the Our Best Advisory Council (June 2018). *Our Best* is an explicit commitment to racial equity by the City of Seattle to improve life outcomes for young Black men and boys through systems-level changes, policy leadership, and strategic investments. Key elements within the CSR strategy include: (1) Culturally Specific Programming, (2) Mentoring, and (3) Educator Diversity.

- Culturally Specific Programming:** Investments aimed at offering school-based programming that reflect racial and cultural diversity within the community and incorporate students’ culture, history, language, and socialization into core pedagogy, curricular materials, and academic learning and enrichment activities.
- Mentoring:** Investments aimed at providing promising, evidence-based and leading high-quality mentoring and healing-centered approaches to promote positive identity development and college and career readiness.
- Educator Diversity:** Investments aimed at increasing the number of linguistically, racially, and culturally diverse educators.

Interventions will positively contribute to one or more of the following indicators:

- Culturally Responsive Programming:**
  - Student program participation rates
  - Improved school attendance rates
  - On-time promotion to the next grade level

- Passing core courses
- Reduced disciplinary incidents (i.e. suspension and/or expulsion)
- On-time graduation and enrollment in a post-secondary pathway

## 2. Mentoring:

- Student program participation rates
- Number of mentor-mentee matches made and sustained
- Students build relationships with trusted adults
- Mentor-mentee relationship satisfaction
- Improved school attendance rates
- Student participation rates in enrichment activities that provide exposure to career interests

## 3. Educator Diversity:

- Outreach, recruitment and enrollment of aspiring educators in preparation programs
- Program retention and completion
- Professional development and mentoring opportunities
- Improved diverse educator representation and retention in Seattle School District

### **Why is Culturally Specific and Responsive important?**

Culturally Specific and Responsive (CSR) investments are intended to expand access to high-quality, equitable learning opportunities and support for Black/African-American males and other historically underserved students with the intent to increase positive identity development, academic knowledge, and social emotional learning. This investment strategy aims to build academic resiliency and promote college and career readiness by acknowledging concepts of race/ethnicity, culture, language, and gender to positively inform students' self-esteem and academic self-image. As classrooms and communities locally and across the country become increasingly diverse, improving culturally responsive and identity-safe learning environments is a critical component of education systems working to serve all students well.<sup>52</sup> The CSR strategy is responsive to feedback from students, parents and community members who identified affirming race and valuing culture within schools and student activities as a priority.<sup>53</sup>

1. **Culturally Specific Programming:** Culturally specific programming (CSP) is an authentic, student-centered approach that helps students experience success through the consistent use of curricular materials, learning methodologies, and instructional strategies that are validating, comprehensive, empowering, emancipatory, and transformative.<sup>54</sup> This type of programming empowers students to both experience and attain academic success by capitalizing on their culture through integration, engagement, and appreciation of the perspectives, multiple forms of capital, and diverse lived experiences they bring into the classroom. In addition to emphasizing that issues of culture, language, cognition, community and socialization are central to learning, research indicates that:
  - Culturally responsive programming is a powerful predictor of increased academic success, school attendance, and social emotional development.<sup>55</sup>
  - Universal use of Euro-centric and dominant-culture curriculum, representation and perspectives leads many populations of students, particularly students from historically underserved populations, to disengage from academic learning.<sup>56</sup>
  - Well-designed and taught culturally responsive curricula and programming promotes equitable learning and has positive academic and social outcomes for students—from attendance, academic performance and overall GPA.<sup>57</sup>
  - Culturally responsive approaches motivate students to learn.<sup>58</sup>



2. **Mentoring:** Research has shown that youth involved in high-quality mentoring show significantly higher protective factors (e.g., academic success, on-time high school graduation, well-being) and lower risk factors (e.g., any associated negative social, health or academic outcome) than non-mentored youth.<sup>59</sup>
3. **Educator Diversity:** Research suggests that greater representation in the educator workforce can improve outcomes for all students, particularly students of color. However, as student diversity continues to grow, educator diversity consistently trends disproportionately White. In Washington State, during the 2017-18 school year, students of color represented 46% of the student population while teachers of color were just 11% of the educator workforce.<sup>60</sup> For the same year, Seattle School District students of color represented 53% of the student population and educators of color represented 19% of the workforce. Research indicated that:
  - Having just one Black/African-American teacher not only lowers Black/African-American students' high school dropout rates and increases their desire to go to college, it can also make them more likely to enroll in college. Furthermore, Black/African-American male teachers can improve not only Black/African-American male student outcomes but also all students' schooling outcomes.<sup>61</sup>
  - Educators of color and multi-lingual educators tend to have higher academic expectations for students of color, which can result in increased academic and social growth among students.<sup>62</sup>
  - Students of color profit from having among teachers who reflect their own racial group and can serve as academically successful role models and who can have greater knowledge of their heritage culture.<sup>63</sup>
  - Positive exposure to individuals from a variety of races and ethnic groups, especially in early years, reduces stereotypes, shifts implicit biases and promotes cross-cultural relationships.<sup>64</sup>
  - All students benefit from being educated by teachers from a variety of different backgrounds, races and ethnic groups, as this experience better prepares them to succeed in an increasingly diverse society.<sup>65</sup>

#### **Who is served by Culturally Specific and Responsive Investments?**

1. **Culturally Specific Programming:** Funding will serve public school students in grades 6-12 that are not yet meeting grade level learning standards with prioritization for Black/African-American males and other students of color.
2. **Mentoring:** Funding will serve students attending schools participating in FEPP-funded CSP, with prioritization for Black/African-American males and other students of color.
3. **Educator Diversity:** Funding will serve diverse, aspiring educators, with prioritization for multi-lingual and Black/African-American males.

#### **What is the provider criteria for Culturally Specific and Responsive?**

1. **Culturally Specific Programming:** Funding will be available to public schools, including Seattle School District and charter schools, that meet one or more of the following criteria:
  - Focus implementation and prioritized support to Black/African-American males
  - Demonstrate clear commitment to targeted universalism as a driver for advancing educational equity for historically underserved populations
  - Use culturally responsive practices, pedagogy or exemplary curricula to close gaps for priority populations
  - Have staff or an implementation team that reflect the priority student population
  - Are geographically located in areas of high concentration of the priority populations

- Utilize the local community as an extension of the classroom learning environment
  - Use professional development that is culturally responsive throughout the contract period
  - Implement authentic family engagement and student leadership development
  - Have systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
  - Governance structure that provides oversight on organizational budget, operations, and use of data
  - Experience and proven history of achieving positive academic and/or non-academic outcomes for priority students
  - Plan to measurably close opportunity and achievement gaps, especially for African-American males
  - Experience operating high-quality after-school programs, summer learning programs, or other out-of-school time programs as a strategy to improve academic achievement
  - Ability to leverage multiple funding sources to maximize impact
2. **Mentoring:** Funding will be available to community-based organizations who meet one or more of the following criteria:
- Focus implementation and prioritized support to Black/African-American males
  - Demonstrate clear commitment to targeted universalism as a driver for advancing educational equity for historically underserved populations
  - Use culturally responsive practices, pedagogy or exemplary curricula to close gaps for priority populations
  - Have staff or an implementation team that reflect the priority student population
  - Are geographically located in areas of high concentration of the priority populations
  - Utilize the local community as an extension of the classroom learning environment
  - Use professional development that is culturally responsive throughout the contract period
  - Implement authentic family engagement and student leadership development
  - Have systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
  - Governance structure that provides oversight on organizational budget, operations, and data use
  - Experience and proven history of achieving positive outcomes for priority students (academic and/or non-academic)
  - Plan to measurably close opportunity and achievement gaps, especially for African-American males
  - Experience operating high-quality after-school programs, summer learning programs, or other out-of-school time programs as a strategy to improve academic achievement
  - Ability to leverage multiple funding sources to maximize impact
3. **Educator Diversity:** Funding will be available to Seattle School District and CBOs who meet one or more of the following criteria:
- Focus implementation and prioritized support to Black/African-American male and multi-lingual educators
  - Demonstrate clear commitment to targeted universalism as a driver for diversifying the teacher workforce in Seattle School District

- Use of targeted strategies to cultivate robust mentorship, build social capital and professional networks, and provide culturally responsive support with Black/African-American male and multi-lingual educators
- Have staff or an implementation team that reflect the priority populations
- Utilize community-based assets in recruitment, induction and retention activities, and throughout contract period
- Use culturally responsive professional development throughout the contract period
- Have systems and structures in place to collect, analyze, and evaluate data; data is used to recruit, assess needs, identify appropriate course corrections, track progress toward outcomes, and adjust programmatic practices
- Governance structure that provides oversight on organizational budget, operations, and use of data
- Experience and proven history of recruiting and retaining educators of color and/or multi-lingual educators
- Bold plan to measurably close workforce diversity gaps, especially for Black/African-American male and multi-lingual educators
- Ability to leverage multiple funding sources to maximize impact

### **What are the key programs elements of Culturally Specific and Responsive?**

Culturally specific and responsive investment recipients will implement services in three focus areas: (1) culturally specific programming, (2) mentoring, and (3) educator diversity. Partnerships between public schools, including Seattle School District and charter schools, and CBOs are strongly encouraged to leverage respective strengths in academic preparation and data-driven decision-making, culturally- and linguistically-specific programming, fostering connections between families and schools, and creating high-quality enrichment experiences. Key elements of each focus area are described as follows.

#### **1. Culturally Specific Programming:**

- Expanding implementation of school-based and school-day culturally responsive programs including teaching pedagogy and curriculum (i.e. Kingmakers of Seattle)
- Professional development and training, particularly for Black/African-American educators
- Professional development targeted for supporting educators working with priority populations

#### **2. Mentoring:**

- Group mentoring, or healing-centered circles (school- or community-based), linked to building academic outcomes, strengthening intergenerational relationships and increasing social capital of priority populations, particularly Black/African-American males
- High quality one-to-one mentoring, school- or community-based, linked to academic learning and social emotional development outcomes for priority populations, particularly Black/African-American males
- Culturally responsive training and professional development supports for mentors, particularly Black/African-American males

#### **3. Educator Diversity:**

- Targeted outreach and recruitment to preparation programs to increase the pipeline of diverse educators, including recruitment into the profession or scaffolding from classified to certified instructors
- Tuition assistance for educator preparation programs
- Culturally responsive retention activities and opportunities for diverse educator candidates
- Targeted engagement, academic guidance, and mentoring opportunities for diverse educators

- Targeted coaching, professional development and career guidance for diverse educators to receive socioemotional support

### **How will Culturally Specific and Responsive be managed and phased in?**

Culturally Specific and Responsive investments will be awarded through a combination of direct award and competitive application processes. All CSR investments be managed through performance-based contracts.

1. **Culturally Specific Programming:** In **Year 1 of FEPP (SY 2019-20)**, DEEL will negotiate performance-based contracts with four Seattle School District schools (i.e. Aki Kurose, Asa Mercer, Denny International, Interagency Academy) and one technical assistance provider (Oakland Unified School District) to maintain existing CSP administration and implementation. Contracts will monitor achievement of goals and performance targets consistent with terms of the partnership agreement. While CSP programming includes a technical assistance contract with OUSD for Year 1 of FEPP, in Years 2- 7 DEEL has authority to modify or reallocate funding to other technical assistance or programming that benefit Black/African-American males. In Qtr 4 2019, DEEL will conduct an RFI to competitively bid funding to expand CSP implementation to two additional schools for **Years 2 (SY 2020-21) through 7 (SY 2025-26) of FEPP**. Funding for CSP from Year 2 (SY 2020-21) through Year 7 (SY 2025-26) will reach up to six schools and will be reauthorized annually conditioned upon achievement of contract outcomes.
2. **Mentoring:** DEEL will conduct an RFQ in Qtr 2 2019 to identify mentoring providers specializing in best practice, culturally responsive mentoring. CSP schools will administer mentoring investments and will be required to subcontract with mentoring providers identified through DEEL's RFQ process. Funding will be reauthorized to CSP schools annually through SY 2025-26, conditioned upon achievement of contract outcomes. CSP schools will reauthorize subcontracts with approved mentoring providers annually conditioned upon achievement of contract outcomes. CSP schools retain the right to reduce subcontract award size or change mentoring providers upon contract reauthorization.
3. **Educator Diversity:** In **Year 1 of FEPP (SY 2019-20)**, DEEL will negotiate a performance-based contract with Seattle School District to administer educator diversity investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

Table 18. Culturally Specific and Responsive Investment Timeline										
FEPP Levy School Year*	Qtr 2 2019	Year 1 SY 2019-20*	Qtr 4 2019	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Qtr 1 2023	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>Culturally Specific Programming</b>		Direct contract with 4 schools and OUSD**	RFI***	6-Year						
<b>Mentoring***</b>	RFQ	Direct contract with CSP schools; 7-Year								
<b>Educator Diversity</b>		Direct contract with Seattle School District; 7-Year								

\*All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes

\*\*Seattle School District schools include Aki Kurose, Asa Mercer, Denny International, and Interagency Academy

\*\*\*Expands eligibility to Seattle public schools, including Seattle School District and charter schools, and adds two new CSP schools

\*\*\*\* Funds are subcontracted by CSP schools to mentoring providers identified through RFQ process

### Evaluation

K-12 School and Community-Based evaluation activities will track progress toward outcomes (Table 20). For SY 2019-20, the K-12 School and Community-Based strategies continued from FEL will be evaluated as outlined in the 2011 FEL Implementation and Evaluation Plan (i.e. School Based Innovation and Linkage, FEL Summer Learning, and Community Based Family Support).<sup>66</sup> Evaluation for FEPP strategies beginning implementation in SY 2019-20, will follow the approach detailed herein (i.e. Wraparound Services and Culturally Specific and Responsive). All K-12 School and Community-Based strategies will follow FEPP evaluation designs SY 2020-21 through SY 2025-26.

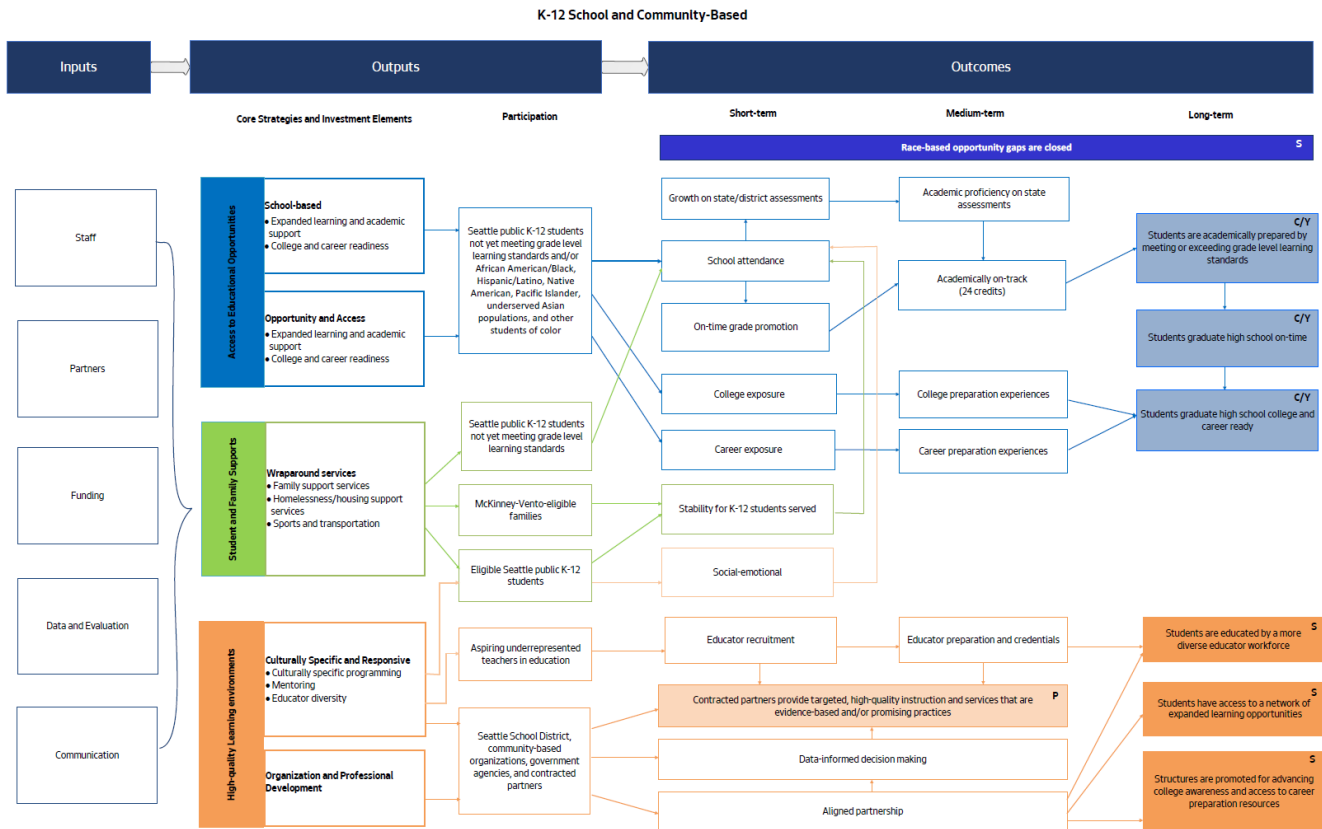
Table 19. K-12 School and Community-Based Goal and Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Students are academically prepared by meeting or exceeding grade level learning standards<sup>C/Y</sup></li> <li>Students graduate high school on-time<sup>C/Y</sup></li> <li>Students graduate high school college and career ready<sup>C/Y</sup></li> <li>Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices<sup>P</sup></li> <li>Students are educated by a more diverse educator workforce<sup>P</sup></li> <li>Students have access to a network of expanded learning opportunities<sup>S</sup></li> <li>Structures are promoted for advancing college awareness and access to career preparation resources<sup>S</sup></li> </ul> <p>Race-based opportunity gaps are closed<sup>S</sup></p>

\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact

FEPP evaluation activities will assess outputs, short-, medium-, and long-term outcomes, and monitor progress toward the K-12 School and Community-Based goal that Seattle students have access to and utilize increased

academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation (Figure 6). K-12 School and Community-Based investments apply the FEPP core strategies of *Equitable Educational Opportunities* (school-based and opportunities and access), *Student and Family Supports* (wraparound services), and *High-Quality Learning Environments* (culturally specific and responsive and organization and professional development). Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 6. K-12 School and Community-Based Logic Model**



\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact

K-12 School and Community-Based Investment outcomes are aligned with local, regional and statewide goals including the Seattle School District’s District Scorecard, the Road Map Project’s PreK to Post-secondary education outcomes, and the Washington School Improvement Framework from the Office of Superintendent of Public Instruction.

DEEL will evaluate the K-12 School and Community-Based investment area consistent with funding and staffing available (Table 20). K-12 School and Community-Based outputs and outcomes will be evaluated annually to monitor and assess performance. Process evaluations will be conducted after strategies have been implemented for a few years (i.e., Years 2-3) to inform strategy implementation approaches (outputs) and short-term outcomes to monitor progress and make mid-course corrections when needed. Outcome evaluations will focus on the medium- and long-term outcomes to determine the return on invest based on the results and show overall impact. Process and outcome evaluations may focus on one or more strategy within the K-12 School and

Community investment area depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 20. K-12 School and Community-Based Evaluation Timeline*									
Evaluation Tier		Year 1 SY 2019- 20	Year 2 SY 2020- 21	Year 3 SY 2021- 22	Year 4 SY 2022- 23	Year 5 SY 2023- 24	Year 6 SY 2024- 25	Year 7 SY 2025- 26	Responsible Entity
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation</b>	Design		**		***				DEEL and/or External evaluators
	Execution			**		***			
	Report			**		***			
<b>Outcome and Impact</b>	Design			***		**			DEEL and/or External evaluators
	Execution				***		**		
	Report				***		**		

\*Timelines subject to change

\*\*Denotes planned process and outcome evaluation to be conducted by DEEL’s Performance and Evaluation Unit if additional evaluation funding is secured

\*\*\*Denotes proposed process and outcome evaluations to be conducted by external evaluators if additional evaluation funding is secured

## K-12 School Health

### Introduction

K-12 Student Health investments are designed to increase access to comprehensive medical and mental health care and other services, promote early intervention, prevention, and treatment of health-related barriers to learning and life success, and increase the number of students graduating prepared to the post-secondary pathway of their choice. K-12 School Health investments provide direct student support services and are an important bridge between health and education to promote school attendance and improved academic performance. Research has consistently demonstrated that physical and mental health concerns can be barriers to learning.<sup>67</sup> These investments provide direct student support services, with a particular focus on historically underserved populations.

The City has invested in school health services since the first FEL in 1990. Starting with the first school-based health center (SBHC) at Rainier Beach High School in 1990, expenditures grew in the 2011 FEL to include health center services in 25 elementary, middle, and high schools, school nursing, an oral health pilot, and health system enhancements across the Seattle School District system. Community members have repeatedly supported both the continuation and expansion of City supported school-based health services. DEEL partners with Public Health–Seattle & King County (PHSKC) to manage the K-12 School Health investment by providing support to community providers and Seattle School District.

### Strategies

As described in Ordinance 125604, Section 6, “Major program elements are intended to provide safe, age-appropriate, culturally-competent care to help children be healthy and ready to learn and may include: comprehensive primary medical care, mental health care, care coordination, connection to community supports, outreach and health education.” The K-12 School Health investment area funds four strategies:

1. **School Based Health Centers:** These investments provide comprehensive medical and mental health services including preventive, early screening, and integrated treatment to keep students healthy and in school. SBHCs utilize evidence-based practices, exercise cultural responsiveness and gender competency, and provide an accessible source of health care.
2. **School Nursing:** These investments supplement the Seattle School District nursing program by providing additional support to schools with an SBHC on campus. Nursing activities integrate with and complement the services of SBHCs.
3. **Oral Health:** These investments complement SBHC services by providing mobile and/or school-based dental services for students at schools with SBHCs.
4. **Health System Enhancement:** These investments support systems-level continuous quality improvement to advance and improve the delivery of medical and mental health services to students.

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### K-12 School & Community-Based

#### Goal:

Seattle students have access to and utilize physical and mental health services that support learning.

#### Outcomes:

1. Students are healthy and ready to learn
  2. School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care
  3. Providers implement a best practice model of medical and mental health care
  4. Race-based opportunity gaps are closed
-



The strategy funds ongoing training, technical assistance, clinical consultation, data management, program evaluation, and the application of measurement-based care and standardized models of school-based health service delivery.

### Spending Plan

The K-12 School Health investment area represents 11%, or \$67.2 million, of the FEPP Levy. K-12 School Health investments are allocated across four strategies (93%) and DEEL administration (7%). The largest budget allocation within K-12 School Health funds School Based Health Centers (\$51.35M, 76%). The remaining funding is split across School Nursing (\$7.76M, 12%), Oral Health (\$2.70M, 4%), and Health System Enhancement (\$0.97M, 1%). The DEEL administration budget reflects a portion of DEEL’s central administrative labor and non-labor costs as well as Citywide indirect costs, including IT and facilities. This is capped at 7% across the Levy.

Strategy	Total	Percent
School Based Health Centers (SBHC)	\$51,353,162	76%
School Nursing	\$7,761,107	12%
Oral Health	\$2,701,368	4%
Health System Enhancement	\$972,482	1%
DEEL Administration	\$4,467,104	7%
<b>Total K-12 School Health</b>	<b>\$67,255,222</b>	<b>100%</b>

The Levy provides base funding for each SBHC, fulfilling up to 70% of the total operating budget for each site. School Based Health Centers are operated by community-based healthcare providers who contribute additional resources including private grants and donations, patient generated revenue, Medicaid reimbursement, and King County Best Starts for Kids funding. DEEL and PHSKC will continue to monitor potential local, regional, state, and federal funding sources for K-12 School Health, consistent with Principle 4 that FEPP Levy investments remain “supplemental and complementary to existing public funding structures and services... [and] never used to supplant state-mandated services.”<sup>68</sup>

### Alignment with RSJI

K-12 School Health investments provide universal access to comprehensive medical and mental health services to individuals and groups, with targeted equity strategies for historically underserved students built into the service delivery model. While health services are universally accessible to students at participating school buildings, outreach and referrals for services are made to students of greatest need, such as those experiencing non-academic barriers to learning and those less likely to access care in the community. Public Health–Seattle & King County’s School-Based Partnerships Program (SBPP) advances evidence-based and informed, high-quality, equitable, culturally relevant health care to support all students to be healthy and academically successful. The School-Based Partnerships Program is focused on equity and social justice and aligns with the City of Seattle’s RSJI, King County’s Equity and Social Justice (ESJ) Strategic Plan and other local policies.

### Alignment with City Resources

K-12 School Health investments are a direct complement to FEPP Levy K-12 School and Community-Based investments. Funded school-based partners are expected to coordinate with schools to support school-wide and/or site-specific initiatives to promote and enhance a healthy and safe school environment. These initiatives

may include efforts to promote positive school climate, healthy eating, physical activity, communicable disease prevention, student action councils, and school attendance. SBHC staff will also contribute to and partner with school leadership by participating on student intervention/support teams and other committees that can benefit from provider expertise. Lastly, the SBHC team is expected to integrate and coordinate services with school staff including the school nurse, school counselors, teachers and administrators, as well as with other community partners and Best Starts for Kids (BSK) investments.

### Strategy #1: School Based Health Centers

Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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#### **What are School Based Health Centers?**

School Based Health Centers (SBHCs) provide comprehensive, integrated medical and mental health services including preventive, early screening, and integrated treatment to keep students healthy, in school, and achieving academically. SBHCs utilize evidence-based practices, exercise cultural responsiveness and gender competency, and provide an accessible source of health care. Support for student health needs include preventive care like well-child exams, immunizations and family planning, and care for acute health needs, diagnosis, treatment, and referral. Mental health services are age appropriate and include screening, counseling, and mental health treatment.

#### **Why are School Based Health Centers important?**

SBHCs are an important bridge between health and education. A broad array of research and a recent systematic review has found that SBHCs are effective in improving a variety of education and health-related outcomes.<sup>69</sup> SBHCs are proven to increase school attendance, increase student grade point average (GPA), increase on-time grade promotion, reduce school suspension rates, and reduce high school non-completion. In a 2009 study, Seattle SBHC users demonstrated improved attendance and GPA as compared to non-users.<sup>70</sup> Healthcare utilization also improved, including substantial increases in immunizations and other preventive services.<sup>71</sup> Access to school-based health care services reduces time out of school for students, time out of work for families, and enables integration of academic goals into the medical and mental health treatment of students.

#### **Who is served by School Based Health Centers?**

SBHCs are located at participating Seattle School District school buildings. All K-12 students attending those schools are eligible to receive care. The 2011 Families and Education Levy (FEL) provided funding for 25 SBHCs. The FEPP Levy adds funding for four additional SBHCs: two middle school, one high school, as well as partial funding for an additional high school health center, for a total investment in up to 29 SBHCs. There are SBHCs at all of the comprehensive middle and high schools. If a student's school does not have an SBHC, they may receive services at an SBHC located at a nearby school. While services are universally accessible to all Seattle School District students, outreach and referrals for services are made to students of greatest need such as those experiencing non-academic barriers to learning and those less likely to access care in the community. Outreach efforts are targeted to students not yet meeting grade level learning standards and special populations such as students experiencing homelessness, LGBTQ students, and other historically underserved groups.

### **What are the provider criteria for School Based Health Centers?**

Community-based health care organizations are the lead providers for the implementation and management of SBHCs. Providers are required to meet and demonstrate proficiency in the following criteria:

- A. Organizational Capacity
  - Demonstrated experience in providing high quality, culturally responsive health care to adolescents
  - Ability to leverage sufficient financial and in-kind resources
  - Sufficient internal capacity controls to meet all required fiscal, data and other reporting
- B. Experience with Focus Population
  - Experience collaborating with schools and community partners
  - Demonstrated success in overcoming barriers to care for elementary, middle, and high school youth
- C. Partnership Readiness
  - Demonstrated effective collaboration and problem-solving with students, families, school- and community-based partners
- D. Service Model and Implementation
  - Service model incorporates best practices in health and mental health care for youth and aligns with the King County SBHC model of care
  - Service model reflects stakeholder input and local data and addresses the needs and service gaps unique to the site and school community
  - Vision for SBHC contribution to equity and social justice
- E. Financial Resources
  - Demonstrated ability to leverage other financial and in-kind resources, including billing for reimbursable services
  - Leveraged resources equal to at least 30% of the operating budget
  - Budget is realistic for the scope of services proposed

### **What are the key elements of School Based Health Centers?**

- Increased access and utilization of preventive care (family planning, well-child exams, and immunizations)
- Comprehensive primary and acute health care assessment, diagnosis, treatment and referral
- Age-appropriate reproductive health care
- Sexually transmitted disease screening and treatment
- Mental health screening, counseling, treatment and referral
- School-wide and targeted health education and health promotion
- Information and assistance to eligible students' families about how to access and enroll in health insurance programs
- Intensive interventions to support school success
- Coordination with schools on health, academic, and integration with other Levy-funded strategies

### **How will School Based Health Center investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer SBHC investments, inclusive of monitoring and achievement of contract goals and performance targets. PHSKC will administer RFAs and performance-based contracts with community providers. In SY 2019-20, the SBHC strategy area will continue FEL SY 2018-19 SBHC investments, funding existing partnerships at eight elementary school, five middle school, and 12 high school building SBHCs as well as add two new middle school and one new high

school for a total investment in 28 SBHCs (See Appendix subsection “School Year 2019-2020” for more detail). In 2019, PHSKC will conduct an RFA to competitively re-bid all Elementary School SBHC investments for SY 2020-21 implementation. Contracts will be reauthorized annually conditioned upon achievement of contract outcomes.

The SBHC strategy includes \$1.4 million over the life of the FEPP Levy to support the creation of an SBHC at Nova High School. This investment is intended to provide partial seed funding for an SBHC at Nova and encourage a community partner(s) to contribute the remainder of funding needed to operate the health center, this may include expenditures related to planning and preparation for this venture. In addition to the funding and partnership required for a long-term sustainable and successful SBHC at Nova, there are space and operational considerations that need to be planned for as well. Beginning in 2019, PHSKC will conduct a 6-12 month planning phase for a future SBHC at Nova. To ensure stakeholder voices are gathered and considered, time is needed to bring people together to explore options. The planning phase will include the convening stakeholders, specification of best practices for service delivery, and identification of additional fund sources.

The PHSKC School-Based Partnerships Program (SBPP) has managed King County’s SBHC system for the past 27 years. For each SBHC, SBPP Program Managers work closely with the health service provider, school district, and school staff to support and advise on all aspects of SBHC implementation and operations.

The SBPP team will continue to provide training and technical assistance to its cadre of clinical providers, clinic coordinators, and Seattle School District partners. Examples include but are not limited to:

- Capacity-building around data and reporting;
- Coordination of monthly trainings for medical providers on topics relevant to school-based clinical practice, such as asthma management, sports medicine, and relationship abuse;
- Quarterly half-day trainings for mental health providers on various behavioral health practice modalities, which provide an opportunity for Continuing Education Units (CEUs);
- Bi-annual joint trainings for school-based clinicians and school nurses to support school-clinic collaboration on key areas of school health. SBPP organizes an annual full day retreat for clinic and school staff to review program performance, promote quality improvement initiatives, support site-level planning, and provide additional clinical training for providers;
- Provision of regular performance data to the health service provider and school to monitor progress of the implementation and support continuous quality improvement; and
- Added support and collaborative problem solving in cases where the health service provider is experiencing challenges in meeting service expectations and contract performance targets.

Number of SBHCs by School Level	Year 1 SY 2019-20	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>Elementary</b>	8 continuing*	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8
<b>Secondary</b>	17 continuing* 3 new**	Up to 21	Up to 21	Up to 21	Up to 21	Up to 21	Up to 21

\*Investments directly awarded to community health providers operating a FEL funded SBHC in 2018-19 at existing Seattle School District partner schools

\*\*Addition of 3 new SBHCs at RESMS, Meany MS, and Lincoln HS, community health providers will seek funding through a competitive process

Table 23. School Based Health Center RFI Schedule			
RFI Issued	Anticipated Release Date*	Anticipated Awards	Anticipated Funding Start Date
School Based Health Centers (Meany MS, Robert Eagle Staff MS, and Lincoln HS)	Qtr 2 2019	3 sites	September 2019
School Based Health Centers (Nova HS)	Qtr 3 2019	1 site	Fall 2020
School Based Health Centers (all Elementary Schools)	Qtr 1 2020	8 sites	September 2020

\*Timeline subject to change

## Strategy #2: School Nursing

Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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### What is School Nursing?

Investments contribute to the Seattle School District nursing program providing additional support to schools with an SBHC on campus. Nursing activities integrate with and complement the services of SBHCs. This investment will supplement state and local resources and provide technical and clinical support to all Seattle School District school nurses.

### Why is School Nursing important?

The FEPP Levy-funded school nursing investment integrates with and complements SBHC services. In SY 2018-19, state education funding allocated 9.0 FTE certificated school nurses to Seattle School District.<sup>72</sup> However, the Seattle School District staffing model for allocation of certificated school nurses requires a nurse-to-student ratio of 1.0 FTE certificated school nurse to 5,689 students (enrollment based on regular education only). Based on this ratio, in SY 2018-19, Seattle School District employs over 60.0 FTE certificated school nurses. While 9.0 FTE are funded by the State, Seattle School District uses local levy support to fund the remaining 54.0 FTE (FEPP Levy and Seattle School District Educational Programs and Operations Levy).

FEPP Levy funding supplements school nurse FTE above current district funded allocations at sites with SBHCs. In addition, FEPP provides FTE funding for Seattle School District central support staff and continuous quality improvement activities such as program development and monitoring and evaluation of school nursing implementation district-wide. School nursing investments support collaboration between Seattle School District school nurses and SBHC agency partners in meeting mutual goals.

FEPP-funded school nurses serve as a liaison between the school community and SBHC providers. The school nurse is often a student’s first point of contact in providing direct health care services as well as referring students and families to SBHC services. School nurses work with SBHC agency partners to improve immunization compliance, promote increased student use of SBHC services, and collaborate in addressing students with emotional, behavioral, or attendance concerns that get in the way of health and academic achievement. The result of the investment has demonstrated improved results, including, but not limited to:

- improved immunization compliance rates;
- early identification and referral of behavioral concerns; and
- improved attendance for at risk students.

### **Who is served by School Nursing?**

All students in a school building can access the care of a school nurse. School nurses support the entire population of the school with prevention services, daily management of chronic or acute conditions, coordination with special education and referral to SBHC services when needed. SBHC staff provide primary medical and mental health care to registered students with diagnosis and treatment available on site. The FEPP school nursing investment directly impacts students attending schools with SBHCs due to increased collaboration time between school nurses and SBHC staff. Further, this investment provides standardized clinical and technical support of all Seattle School District school nurses, regardless of fund source, around immunization and school nurse supported services.

### **What are the provider criteria for School Nursing?**

PHSKC will contract with Seattle School District to hire school nurses subject to mutual agreement. Minimum qualifications, as of SY 2018-19, include a B.A./B.S. degree in nursing from an accredited college or university, valid Washington State Educational Staff Associate (ESA) Certificate, and valid license to practice nursing in WA State.<sup>73</sup>

### **What are the key elements of School Nursing?**

- Provide evidence-based nursing care and expand access to health services that close opportunity and achievement gaps
- Collaborate with SBHC staff to provide coordinated support for students with physical, behavioral, and mental health conditions
- Screen students for behavioral risk factors and provide appropriate interventions to support academic success
- Act as school health liaison for dental health programs, perform oral health education, screening, and referral services
- Increase compliance with state childhood immunization requirements by:
  - Providing education to families and students about the benefits of immunizations
  - Assisting families in evaluating their school-age children's compliance with immunization requirements
  - Providing referrals and follow-up with families
  - Assuring that immunization compliance is tracked accurately and consistently across Seattle School District immunization datasets

### **How will School Nursing investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer school nursing investments, inclusive of monitoring and achievement of contract goals and performance targets. In SY 2019-20, PHSKC will direct award to Seattle School District Health Services and administer a performance-based contract. Seattle School District Health Services will partner with PHSKC to develop a program model inclusive of ongoing program planning and evaluation of Seattle School District school nurse health care delivery services in schools with SBHCs as well as ongoing monitoring of progress towards meeting program goals. This contract will be reauthorized annually conditioned upon achievement of contract outcomes.

Seattle School District Health Services will continue to standardize evidence-based nursing practice across school buildings. The delivery of evidence-based school nursing care is associated with improved student attendance, academic achievement, better health outcomes, and improved immunization rates, therefore, providing quality evidence for measuring change.<sup>74,75</sup> Seattle School District Health Services is committed to partnering with SBHC agencies for delivering services that promote improved student health outcomes and academic achievement.

### Strategy #3: Oral Health

Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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#### **What is Oral Health?**

Oral health investments build on SBHC investments by providing mobile and/or school-based dental services for students at schools with SBHCs.

#### **Why is Oral Health important?**

Oral health is an important part of overall health and affects children’s ability to succeed academically.<sup>76</sup> Tooth decay is a common chronic childhood disease and is experienced more often by youth of color and youth in low-income households. Further, untreated oral disease can interfere with students’ learning. Providing dental care in schools improves students’ oral health and is thus an opportunity to reduce barriers to learning. Provision of school-based dental care improves students’ oral health.

#### **Who is served by Oral Health?**

Students who attend schools with School Based Health Centers have access to school-based dental services. FEPP Levy funding will support services in an estimated ten schools annually, with portable equipment and services provided by a community healthcare agency. A competitive process was held to identify participating schools under FEL.

#### **What are the provider criteria for Oral Health?**

PHSKC engaged in a competitive process to select a CBO to provide oral health services beginning in SY 2013-14. As part of this process, PHSKC convened a group of key stakeholders and experts in school-based and oral health to develop a strategy and implementation plan. A multidisciplinary review panel including Seattle School District school nurses, community members familiar with provision of dental services, PHSKC staff, and City staff, convened to review applications. After extensive review, Neighborcare Health was selected as the provider for FEL-funded school-based dental services. Provider criteria for oral health may include the following:

- Previous experience providing similar services and achieving targets
- Demonstrated use of data to design, implement and modify programs
- Demonstrated ability to jointly plan and implement strategies with schools and with community-based organizations to achieve targets
- Demonstrated ability to leverage financial and in-kind resources to achieve targets

#### **What are the key elements of Oral Health?**

- Oral screening and examination
- X-rays
- Preventive oral care including cleanings, sealants, and fluoride treatments

- Restorative treatment including fillings or extractions
- Oral health education and health promotion
- Care coordination and referral to help students establish a dental home, defined as an ongoing relationship between the dentist and the patient, inclusive of all aspects of oral health care delivered in a comprehensive, continuously accessible, coordinated, and family-centered way<sup>77</sup>
- Linkages to connect students and families to community-based and/or specialty dental care that may not be provided in school setting<sup>78</sup>

### How will Oral Health investments be managed and phased in?

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer oral health investments, inclusive of monitoring and achievement of contract goals and performance targets. In SY 2019-20, PHSKC will direct award to Neighborcare Health and administer a performance-based contract. PHSKC Program Managers will work closely with Neighborcare Health to develop and implement the oral health program and ensure achievement of targets and deliverables. This contract will be reauthorized annually conditioned upon achievement of contract outcomes.

### Strategy #4: Health System Enhancement



### What is Health System Enhancement?

Health system enhancement investments advance the quality of care being provided in FEPP-funded SBHCs. The health system enhancement strategy invests in systems-level improvements to advance and improve the delivery of medical and mental health services to students; this investment does not fund direct services. Health system enhancement dollars fund ongoing training, technical assistance, clinical consultation, data management, program evaluation, quality improvement and the application of measurement-based care and standardized models of school-based health service delivery.

### Why is Health System Enhancement important?

SBHC providers need to stay up-to-date on data and clinical consultation best practices in order to provide high-quality care to Seattle youth. Program evaluation promotes CQI by assessing clinical practice, outcomes, and partnerships to maximize the benefit of FEPP Levy investments. Previous Levy investments in systems enhancement investment in clinical psychiatric consultation has contributed to the development of a school-based mental health model that assures high-quality, consistent, and standardized care for all students. Evaluation of this model has advanced the field of school-based mental health and the role of measurement-based care in improving mental health and academic outcomes.<sup>79,80</sup>

### Who is served by Health System Enhancement?

Health system enhancement serves adult providers to the benefit of all students who utilize SBHC services. Professional development is designed to respond to provider needs based on the students they serve. PHSKC collects data on the services students receive and aligns to student academic indicator data to support providers' understanding of students' holistic needs.



**What are the provider criteria for Health System Enhancement?**

Provider criteria for health system enhancement may include the following:

- Expertise in public health program evaluation and/or School Based Health Centers
- Prior experience articulating the strengths and barriers to providing equitable, high quality care through quantitative and qualitative measures
- Expertise serving children and adolescents in psychiatric medicine
- Specific experience with SBHC delivery model
- Expertise in their topic(s) presented; Experience serving youth populations
- Knowledge and expertise in data management, epidemiology, and health communication practices

**What are the key elements of Health System Enhancement?**

- Professional development and ongoing support of medical and mental health providers in the use of evidence-based practice in schools
- Development and implementation of key standards of practice for school-based health care delivery
- Implementation and ongoing management of a web-based mental health monitoring and feedback system to track goal attainment
- Outcome data to support ongoing evaluation and commitment to continuous quality improvement

**How will Health System Enhancement investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer health system enhancements, inclusive of monitoring and achievement of contract goals and performance targets, beginning in SY 2019-20. PHSKC Program Managers work closely with the evaluator, clinical providers, and consultants to support and advise on key aspects of SBHC planning and implementation. PHSKC will collaborate with partners to define the annual program evaluation and clinical consultation plan. PHSKC will collaborate with DEEL for data management and organize professional development opportunities in collaboration with partners as needed. This contract will be reauthorized annually conditioned upon achievement of contract outcomes.

Evaluation

K-12 School Health evaluation activities will track progress toward outcomes throughout the life of the FEPP Levy, SY 2019-20 through SY 2025-26, as detailed herein (Table 24).

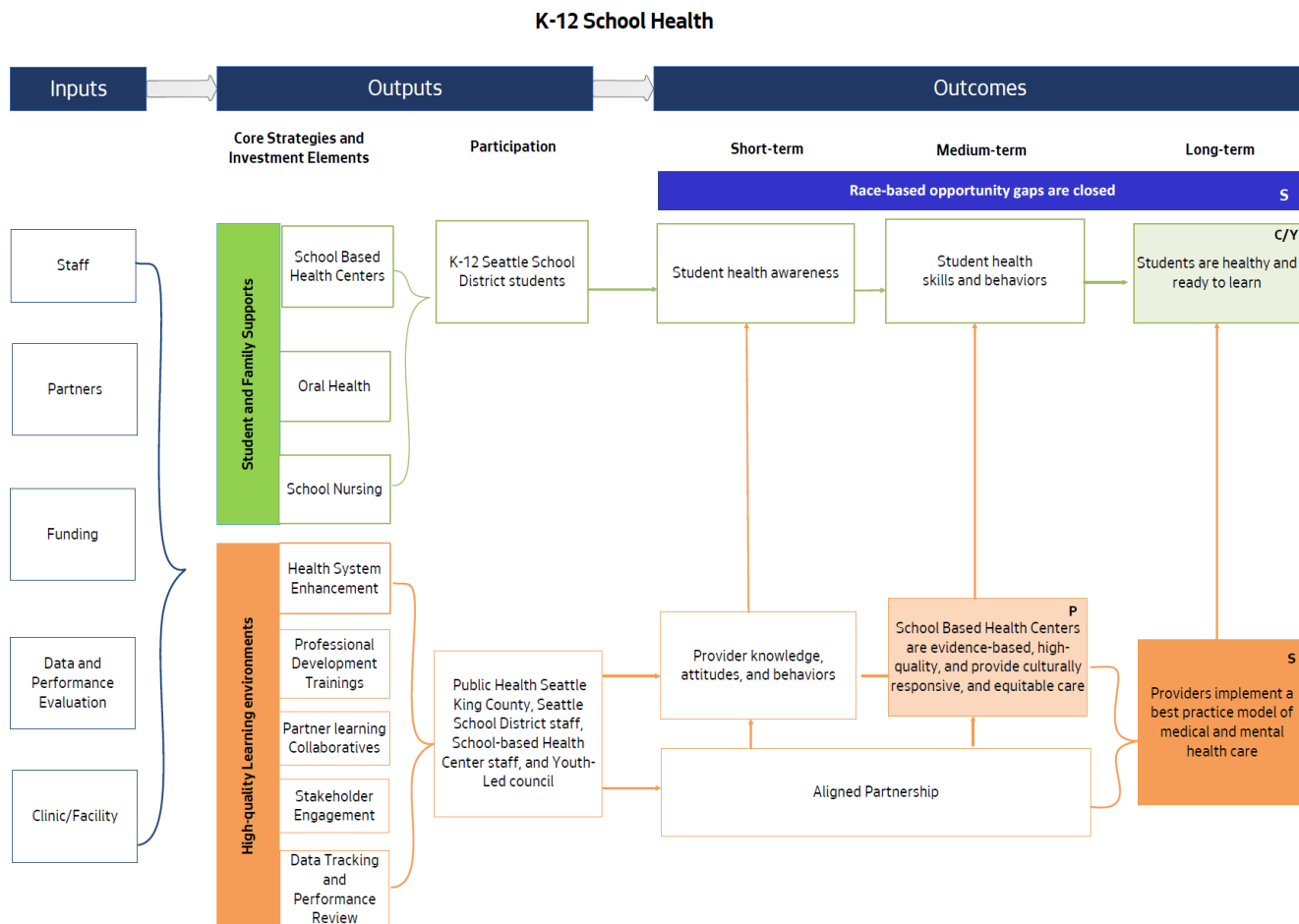
Table 24. K-12 School Health Goal and Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Seattle students have access to and utilize physical and mental health services that support learning.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students are healthy and ready to learn <sup>C/Y</sup></li> <li>• School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care <sup>P</sup></li> <li>• Providers implement a best practice model of medical and mental health care <sup>S</sup></li> <li>• Race-based opportunity gaps are closed <sup>S</sup></li> </ul>

*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

FEPP evaluation activities will assess outputs, short-, medium-, and long-term outcomes, and monitor progress toward the K-12 School Health goal that Seattle students have access to and utilize physical and mental health services that support learning (Figure 7). K-12 School Health investments apply the FEPP core strategies of

*Student and Family Supports* (SBHCs, oral health, and school nursing) and *High-Quality Learning Environments* (health system enhancements such as professional development trainings, partner learning collaboratives, stakeholder engagement, data tracking, and performance review). Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 7. K-12 School Health Logic Model**



*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

DEEL will evaluate the K-12 School Health investment area, consistent with funding and staffing available to execute a rigorous design (Table 25). K-12 School Health outputs and outcomes will be evaluated annually to monitor and assess performance. Process evaluations will be conducted after strategies have been implemented for a few years (i.e., Years 2-3) to inform strategy implementation approaches (outputs) and short-term outcomes to monitor progress and make mid-course corrections when needed. Outcome evaluations will focus on the medium- and long-term outcomes to determine the return on invest based on the results and show overall impact beginning in Year 6. Process and outcome evaluations may focus on one or more strategy within the broader K-12 School Health investment area depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 25. K-12 School Health Evaluation Timeline									
Evaluation Tier		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Responsible Entity
		SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation*</b>	Design		**						DEEL, PHSKC, and External Evaluators
	Execution			**					
	Report			**					
<b>Outcome and Impact*</b>	Design					***			DEEL, PHSKC, and External Evaluators
	Execution						***		
	Report						***		

\*Timelines subject to change

\*\*Denotes planned process and outcome evaluation to be conducted by DEEL’s Performance and Evaluation Unit if additional evaluation funding is secured

\*\*\*Denotes proposed process and outcome evaluations to be conducted by external evaluators if additional evaluation funding is secured

## Seattle Promise

### Introduction

King County faces a skills gap that prevents local students from accessing local jobs. An estimated 70% of all jobs in Washington State will require some post-secondary education by 2020<sup>81</sup>; however, only 74% of Seattle School District graduates go on to post-secondary institutions, and only 31% of Washington’s high school students go on to attain a post-secondary credential by the age of twenty-six.

A report published by Seattle School District found that for the class of 2015, “historically underserved students of color (Black, Hispanic, Native American, and Pacific Islander) attend college at a rate of 17 percentage points lower than White, Asian, and Multiracial students.” Historically underserved students who do attend college are more likely to enroll in a two-year institution and require remedial coursework. Further, persistence rates for this same graduating class show disproportionate impacts between many students of color and their peers who attend two-year institutions.

To ensure that Seattle students have the education and resources to tap into the local job market, Mayor Jenny Durkan called for the development of Seattle Promise such that all Seattle public school students may access and complete post-secondary education.

The intent of the program is to reduce and/or remove financial barriers that keep some public high school graduates from earning a credential, certificate, degree, or transfer to 4-year institution. Seattle Promise builds upon the success of the 13<sup>th</sup> Year Scholarship Program, established at South Seattle College in 2008 and expanded to all Seattle Colleges in 2017—North Seattle College, Seattle Central College, and South Seattle College.

### Strategies

As described in Ordinance 125604, Section 6, “Major program elements are intended to increase student access to post-secondary and job training opportunities and may include: post-secondary success coaches, readiness academies, the equivalent of two years of financial support for tuition, and non-tuition financial support.” The Seattle Promise investment area funds three strategies:

1. **Tuition:** Seattle Promise students that meet all program requirements are eligible to receive up to 90 attempted college credits or two-years of attendance, whichever comes first, at the Seattle Colleges towards a student’s initial credential, certificate, degree, or transfer to a 4-year institution.
2. **Equity Scholarship:** Additional financial support to Seattle Promise students with a zero Expected Family Contribution (EFC), to assist with non-tuition related expenses such as books, fees, child care, food, housing, transportation, etc.

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### Seattle Promise

#### Goal:

Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential or degree.

#### Outcomes:

1. Seattle Promise students complete a certificate, credential, degree or transfer
  2. Seattle Promise delivers high-quality services and clear pathways to success
  3. Race-based opportunity gaps are closed
-

- College Preparation and Persistence Support:** Provides students with college and career readiness supports beginning in 11<sup>th</sup> grade and continuing through their 14<sup>th</sup> year, in three stages: (1) college ready and college transition; (2) persistence; (3) completion.

### Spending Plan

The Seattle Promise investment area represents 6%, or \$40.7 million, of the FEPP Levy. Seattle Promise investments are allocated across the three program strategies (93%) and administration (7%). The largest budget allocation within Seattle Promise is for College Preparation and Persistence Support (\$18.12M, 45%), followed by Tuition (\$15.96M, 39%), and Equity Scholarship (\$3.63M, 9%).

Strategy	Total	Percent
Tuition	\$15,959,801	39%
Equity Scholarship	\$3,634,618	9%
College Preparation and Persistence Support	\$18,115,889	45%
DEEL Administration	\$2,972,171	7%
<b>Total Seattle Promise</b>	<b>\$40,682,480</b>	<b>100%</b>

### Program costs by major cost category

Seattle Promise budget estimates are based on projections of high school enrollment over the life of the FEPP Levy as well as graduation and college matriculation trends (Table 27).

Student Participation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	SY	SY	SY	SY	SY	SY	SY
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>12<sup>th</sup> Grade Students*</b>	1,360	1,360	1,360	1,360	1,360	1,360	1,360
<b>13<sup>th</sup> Year Students**</b>	261	544	544	544	544	544	544
<b>14<sup>th</sup> Year Students***</b>	129	157	326	326	326	326	326
<b>Total 13<sup>th</sup> and 14<sup>th</sup> Year Students</b>	<b>390</b>	<b>701</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>

\*The 12<sup>th</sup> Grade Student estimate was modelled using an average of 50% (or 80 students per school) of graduating seniors from 17 Seattle School District high schools

\*\*The matriculation rate from 12<sup>th</sup> grade to 13<sup>th</sup> year at Seattle Colleges is assumed to be 40%

\*\*\*The persistence rate from 13<sup>th</sup> to 14<sup>th</sup> year is assumed to be 60%. The cost model assumes full implementation for 13<sup>th</sup> year students in SY 2020-21, the 1<sup>st</sup> year of FEPP Levy investment, and full implementation for 14<sup>th</sup> year students in SY 2021-22.

Seattle Promise tuition is intended to be a last-dollar scholarship; a last-dollar scholarship means that the Seattle Promise scholarship will cover all tuition costs after Federal and State supports, and individual student scholarships are applied. The tuition budget assumes \$2,500 per Seattle Promise student, which is the net average amount (after other funding is utilized) of anticipated unmet need per year. The equity scholarship assumes \$1,500 per eligible Seattle Promise student, per year.

The FEPP Levy funds two types of positions at the Seattle Colleges through the College Preparation and Persistence Support strategy: (1) Student Success Specialist to provide services to 11<sup>th</sup> and 12<sup>th</sup> graders and (2) Seattle College Support Staff (i.e. advisors) to provide services to 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students. The College Preparation and Persistence Support budget assumes approximately 1.0 FTE Student Success Specialist for up to 300 high school seniors and approximately 1.0 FTE College Support Staff for up to one-hundred 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students. The College Preparation and Persistence Support budget also provides for instructional support, speakers, transportation, supplies, and equipment related to Readiness Academy activities as well as the administration costs to Seattle Colleges such as general overhead fees for facilities, IT, accounting, etc. Readiness Academy is a suite of activities associated with preparing Seattle youth for Seattle Promise and post-secondary opportunities (see Seattle Promise- Strategy #3 for more information).

The DEEL Administration line includes a portion of DEEL's central administrative labor and non-labor costs, including City central costs such as facilities and IT, and is capped at 7% across the Levy.

As stated in Resolution 31821, "Seattle Colleges has committed to work with private donors to contribute \$3.1 million over the life of the levy, resulting in a total combined investment of \$43.8 million for the Seattle Promise program." DEEL will continue to monitor potential local, regional, state, and federal funding sources for Seattle Promise, and ensure that FEPP Levy investments in the Seattle Promise are "supplemental and complementary to existing public funding structures and services... [and] never used to supplant state-mandated services" (Principle 4).<sup>82</sup>

#### Alignment with RSJI

The Seattle Promise is a universal access program with targeted equity strategies designed for historically underserved students. The equity strategy within Seattle Promise is to provide non-tuition financial supports, called an equity scholarship, for students with the highest financial need. Equity scholarships are aimed at reducing financial barriers to college completion such as cost of books, fees, childcare, transportation, and housing.

Further, the Seattle Promise investment, specifically the College Preparation and Persistence Support strategy, is complemented by K-12 School and Community-Based investments. More specifically, while Seattle Promise support for 11<sup>th</sup> and 12<sup>th</sup> grade high school students is distributed equally across public high schools, K-12 school-based investments are prioritized to serve up to five public high schools with high concentrations of students not yet meeting grade level learning standards, African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students, and/or designated as Title 1, thereby providing additional layered support for the students who need it the most.

During the first two years of the FEPP Levy, DEEL will perform a Racial Equity Toolkit (RET) analysis related to the Seattle Promise investment area, with specific focus on program elements that could have inequitable outcomes for Seattle Youth. This analysis will include, at a minimum, an evaluation of:

- Program expansion to serve Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis;
- Impact of Satisfactory Academic Progress requirements.

DEEL will seek the recommendation of the LOC regarding any proposed policy changes resulting from the RET analysis before presenting those proposed policy changes to the City Council for its consideration.

## Alignment with City Resources

While the Seattle Promise investment is largely a new line of business for DEEL and the City, the program is building off initial success and past efforts to provide the resources and supports necessary to pursue post-secondary education. The Seattle Promise expands earlier City investments in the 13<sup>th</sup> Year Promise Scholarship Program funded by General Fund and revenues from the City's Sweetened Beverage Tax.

### Strategy #1: Tuition

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Tuition?

Seattle Promise tuition is a last-dollar scholarship, meaning that the Seattle Promise scholarship will cover all tuition costs after Federal and State supports and individual student scholarships are applied. The Seattle Promise scholarship will cover up to 90 attempted credits or two-years of enrollment, whichever comes first, at the Seattle Colleges towards a student's initial credential, certificate, degree, or transfer to a 4-year institution. The tuition assistance can be used towards remedial courses that are eligible for financial aid assistance<sup>83</sup>. Tuition assistance is applied only while the student is enrolled with the Seattle Colleges and does not follow students if they transfer out of Seattle Colleges. Students must enroll full-time (i.e., minimum of 12 credits per quarter) in Fall, Winter, and Spring quarters. Students will be supported during Summer quarter if they choose to attend, however this is optional for Seattle Promise students. Students may request an exception to the full-time enrollment requirement on a quarter-by-quarter basis under limited circumstances, such as demonstrating a substantial hardship or being unable to enroll full-time due to course offerings. Seattle Promise tuition does not cover fees due to the wide range of possible costs associated with specific programs. Seattle Promise tuition cannot be used outside of the Seattle Colleges. The student is responsible for payment of tuition costs beyond 90 credits.

Given the structure of Seattle Promise tuition as a last-dollar scholarship, low-income college applicants are likely to receive tuition assistance through State and Federal programs and not Seattle Promise tuition supports. However, the last-dollar approach allows for Levy dollars to serve more Seattle students than would be possible if applied before State and Federal assistance. Research on Promise programs nationally shows that the simpler the enrollment process, the higher the Promise program application rates. Universal-access Promise programs have been shown to increase college-going culture population-wide and increase post-secondary enrollment among students of color.

#### Why is Tuition important?

With the high cost of college and living expenses many students and families are not able to afford to attend college. Inability to pay post-secondary tuition has proven to be a key factor where students do not access and/or complete a post-secondary education. Seattle Promise aims to remove this barrier for Seattle students.

#### Who is served by Tuition?

All graduates of Seattle public high schools, including Seattle School District and charter schools, who meet eligibility milestones from 12<sup>th</sup> grade through their 14<sup>th</sup> year, will be eligible for tuition support (Figure 8).

In the event that demand for Seattle Promise tuition supports exceed supply, tuition funds will be prioritized for low-income, first-generation (i.e. students who are first in their family to attend college), and/or African

American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. In collaboration with Seattle Colleges, DEEL will collect and analyze Promise Student enrollment, persistence, and completion trends to better understand how FEPP-funds are being utilized. DEEL and the Colleges will use this analysis to inform the further refinement of a student prioritization mechanism that responds to Seattle student and family needs, and promotes equitable access to post-secondary opportunity.

**What are the provider criteria for Tuition?**

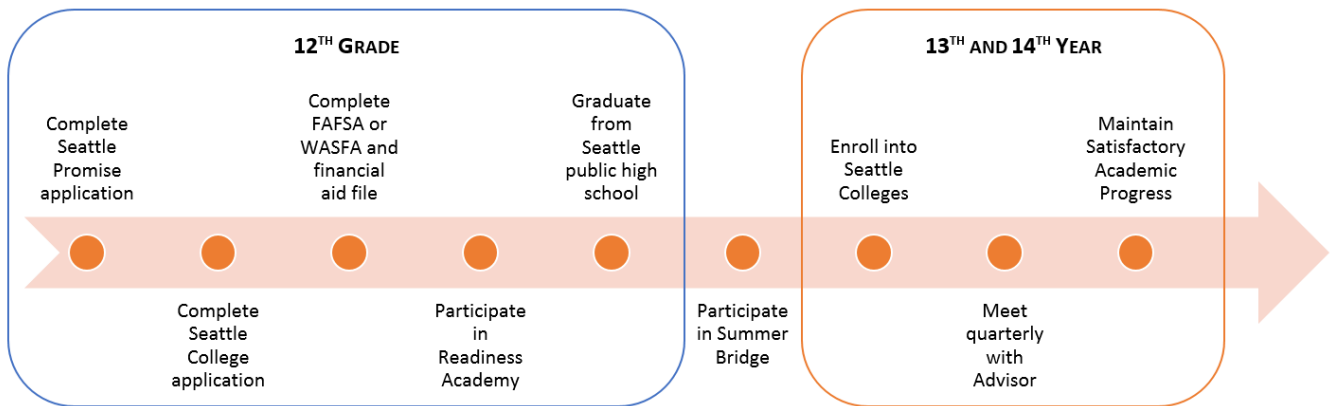
DEEL will contract with the Seattle Colleges to administer the tuition investment subject to mutual agreement. For the past 10 years, South Seattle College has administered the 13<sup>th</sup> Year Promise Scholarship Program; this program informed many program elements within the Seattle Promise. Seattle Promise tuition scholarships will be calculated by the Seattle Colleges financial aid office based on completed application and federal/state financial aid supports.

**What are the key elements of Tuition?**

Seattle Promise students must meet the following eligibility milestones from 12<sup>th</sup> grade through their 14<sup>th</sup> year, in order to become and remain a Seattle Promise student (Figure 8):

1. Complete a Seattle Promise application during 12<sup>th</sup> grade
2. Complete a Seattle College application during 12<sup>th</sup> grade
3. Complete FAFSA or WASFA and financial aid file
4. Participate in Seattle Colleges Readiness Academy activities during 12<sup>th</sup> grade
5. Graduate from a Seattle public high school, including Seattle School District and charter schools
6. Participate in Seattle College Summer Bridge Program
7. Enroll into one of the Seattle Colleges
8. Meet with Seattle College Advisor quarterly<sup>11</sup>
9. Maintain Satisfactory Academic Progress (SAP) as determined by the Seattle College campus that the student attends<sup>84 85 86 87</sup>

**Figure 8. Eligibility Criteria for Seattle Promise Students**



**How will Tuition investments be managed and phased in?**

<sup>11</sup> Does not include summer quarter, as summer enrollment is not a requirement for program eligibility. However, Seattle Promise services will be available during the summer if requested.



Through direct award, DEEL will negotiate a performance-based contract with Seattle Colleges to administer tuition investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

The financial aid departments for each of the Seattle College campuses will manage the tuition supports for the Seattle Promise students on their campus. The tuition supports will be administered through the student’s financial aid award.

**In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):**

- Public school graduates of Seattle School District and Seattle Promise students will be eligible for tuition if their District/school has a current, effective Partnership Agreement with the City.
- DEEL commits to completing a Racial Equity Toolkit (RET) in accordance with the City’s RSJI.

**In Years 3 (SY 2021-22) through 7 (SY 2025-26) of FEPP:**

- As a result of the RET, DEEL will develop a series of recommendations to expand access to Seattle Promise for Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis.
- DEEL will seek the recommendation of the LOC to prepare recommendations for the City Council’s consideration of new eligibility criteria.

Strategy #2: Equity Scholarship

Access to Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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**What is Equity Scholarship?**

Equity scholarship is an investment for Seattle Promise students who face financial barriers to post-secondary education. Equity scholarship dollars are intended to fund non-tuition related expenses such as books, fees, child care, food, housing, transportation, etc.

**Why is Equity Scholarship important?**

Many Promise programs nationally have found the need for financial supports that go beyond tuition. College students face several financial barriers that keep them from completing their post-secondary education. Expenses such as books, transportation, and living costs can be up to 80% of the cost associated with attending college.<sup>88</sup> The 13<sup>th</sup> Year Promise Scholarship Program administered by South Seattle College did not historically include an equity scholarship. City investments through SBT and FEPP Levy have made this new program element possible.

**Who is served by Equity Scholarship?**

In addition to the eligibility criteria detailed in Figure 8, Seattle Promise students must have zero Expected Family Contribution (EFC) as determined by their financial aid award to be eligible for the equity scholarship. Zero EFC indicates that the student has high financial need. While students with high financial need will receive support from federal financial aid and possible state need grants to pay for tuition, students with zero EFC often experience additional non-tuition, financial barriers to college completion (e.g. books, fees, child care, food, housing, transportation). EFC is an index number that college financial aid departments use to determine how

much financial aid the scholar would receive. The information reported on FAFSA or WAFSA forms is used to calculate the EFC.<sup>89</sup>

**What are the provider criteria for Equity Scholarship?**

DEEL will contract with the Seattle Colleges to administer the equity scholarship subject to mutual agreement. For the past 10 years, South Seattle College has administered the 13<sup>th</sup> Year Promise Scholarship Program; this program informed many program elements within the Seattle Promise.

**What are the key elements of Equity Scholarship?**

Students must maintain program eligibility and show financial need (i.e., zero EFC) in order to access and continue to receive equity scholarship supports.

**How will Equity Scholarship investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with Seattle Colleges to administer equity scholarship investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

The financial aid departments for each of the Seattle College campuses will manage the equity scholarship for the Seattle Promise students on their campus. Equity scholarships will be administered through Seattle Promise students’ quarterly financial aid file beginning in the Fall quarter of their 13<sup>th</sup> year. Students can use equity scholarship funds for specified school-related expenses such as books, fees, child care, food, housing, and/or transportation.

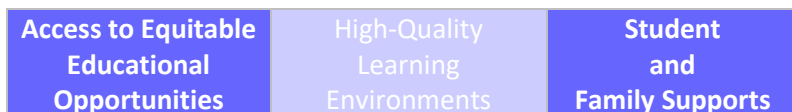
**In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):**

- Public school graduates of Seattle School District and Seattle Promise students will be eligible for the equity scholarship if their District/school has a current, effective Partnership Agreement with the City.
- DEEL commits to completing a Racial Equity Toolkit (RET) in accordance with the City’s RSJI.

**In Years 3 (SY 2021-22) through 7 (SY 2025-26) of FEPP:**

- As a result of the RET, DEEL will develop a series of recommendations to expand access to Seattle Promise for Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis.
- DEEL will seek the recommendation of the LOC to prepare recommendations for the City Council’s consideration of new eligibility criteria.

Strategy #3: College Preparation and Persistence Support



**What is College Preparation and Persistence Support?**

College preparation and persistence support is a suite of services provided to 11<sup>th</sup> and 12<sup>th</sup> grade high school students and 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students. This investment reaches Seattle youth at each stage of their college-going experience, starting in the 11<sup>th</sup> and 12<sup>th</sup> grades, into the summer after they graduate, and

throughout their college experience. College preparation and persistence support investments aim to prepare Seattle youth to access college, persist through college, and complete a certificate, credential, degree, or transfer to a four-year institution.

### **Why is College Preparation and Persistence Support important?**

A lesson learned from early implementation of the 13<sup>th</sup> Year Promise Scholarship Program at South Seattle College, was that offering just tuition to students was not enough as many students did not continue with their educational pursuits. Nationally, Promise programs that only offer tuition or financial supports do not have strong student completion results. Providing wraparound services has proven to be a necessary component in helping students complete college.

### **Who is served by College Preparation and Persistence Support?**

11<sup>th</sup> and 12<sup>th</sup> grade students at eligible public high schools, including Seattle School District and charter schools, and all 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students will be provided college preparation and persistence support. 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students will be required to participate in persistence and completion activities in order to maintain eligibility for the Seattle Promise tuition and/or equity scholarship awards.

### **What are the provider criteria for College Preparation and Persistence Support?**

DEEL will contract with the Seattle Colleges to administer college preparation and persistence support subject to mutual agreement. Seattle Colleges staff, specifically Student Success Specialists and College Support Staff, will be primarily responsible for delivering support services.

Student Success Specialists will complete deliverables such as, but not limited to the following, for public school 11<sup>th</sup> and 12<sup>th</sup> graders:

- Conduct outreach
- Conduct Readiness Academy programming
- Collaborate and align efforts with college and career readiness CBOs and high school counselors
- Support students with Seattle Promise application and enrollment, in group and individual settings
- Support completion of FAFSA or WASFA
- Lead Seattle College campus visits and tours, and connect students with campus leadership, resources, and support staff
- Deliver Summer Bridge program and college transition support for matriculating Seattle Promise students
- Support students with navigating assessment and placement options to encourage college-level course placement

College Support Staff will complete deliverables such as, but not limited to the following, for Seattle Promise students during their 13<sup>th</sup> and 14<sup>th</sup> Years:

- Meet with students quarterly
- Maintain maximum ratio of up to 100 Seattle Promise students per 1 Support Staff
- Support students to complete annual financial aid files
- Provide program and course registration guidance
- Support students with academic and non-academic needs
- Refer and connect students to proper campus supports
- Refer and connect students to assistance programs and resources for which they may be eligible to support life beyond college

### **What are the key elements of College Preparation and Persistence Support?**

Seattle Promise college preparation and persistence supports are administered in three stages: (1) college ready and college transition, (2) persistence, and (3) completion. Supports are provided in one-on-one and group settings to allow for individualized supports.

1. **College Ready and College Transition:** This stage provides outreach and supports to prospective Seattle Promise students and families to share information needed for Seattle Promise participation and promote opportunities available at Seattle Colleges. Activities include workshops and support services to prepare Seattle Promise students for their 13<sup>th</sup> year, fall quarter enrollment and matriculation to the Seattle Colleges and occur at high schools and on Seattle Colleges campuses.
  - Outreach: Student Success Specialists will provide outreach to 11<sup>th</sup> and 12<sup>th</sup> graders beginning in the spring of their junior year, as an opportunity to inform students and families about the Seattle Promise program well in advance of required eligibility activities. Outreach to 12<sup>th</sup> graders will be designed to inform students and families of the steps and requirements needed to meet and maintain Seattle Promise eligibility.
  - College Selection: The Seattle Promise is portable among Seattle College campuses and programs only, meaning that students can take classes at any Seattle College campus, regardless of where the high school they graduated from is located.<sup>12</sup> Students may attend any of the three Seattle Colleges. The Success Specialist will work with students and families at public high schools to discuss their options, identify the Seattle Colleges campus that best fits their academic and career goals, and complete and submit the application for their desired school. Students must complete a Seattle College application to attend the school.
  - Readiness Academy: Readiness Academy is a suite of activities associated with preparing Seattle youth for Seattle Promise and post-secondary opportunities. Through Readiness Academy, 12<sup>th</sup> grade students will receive group and individualized supports. Supports will come in the form of workshops, one-on-one assistance, academic placement, and Seattle Colleges campus visits. The workshops and one-on-one supports will consist of, but not be limited to, financial aid filing completion assistance, Seattle Promise and Seattle Colleges application assistance, career awareness, and placement support. Readiness Academy provides students with tools to be successful on campus as well as builds cohorts of future 13<sup>th</sup> and 14<sup>th</sup> Year Promise students to support each other once in college.
  - Application Assistance: Success Specialists will assist students and families with completion of the Seattle Promise application beginning in the fall of senior year.
  - Financial Aid File: Students must complete their financial aid file, including their FAFSA or WASFA, by the deadline determined by the Seattle Colleges. Seattle Promise leverages Federal and State tuition assistance to maximize support for all students. The Success Specialist will communicate deadlines to students and families at participating public high schools as well as provide support to assist with completion.
  - Participate in Summer Bridge: The summer bridge program connects students to the Seattle College campus they enrolled in. Summer Bridge will take place during the summer between high school graduation and the start of their 13<sup>th</sup> Year fall quarter. Upon high school graduation, the success specialist will contact matriculating Seattle Promise students to inform students and families of Summer Bridge program details. Seattle Promise students must participate in the Summer Bridge program to maintain Seattle Promise tuition and equity scholarship eligibility.

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<sup>12</sup> Portability will begin for the graduating class of 2020, effective for SY 2020-21 Seattle Colleges enrollment.

Summer Bridge is crucial to connecting students to Seattle Colleges campuses and to their cohort of Seattle Promise students. Each Seattle Colleges campus will host a Summer Bridge program.

2. **Persistence:** The Seattle Promise supports students through a cohort model of academic, advising, and financial supports.
  - Cohort: Seattle Promise is designed in a cohort model. Seattle Promise students will enroll in their 13<sup>th</sup> Year fall quarter after graduating from a public high school, including Seattle School District and charter schools, and having met eligibility requirements. Cohort models for higher education have proven to be successful in supporting students through program completion and building a sense of peer support, family, and belonging.<sup>90</sup>
  - Academic Standing: Seattle Promise students must meet the Satisfactory Academic Progress<sup>91</sup> (SAP) as defined by the Seattle Colleges campus where they are enrolled. SAP includes enrolling in a minimum number of credits, maintaining a minimum GPA, and completing the degree within the maximum timeframe.
  - Advising: Seattle Promise students will meet with a Seattle College advisor at least quarterly to identify any academic, career, or personal issues that may impact persistence toward post-secondary completion and develop solutions for. Seattle College advisors will have a smaller case load than traditional advisors at the Seattle Colleges. Advisors will support up to 100 students per advisor; this will allow for a high quality of support.
  - On-campus Supports: Seattle Promise students will have access to transfer and career preparation supports as well as academic supports such as course planning and tutoring services.
  - Financial Aid File: Students must submit required documentation to confirm financial aid status. This documentation will include the FAFSA or WASFA, as well as financial aid documents required by the college of attendance.
  - Equity Scholarship: Promise students with a zero EFC will be eligible to receive supplemental funding supports for non-tuition related expenses.
  
3. **Completion:** While enrolled at Seattle Colleges, Seattle Promise students will have access to non-FEPP-funded supports to promote preparation for life beyond college, including referrals to assistance programs for which they may be eligible, such as: child care assistance, affordable housing resources, food services, refugee and immigrant resources, legal assistance, transportation programs, and utility discount programs offered by the City, State, or other agencies. DEEL will work with Seattle Colleges to develop and maintain a comprehensive list of assistance programs for College Support Staff to make available to students. Students will be supported with career and financial literacy guidance. Students who are transferring to a 4-year institution will be assisted with transition needs.

#### **How will College Preparation and Persistence Support investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with Seattle Colleges to administer college preparation and persistence support investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

College preparation and persistence support will be administered by Seattle Colleges staff including, but not limited to, Student Success Specialists and College Support Staff. Seattle Colleges staff will partner with public high schools and local college and career readiness CBOs to coordinate services.

**In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):**

- Public school graduates of Seattle School District and Seattle Promise students will be eligible for college preparation and persistence support if their District/school has a current, effective Partnership Agreement with the City.
- DEEL commits to completing a Racial Equity Toolkit (RET) in accordance with the City’s RSJI.

**In Years 3 (SY 2021-22) through 7 (SY 2025-26) of FEPP:**

- As a result of the RET, DEEL will develop a series of recommendations to expand access to Seattle Promise for Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis.
- DEEL will seek the recommendation of the LOC to prepare recommendations for the City Council’s consideration of new eligibility criteria.

Evaluation

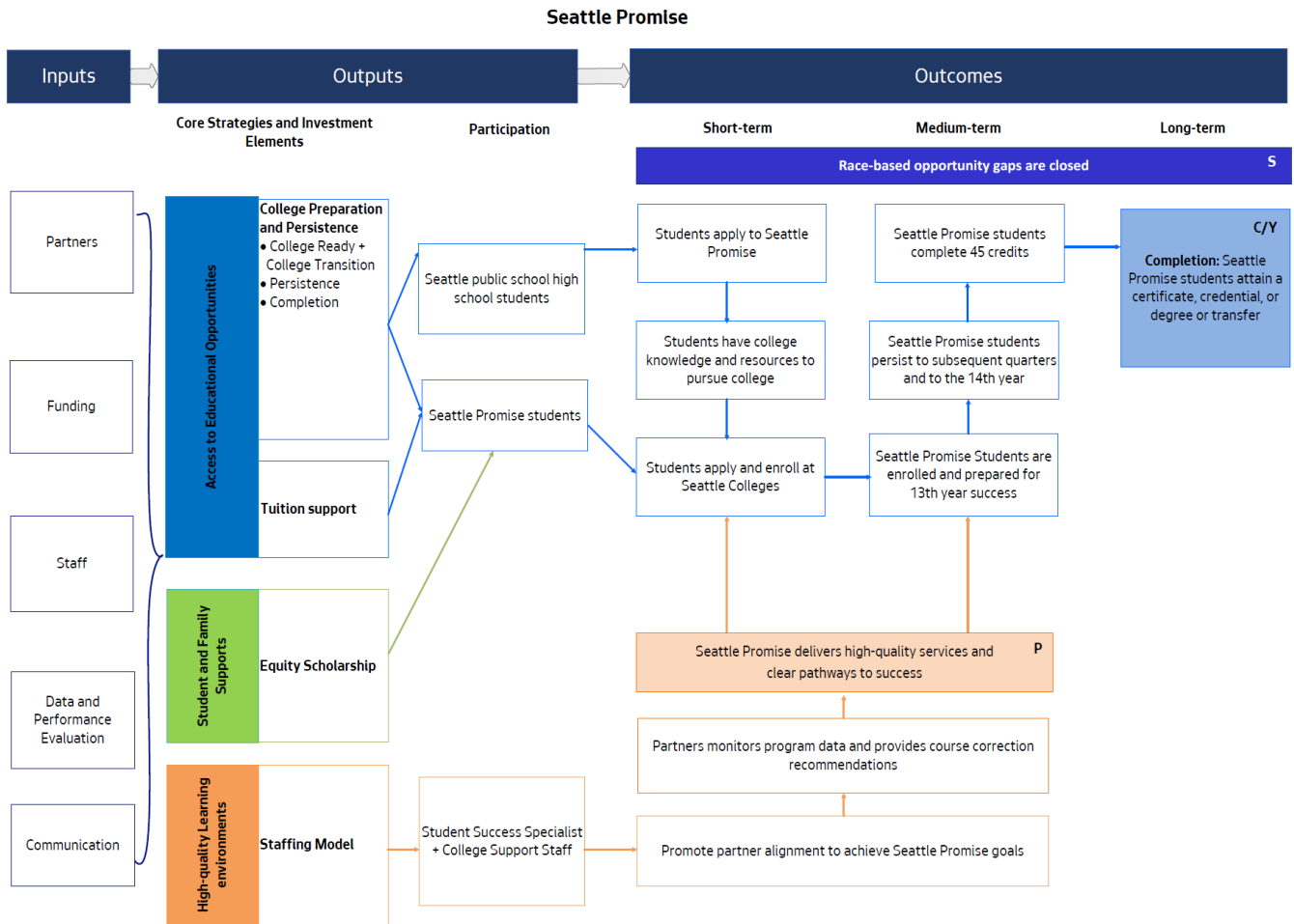
Seattle Promise evaluation activities will track progress toward outcomes (Table 28). Evaluation for Seattle Promise strategies (i.e. tuition support, equity scholarship, college preparation and persistence activities) will follow the approach detailed herein for the life of the FEPP Levy (SY 2019-20 through SY 2025-26).

Table 28. Seattle Promise Goal and Long-Term Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.</li> </ul>
<b>Long-Term Outcomes</b>	<ul style="list-style-type: none"> <li>• Seattle Promise students complete a certificate, credential, degree or transfer <sup>C/Y</sup></li> <li>• Seattle Promise delivers high-quality services and clear pathways to success <sup>P</sup></li> <li>• Race-based opportunity gaps are closed <sup>S</sup></li> </ul>

*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

FEPP evaluation activities will assess outputs, short-, medium-, and long-term outcomes, and monitor progress toward the Seattle Promise goal that Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree (Figure 9). Seattle Promise investments apply the FEPP core strategies of *Access to Educational Opportunities* (outreach, onboarding, and advising), *Student and Family Supports* (equity scholarship) and *High-Quality Learning Environments* (staffing model). Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 9. Seattle Promise Logic Model**



*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact.*

DEEL, Seattle Colleges, and external evaluators will evaluate Seattle Promise consistent with funding and staffing available (Table 29). Seattle Promise outputs and outcomes will be evaluated annually to monitor and assess performance. Short- and medium-term outcomes will be evaluated utilizing process and outcome evaluations after strategies have been implemented for a few years (i.e., Years 2-3). Medium-term outcomes will be assessed beginning in Year 3. Long-term outcomes will be assessed with an impact evaluation approach beginning in Year 6. Process and outcome evaluations may focus on one or more strategy within the broader Seattle Promise program depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 29. Seattle Promise Evaluation Timeline*									
Evaluation Tier		Year 1 SY 2019- 20	Year 2 SY 2020- 21	Year 3 SY 2021- 22	Year 4 SY 2022- 23	Year 5 SY 2023- 24	Year 6 SY 2024- 25	Year 7 SY 2025- 26	Responsible Entity
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation</b>	Design	**		***					DEEL and/or External Evaluators
	Execution		**		***				
	Report		**		***				
<b>Outcome and Impact</b>	Design				**		***		DEEL and/or External Evaluators
	Execution					**		***	
	Report					**		***	

\*Timelines subject to change.

\*\*Denotes planned process and outcome evaluation to be conducted by DEEL's Performance and Evaluation Unit if additional evaluation funding is secured.

\*\*\*Denotes proposed process and outcome evaluations to be conducted by external evaluators if additional evaluation funding is secured.



## V. Appendix

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V.I FEPP 7-Year Spending Plan

Investment Area	Year 1 SY 2019-20	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26	Total
<b>Preschool and Early Learning</b>								
Preschool Services & Tuition Subsidies	\$16,294,202	\$17,743,852	\$19,238,233	\$20,813,132	\$22,456,735	\$24,161,412	\$25,930,147	\$146,637,714
Quality Teaching	\$6,730,797	\$7,367,928	\$7,891,679	\$8,565,456	\$9,273,019	\$9,805,355	\$10,577,845	\$60,212,079
Comprehensive Support	\$7,910,369	\$8,601,617	\$9,203,129	\$9,942,740	\$10,721,751	\$11,564,683	\$12,255,691	\$70,199,979
Organizational & Facilities Development	\$2,936,649	\$2,591,549	\$2,330,112	\$2,136,215	\$1,944,977	\$1,776,437	\$1,659,468	\$15,375,406
SPP Child Care Subsidies	\$1,096,200	\$1,186,028	\$1,279,712	\$1,377,375	\$1,479,139	\$1,585,126	\$1,695,456	\$9,699,036
Homeless Child Care Program	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$2,800,000
Family Child Care Mentorship & Quality Supports	\$571,429	\$571,429	\$571,429	\$571,429	\$571,429	\$571,429	\$571,429	\$4,000,000
Evaluation	\$1,369,760	\$1,046,014	\$1,086,003	\$1,127,350	\$1,169,964	\$1,213,744	\$1,258,811	\$8,271,646
Administration	\$3,262,594	\$3,196,795	\$3,333,574	\$3,476,268	\$3,625,138	\$3,780,454	\$3,942,498	\$24,617,321
<b>Total Preschool</b>	<b>\$40,572,000</b>	<b>\$42,705,211</b>	<b>\$45,333,871</b>	<b>\$48,409,965</b>	<b>\$51,642,152</b>	<b>\$54,858,638</b>	<b>\$58,291,345</b>	<b>\$341,813,182</b>
<b>K-12 School and Community-Based</b>								
Elementary School	\$9,025,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$57,025,000
Middle School	\$6,781,059	\$3,038,100	\$3,892,565	\$3,989,880	\$4,089,625	\$4,191,865	\$4,296,660	\$30,279,754
High School	\$3,499,891	\$3,797,625	\$3,892,565	\$3,989,880	\$4,089,625	\$4,191,865	\$4,296,660	\$27,758,111
<b>Subtotal, School-Based Investments</b>	<b>\$19,305,950</b>	<b>\$14,835,725</b>	<b>\$15,785,130</b>	<b>\$15,979,760</b>	<b>\$16,179,250</b>	<b>\$16,383,730</b>	<b>\$16,593,320</b>	<b>\$115,062,865</b>
K-12 Opportunity & Access	\$0	\$1,281,250	\$1,601,563	\$2,001,953	\$2,252,197	\$2,337,781	\$2,425,331	\$11,900,074
<b>Subtotal, Opportunity &amp; Access</b>	<b>\$0</b>	<b>\$1,281,250</b>	<b>\$1,601,563</b>	<b>\$2,001,953</b>	<b>\$2,252,197</b>	<b>\$2,337,781</b>	<b>\$2,425,331</b>	<b>\$11,900,074</b>
Sports	\$227,817	\$233,512	\$239,350	\$245,334	\$251,467	\$257,754	\$264,198	\$1,719,433
Transportation	\$390,369	\$400,128	\$410,131	\$420,384	\$430,894	\$441,666	\$452,708	\$2,946,281

Family Support Services	\$1,830,000	\$1,903,200	\$1,979,328	\$2,058,501	\$2,140,841	\$2,226,475	\$2,315,534	\$14,453,879
Homelessness/Housing Support Services	\$550,000	\$563,750	\$577,844	\$592,290	\$607,097	\$622,275	\$637,831	\$4,151,087
<b>Subtotal, Wraparound Services</b>	<b>\$2,998,186</b>	<b>\$3,100,590</b>	<b>\$3,206,653</b>	<b>\$3,316,509</b>	<b>\$3,430,300</b>	<b>\$3,548,170</b>	<b>\$3,670,271</b>	<b>\$23,270,680</b>
Our Best	\$733,121	\$760,464	\$788,345	\$810,512	\$825,122	\$840,069	\$848,519	\$5,606,152
Educator Diversity	\$700,000	\$717,500	\$735,438	\$753,823	\$772,669	\$791,986	\$811,785	\$5,283,201
<b>Subtotal, Culturally Specific &amp; Responsive</b>	<b>\$1,433,121</b>	<b>\$1,477,964</b>	<b>\$1,523,783</b>	<b>\$1,564,335</b>	<b>\$1,597,791</b>	<b>\$1,632,055</b>	<b>\$1,660,304</b>	<b>\$10,889,353</b>
K-12 Policy and Program Support	\$1,968,493	\$2,094,142	\$2,176,329	\$2,259,074	\$2,347,819	\$2,437,320	\$2,530,396	\$15,813,574
Administration	\$1,473,633	\$1,443,913	\$1,505,692	\$1,570,144	\$1,637,385	\$1,707,537	\$1,780,728	\$11,119,032
<b>Total K-12 School and Community-Based</b>	<b>\$27,179,383</b>	<b>\$24,233,584</b>	<b>\$25,799,149</b>	<b>\$26,691,776</b>	<b>\$27,444,742</b>	<b>\$28,046,593</b>	<b>\$28,660,351</b>	<b>\$188,055,577</b>
<b>K-12 School Health</b>								
School Based Health Centers	\$6,919,287	\$6,869,366	\$7,075,447	\$7,287,710	\$7,506,342	\$7,731,532	\$7,963,478	\$51,353,162
School Nursing	\$1,012,874	\$1,043,260	\$1,074,558	\$1,106,795	\$1,139,998	\$1,174,198	\$1,209,424	\$7,761,107
Oral Health	\$352,546	\$363,122	\$374,016	\$385,236	\$396,793	\$408,697	\$420,958	\$2,701,368
Health Systems Enhancement	\$126,915	\$130,722	\$134,644	\$138,683	\$142,844	\$147,129	\$151,543	\$972,482
Administration	\$592,036	\$580,096	\$604,916	\$630,810	\$657,824	\$686,008	\$715,413	\$4,467,104
<b>Total K-12 Health</b>	<b>\$9,003,658</b>	<b>\$8,986,567</b>	<b>\$9,263,581</b>	<b>\$9,549,234</b>	<b>\$9,843,801</b>	<b>\$10,147,565</b>	<b>\$10,460,816</b>	<b>\$67,255,222</b>
<b>Seattle Promise</b>								
Tuition	\$1,638,113	\$2,130,234	\$2,319,386	\$2,377,371	\$2,436,805	\$2,497,725	\$2,560,168	\$15,959,801
Equity Scholarship	\$239,928	\$441,910	\$562,020	\$575,940	\$590,208	\$604,824	\$619,788	\$3,634,618
College Preparation & Persistence Support	\$1,974,534	\$2,397,238	\$2,573,388	\$2,658,113	\$2,745,789	\$2,836,485	\$2,930,342	\$18,115,889
Administration	\$393,909	\$385,965	\$402,479	\$419,707	\$437,681	\$456,433	\$475,997	\$2,972,171
<b>Total Seattle Promise</b>	<b>\$4,246,484</b>	<b>\$5,355,347</b>	<b>\$5,857,273</b>	<b>\$6,031,131</b>	<b>\$6,210,482</b>	<b>\$6,395,467</b>	<b>\$6,586,295</b>	<b>\$40,682,479</b>
<b>GRAND TOTAL</b>	<b>\$81,001,524</b>	<b>\$81,280,709</b>	<b>\$86,253,875</b>	<b>\$90,682,106</b>	<b>\$95,141,178</b>	<b>\$99,448,262</b>	<b>\$103,998,807</b>	<b>\$637,806,461</b>

V.II Resolution 31821 Policy Guide

<b>Table 30. Guide to Locate Content detailed by Council in Resolution 31821</b>		
<b>Council Priorities</b>	<b>Section</b>	<b>Page(s)</b>
Underspend	Quality Implementation and Management of Investments	22
Outcomes-based accountability	Quality Implementation and Management of Investments	22
Annual progress reports	Quality Implementation and Management of Investments	22
Child care mentorship program	Preschool and Early Learning (See: Strategy #7: Family Child Care Mentorship and Quality Supports)	50
Homeless child care program	Preschool and Early Learning (See: Strategy #6: Homeless Child Care Program)	48
Seattle Preschool Program (SPP) Expansion	Preschool and Early Learning (See: Strategy #1: Preschool Services and Tuition, How will Preschool Services and Tuition be managed and phased in?)	35
10-hour per day preschool model	Preschool and Early Learning (See: Strategy #5: SPP Child Care Subsidies, What are SPP Child Care Subsidies?)	48
Parent-Child Home Program (PCHP)	Preschool and Early Learning (See: Alignment with City Resources)	31
Child Care Assistance Program modifications (CCAP)	Preschool and Early Learning (See: Alignment with City Resources)	31
School-Based Investments	K-12 School and Community-Based (See: Spending Plan)	57
Family support programs	K-12 School and Community-Based (See: Strategy #3: Wraparound Services, Family Support Services)	72
Opportunity & Access	K-12 School and Community-Based, (See: Spending Plan)	58
Student homelessness	K-12 School and Community-Based (See: Strategy #3: Wraparound Services, Homelessness/Housing Support Services)	78
Investment in technical skill and pre-apprenticeship programs	K-12 School and Community-Based (See: What are the key elements of School-Based Investments/Opportunity & Access? <i>Expanded Learning and Academic Support</i> and <i>College and Career Readiness</i> )	65; 71
Nova High School SBHC	K-12 School Health (See: Strategy #1: School Based Health Centers, How will School Based Health Center investments be managed and phased in?)	92
Seattle Promise equity focus	Seattle Promise (See: Alignment with RSJI)	102
Partnership	Seattle Promise (See: Spending Plan)	102



## V.III Year 1 (School Year 2019-2020) FEPP Implementation

Building upon learnings from the 2011 Families and Education Levy (FEL) and 2014 Seattle Preschool (SPP) Levy, the FEPP Levy will continue successful investments to support student improvement. The FEPP Levy establishes a new post-secondary investment area (Seattle Promise), new investment strategies throughout the education continuum, and new desired outcomes for FEPP investments.

To allow existing FEL and SPP contracted partners time to align plans and resources to new FEPP strategies and outcomes, DEEL is implementing a scaffolded approach to the phase-in of new investments and new strategies. During SY 2019-20, DEEL will phase-out expiring FEL and SPP strategies, policies, and practices while simultaneously beginning new FEPP investments and policies. DEEL intends to provide continuity of SPP and FEL services to Seattle students and families.

### ***2011 Families and Education Levy Investments***

SY 2019-20 maintains the 2011 FEL investments, as defined in the 2011 FEL Implementation and Evaluation Plan (Ordinance 123834)<sup>92</sup>, and continues funding to existing contracted partners (schools, community-based organizations, and government agencies) without a competitive RFI process. SY 2019-20 FEPP-funded investments include the following 2011 FEL strategies:

- Elementary Community Based Family Support
- Elementary School Innovation sites
- Middle School Innovation sites
- Middle School Linkage sites
- High Schools Innovation sites
- Summer learning programs in early learning, elementary, middle, and high school
- School-Based Health Centers

SY 2019-20 FEPP funds will serve student populations consistent with the 2011 FEL implementation plan.

During SY 2019-20, 2011 FEL outcomes and indicators will continue. Consistent with 2011 FEL implementation policy, contracted providers and DEEL will negotiate performance measure targets to be included in each contract. DEEL will continue to track success on a regular basis through a system of data collection, data analysis, evaluation, and course corrections.

Contracted partners of the above 2011 FEL strategies are guaranteed funding for one school year—September 2019 through August 2020—only. Schools and providers will be required to participate in competitive processes as outlined in the FEPP Implementation & Evaluation Plan for FEPP Levy Year 2 (SY 2020-21) implementation and beyond.

Providers whose SY 2018-19 FEL-funded contracts will be renewed for SY 2019-20 implementation are listed in Table 31.

<b>Table 31. SY 2019-20 Contracted Partners</b>	
<b>Elementary Community Based Family Support</b>	<ol style="list-style-type: none"> <li>1. Chinese Information Services Center</li> <li>2. Refugee Women’s Alliance</li> <li>3. Seattle Indian Health Board</li> </ol>
<b>Elementary School Innovation sites</b>	<ol style="list-style-type: none"> <li>1. Bailey Gatzert</li> <li>2. Beacon Hill</li> <li>3. Concord</li> <li>4. Dearborn Park</li> <li>5. Emerson</li> <li>6. Graham Hill</li> <li>7. Highland Park</li> <li>8. John Muir</li> <li>9. John Rogers</li> <li>10. Leschi</li> <li>11. Madrona (K-5)</li> <li>12. Martin Luther King Jr.</li> <li>13. Northgate</li> <li>14. Olympic Hills</li> <li>15. Roxhill</li> <li>16. Sand Point</li> <li>17. Sanislo</li> <li>18. South Shore (K-5)</li> <li>19. Viewlands</li> <li>20. West Seattle</li> <li>21. Wing Luke</li> </ol>
<b>Middle School Innovation sites</b>	<ol style="list-style-type: none"> <li>1. Aki Kurose</li> <li>2. Denny</li> <li>3. Mercer</li> <li>4. Washington</li> </ol>
<b>Middle School Linkage sites</b>	<ol style="list-style-type: none"> <li>1. Broadview Thomson K-8</li> <li>2. Eckstein</li> <li>3. Hamilton</li> <li>4. Hazel Wolf K-8</li> <li>5. Jane Addams</li> <li>6. Madison</li> <li>7. McClure</li> <li>8. Orca K-8</li> <li>9. Pathfinder K-8</li> <li>10. Salmon Bay K-8</li> <li>11. South Shore (6-8)</li> <li>12. Whitman</li> </ol>
<b>High Schools Innovation sites</b>	<ol style="list-style-type: none"> <li>1. Cleveland STEM</li> <li>2. Franklin</li> <li>3. Ingraham</li> <li>4. Interagency Academy</li> </ol>

	5. West Seattle
<b>Summer Learning</b>	<p><i>Early Learning</i></p> <ol style="list-style-type: none"> <li>1. Launch</li> <li>2. Neighborhood House</li> <li>3. Refugee Women’s Alliance (ReWA)</li> <li>4. Sound Child Care Solutions, Refugee and Immigrant Family Center</li> </ol> <p><i>Elementary School</i></p> <ol style="list-style-type: none"> <li>1. Boys &amp; Girls Club—Olympic Hills</li> <li>2. Boys &amp; Girls Club—Broadview-Thomson K-8</li> <li>3. Catholic Community Services—Bailey Gatzert</li> <li>4. Chinese Information and Service Center</li> <li>5. Empowering Youth &amp; Families Outreach—Emerson</li> <li>6. Seattle Parks and Recreation—Northgate</li> <li>7. John Muir Elementary</li> <li>8. Beacon Hill International Schools</li> <li>9. South Shore PK-8/Graham Hill Elementary</li> <li>10. STEM Pathways Innovation Network</li> <li>11. Sylvan Learning Center</li> <li>12. Team Read—MLK Elementary</li> </ol> <p><i>Middle School</i></p> <ol style="list-style-type: none"> <li>1. Academy for Creating Excellence</li> <li>2. Boys &amp; Girls Club—Smilow Rainier Vista Club</li> <li>3. Computing Kids</li> <li>4. El Centro de la Raza</li> <li>5. eMode</li> <li>6. Empowering Youth &amp; Families Outreach</li> <li>7. Life Enrichment Group</li> <li>8. Seattle Parks and Recreation—Aki Kurose</li> <li>9. Seattle Parks and Recreation—Mercer</li> <li>10. Seattle Parks and Recreation—McClure</li> <li>11. Seattle Parks and Recreation—Washington</li> <li>12. Robert Eagle Staff</li> <li>13. Aki Kurose</li> <li>14. Denny</li> <li>15. Hamilton</li> <li>16. Woodland Park Zoo</li> </ol> <p><i>High School</i></p> <ol style="list-style-type: none"> <li>1. ReWA—Seattle World School</li> <li>2. Seattle Goodwill Industries</li> <li>3. Southwest Youth &amp; Family Services</li> <li>4. Roosevelt</li> <li>5. South Lake</li> <li>6. Ingraham</li> <li>7. Chief Sealth</li> <li>8. Cleveland</li> </ol>



	<ul style="list-style-type: none"> <li>9. Franklin</li> <li>10. West Seattle</li> <li>11. Urban League of Metropolitan Seattle</li> <li>12. WA-BLOC</li> </ul>
<p><b>School-Based Health Centers</b></p>	<p><b><i>Neighborcare Health</i></b></p> <ul style="list-style-type: none"> <li>1. Bailey Gatzert</li> <li>2. Dearborn Park</li> <li>3. Highland Park</li> <li>4. Roxhill</li> <li>5. Van Asselt</li> <li>6. West Seattle</li> <li>7. Denny International</li> <li>8. Madison</li> <li>9. Mercer</li> <li>10. Chief Sealth</li> <li>11. Roosevelt</li> <li>12. West Seattle</li> </ul> <p><b><i>Odessa Brown Children’s Clinic, a clinic of Seattle Children’s Hospital</i></b></p> <ul style="list-style-type: none"> <li>1. Beacon Hill</li> <li>2. Madrona K-8</li> <li>3. Garfield</li> </ul> <p><b><i>Kaiser Permanente</i></b></p> <ul style="list-style-type: none"> <li>1. Aki Kurose</li> <li>2. Washington</li> <li>3. Franklin</li> <li>4. Interagency Academy</li> <li>5. Nathan Hale</li> </ul> <p><b><i>International Community Health Services</i></b></p> <ul style="list-style-type: none"> <li>1. Seattle World School</li> </ul> <p><b><i>Public Health—Seattle &amp; King County</i></b></p> <ul style="list-style-type: none"> <li>1. Cleveland</li> <li>2. Ingraham</li> <li>3. Rainier Beach</li> </ul> <p><b><i>Swedish Medical Center</i></b></p> <ul style="list-style-type: none"> <li>1. Ballard</li> </ul>

**2014 Seattle Preschool Levy Investments**

DEEL will continue to contract with existing providers (Table 32) and may expand the number of classrooms and children served if mutually agreed to by both parties. Contracted agencies will be required to meet SPP program and evaluation requirements. Early Learning and Preschool providers under contract with the City as of January 2019 and in good standing with DEEL, will not need to reapply to provide these services during the seven years of the FEPP Levy.

**Table 32. SPP Levy SY 2018-19 Contracted Partners Eligible to Continue in SY 2019-20**

1. ARC - Alki Community Center	35. PSESD - Educare Seattle
2. ARC - Ballard Community Center	36. Seed of Life - Main
3. ARC - Bitter Lake	37. Seed of Life - MLK
4. ARC - Meadowbrook	38. Seed of Life - Rainier Beach Community Center
5. ARC - Queen Anne Community Center	39. Seattle School District - Arbor Heights
6. Causey's - Main	40. Seattle School District - Bailey Gatzert
7. Causey's - MLK	41. Seattle School District - BF Day
8. Child Care Resources	42. Seattle School District - Boren STEM
9. Children's Home Society - Genesee Early Learning Center	43. Seattle School District - Broadview Thomson
10. Chinese Information Service Center - One Family Learning Center	44. Seattle School District - Cedar Park
11. Chinese Information Service Center - Yesler CC	45. Seattle School District - Dearborn Park
12. Creative Kids - Carkeek	46. Seattle School District - EC Hughes
13. Creative Kids - Viewlands	47. Seattle School District - Highland Park
14. Denise Louie - Beacon Hill	48. Seattle School District - Olympic Hills
15. Denise Louie - International District	49. Seattle School District - Sand Point Elementary School
16. El Centro de la Raza - Jose Marti	50. Seattle School District - South Shore
17. Experimental Education Unit - UW	51. Seattle School District - Thornton Creek
18. First Place	52. Seattle School District - Van Asselt
19. Hearing, Speech and Deafness Center - Main	53. Seattle School District - West Seattle Elementary
20. Launch - Delridge Community Center	54. Sound Child Care Solutions - RIFC
21. Launch - Highland Park	55. Sound Child Care Solutions - SWEL
22. Launch - Madrona	56. Tiny Trees - Beer Sheva
23. Launch - Miller Annex	57. Tiny Trees - Camp Long
24. Launch - Rainier	58. Tiny Trees - Carkeek Park A
25. Launch Beacon Hill	59. Tiny Trees - Jefferson Park
26. Northwest Center Kids - Chinook	60. Tiny Tots Early Learning Collaborative
27. Northwest Center Kids - Greenwood	61. Tiny Tots - Main
28. Primm ABC Child Care	62. United Indians - Daybreak Star
29. Refugee Women's Alliance - Beacon Hill	63. YMCA - Concord
30. Refugee Women's Alliance - Lake City	64. YMCA - Schmitz Park
31. Refugee Women's Alliance - MLK	65. Voices of Tomorrow - East African Development Center
32. Sound Child Care Solutions - Hoa Mai	66. Voices of Tomorrow - Family and Child Center
33. Sound Child Care Solutions - Pinehurst at Hazel Wolf Elementary	
34. Sound Child Care Solutions - Pinehurst at Northgate Community Center	

### V.IV Seattle Preschool Program Tuition Sliding Fee Scale

The SPP Tuition Sliding Fee Scale determines a family’s tuition amount (per child, per school year) based on its income and percent of federal poverty level. Families whose federal poverty level is 350% or below do not pay tuition. Families whose federal poverty level is at least 351% will pay tuition according to one of the 30 payment steps shown in the table below. Tuition amounts for each payment step are calculated based on a family’s percentage contribution to the preschool slot cost.

For example, a family whose federal poverty level is 351% would be in Step 1, and would be responsible for 8% of the preschool slot cost. In the 2019-20 school year, this equates to an annual tuition of \$880.

All families whose federal poverty level is 728% or greater would pay 95% of the preschool slot cost, or \$10,450 in the 2019-20 school year.

Seattle Preschool Program Tuition Sliding Fee Scale				
Step	Percent of Federal Poverty <sup>1</sup>	Percent Family Contribution to Slot Cost <sup>2</sup>	2019-20 SY Estimates <sup>3</sup>	
			Annual Tuition	Monthly Tuition
1	351%	8%	\$880	\$88
2	364%	11%	\$1,210	\$121
3	377%	14%	\$1,540	\$154
4	390%	17%	\$1,870	\$187
5	403%	20%	\$2,200	\$220
6	416%	23%	\$2,530	\$253
7	429%	26%	\$2,860	\$286
8	442%	29%	\$3,190	\$319
9	455%	32%	\$3,520	\$352
10	468%	35%	\$3,850	\$385
11	481%	38%	\$4,180	\$418
12	494%	41%	\$4,510	\$451
13	507%	44%	\$4,840	\$484
14	520%	47%	\$5,170	\$517
15	533%	50%	\$5,500	\$550
16	546%	53%	\$5,830	\$583
17	559%	56%	\$6,160	\$616
18	572%	59%	\$6,490	\$649
19	585%	62%	\$6,820	\$682
20	598%	65%	\$7,150	\$715
21	611%	68%	\$7,480	\$748
22	624%	71%	\$7,810	\$781
23	637%	74%	\$8,140	\$814
24	650%	77%	\$8,470	\$847
25	663%	80%	\$8,800	\$880
26	676%	83%	\$9,130	\$913
27	689%	86%	\$9,460	\$946
28	702%	89%	\$9,790	\$979
29	715%	92%	\$10,120	\$1,012
30	728%	95%	\$10,450	\$1,045

<sup>1</sup> Federal poverty level is based on household income and size. In 2019, the income for a family of four at 351% of federal poverty is \$90,383. See <https://aspe.hhs.gov/2019-poverty-guidelines> for more information.

<sup>2</sup> The estimated preschool slot cost for the 2019-20 school year is estimated to be \$11,000.

<sup>3</sup> Approximate annual and monthly tuition amounts listed for illustrative purposes only. The monthly amount is based on 10 equal payments.

## V.V Evaluation Design Detail

The following provides additional detail on evaluation designs and types that will be considered when conducting process and outcome evaluations

1. **Descriptive designs** are the most common in evaluation because they are descriptive and do not seek cause-and-effect. Commonly used designs include qualitative or mixed method case-studies, cross-sectional quantitative survey, and time-series designs. Examples of qualitative designs includes comparative case studies using focus groups, interviews, and field observations.
2. **Pre-experimental designs** are the simplest type of causal design because they do not include an adequate control group. The most common design is a pre- and post-intervention involving collecting information on program participants/service recipients only. This information is collected at least twice: once before participant receives the program/service (baseline information) and immediately after participant received the program intervention. Pre-post designs are also effective for evaluating student, family, and staff knowledge, attitudes, and behaviors.
3. **Experimental designs** include participants or schools that are randomly assigned to Levy-funded groups and non-Levy funded groups. This approach creates a randomized trial—the “gold standard” design for evaluation. Experimental designs create a strong foundation for follow-up evaluation to assess lasting gains for children in kindergarten and later school years, and the greatest confidence for answering well-defined questions about “what works.” It also provides the most precise estimates for any sample size. If this is not possible, a quasi-experimental design may be more appropriate.
4. **Quasi-experimental design** is like an experimental design, except it lacks random assignment. To conduct a quasi-experimental design, a similar comparison group needs to be identified that did not receive the treatment (i.e., a group of students that are like those participating in FEPP-funded programs and services).
5. **Ex-post facto designs** are non-experimental designs decided after the fact that seek to determine the cause among existing differences.

## V.VI Evaluation Indicators

The overall FEPP Levy goal is to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students. To effectively monitor progress towards this goal, DEEL will disaggregate FEPP measures by age, race, ethnicity, languages spoken, socioeconomic status, gender, ability, and income to the greatest extent possible.

Through the FEPP Levy, we will be reporting indicators in two ways: headline and secondary indicators.

- *Headline* indicators refer to a small subset of critical measures identified across the preschool to post-secondary continuum that quantify FEPP outcomes (e.g., Kindergarten readiness, high school graduation, post-secondary access and completion).
- *Secondary* indicators refer to intermediate measures DEEL will need to collect and monitor regularly as part of our CQI process to support progress towards the headline indicators.

FEPP indicators will be selected and categorized within Year 1 (SY 2019-20) of the FEPP Levy. DEEL will align with key partners to the extent possible when selecting headline and secondary indicators. The following table provides sample indicators that may be used to monitor and evaluate FEPP investments.

Preschool and Early Learning				
Evaluation Questions	Result	Sample Category	Sample Indicators	Data Source
<b>Were staff and resources allocated as intended?</b>	Input	Communication	• # of outreach activities conducted by staff	DEEL
			• % of families participating in engagement opportunities in their primary home language	
		Staff	• # of classrooms/sites that received coaching	
			• # of sites/agencies that received monitoring and technical assistance	
		Data and Evaluation	• % of sites receiving semi-annual reports to inform site-level practice	
			• % of dual language learners who are assessed in their primary language	
		Funding	• % of funded slots fully utilized	
			• % funding invested in district, center, and home-based sites	
<b>Who are the beneficiaries of early learning investments?</b>	Output	Preschool Services and Tuition	• # of SPP agencies and sites by delivery model	DEEL
			• # of children served	
			• % of eligible children who return for a second year of program participation	
			• % of families satisfied with DEEL-funded services	
		SPP Child Care Subsidies	• # of children accessing subsidies	
		Homeless Childcare Program	• # of children and families served	
		Quality Teaching	• % of SPP lead teachers meeting education standards	
			• % of teacher not meeting SPP education standards who are enrolled in a higher education program	
			• % of lead teachers who identify as people of color	
			• % of lead teachers in dual language classrooms who are native speakers of the non-English language of instruction	
			• % of lead teachers retained for 3 or more school years	
		Comprehensive support	• % of partners receiving health consultation and support	
			• % of children with satisfactory attendance	

		Organizational and facilities development	<ul style="list-style-type: none"> <li># of new preschool seats created through facilities investments</li> <li>% of preschool partners receiving organizational capacity-building supports</li> </ul>	
		Family Child Care Mentorship and Quality Supports	<ul style="list-style-type: none"> <li># of FCC providers supported through investment strategy</li> </ul>	
<b>What is the observed quality of classrooms? How does quality vary within SPP across children and providers?</b>	Short and Medium-term outcomes	Program quality	<ul style="list-style-type: none"> <li>% of sites achieving quality ratings that have been shown to have positive impacts on child outcomes (e.g., the Classroom Assessment Scoring System - CLASS)</li> </ul>	Independent assessor-administered; DEEL
			<ul style="list-style-type: none"> <li>% of classrooms meeting expectations for structural quality (e.g., Early Childhood Environment Rating Scale-ECERS)</li> </ul>	
			<ul style="list-style-type: none"> <li>% of staff implementing approved curriculum with fidelity</li> </ul>	
<b>How did the learning of children attending SPP classrooms progress?</b>	Short and Medium-term outcomes	Child-level outcomes	<ul style="list-style-type: none"> <li>% children meeting widely held expectations (e.g., Teaching Strategies Gold)</li> </ul>	SPP Teacher-administered and independent assessor-administered
			<ul style="list-style-type: none"> <li>% of children meeting standard or making adequate growth in language and literacy (e.g., Peabody Picture Vocabulary Test, Woodcock Johnson Tests of Achievement)</li> </ul>	
			<ul style="list-style-type: none"> <li>% of children meeting standard or making adequate growth in math (e.g., Woodcock Johnson Tests of Achievement)</li> </ul>	
			<ul style="list-style-type: none"> <li>% of children meeting standard or making adequate growth in executive function (e.g., peg-tapping, Dimensional Change Card Sort Task)</li> </ul>	
<b>Does SPP enrollment prepare children to be kindergarten ready?</b>	Long-term outcome	Kindergarten readiness	<ul style="list-style-type: none"> <li>#, % found to be kindergarten ready in all domains observed (e.g., WaKIDS).</li> </ul>	Seattle School District



<b>K-12 School and Community-Based</b>				
<b>Evaluation Questions</b>	<b>Result</b>	<b>Sample Categories</b>	<b>Sample Indicators</b>	<b>Data Source</b>
<b>Are Levy focus students being served?</b>	Output	K-12 participation	• # of students receiving levy support	Seattle School District and contracted partners
			• #, % of students participating in one or more interventions by grade level	
			• # of hours/days of additional instruction time provided	
			• # of college career and readiness activities provided overall and by type	
			• # of students referred to wraparound services	
			• # of chronically absent students assessed for services	
<b>Did Levy investments increase college knowledge and career connections?</b>	Short and Medium-term outcomes	College Knowledge and Advising	• #, % of students with increased knowledge and awareness of college and career pathways	Seattle School District
			• #, % of students participating in at least one college campus visit by 8 <sup>th</sup> grade	
			• #, % of students annually reviewing and updating their High School and Beyond Plan starting in 8 <sup>th</sup> grade	
			• #, % of eligible students registering for the College Bound Scholarship by the end of 8 <sup>th</sup> grade	
			• #, % of students participating in a college and career readiness activity/exploration that is connected to their HSBP	
			• #, % of students completing federal and/or state financial aid applications (e.g., FAFSA, WASFA)	
			• #, % of students successfully submitting an application to a post-secondary program in 12 <sup>th</sup> grade	
			• #, % of students successfully submitting Seattle Promise application	
<b>Did Levy investments increase college knowledge and career connections?</b>	Short and Medium-term outcomes	Career Connections and exploration	• #, % of students completing a career interest inventory	Seattle School District
			• #, % of students participating in enrichment activities that provide exposure to career interests	
			• #, % of students engaging in expanded learning experiences such as: a summer job, internship, volunteer opportunity; summer learning program; or a career and technical education (CTE) program	
			• #, % of students participating in project-based learning that is connected to 21st century skill development	

			<ul style="list-style-type: none"> <li>• #, % of students participating in a work-based learning experience (paid or non-paid)</li> <li>• #, % of students participating in at least two industry tours and/or presentations annually</li> </ul>	
<b>Did Levy investments help close achievement gaps in elementary, middle, and high school state assessments?</b>	Short and Medium-term Outcome	Academic Preparation	<ul style="list-style-type: none"> <li>• #, % of students achieving typical or high growth in core subjects as measured by state and local assessments</li> </ul>	Seattle School District
			<ul style="list-style-type: none"> <li>• #, % of English language learners making gains on the state English language proficiency assessment</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students attending 90% or more school days over the course of an academic year</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students not suspended or expelled</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students passing core courses with grades of C or better</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving proficiency in English language arts as measured by state assessment(s)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving proficiency in mathematics measured by state assessment(s)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students promoting on-time to the next grade level (credits)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students meeting state standards through alternative graduation pathways</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving a minimum score on the SAT or ACT</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving a minimum score on an Advanced Placement or International Baccalaureate test</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students completing a dual credit course such as Running Start or College in High School</li> </ul>	
<b>Are high school graduation and college enrollment rates at Levy funded high schools increasing? Are there differences by student grade cohorts and student subgroups within levy funded schools? Were Levy funded schools more likely to have higher high school graduation and college enrollment rates compared to similar non-levy peer schools?</b>	Long-term Outcomes	High school graduation	<ul style="list-style-type: none"> <li>• #, % of students graduating high school on-time (4 years or fewer)</li> </ul>	Seattle School District
		College and Career ready	<ul style="list-style-type: none"> <li>• #, % of students ready for college and career (e.g., completing High School and Beyond Plans, possessing college and career readiness knowledge, exploring college and career opportunities, not taking remedial courses)</li> </ul>	Seattle School District; Seattle Colleges; National Clearinghouse

<b>K-12 School Health</b>				
<b>Evaluation Questions</b>	<b>Result</b>	<b>Sample Categories</b>	<b>Sample Indicators</b>	<b>Data Source</b>
<b>What type of services did students receive and at what frequency?</b>	Output	Health access and utilization	• #, % of students receiving health services	Provider Health records and PHSKC
			• Average # of health visits conducted per student	
			• #, % of students who had at least one comprehensive well-child exam	
			• #, % of students receiving Body Mass Index screening and nutrition/physical activity counseling	
			• #, % of students receiving Annual risk assessments	
			• #, % of students receiving Depression screenings	
			• #, % of students receiving Chlamydia screenings	
			• #, % of students receiving Drug and Alcohol screenings (SBIRT)	
<b>Did health services improve student health awareness?</b>	Short-term Outcome	Student health awareness	• #, % of students reporting improved symptom awareness	DEEL, PHSKC, and External Evaluators
<b>Did health services improve student health skill and behaviors?</b>	Medium-term Outcome	Student health skills behaviors	• #, % of students reporting improved ability to make health decisions	
			• #, % of students reporting improved self-care, coping skills, and disease management skills	
			• #, % of students reporting pro-social behavior and engagement	
<b>Did students who received SBHC services healthy and ready to learn compared to similar students that did not receive services?</b>	Long-term Outcome	Improved learning outcomes	• #, % of students receiving health services with improved attendance	Seattle School District
			• #, % of students receiving health services with improved academic preparation	

Seattle Promise				
Evaluation Questions	Result	Sample Categories	Sample Indicators	Data Source*
<b>What type of services did students receive and at what frequency?</b>	Output	College Ready and College Transition	<ul style="list-style-type: none"> <li># of outreach efforts conducted and events held (e.g., communication touch points and outreach presentations, FAFSA/WASFA workshops, cohort advising events)</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>#, % of students participating in Seattle promise activities (e.g., Readiness Academy)</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of completed Seattle Promise applications</li> </ul>	
<b>Did Seattle Promise increase Seattle College Enrollment?</b>	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> <li>#, % of Seattle Promise students completing federal and/or state financial aid file (e.g., FAFSA or WASFA)</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students participating in Summer Bridge</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students enrolled at Seattle Colleges as full-time students starting in the fall semester</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students participating in different pathways (e.g., prof tech, A.A, certificate, transfer)</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students enrolling in college-level courses due to alternative placement pathways (SBAC scores, HS math grades)</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students enrolling in development math or English courses each quarter (i.e., remedial courses)</li> </ul>	
<b>Did Seattle Promise provide high-quality services?</b>	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> <li>Seattle Promise student to staff ratios (i.e., High school outreach staff at up to 300:1; College advising staff at up to 100:1)</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>% of case load who are Seattle Promise students</li> </ul>	
			<ul style="list-style-type: none"> <li>Seattle Promise student satisfaction (e.g., outreach, onboarding and advising services; appointment availability)</li> </ul>	
			<ul style="list-style-type: none"> <li>Diversity of Seattle Promise staff</li> </ul>	
<b>Did Seattle Promise students persist to the 14<sup>th</sup> year? What are students intended pathway?</b>	Medium-term Outcome	Persistence	<ul style="list-style-type: none"> <li>#, % of Seattle Promise students with continuous quarter enrollment</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students persisting to 14<sup>th</sup> year</li> </ul>	

			<ul style="list-style-type: none"> <li>• #, % Seattle Promise students maintaining satisfactory academic progress (GPA, etc.)</li> <li>• #, % of Seattle Promise students completing 15, 30, and 45 credits</li> <li>• #, % of Seattle Promise students enrolling in different pathways (e.g., prof tech, A.A, certificate, transfer)</li> </ul>	
<b>To what extent are Seattle Promise students graduating from Seattle Colleges and to what extent can changes be attributed to the Seattle Promise program?</b>	Long-term Outcome	Completion	<ul style="list-style-type: none"> <li>• #, % of Seattle Promise students receiving, completing, or transferring</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>• #, % of Seattle Promise students graduating within 150-200% of normal time</li> </ul>	
			<ul style="list-style-type: none"> <li>• # of Seattle Promise students completing program pathways (certificate, credentials, or degrees by type)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of Promise students attempting 90 credits and not completing</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of Promise students earning 90 credits and not completing</li> </ul>	
			<ul style="list-style-type: none"> <li>• # of types of Seattle Promise supports received</li> </ul>	

*\*Should funding be secured for a 3<sup>rd</sup> party external outcome evaluation, indicators may be tracked for non-Seattle Promise comparable student groups*

## V.VII Abbreviations

Abbreviation	Full Meaning
ASQ	Ages & Stages Questionnaires
CCAP	Comprehensive Child Care Assistance Program
CCCN	Cities Connecting Children to Nature Initiative
CCHC	Child Care Health Consultation
CCR	College and Career Ready; College and Career Readiness
City	City of Seattle
CLASS	Classroom Assessment Scoring System
CNN	Children & Nature Network
CQI	Continuous Quality Improvement
DCYF	Washington State Department of Children, Youth, and Families
DEEL	Department of Education and Early Learning
DLL	Dual Language Learners
EA	Early Achievers
EAP	Education Action Plan
ECEAP	Early Childhood Education and Assistance Program
ECERS	Early Childhood Environmental Rating Scales
FCC	Family Child Care
FEL	Families and Education Levy
FEPP	Families, Education, Preschool, and Promise
LOI	Letter of Intent
LOC	Levy Oversight Committee
NFP	Nurse Family Partnership
NLC	National League of Cities
OSPI	Office of the Superintendent of Public Instruction
PHSKC	Public Health--Seattle King County
PLC	Professional Learning Community
PPVT4	Peabody Picture Vocabulary Test
PQA	Program Quality Assessment
QPPD	Quality Practice and Professional Development
RET	Racial equity toolkit
RFI	Request for Investment
RFP	Request for Proposal
RFQ	Request for Qualification
RSJI	Race and Social Justice Initiative
SBHC	School Based Health Center
SBT	Sweetened Beverage Tax
Seattle Colleges	South Seattle College, Seattle Central College, and North Seattle College, and Seattle Colleges District
Seattle Promise	Seattle Promise College Scholarship Program
SP	Seattle Promise
SPP	Seattle Preschool Program

<b>SY</b>	School Year
<b>The Plan</b>	Implementation and Evaluation Plan
<b>TSG</b>	Teaching Strategies Gold
<b>ToC</b>	Theory of Change
<b>VSA</b>	Vendor Services Agreement

## V.VIII Glossary

<b>Term</b>	<b>Definition</b>
<b>Access</b>	Adequate supply of and engagement in relevant and high-quality opportunities in the absence of geographical, financial, structural, social or cultural barriers that limit upward social mobility.
<b>Achievement Gap</b>	Significant and persistent disparity in academic achievement or educational attainment between different groups of students, including historically underserved students.
<b>Causal Evaluation Design</b>	An evaluation design that determines to what extent an intervention produced intended outcomes by taking into consideration other influencing factors.
<b>Child/Youth-Level Outcomes</b>	Expected changes in child or youth behaviors, knowledge, or skills
<b>City</b>	Refers to the City of Seattle as a consolidated governmental entity.
<b>city</b>	Refers to Seattle as a consolidated geographical area.
<b>College and Career Readiness</b>	Being prepared and ready to qualify and succeed in entry-level, credit-bearing college courses leading to a post-secondary degree or certificate, or career pathway-oriented training program without the need for remedial coursework.
<b>College and Career/Job Ready</b>	Students equipped with the knowledge and skills deemed essential for success in post-secondary programs and in the modern workforce
<b>Community-based Organization (CBO)</b>	A public or private organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.
<b>Continuous Quality Improvement</b>	Ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness
<b>Contracted Partner</b>	A person, a public body, or other legal entity that enters into a contract with the City for providing FEPP Levy-funded services. See definition of “Partner”.
<b>Culturally Responsive</b>	The ability to learn from and relate respectfully with people of one’s own culture as well as those from other cultures.
<b>Culture</b>	A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.
<b>Data Disaggregation</b>	The act of collecting and reporting data by sub-groups or component parts. Disaggregating data aids in identifying trends that may be otherwise masked when reporting in aggregate.
<b>Descriptive Evaluation Design</b>	Descriptive evaluation designs aim to describe a strategy, process, or procedure. This information provides an observational snap shot or a trend analysis of investments on progress towards outcomes. Descriptive designs do not allow claims that an intervention directly produced observed outcomes.
<b>Dual Language Learners</b>	Students learning two or more languages at the same time and/or students learning a second language while continuing to develop their first (or home) language.
<b>Early Childhood Environmental Rating Scales</b>	An observational tool used to assess process quality related to the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities.
<b>Educational Equity</b>	Access to educational opportunities and academic achievement are not predicated on a person’s race.
<b>Equity/Equitable</b>	Just and fair inclusion into a society in which all can participate, prosper and reach their full potential.
<b>Evaluation Categories</b>	Refers to multiple measures collecting information about a similar topic.



<b>Expanded Learning Opportunities</b>	High-quality before-school, afterschool, summer, and youth development programs that create access to year-round learning to foster college and job readiness through activities such as family engagement, tutoring, mentoring, academics, social and emotional learning, science, technology, engineering and math (STEM), education technology, project-based learning, and culturally-responsive supports.
<b>Family and Community Engagement</b>	Consistent and persistent engagement with an entire community to establish a foundation of partnership, trust and empowerment.
<b>Family Engagement</b>	Systemic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.
<b>Goal</b>	General statement of intended result.
<b>Headline Indicator</b>	Refers to a small subset of critical measures identified across the preschool to post-secondary continuum that quantify FEPP outcomes. This small set of indicators are also often referred to as key performance indicators.
<b>Historically Underserved Students</b>	Students who experience systemic inequities in educational achievement because of their race, ethnicity, socioeconomic status, refugee and immigrant status, English proficiency, special education needs, community wealth, familial situations, housing status, sexual orientation, or other factors. (See also: Students of Color)
<b>Homeless</b>	Individuals who lack a fixed, regular, and adequate nighttime residence, including children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals, children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless. (From McKinney-Vento Homeless Assistance Act) <sup>93</sup>
<b>Indicator</b>	An instrument or unit that helps you measure change over time; An indication of the size, quantity, amount or dimension of an attribute of a product or process.
<b>Input</b>	Resources (human resources, employee time, funding) used to conduct activities and provide services.
<b>Institutional Racism</b>	Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as non-white.
<b>Kindergarten Ready</b>	Children who are equipped with the knowledge and skills deemed to be essential for success in kindergarten, as measured by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
<b>Letter of Intent</b>	Formal notification and non-binding document sent to contracted partner to communicate intended funding plans.
<b>Logic Model</b>	A visual depiction of how inputs will achieve outputs and outcomes.
<b>Mentor</b>	One who provides a range of guiding, coaching, influencing and advising supports and activities to another. This can take place intergenerationally (between youth and adults) and intra-generationally (between peers), formally and informally, and in both one-on-one and highly socialized group contexts.
<b>Opportunity Gap</b>	A significant and persistent disparity in access to educational experiences and expanded learning opportunities between different groups of students, including historically underserved students.

<b>Our Best</b>	The City's first-ever initiative focusing specifically on improving life outcomes for Black men and boys. As part of the City's focus on eliminating race-based disparities through the Race and Social Justice Initiative (RSJI), Our Best is the City's umbrella strategy for systems-level changes, policy development, and programmatic investments that carry an explicit benefit for and ensure that young Black men and boys have equitable access to Seattle's vast opportunity landscape. Our Best aims to expand opportunity for young Black men and boys in five strategic impact areas: education, safety, health, economic mobility, and positive connections to caring adults.
<b>Outcome</b>	The condition or status of children, youth, communities, or systems. Represents a specific result a program or strategy is intended to achieve. It can also refer to the specific objective of a specific program.
<b>Outcome Evaluation</b>	Evaluations aimed to assess return on investment by measuring changes in outcomes due to the intervention.
<b>Output</b>	Products and services delivered; completed product of a specific activity, whether executed internally by the organization or by an external contractor.
<b>Parent</b>	Used as an inclusive and respective term for all adults—biological, adoptive, foster parents, grandparents, legal, adult siblings, and information guardians—who raise children.
<b>Partner</b>	References to "Partner" or "Contracted Partner" or "Partnership" are not intended to imply a partnership with the City in the legal sense of the meaning and shall not be deemed to create a legal partnership with joint liabilities and obligations.
<b>Post-secondary Opportunity</b>	Education and/or job training beyond high school, including apprenticeships, trades, certificate programs, career credentials, and degrees.
<b>Preschool</b>	An organized education program provided to children below the age and grade level at which the State provides free public education for all.
<b>Process Evaluation</b>	The systemic collection of information to document and assess how an intervention was implemented and operated. Process evaluations may also describe to what extent an outcome or impact was achieved.
<b>Program-Level Outcomes</b>	Expected changes in practice, policies, and/or adult behaviors, knowledge, or skills.
<b>Program Quality Assessment</b>	Validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs
<b>Race</b>	A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.
<b>Race and Social Justice Initiative (RSJI)</b>	The City of Seattle's commitment to realize the vision of racial equity and citywide effort to end institutionalized racism and race-based disparities in City government. More found at <a href="http://www.seattle.gov/rsji.com">www.seattle.gov/rsji.com</a> .
<b>Racial Equity</b>	Racial equity is the condition that would be achieved if racial identity no longer predicted outcomes. Racial equity is one part of racial justice, and thus includes works to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
<b>Request for Investment</b>	More prescriptive than an RFP, but similar in composition of elements in response (cost estimate, proposed approach, relevant information to the questions, etc.)
<b>Request for Proposal</b>	Evaluates and scores various factors, including cost estimate/pricing, experience, technical expertise, etc.
<b>Request for Qualification</b>	Assesses an agency's qualifications to perform a scope of work.
<b>Result</b>	Refers to the systemic collection of information at a point in time.

<b>School Based Health Centers</b>	School-based facilities that offer high-quality, comprehensive medical and physical health, mental health, oral health, and health promotion services provided by qualified health care professionals before, during, and after school to help students succeed in school and life.
<b>School Year</b>	Minimum or 180 days (average 1,027 hours) of schooling required for Kindergarten-12 <sup>th</sup> grade students annually. Typically, these days occur between the months of September and June.
<b>Seattle Colleges</b>	The Seattle Colleges District, a multi-college district that includes South Seattle College, Seattle Central College, and North Seattle College
<b>Seattle public schools</b>	Any public school operating within Seattle City limits including Seattle School District and charter schools, that is, a public school that is established in accordance with RCW 28A.710.010, governed by a charter school board, and operated according to the terms of a charter contract.
<b>Seattle School Board</b>	The Board of Directors of Seattle School District No.1
<b>Seattle School District</b>	Seattle School District No. 1
<b>Secondary Indicator</b>	Refers to intermediate measures DEEL will need to collect and monitor regularly as part of our CQI process to support progress towards the headline indicators
<b>Social Justice</b>	Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.
<b>Students of Color</b>	Students from non-white racial or ethnic backgrounds.
<b>System-Level Outcomes</b>	Expected changes in systemic conditions, processes, and/or adult behaviors, knowledge, or skills
<b>Targeted Universalism</b>	Pioneered by John Powell, targeted universalism means setting universal goals that can be achieved through targeted approaches. Targeted universalism alters the usual approach of universal strategies (policies that make no distinctions among citizens' status, such as universal health care) to achieve universal goals (improved health), and instead suggests we use targeted strategies to reach universal goals.
<b>Teaching Strategies Gold</b>	Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.

## V.IX Endnotes

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<sup>93</sup> <http://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>

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## I. Letter from DEEL Director

January 14, 2019

Mayor Jenny Durkan  
Seattle City Council  
Seattle Residents and Families

Thank you for the opportunity to present the Families, Education, Preschool and Promise Implementation and Evaluation (I&E) Plan. The Department of Education and Early Learning (DEEL) envisions a city where all children, youth, and families have equitable access and consistent opportunities to high-quality educational services, support, and outcomes.

We recognize that one size does not fit all, and different circumstances require different approaches and allocation of resources. This is why we partner with Public Health—Seattle and King County, Seattle Colleges, Seattle School District, and community-based organizations to design strategic investments in education that will work to eliminate the opportunity gaps that exist within our City.

**By leading with race and social justice and providing Seattle residents access to educational opportunities from preschool through post-secondary, we will transform the lives of Seattle’s children, youth, and families.**

Over the next seven years, DEEL intends to partner with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle through our stewardship of FEPP investments. This will be achieved through:

- High-quality early learning services that prepare children for success in kindergarten
- Physical and mental health services that support learning
- College and job readiness experiences that promote high school graduation
- Post-secondary opportunities that promote attainment of a certificate, credential, or degree

As Seattle continues to face an affordability crisis, supporting the education continuum through investments in quality preschool, year-round expanded learning programs, and access to college will help build economic opportunity for all young people in Seattle by creating pathways to good-paying jobs. We must ensure that every child has the opportunity to succeed. To that end, DEEL will continue to empower teachers, parents, and communities to achieve this vision.

On behalf of DEEL staff, we stand behind Mayor Durkan’s vision for the Seattle Preschool Program, K-12 and Community, Health, the Seattle Promise, and Black male achievement.

In gratitude,



Dwane Chappelle  
Director, Department of Education and Early Learning



**Dwane Chappelle**  
**Director, Department of**  
**Education and Early Learning**

## II. Introduction

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### Prior Legislation

Since 1990, Seattle voters have demonstrated a strong commitment to education and supporting students. The Families and Education Levy (FEL) was first approved by voters in 1990 and renewed three times in 1997, 2004 and 2011. In 2014, Seattle voters also approved the Seattle Preschool Program (SPP) Levy, deepening the City's investment in early childhood education.

In April 2018, Mayor Jenny A. Durkan released the [Families, Education, Preschool and Promise \(FEPP\) Action Plan](#), which established the broad policy and funding framework for the FEPP Levy. Mayor Durkan affirmed the City's commitment to eliminating educational disparities by investing in Seattle's youth across the education continuum from preschool to post-secondary. Following eight public meetings with the City Council Select Committee on the FEPP Levy, two public hearings, and Council amendments to the FEPP Levy, City Council unanimously voted on June 18, 2018 to send the FEPP Levy to the ballot for voter consideration. Council also passed Resolution 31821 on June 18, 2018 "a resolution relating to education services... and providing further direction regarding implementation of the programs funded by [the FEPP] Levy." Mayor Jenny A. Durkan signed [Ordinance 125604](#) and [Resolution 31821](#) on June 27, 2018.

On November 6, 2018, Seattle voters approved the FEPP Levy, a seven-year, \$619 million property tax levy to "replace two expiring levies and initially fund expanded early learning and preschool, college and K-12 education support, K-12 student health, and job readiness opportunities."<sup>1</sup> The FEPP Levy replaces and expands the FEL and SPP levies, which both expired on December 31, 2018.

The FEPP Levy Implementation and Evaluation Plan ("The Plan") outlines the Department of Education and Early Learning's (DEEL) commitment to achieving educational equity through four investment areas: Preschool and Early Learning, K-12 School and Community-Based, K-12 School Health, and the Seattle Promise.

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"Proceeds may be spent only in accordance with an Implementation and Evaluation Plan ("The Plan") approved by ordinance. The Plan may be amended by ordinance.

The Plan shall set forth the following: priority criteria, measurable outcomes, and methodology by which Proceeds-funded strategies will be selected and evaluated; the process and schedule by which DEEL will select and contract with partners to provide services; and the evaluation methodology to measure both individual investments and overall impacts of the Education-Support Services."

--Ordinance 125604, Section 7

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Ordinance 125604 establishes an "Oversight Committee to make recommendations on the design and modifications of FEPP Levy-funded programs and to monitor their progress in meeting their intended outcomes and goals." Eleven appointed members of the FEPP Levy Oversight Committee (LOC) were confirmed by the Gender Equity, Safe Communities, New Americans, and Education Committee on December 14, 2018 and by the full City Council on December 17, 2018. Ordinance 125604 establishes the qualifications and terms of LOC appointments. DEEL will engage the LOC consistent with guidance outlined in Ordinance 125604 and Resolution 31821 regarding review of annual reports, review, and advisement on proposed FEPP investment modifications, and commitment to outcomes-based accountability model. Subsequent LOC appointments will be made by the

Mayor and Council following an open call for applicants. Youth and young adults, especially current or former Seattle Promise students, and parents of students served by FEPP Levy investments will be encouraged to apply.

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

--Ordinance 125604, Section 8

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### Stakeholder Engagement

DEEL utilized a variety of methods to engage community stakeholders across the preschool to post-secondary continuum and throughout the city to inform development of the I&E Plan. The result of the many conversations, advisory groups, workgroups, and community meetings is a plan that incorporates the diverse voices of Seattle and encapsulates the needs of the community.

DEEL’s FEPP Levy stakeholder engagement approach to share information and solicit input to shape FEPP Levy policy and program design began in the fall of 2017. Stakeholder engagement focused on both individual FEPP Levy investment areas and across the education continuum broadly. A variety of strategies were utilized to engage stakeholders including individual conversations, advisory groups, workgroups, and community meetings (Table 1).

Table 1. Stakeholder Engagement Strategy	
Outreach Objectives	Strategies Used
<ul style="list-style-type: none"> <li>Operate with a race and social justice lens</li> <li>Be respectful and inclusive of Seattle communities</li> <li>Meaningfully and authentically engage stakeholders to leverage their expertise and insight</li> <li>Garner support and confidence among stakeholders for FEPP Levy</li> </ul>	<ul style="list-style-type: none"> <li>Individual conversations</li> <li>Advisory groups</li> <li>Workgroups</li> <li>Focus groups</li> <li>Community meetings</li> </ul>

### Greater Community Engagement

DEEL engaged the community by holding several community meetings throughout the city. Additionally, DEEL consulted the FEL/SPP and FEPP Levy Oversight Committees as partners in implementation creation.

**Levy Oversight Committee:** The FEL/SPP Levy Oversight Committee (LOC) members were engaged at their August 2018 meeting, and in reflection on current DEEL FEL and SPP Levy-funded programs and services, provided feedback to DEEL staff on three foundational policy issues: (1) Equity approach for the Seattle Preschool Program and Seattle Promise, (2) Theory of Change, and (3) Evaluation strategy and outcomes.

On December 17, 2018, 11 members of the FEPP LOC were confirmed by Seattle City Council. FEPP LOC members were engaged at two meetings (January 24, 2019 and February 7, 2019) to provide feedback on the proposed FEPP Levy Implementation and Evaluation Plan policy direction. The LOC reviewed the complete FEPP

I&E Plan draft, asked questions of DEEL staff, and provided additional policy guidance to inform the Plan. On February 28, 2019, the FEPP LOC endorsed the Mayor's proposed FEPP Levy I&E Plan and recommended transmittal of the Plan to Council.

**Community Meetings:** DEEL and its community partners scheduled a series of seven community meetings between January-March 2019. Meetings were held in each of the seven council districts and were designed to inform all FEPP Levy implementation and programmatic investments. Students, families, and community members were invited to ask questions, share feedback on proposed implementation design, and engage in dialogue with City staff at all events.

### **Preschool and Early Learning:**

This part of the planning process was designed to inform improvements to the Seattle Preschool Program for FEPP-funded implementation.

- **Early Learning Directors:** DEEL hosts monthly meetings with all Early Learning Directors. Over the course of the past six months, directors received information about the progress of Levy planning and provided feedback on key policy and program considerations.
- **Provider Feedback Group:** The Provider Feedback Group is comprised of SPP agency and site directors who volunteered to meet monthly as part of FEPP implementation planning. In total, the group met six times. Participating organizations included: Children Home Society of Washington, Child Care Resources, Chinese Information Service Center, Creative Kids, Northwest Center, Primm ABC Child Care, Seattle Schools District, Tiny Tots, and YMCA of Greater Seattle.

In addition to recurring group meetings with Early Learning Directors and a Provider Feedback Group, DEEL Early Learning staff conducted individual and small group meetings with community organizations.

### **K-12 School and Community-Based:**

Engagement efforts informed the development of strategies across the FEPP K-12 School and Community-Based investment area. DEEL staff sought feedback from staff at FEL-funded Levy schools, Seattle School District central office staff, community-based organizations (CBOs), and other stakeholders.

- **School Partners:** Principals and staff from FEL-funded Levy schools were engaged to inform improvements and expansions of K-12 investments for FEPP implementation, including but not limited to, college and career readiness programming, expanded learning and out-of-school time, and methods for tracking progress and measuring success. School leaders were engaged from the FEL Elementary School Innovation Cohort, FEL Middle School Innovation Cohort, FEL Middle School Linkage Cohort, and the FEL High School Innovation Cohort.
- **School District Partners:** Partners and colleagues from Seattle School District central office were engaged to inform strategy implementation, award selection, and to develop mechanisms to collaboratively support the success of FEPP Levy investments within Seattle School District.
- **Summer Learning Providers:** Representatives from FEL-funded summer learning programs were engaged to share feedback with DEEL on funding and contracting processes, successful CBO-school partnerships and CBO roles in supporting student academic achievement, and K-12 evaluation approaches.
- **Community Leaders:** DEEL engaged community leaders representing organizations such as the Our Best Advisory Council, All Home Workgroup, Regional Network of Expanding Learning Partners, and Youth Development Executives of King County.

### **K-12 School Health:**

Public Health—Seattle & King County engaged school-based health providers, school principals, and community-based organizations to inform the development of measurable outcomes and evaluation methodology and provide feedback on the investment strategies.

### **Seattle Promise:**

Efforts to develop implementation policies for the Seattle Promise were led by a Design Team. Program design was built by scaling and improving the 13<sup>th</sup> Year Seattle Promise scholarship program started at South Seattle College.

- **Design Team:** The Seattle Promise Design Team was convened by DEEL to build out the implementation and programmatic components of Seattle Promise. The Design Team consisted of staff representing the City of Seattle (Mayor’s Office, DEEL, and Office for Civil Rights), Seattle School District, Seattle Colleges, King County Promise, and the College Success Foundation. The Design Team met monthly from April 2018-December 2018 for a total of eight meetings, with topic-specific sub-committees meeting separately between regular monthly meetings. The Design Team worked to address Seattle Promise implementation and expansion considerations such as student eligibility criteria and program evaluation strategy for the Seattle Promise, which included setting realistic outcomes and metrics, as well as how to employ efficient data collection models as the program expands.
- **Focus Groups:** To assess successes and challenges with current 13<sup>th</sup> Year Seattle Promise scholarship implementation, DEEL facilitated focus groups with current 13<sup>th</sup> Year scholars at South Seattle College. Students were given an opportunity to share feedback on the high school support they received, Readiness Academy and Summer Bridge experiences with 13<sup>th</sup> Year, and the impact 14<sup>th</sup> year funding will have toward their post-secondary success.
- **Family and Student Engagement:** The Seattle Colleges hosted a series of community events in November and December of 2018. The purpose of these events was to share information with and engage Seattle Promise students and their families to inform Design Team planning. Seattle Promise staff also held regular office hours at partner high schools during this time. Events were held in partnership with National Association for College Admission Counseling, the United Negro College Fund, Friends of Ingraham, Rainier Beach High School, and Running Start.

### **Policy Changes and Reporting**

*Changes requiring approval by the City Council:* Changes to the Plan require approval by the City Council via ordinance in the following circumstances:

- Modifications that would decrease funding levels in any of the four investment areas.
- Removal of the tuition requirement for SPP. ~~Modifications to tuition requirements for the SPP, except that DEEL has authority to adjust the slot cost to reflect annual cost increases.~~
- Modifications to eligibility criteria for the Seattle Promise program, including proposed policy changes resulting from the Racial Equity Toolkit analysis.

*Changes requiring notification to the City Council:* DEEL will provide a 60-day written notice to the City Council prior to:

- Entering into an agreement regarding how family support services will be provided in the 2020-21 school year;
- Modifying SPP policies, such as eligibility criteria, tuition thresholds, and prioritization, to align with equivalent county, state, or federally sponsored preschool and childcare programs ~~child-selection prioritization;~~

- Changing eligibility requirements and provider criteria for SPP child care subsidies; and
- Changes to investments or the criteria for investments in educator diversity programs.

*Reporting:* Pursuant to [Resolution 31821](#), Section 4, DEEL will submit annual progress reports to the Mayor and the City Council that includes information on: levy investments; access to services; progress in meeting levy program goals; and progress toward achieving educational equity. In addition to those general topics, the report will include:

- Detailed information on Seattle Promise program participants, including but not limited to:
  - demographic information and expenditures by strategy to ensure that the funding allocations are adequately serving prioritized groups of students;
  - demographic information and numbers of participants who did not meet Satisfactory Academic Progress requirements;
  - demographic information and numbers of participants who request part-time enrollment through the quarterly appeals process; and
  - referral rates of Seattle Colleges advisors and successful student connections to applicable assistance programs.
- Demographic information on participants in SPP and K-12 investments to ensure that the funding allocations are adequately serving prioritized groups of students;
- Status of any progress made towards simplifying the application process and developing a single point of entry for families and individuals to apply for a variety of services, such as preschool, child care and other enriching opportunities for their children;
- Coordination DEEL has undertaken with the State to leverage Early Childhood Education and Assistance Program investments, providing additional opportunities for families to access preschool programs;
- Details on the content and timing of agreements with Seattle School District and Seattle Colleges; and
- Any administrative decisions or modifications operationalized by DEEL throughout the year, such as determining alternative measures of quality for SPP sites or changes to SPP child care subsidies eligibility criteria to align with CCAP.

In addition to the annual reporting, DEEL will provide quarterly status updates to the chair of the City Council's committee with oversight of education programs about work with the Seattle School District on development of the coordinated care plan for Family Support Services, in advance of entering into a project agreement for the 2020-21 school year regarding how family support services will be provided. The first quarterly report is due in September of 2019, with subsequent reports submitted in December 2019, and March 2020.



### III. Overview

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#### Theory of Change

The FEPP Levy presents a historic opportunity for DEEL to improve Seattle residents' preschool through post-secondary and college and career preparation experiences. To articulate the change desired and the method for achieving results, DEEL engaged in a reflective process with guidance from the FEL/SPP LOC to develop a Theory of Change (ToC). The FEPP ToC serves as a high-level illustration of how and why change will occur as a result of FEPP Levy investments across the education continuum. The FEPP ToC articulates that overarching goal (*what FEPP ultimately aims to achieve*), the core strategies (*how FEPP will achieve*), and the outcomes (*change and impact expected along the way*). Furthermore, the ToC shows the different pathways that might lead to change in a broader ecosystem acknowledging that short, medium, and long-term outcomes will be achieved at system, program, and child/youth-levels. To build the ToC, the following components were considered: (1) problems or issues to be solved, (2) community needs and assets, (3) desired results, (4) influential factors, (5) strategies, (6) assumptions, and (7) expected outcomes.

The FEPP ToC tells the story of the FEPP Levy and its stated goal to “*partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students*” (Figure 1).<sup>2</sup> DEEL's FEPP Levy ToC is a visual representation of DEEL's belief that

- *If we invest in the education continuum, preschool through post-secondary...*
- *By partnering with families and communities to increase access to and utilization of three core strategies for historically underserved students...*
- *Then positive child/youth, program, and system levels outcomes will be achieved.*

#### Investment Areas and Core Strategies

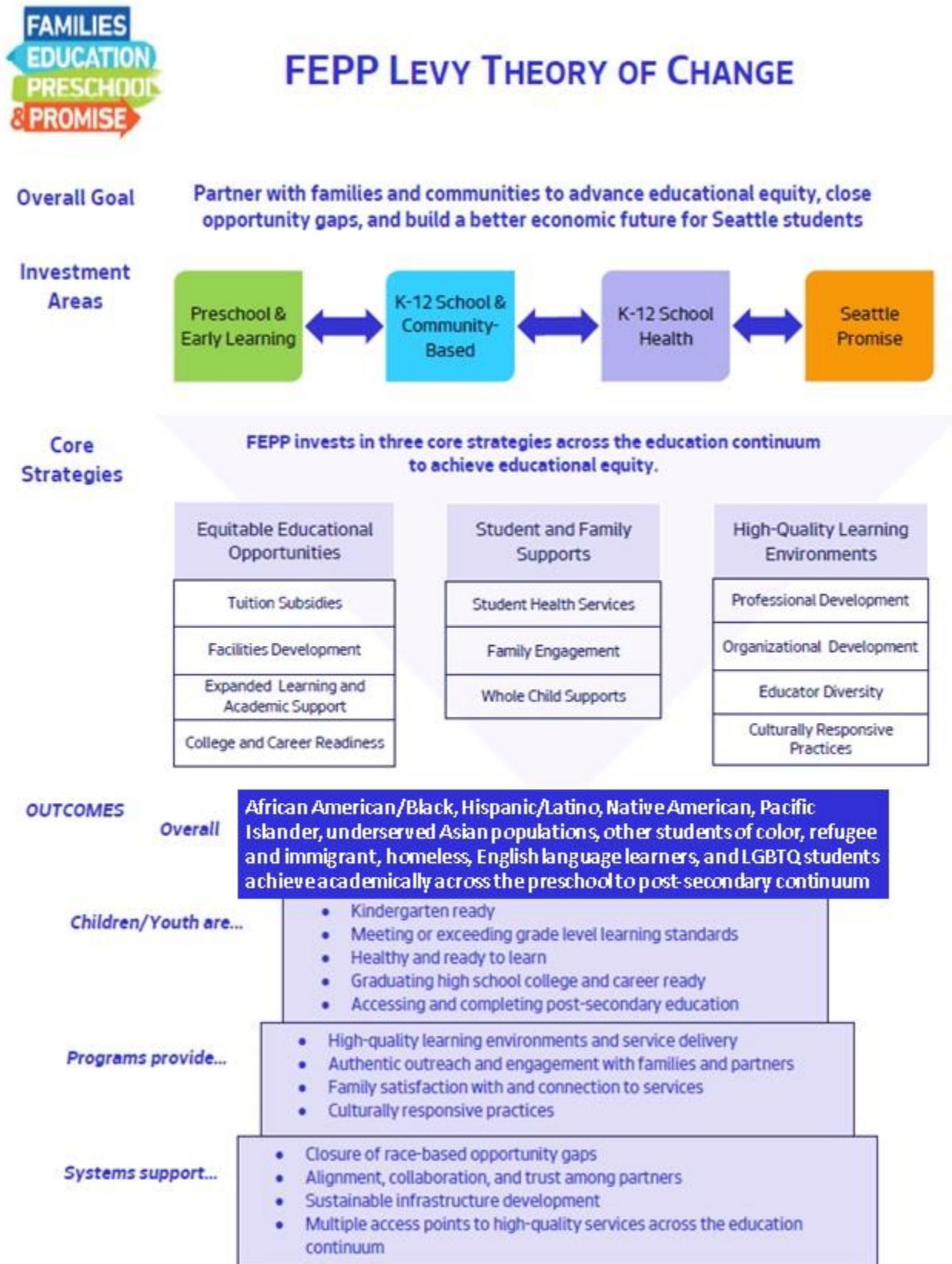
The FEPP Levy includes four investment areas across the educational continuum: (1) Preschool and Early Learning, (2) K-12 School and Community-Based, (3) K-12 School Health, and (4) Seattle Promise. Within investment areas, the FEPP ToC identifies three core strategies for funding: (1) Equitable Educational Opportunities, (2) High-Quality Learning Environments, and (3) Student and Family Supports.

Each FEPP core strategy contributes to the overarching goal of the FEPP Levy to “*achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.*”

- *Equitable Educational Opportunities* promotes access by supporting tuition subsidies, expanded learning and academic support, and college and career readiness activities to provide students opportunities beyond basic K-12 education.
- *High-Quality Learning Environments* includes strategies such as professional development for educators, organization and facilities development, culturally and linguistically responsive practices, and investments in educator and staff diversity to promote a culture and climate that creates positive impacts on students' educational outcomes.
- *Student and Family Supports* provides additional supports to address social and non-academic barriers to academic services. This core strategy includes student health services, family engagement, and whole child supports.



Figure 1. FEPP Levy Theory of Change



### Goals and Outcomes

The FEPP Theory of Change identifies one overall goal, uniting FEPP investments preschool through post-secondary. Each investment area also has specific goals and outcomes for children/youth-level, program-level, and system-level impacts, to more holistically understand the FEPP Levy’s impact. FEPP goals and outcomes are aspirational measures that will help quantify the impact of FEPP’s four investment areas and will be used to align programs, systems, and strategies.

Table 2. FEPP Levy Goals and Outcomes		
Investment Area	Goal	Outcomes
<b>FEPP Levy: Preschool to Post-secondary Continuum</b>	Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.	<ul style="list-style-type: none"> <li>African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students achieve academically across the preschool to post-secondary continuum</li> </ul>
<b>Preschool and Early Learning</b>	Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.	<ul style="list-style-type: none"> <li>Children are kindergarten ready</li> <li>Learning environments are evidence-based, high-quality, culturally responsive, and equitable</li> <li>Students and families have multiple ways to access high-quality early learning services</li> <li>Race-based opportunity gaps are closed</li> </ul>
<b>K-12 School and Community-Based</b>	Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.	<ul style="list-style-type: none"> <li>Students are academically prepared by meeting or exceeding grade level learning standards</li> <li>Students graduate high school on-time</li> <li>Students graduate high school college and career ready</li> <li>Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices</li> <li>Students are educated by a more diverse educator workforce</li> <li>Students have access to a network of expanded learning opportunities</li> <li>Structures are promoted for advancing college awareness and access to career preparation resources</li> <li>Race-based opportunity gaps are closed</li> </ul>

<b>K-12 School Health</b>	Seattle students have access to and utilize physical and mental health services that support learning.	<ul style="list-style-type: none"> <li>• Students are healthy and ready to learn</li> <li>• School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care</li> <li>• Providers implement a best practice model of medical and mental health care</li> <li>• Race-based opportunity gaps are closed</li> </ul>
<b>Seattle Promise</b>	Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.	<ul style="list-style-type: none"> <li>• Seattle Promise students complete a certificate, credential, or degree or transfer</li> <li>• Seattle Promise delivers high-quality services and clear pathways to success</li> <li>• Race-based opportunity gaps are closed</li> </ul>

**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.

<b>Table 3. FEPP Levy Priorities and Principles</b>	
<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.

**Principle #4:** Ensure Levy proceeds are supplemental and complementary to existing public funding structures and services; funding is never used to supplant state-mandated services.

**Principle #5:** Implement competitive processes to identify organizations to partner with the City to deliver services to children and youth.

**Principle #6:** Implement accountability structures based on student outcomes, performance-based contracts, performance-based awards, and practice continuous quality improvement.

**Principle #7:** Provide financial support that increases access to expanded learning opportunities and affordable services for families and educators.

**Principle #8:** Report annually on investments, access to services, and progress toward achieving educational equity.

### Partnership and Alignment

The City is committed to closing persistent opportunity and achievement gaps through partnerships and networked success. The success of FEPP Levy investments in meeting intended goals and outcomes (Table 2) depends on the strength of partnerships between the City, community partners, contracted partners, and institutional partners such as Public Health—Seattle & King County (PHSKC), Seattle Colleges, Seattle School District and the Washington State Department of Children, Youth, and Families (DCYF).



At the forefront of this aligned partnership, Seattle School District is committed to ensuring equitable access, eliminating opportunity gaps, and striving for excellence in education for every student. Seattle School District is responsible for educating all students through high-quality curriculum and instruction that supports students in achieving the necessary academic skills at each grade level, so students graduate college and career ready. FEPP Levy investments support this goal through a variety of strategies including high-quality preschool and early learning services, expanded learning and out-of-school time programming, college and career readiness experiences, wraparound services, and culturally specific and responsive approaches.

In addition to a strong partnership with the school district, community-based partners and philanthropic organizations interested in education are critical in providing programs and other support services to close opportunity gaps and advance racial equity in the educational system. Many families rely on community agencies to provide support in culturally specific ways and build stronger connections with schools. These agencies bring their own cultural wealth and resources to accentuate the mission of the Levy and improve student outcome results. For FEPP investments to achieve their intended goals and outcomes, city, school, and community partners will need to be innovative, flexible, and accountable and utilize data to inform practice.

The FEPP priorities and principles (Table 2), as well as DEEL’s core values of equity, collaboration, transparency, and results, serve as the foundation for DEEL’s approach to partnership and stewardship of FEPP investments. The priorities and principles charge DEEL to uphold service to and equity for historically underserved communities, evidence-based and promising practices, provider capacity building, competitive funding processes, fiscal responsibility, ongoing community engagement, annual evaluation, and formalized partnership agreements.

Consistent with Ordinance 125604, DEEL will establish agreements with its contracted partners for services that seek to achieve educational equity. The Executive will submit to Council two Resolutions for Partnership Agreements with the FEPP Levy’s primary institutional partners: (1) Seattle Colleges and (2) Seattle School District. The Partnership Agreements will be submitted to Council in Quarter 1, 2019. The Partnership Agreements, once fully executed, will be in effect for the life of the FEPP Levy. Partnership Agreements can be amended by both parties conditional upon LOC recommendation and Council approval.

Subsequent contractual agreements, such as data-sharing agreements, will be fully executed with institutional and community-based partners annually, before the beginning of each new School Year (SY).

### Commitment to Race and Social Justice

The City of Seattle launched the Race and Social Justice Initiative (RSJI) in 2004 to eliminate racial disparities and achieve racial equity in Seattle.<sup>3</sup> The goals and strategies of RSJI are to



1. end racial and social disparities internal to the City by improving workforce equity, increasing City employees’ RJSI knowledge and tools, and increasing contracting equity;
2. strengthen the way the City engages its community and provides services by improving existing services using RSJI best practices and enhancing immigrants’ and refugees’ access to City Services; and
3. eliminate race-based disparities in our communities.<sup>4</sup>

RSJI directs City departments to implement racial equity toolkits (RET) in budget, program, and policy decisions, including review of existing programs and policies. Furthermore, in November 2017 Mayor Jenny A. Durkan signed Executive Order 2017-13 affirming the City’s commitment to RSJ and stating that the City shall apply a racial equity lens in its work, with a focus in 2018 on actions relating to affordability and education. Consistent with this charge, the Department of Education and Early Learning demonstrates alignment to the RSJI through utilization of Racial Equity Toolkits, commitment to the Our Best Initiative, and the FEPP Levy’s commitment to educational justice.

### Racial Equity Toolkits

DEEL commits to apply RETs toward FEPP Levy budgetary, programmatic, and policy decisions in order to minimize harm and maximize benefits to Seattle’s communities of color. In partnership with DEEL’s RSJI Change Team, DEEL will present RETs pertaining to FEPP investments (Table 4) to City Council as part of the department’s annual Change Team presentation.

Table 4. FEPP Levy Racial Equity Toolkit Timeline		
RET Topic	Anticipated Start	Anticipated Council Presentation
FEPP Levy RFI/RFP/RFQ Processes	Qtr 3 2018	Qtr 2 2019
Family Child Care Mentorship and Quality Supports	Qtr 3 2019	Qtr 1 2020
Seattle Preschool Program Eligibility and Qualifying Factors	Qtr 3 2019	Qtr 1 2020
Homelessness/Housing Support Services	Qtr 2 2019	Qtr 1 2021
Seattle Promise	Qtr 2 2019	Qtr 1 2021

**Our Best Initiative**

In 2017, the Office of the Mayor launched Our Best, the City’s racial equity commitment to improve life outcomes for young Black men and boys through systems-level changes, policy leadership, and strategic investments in five impact areas: education, safety, health, economic mobility, and positive connections to caring adults. The FEPP Levy will invest in community-based recommendations identified for the education and positive connections impact areas by the Our Best Advisory Council. Further detail on these investments can be found in Section IV regarding the K-12 Culturally Specific and Responsive, Strategy #4.



**Education is Social Justice**

DEEL believes that education is social justice and that the work of the Department is necessary to combat Seattle’s persistent racial inequities from education, to health, to justice system involvement and ultimately to people’s lived experience and economic realities. The FEPP Levy invests preschool to post-secondary and increases access to equitable educational opportunities, high-quality learning environments, and student and family supports for historically-underserved communities. FEPP investments prioritize serving African American/Black, Hispanic/Latino, Native American, Pacific Islanders, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ communities to achieve of the overall goal of achieving educational equity.

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**DEEL Mission:** Transform the lives of Seattle’s children, youth, and families through strategic investments in education

**DEEL Vision:** We envision a city where all children, youth, and families have equitable access and consistent opportunities to high-quality educational services, support, and outcomes

**Educational Equity:** Access to educational opportunities and academic achievement are not predicated on a person’s race

--January 2019

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## Alignment with City Investments and Initiatives

### Cities Connecting Children to Nature

The City of Seattle joined the Cities Connecting Children to Nature (CCCN) initiative in February 2018. CCCN is an initiative of the National League of Cities (NLC) and Children & Nature Network (CNN). The CCCN initiative offers guidance, technical support, and fundraising assistance to local municipalities in establishing new connections between children and nature through exposure to promising practices, access to national experts, and structured peer learning and training opportunities.<sup>5</sup> Spending time in nature is proven to enhance educational outcomes by improving children’s academic performance, focus, behavior, and engagement in learning.<sup>6</sup> The CCCN initiative is led by Seattle Parks and Recreation and DEEL is part of the core leadership team. DEEL supports the use of FEPP Levy funds to increase equitable access to nature where possible. Best practices include green schoolyards, green job pathways, outdoor play, and out-of-school-time activities in parks.



## Evaluation Overview

A comprehensive and rigorous evaluation framework provides the foundation for transparency and accountability to stakeholders. The FEPP evaluation framework is guided by the FEPP Theory of Change and seeks to answer one overarching question:

**To what extent, and in what ways, do FEPP investments improve educational equity, close opportunity gaps, and build a better economic future for Seattle students?**

### Evaluation Values

To answer this overarching question, and a broader set of evaluation questions throughout the life of the FEPP Levy, DEEL and partner agencies will implement five evaluation values: (1) practice accountability, (2) strive for continuous quality improvement, (3) commit to asset-based indicators, (4) disaggregate data by sub-populations, and (5) promote good stewardship of public funds.

*Accountability:* Accountability refers to the responsibility of both DEEL and contracted partners to implement investments with fidelity, manage funds effectively, and ensure activities make progress toward achieving outcomes. DEEL will leverage a number of accountability structures including performance-based contracts, program evaluation activities, and public reporting to promote transparency and to assess program strengths and areas for program improvement.

*Continuous Quality Improvement:* Continuous quality improvement (CQI) refers to the ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness. DEEL and FEPP contracted partners practice CQI by collecting data, analyzing results, and making on-going course corrections to efficiently manage investments to achieve desired outcomes (Figure 2). Analysis is iterative and informs improvements happening at three levels of impact: child/youth, program, and system.

**Figure 2. DEEL Continuous Quality Improvement Cycle**



*Data Disaggregation:* While FEPP Levy goals and outcomes are often framed at the population level with the intent to achieve outcomes for all Seattle students, DEEL’s evaluation activities are committed to disaggregating data to better understand who is being served, how well, and with what results. When outcomes are presented merely in aggregate, race-based inequities are hidden and enabled to persist. DEEL commits to disaggregate data by age, race, ethnicity, languages spoken, socioeconomic status, gender, ability, and income to the extent possible to promote equity in our investments. Data sharing between DEEL, Seattle School District, Seattle Colleges, and contracted partners will comply with Family Educational Rights and Privacy Act (FERPA),<sup>4</sup> Higher Education Act (HEA),<sup>5</sup> and other applicable laws, such as the City’s obligations under the Public Records Act.

*Asset-based Indicators:* Too often, social investments that seek to reduce disparities track progress on key indicators from a deficit frame. FEPP Levy evaluation activities commit to utilize asset or strengths-based indicators that focus on the behavior desired (e.g. students attending 95% or more of school days vs. students absent 10 or fewer days). Additionally, FEPP evaluation efforts commit to understanding the broader context in which our investments are operating—for example, how different subgroups and systems have historically interacted. Context is key to collecting meaningful data and to understanding what changes are or at not occurring. A sample of proposed indicators to assess FEPP investments are included in Appendix subsection “Evaluation Indicators.” DEEL has authority to modify the evaluation indicators and data sources utilized over the life of the FEPP Levy.

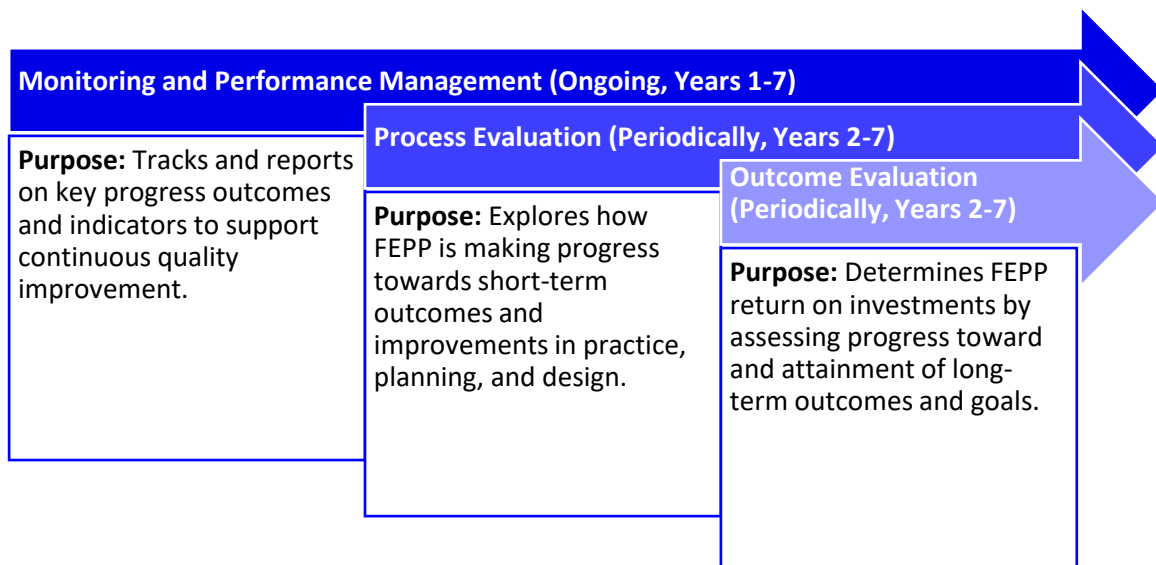
*Good Stewardship:* As stewards of public funds, DEEL is committed to evaluating whether investments are achieving their intended purposes. FEPP will leverage performance management, continuous quality improvement, and program evaluation activities to measure whether FEPP investments are producing the best results, contributing to new learnings and understandings, and effectively using public funds.

**Evaluation Approach**

The FEPP evaluation values will be embedded in a three-tiered evaluation approach consisting of: (1) monitoring and performance management, (2) process evaluation, and (3) outcome evaluation to assess whether FEPP investments have improved educational equity, closed opportunity gaps, and built a better economic future for Seattle students (Figure 3). The following provides a more detailed explanation of each evaluation approach.



**Figure 3. FEPP Evaluation Approach and Timeline**



*Monitoring and Performance Management*

Evaluation activities will monitor *progress* toward performance indicators. All investment areas are required to collect specific numeric performance data for each funded strategy. Performance indicators are defined annually through DEEL’s performance-based contracting process. Tracking performance measures allows FEPP to measure the quantity and quality of services provided to children, youth, families, and communities as well as the results achieved by providers. This information informs continuous quality improvement (CQI) activities.

*Process Evaluation*

Process evaluations help DEEL determine *how* to improve practice, planning, and design. Information gleaned enables partners to inform, manage, improve, or adjust programs, services, and practices. These types of evaluations provide possible early warnings for implementation challenges. Potential evaluation questions under this design can include whether FEPP activities were delivered as intended. Furthermore, process evaluation can provide specific stakeholders with information on if the services provided were effective, how they were effective or ineffective, and what can be done to improve outcomes. In most cases, these types of evaluations would be considered descriptive. *Descriptive* evaluation designs aim to describe a strategy, process, or procedure. Descriptive information provides an observational snap shot or a trend analysis of investments on progress towards outcomes. Commonly used descriptive designs include qualitative or mixed method case-studies, cross-sectional quantitative survey, and time-series designs. Descriptive evaluation designs do not seek to draw cause-and-effect claims.

*Outcome Evaluation*

Outcome evaluations assess *to what extent* a program, service, or strategy was successful in achieving its intended outcomes. Outcome evaluations occur after several years of implementation and seek to determine the effectiveness in producing change after fidelity has been established. FEPP’s outcome evaluations will assess three levels of impact (system, program, and child/youth-level) when analyzing the Levy’s overall effectiveness. The schedule for assessing levels of impact will vary based on how quickly results are expected, whether the investment is new, etc. For example, some changes in child-level data may be expected and therefore evaluated during the mid-point of FEPP implementation, whereas larger systems-level changes may not be affected and evaluated until the final years of implementation. In most cases, outcome evaluations are often considered causal. *Causal* evaluation designs aim to establish a direct link between an intervention and outcome(s). Common causal evaluation designs include pre-experimental, experimental, quasi-experimental, and ex-post

facto designs. The evaluation design selected will guide the data collection method, analysis, and timeline (see Appendix subsections “Evaluation Design Detail” and “Evaluation Indicators” for additional detail).

**Evaluation Timelines and Reporting**

All FEPP investment areas will participate in ongoing monitoring and performance management activities as part of the CQI process. A subset of strategies/programs will be selected for process and/or outcome evaluations during the lifetime of the Levy. Designs for process and outcome evaluations will be informed by a set of criteria including, but not limited to: (1) stakeholder interest, (2) quality of data, (3) high potential to see impact, (4) ability to provide new evidence to fill a gap in knowledge, and (5) evaluation resources identified. Evaluations may be conducted through partnerships with DEEL, partner agencies, and external evaluators. DEEL recognizes the importance of external evaluators to provide an objective and impartial stance, which is essential to ensuring transparency and credibility.

DEEL is committed to sharing success, opportunities for improvement, and lessons learned during implementation of the FEPP Levy. In accordance with Ordinance 125604, DEEL will report annually to the LOC and public on investments, access to services, and progress toward achieving educational equity. The FEPP Annual Performance and Evaluation Report will provide data on the performance of levy-funded activities, including progress toward meeting overall FEPP Levy goals and outcomes as well as performance indicators, lessons learned, and strategies for continuous quality improvement. Information may be shared through a variety of formats such as research briefs, data dashboards, community-based workshops, public forums, or web-based publications.

<b>Table 5. FEPP Evaluation Framework and Timeline Detail</b>			
	<b>Monitoring and Performance Management</b>	<b>Process Evaluation</b>	<b>Outcome Evaluation</b>
<b>Purpose</b>	Tracks and reports on key process indicators to support continuous quality improvement	Explores how FEPP is making progress towards short-term outcomes and improvements in practice, planning, and design	Determines FEPP return on investments by assessing progress toward and attainment of long-term outcomes and goals
<b>Example Questions</b>	<ul style="list-style-type: none"> <li>• Was the service delivered?</li> <li>• Was the service delivered to the intended population?</li> <li>• What was the dosage of the service delivered?</li> </ul>	<ul style="list-style-type: none"> <li>• How are services delivered?</li> <li>• Was the service implemented as intended (or was there fidelity to the program model)?</li> <li>• Do the strategies work or not—and how and why?</li> <li>• Were students and families satisfied with the services?</li> <li>• What challenges are encountered in implementing the</li> </ul>	<ul style="list-style-type: none"> <li>• Were population-level changes observed?</li> <li>• Were improved outcomes observed among participants compared to similar non-participants?</li> <li>• Were the desired FEPP goals and outcomes achieved?</li> <li>• What changed on a broader population or community level?</li> </ul>

		<p>strategy or program and how were they resolved?</p> <ul style="list-style-type: none"> <li>• What was the quality of the services provided?</li> </ul>	
<b>Data Collection Methods and Sources</b>	<ul style="list-style-type: none"> <li>• Provider performance measures</li> <li>• Internal City data-systems</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting individual interviews or focus groups with program staff, participants, and other stakeholders</li> <li>• Observing activities</li> <li>• Reviewing documents</li> <li>• Compiling survey data on the population served and services delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting data from agency and partner data systems</li> <li>• Conducting individual interviews or focus groups with program staff, participants, and other stakeholders</li> <li>• Observing activities</li> <li>• Reviewing documents</li> <li>• Compiling survey data on the population served and services delivered</li> </ul>
<b>Evaluation Design</b>	Descriptive	Descriptive and/or causal	Descriptive and/or causal*
<b>Methods</b>	DEEL staff and contracted partners review progress toward target indicators identified and make course corrections to promote positive outcomes	DEEL staff and/or external evaluators conduct observational, rigorous, qualitative, and quantitative data analysis**	DEEL staff and/or external evaluators conduct quasi-experimental and observational designs**
<b>Timeline</b>	Ongoing beginning in Year 1	Periodically beginning in Year 2	Periodically beginning in Year 2

\*Comparison of outcomes among similar students/schools not receiving Levy services using causal evaluation approaches.  
\*\*External, third-party evaluators to participate pending available funding. Contracted partners to participate as necessary.

**Conditions**

While the FEPP Levy presents an opportunity for DEEL to implement aligned preschool through post-secondary strategies, many other efforts are underway regionally to positively affect educational outcomes for Seattle’s children and youth. FEPP’s efforts are part of a larger collective impact. As such, there will be external factors (e.g. changes in Seattle School District funding, new state assessments, etc.) that may influence FEPP’s impact as well as how DEEL evaluates strategies over the life of the FEPP Levy. DEEL is committed to identifying these external factors and understanding how they may affect strategy implementation and results observed. Further, FEPP Levy investments are intended to improve outcomes for students who access and utilize FEPP-funded services and programs; DEEL does not make claims that FEPP-Levy investments will improve outcomes for entire schools, the Seattle School District as a whole, and/or the Seattle Colleges as a whole.

## Spending Plan

The FEPP Levy makes strategic investments across the preschool through post-secondary continuum. To do so, the Levy funds four investment areas: (1) Preschool and Early Learning, (2) K-12 School and Community-Based, (3) K-12 School Health, and (4) Seattle Promise. Throughout the Plan, all budget totals and percentages shown are seven-year figures, unless otherwise stated. Detailed spending plans are included within each FEPP Investment Area section in the Plan (Section IV).

The largest budget allocation within the FEPP Levy is to Preschool and Early Learning (\$341.8M, 54%). This investment area largely represents a continuation and expansion of the

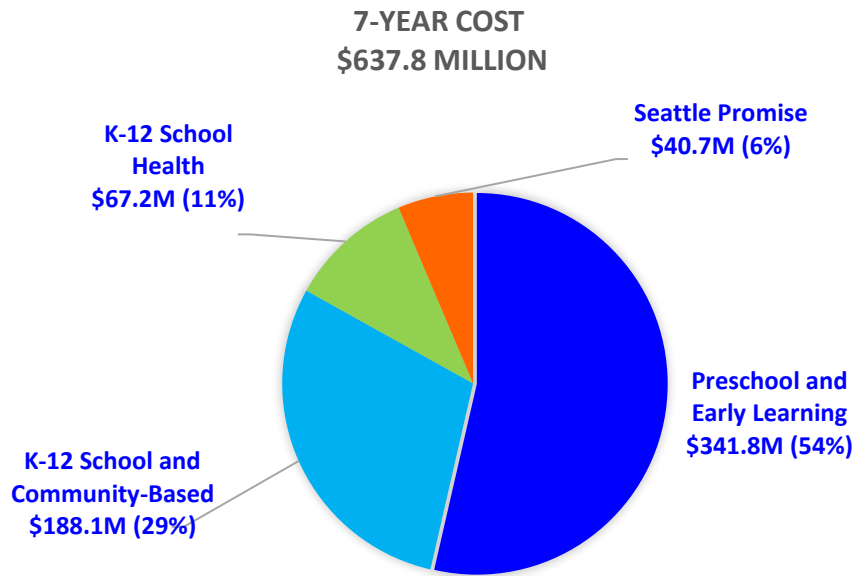
four-year pilot SPP Levy. While not detailed specifically in the Plan, DEEL's other early learning investments also receive substantial funding from other funding sources, including: Sweetened Beverage Tax, General Fund, Washington State's Early Childhood Education and Assistance Program (ECEAP), SPP tuition, and other small grants. This funding leverages and supplements FEPP Levy investments whenever possible.

The two K-12 investment areas—K-12 School and Community-Based and K-12 School Health—are a combination of new and expanded past FEL investment strategies. Unlike the Preschool and Early Learning investment areas, the K-12 School and Community-Based investment area is almost entirely funded through the Levy. Funding for this area totals \$188.1M or 29%. K-12 School Health investments (\$67.2M, 11%) are administered in partnership with Public Health Seattle-King County (PHSKC) and Seattle School District and are similar to investments made previously through the 2004 and 2011 FEL.

The Seattle Promise investment area (\$40.7M, 6%) provides funding for the Seattle Promise College Tuition Program (Seattle Promise) such that all Seattle public school students may access post-secondary education. The City will administer this new program in partnership with the Seattle Colleges.

DEEL's central administration costs related to the FEPP Levy are embedded within and across each investment area proportionally. The totals for the four investment areas are inclusive of the administration costs. The administration budget reflects a portion of DEEL's central administrative labor and non-labor costs as well as Citywide indirect costs, including IT and facilities; this is 7% of the total Levy.<sup>1</sup>

**Figure 4. FEPP Levy 7-Year Investment Area Totals**



<sup>1</sup> As of January 2019.

## Quality Implementation and Management of Investments

### Performance-based Contracting

DEEL uses performance-based contracts and awards for all FEPP Levy investments. Consistent with other governmental and procurement definitions of performance-based contracting, DEEL defines performance-based contracting as a) outcomes-based rather than process-based contracting that b) includes measurable performance standards and c) incentivizes desired performance through the payment structure. A key component to the success of performance-based contracting is the implementation of continuous quality improvement (CQI) cycles throughout the contracting period in order to evaluate efficacy of funded programs.

### Management and Reporting of Levy Funds

Consistent with Ordinance 125604, “the [Levy Oversight] Committee shall review an annual report of Levy outcomes and indicators for the previous school year; review and advise on proposed course corrections, program modifications, and program eliminations; and periodically review and advise on program evaluations. The Council requires that before the Executive submits to the Council the Implementation and Evaluation Plan, Partnership Agreements, or proposes any changes in Levy funding requiring Council approval by ordinance, the Executive will seek the recommendation of the Committee.”

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*Principle 6.* Implement accountability structures based on student outcomes, performance-based contracts, performance-based awards, and practice continuous quality improvement.  
--Ordinance 125604, Section 2

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Throughout the year, DEEL will monitor actual spending in each investment area. Per Council Resolution 31821, the priority for unspent and unencumbered funds at the end of each fiscal year will be to supplement the Seattle Preschool Program, with the goal of increasing the number of available preschool slots for three- and four-year old children. Any other proposed use of annual underspend will be reviewed and recommended by the LOC and approved by the Council through the annual budget process or other legislation.

### Contracts Oversight

As part of DEEL’s commitment to Levy Principle #6, DEEL will regularly monitor contract performance and progress towards contracted performance outcomes.

This may require rejecting renewal or extension of existing contracts that have failed to meet the agreed-upon outcomes over the course of one or more contract periods. In most cases, DEEL will first work with contracted agencies to provide a corrective plan and, if appropriate, technical assistance in order to course correct or, through mutual agreement, adjust a target or goal. If this is not successful in achieving the contracted outcomes, DEEL may attempt additional interventions or coaching, if possible. If performance does not improve to meet contract standards, DEEL will utilize appropriate contract remedies, which may include early termination or non-renewal.

## Methodology and Timeline for Awarding Investments

### Equitable access to funding

FEPP Levy principles and priorities emphasize promoting equitable access to funds and capacity-building opportunities. The Levy provides an opportunity for DEEL to work with a variety of community, cultural, and language-based organizations, in addition to institutional, governmental and school partners. Working with such a broad range of partners requires that DEEL continually examine its funding processes and mechanisms to prioritize equitable access to funding opportunities for all potential partners who could achieve Levy outcomes. Additionally, the Levy invests in new areas where DEEL needs to broaden its partnership reach and work with providers who may not have worked with the department or City prior to the Levy.

As part of the development of the Plan, DEEL began a Racial Equity Toolkit on the Request for Investments (RFI), Request for Proposal (RFP), and Requests for Qualifications (RFQ) processes. Based on initial feedback from providers and organizations from Early Learning and K-12, the department centered its focus on the following elements of the process: outreach, technical assistance, evaluation, and review. The department will continue to refine its RFI, RFP, and RFQ processes throughout the beginning of 2019 in preparation for the release of the majority of FEPP investment area RFIs as it continues working through the RET process in 2019.

Consistent with the CQI practice DEEL applies to contract management, DEEL will use the same approach to its funding processes with a goal of continuously improving practice and process based on feedback, outcomes, and best practices. The department will continue to revisit the outcomes and recommendations of the Racial Equity Toolkit overtime.

### Supports for applicants

A key component of providing equitable access to DEEL funds is the support and assistance offered to applicants. While DEEL has historically offered workshops in advance of RFI deadlines and provided technical assistance with awarded organizations, the department is committed to increasing the support offered to applicants throughout the process, especially first-time applicants or new organizations that have not worked with the department or City previously.

DEEL will provide multiple avenues for potential applicants to receive technical assistance in advance of RFI application deadlines. This may include, but is not limited to:

- In-person workshops;
- One-on-one technical assistance sessions
- Online webinars and materials on the basics of applying for DEEL funding

Some of these elements will be common across DEEL, with the goal of minimizing the number of unique processes or forms an applicant must use to apply for multiple DEEL funding opportunities. DEEL is continuing to build out supports for applicants through its RET process.

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*Priority 4.* Provide access to capacity-building opportunities for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.

*Principle 3.* Maximize partnerships with community, cultural and language-based organizations.

*Principle 5.* Implement competitive processes to identify organizations to partner with the City to deliver services to children and youth.

--Ordinance 125604, Section 2

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### **Supports for contracted partners**

Additionally, DEEL is working to support awarded applicants and contracted partners, especially those who have not contracted with the department before. This may include additional one-on-one technical assistance provided by contracts staff before contract execution and workshops on common contract elements or processes to better prepare awarded groups for what to expect when contracting with DEEL.

### **Method**

DEEL will use a combination of RFI, RFP, and RFQ processes to competitively award Levy proceeds. These investments are identified throughout the Plan and described in subsection “How will investments be managed and phased in?” DEEL will issue RFIs for investments in the Preschool and Early Learning and K-12 School and Community-Based areas. PHSKC will issue Requests for Applications (RFA) for investments in K-12 School Health. DEEL has authority to direct award contracts to Seattle Colleges, Seattle School District, and PHSKC, and other community partners. Further, DEEL has authority to enter into agreements with the Department of Parks and Recreation, Human Services Department, and other City Departments to transfer Levy funds for purposes consistent with FEPP Levy requirements and this Plan.

DEEL has authority to use consultants to complete tasks such as, but not limited to, external program evaluations or to supplement technical assistance to applicants. The selection of consultants and the issuance of RFPs will follow the process established under SMC Chapter 20.50.

Eligible schools, community-based organizations, and government agencies will be required to compete for funds by submitting an application that outlines how they will achieve the specific outcomes stated in the RFI.

The RFI application will require applicants to develop and commit to a plan that will meet stated outcomes. DEEL will review applications and contract with schools, organizations and government agencies as applicable, to invest funds in the applications that are likely to achieve the greatest results for the amount of funds contracted. Once DEEL has selected contracted partners through an RFI process, DEEL has authority to negotiate changes to specific program elements to meet the intended targets or outcomes, or to adjust for available funding. An outline of the anticipated timeline and frequency of RFIs, RFPs, and RFQs is provided below.

### **Timeline**

#### *School Year 2019-2020*

The Levy introduces not only a new investment area, Seattle Promise, but also makes significant shifts in investment goals and outcomes for existing investments areas from preschool through K-12. In order to allow existing Families and Education Levy (FEL) and Seattle Preschool (SPP) Levy partners time to align plans and resources to new FEPP strategies and outcomes, DEEL will phase-in new investments and strategies during the first year of FEPP Levy implementation.

For School Year (SY) 2019-2020, DEEL will largely maintain existing FEL and SPP investments at SY 2018-2019 school year funding levels and similar contract terms. This applies to the following areas:

- SPP, Step Ahead, and Pathway provider
- Elementary Community Based Family Support
- Elementary School Innovation sites
- Middle School Innovation sites
- Middle School Linkage sites
- High Schools Innovation sites
- Summer learning programs in early learning, elementary, middle, and high school
- School-Based Health Centers



A complete list of providers is included in the Appendix.

DEEL will continue direct contracts previously awarded through competitive processes or sole source in SY 2019-20, including:

- Homeless Child Care Program with Child Care Resources
- Sports and Transportation with Seattle Parks and Recreation
- Family Support Services with Seattle School District
- Culturally Specific Programming with Seattle School District
- Educator Diversity with Seattle School District

Some new FEPP investments will begin in SY 2019-2020. These services include, but are not be limited to:

- Family Child Care Mentorship and Quality Supports
- Homelessness/Housing Support Services
- Mentoring
- School Based Health Centers
- Seattle Promise

#### *Early Learning and Preschool Providers*

The SPP will conduct competitive RFI processes when contracting with new provider agencies to deliver preschool services, beginning in School Year (SY) 2020-2021. For SY 2019-2020, DEEL will continue to contract with existing providers and may expand the number of classrooms and children served if mutually agreed to by both parties. Contracted agencies will be required to meet SPP program and evaluation requirements. Early Learning and Preschool providers under contract with the City as of January 2019 and in good standing with DEEL, will not need to reapply to provide these services during the seven years of the FEPP Levy.

#### *Sequence of RFIs and RFQs*

During SY 2019-2020, for new investment or program areas, DEEL will endeavor to release RFIs in a timely manner, so schools and partner organizations have sufficient time to align with the new Levy strategies and outcomes. The RFI process for SY 2020-2021 FEPP investments will begin in Quarter 2, 2019. The following investments will be selected through a competitive RFI process for SY 2020-2021 implementation. DEEL has authority to bid additional investments through competitive RFI processes not identified below.

The following table outlines the FEPP investment procurement (RFI, RFP, RFQ, RFA) release timeline scheduled to occur throughout the life of the Levy.



<b>Table 6. FEPP Investments Procurement 7-Year Release Timeline</b>				
<b>Funding Opportunities</b>	<b>Type of Funding Process</b>	<b>Anticipated Funding Process Release</b>	<b>Anticipated Funding Process Frequency*</b>	<b>Anticipated Duration of Award**</b>
<b>Preschool and Early Learning</b>				
Facilities Pre-Development (Architectural Services)	RFQ	Q2 2019	As-Needed	n/a
Family Child Care Mentorship and Quality Supports	RFI	Q2 2019	One-time	6-Year
SPP Provider Facilities Fund	RFI	Q2 2019	Annually	Varies
Comprehensive Support Services	RFQ	Q3 2019	As-Needed	n/a
SPP and other preschool providers	RFI	Q4 2019	Annually	6-Year
<b>K-12 School and Community-Based</b>				
Homelessness/Housing Support Services	RFI	Q2 2019; Q2 2022	Two-times	3-Year; 4-Year
Mentoring	RFQ	Q2 2019	As-Needed	n/a
School-Based	RFI	Q2 2019	One-time	6-Year
Culturally Specific Programming	RFI	Q4 2019	One-time	6-Year
Opportunity and Access	RFI	Q1 2020; Q1 2023	Two-times	3-Year; 3-Year
<b>K-12 School Health***</b>				
School Based Health Centers (Meany MS, Robert Eagle Staff MS, and Lincoln HS)	RFA	Q2 2019	One-time	7-Year
School Based Health Centers (Nova HS)	RFA	Q3 2019	One-time	6-Year
School Based Health Centers (all Elementary Schools)	RFA	Q1 2020	One-time	6-Year

\*Frequency subject to change

\*\*All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes

\*\*\*All K-12 School Health processes administered by PHSKC

**Review process**

DEEL is working to streamline the RFI/RFQ/RFP review processes as well as complete a racial equity toolkit (RET) on the outreach, technical assistance, evaluation, and review processes DEEL has used for FEL and SPP investments. The process described below is the minimal required process that DEEL will adhere to for all RFIs and RFPs.

*Workshops*

All RFI processes will include at least one bidders’ workshop which will provide an opportunity for applicants to ask questions or request clarifications about the RFI/RFP process or content. All documents provided during the workshop, including handouts, notes, recorded questions and answers, will be posted to the DEEL website. Workshops will be advertised and posted through the DEEL website, listservs, and organizational networks whenever possible.

### *Submittal*

RFI/RFP applications are due no later than the time stated as part of the posted timeline, included in the RFI/RFP. RFQs may include deadlines for regularly scheduled reviews. This will be specified in the RFQ posting. DEEL has traditionally only accepted paper copies of RFI and RFP responses; however, the department is exploring accepting online submittals as well. This approach, if implemented, will be specified in the RFI or RFP postings. DEEL reserves the right to not consider late applications received after the deadline.

### *Review & Evaluation*

The evaluation panel is a key component of the review process. DEEL will continue to identify evaluators that represent a broad range of expertise and perspectives, including program staff, other City and governmental staff, community members, partner agency staff, and others, barring conflicts of interest. All evaluators must sign a Confidentiality and Conflict of Interest Statement at the beginning of the process. DEEL is reviewing the evaluation process through a RET and will likely implement changes to require all evaluators take an anti-bias training in advance of participating on a panel.

When evaluating RFI and RFP responses, DEEL will use a variety of methods to determine which proposals are best positioned to meet intended outcomes including but not limited to past success at achieving results, means and methods proposed, commitment of leadership to improving outcomes, adherence to labor laws and a commitment to labor harmony, and the costs of programs or proposals. Investment area and strategy specific criteria for FEPP investments are provided in the subsection, "What are the provider criteria?"

As part of the evaluation and review process, DEEL may require interview sessions and site visits for applicants, as needed. These sessions would be focused on clarifying questions only and would not introduce new or separate rating criteria; however, evaluators may update their scores following clarification sessions. After finalizing recommendations based on evaluators' scores and determining the final award amounts based on available funding, the DEEL Director will review and approve the final rankings and funding levels of RFI/RFP applications.

### *Notification process*

Following the DEEL Director's approval, DEEL will notify applicants at the same time by email about the status of their proposal. After applicants have been notified about the status of their proposal, DEEL will post a list of awarded agencies and organizations to its website.

### *Appeals Process*

RFI/RFP/RFQ applicants may appeal certain decisions during the process. These decisions include:

- Violation of policies or guidelines established in the RFI/RFP/RFQ
- Failure to adhere to published criteria and/or procedures in carrying out the RFI/RFP/RFQ process
- Non-renewal or extension of contract

Applicants may submit a written appeal to the DEEL Director within four business days of the date of written notification of their award status. Notification of appeal to the Director may be delivered in person or by email. DEEL may reject an appeal that is not received within the required timeline. An applicant must file a formal appeal. An intent to appeal expressed to DEEL does not reserve the right to an appeal. No contracts resulting from the RFI/RFP process can be issued until the appeals process is completed.

The DEEL Director will review all appeals and may request additional facts or information from the applicant. A written decision will be made within four business days of receipts of the appeal and shall be delivered by email to the applicant making the appeal.

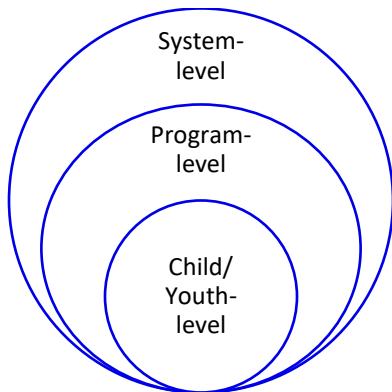
## PRIMER TO SECTION IV

**FEPP Core Strategies** are aligned to FEPP Levy investment areas. Shaded tiles are used in Section IV of this report to map FEPP investment area strategies to FEPP Theory of Change core strategies; a darkened and bolded core strategy name indicates where alignment to the Theory of Change exists.



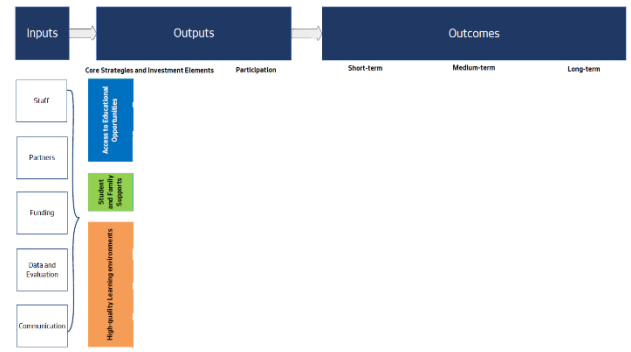
**FEPP Levy Outcomes** are evaluated by three levels of impact:

1. **System-level outcomes** are expected changes in the systemic conditions, infrastructure, or processes needed to support program-level and child/youth-level outcomes.
2. **Program-level outcomes** are expected changes in practices, policies, or adult behavior, knowledge, or skills that support child/youth-level outcomes.
3. **Child/youth-level outcomes** are the expected changes in a young person’s behavior, knowledge, or skills because of participation in FEPP-funded programs and services. Each level of impact will have outcomes, indicators, and measures.



**Logic Models** are used to visually depict *how* FEPP Levy investments will achieve stated outcomes. Each logic model includes inputs, outputs, and outcomes. Inputs include operational elements such as staff, partners, funding, data, facilities, and/or communication. Outputs include strategies, programs, and participants. Outcomes are time-bound and categorized as short, medium, and long-term. Outcomes reflect the three levels of impact: system, program, child/youth. All logic model elements tie back to the Theory of Change core strategies.

To read a logic model, process information from left to right, flowing from inputs, to outputs, to outcomes. Follow color-coded arrows to connect information. Bolded outcomes represent the long-term outcomes of a FEPP Levy investment area.



## IV. FEPP Investment Areas

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### Preschool and Early Learning

#### Introduction

The Seattle Preschool Program (SPP) launched in the 2015-16 school year with the goal of providing accessible, high-quality preschool services for Seattle children designed to improve their readiness for school and to support their subsequent academic achievement. The first four years of SPP were designed to be a demonstration phase, wherein the City would establish sustainable practices to achieve its goal of eliminating race-based disproportionalities in kindergarten readiness.

In working with preschool provider partners over the past four years it has become clear that to be successful, SPP must be flexible enough to be responsive to community needs, while at the same time maintaining clear standards of quality. Under FEPP, SPP will maintain its high-quality standards while incorporating a more flexible design to enhance partnerships and alignment while reducing barriers to participation for families and providers.

The City has provided quality supports to preschool providers and tuition assistance to families since 2004, when the **Step Ahead** preschool program was created. In 2015, the City launched the **SPP**. Around the same time, DEEL also created a preschool program called **Pathway**, modeled after Step Ahead, but with the mission to support providers to transition to SPP by providing additional supports needed to meet SPP quality standards.

#### Strategies

As described in Ordinance 125604, Section 6, “Major program elements are intended to increase children’s kindergarten readiness and may include: financial support for preschool and childcare tuition, ongoing comprehensive supports for quality teaching, and support for early learning infrastructure development.” The Preschool and Early Learning investment area funds seven strategies:

1. **Preschool Services and Tuition:** Provides access to free or affordable high-quality preschool through SPP and Pathway, with a focus on meeting the needs of historically underserved populations.
2. **Quality Teaching:** Supports quality improvement through culturally-responsive professional development, coaching, and data-driven decision-making.
3. **Comprehensive Support:** Funds DEEL’s model for providing health supports and technical assistance to all partner preschool agencies and provides supplemental funding to partners to meet the individualized needs of children and families, with a focus on those who support children from historically underserved populations.

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### Preschool and Early Learning

#### Goal:

Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.

#### Outcomes:

1. Children are kindergarten ready
  2. Learning environments are evidence-based, high-quality, culturally responsive, and equitable
  3. Students and families have multiple ways to access high-quality early learning services
  4. Race-based opportunity gaps are closed
-

4. Organizational and Facilities Development: Supports facilities and business-related investments to support quality environments and sustainable business practices.
5. SPP Child Care Subsidies: Provides access to child care before and after the preschool day and during the summer.
6. Homeless Child Care Program: Provides financial and case management support for families experiencing homelessness to improve their access to licensed early learning programs.
7. Family Child Care Mentorship and Quality Supports: Increases the number of licensed child care providers in the City of Seattle.

### Spending Plan

Preschool and Early Learning investments are allocated across seven strategies (93%), evaluation (2%), and DEEL administration (7%). The largest budget allocation within Preschool and Early Learning funds Preschool Services and Tuition (\$146.6M, 43%). The remaining funding is split across Comprehensive Support (\$70.2M, 21%), Quality Teaching (\$60.2M, 18%), Organizational and Facility Development (\$15.4M, 4%), SPP Child Care Subsidies (\$9.70M, 3%), Homeless Child Care Program (\$2.8M, 1%) and Family Child Care Mentorship and Quality Supports (\$4.0M, 1%).

The Preschool and Early Learning investment area includes funding for evaluation (\$8.3M) by a combination of internal and external evaluators. The DEEL administration budget reflects a portion of DEEL’s central administrative labor and non-labor costs as well as Citywide indirect costs, including IT and facilities. This is capped at 7% across the Levy.

Strategy	Total	Percent
Preschool Services and Tuition	\$146,637,714	43%
Quality Teaching	\$60,212,079	18%
Comprehensive Support	\$70,199,979	21%
Organizational and Facility Development	\$15,375,406	4%
SPP Child Care Subsidies	\$9,699,036	3%
Homeless Child Care Program	\$2,800,000	1%
Family Child Care Mentorship and Quality Supports	\$4,000,000	1%
Evaluation	\$8,271,646	2%
Administration	\$24,617,321	7%
<b>Total Preschool and Early Learning</b>	<b>\$341,813,182</b>	<b>100%</b>

Table 8. Preschool and Early Learning Investment Timeline							
FEPP Levy School Year	Year 1 SY 2019-20	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>Seattle Preschool Program</b>	Continue and expand with current partners	RFI for new agencies*					
<b>SPP Child Care Subsidies</b>		Direct contract with SPP/Pathway partners*					
<b>Comprehensive Support Services</b>		RFQ*					
<b>Facilities Pre-Development (Architectural Services)</b>	RFQ* for architects						
<b>SPP Provider Facilities Fund</b>	RFI* for Preschool partners; Direct contract with developers; Direct contracts for small facilities improvements						
<b>Family Child Care Mentorship and Quality Supports</b>	Direct contract with Imagine Institute; RFI*						
<b>Homeless Child Care Program</b>	Direct contract with Child Care Resources						

\*Annually/As-Needed

\*\*SY 2019-20 will continue contracts with existing Seattle Preschool Program, Step Ahead, and Pathway providers

### Alignment with RSJI

According to the Washington State Office of the Superintendent of Public Instruction, in 2017, 46.7% of Washington kindergarteners were found to be kindergarten ready in all six areas assessed (Social Emotional, Physical, Language, Cognitive, Literacy, and Math).<sup>7</sup> Across the state, children from historically underserved populations were comparatively less likely to be deemed kindergarten ready. For example, 31.5% of children from low-income families, 26.8% of children from families experiencing homelessness, 30.7% of children with limited English proficiency, and 18.5% of children with special education needs met expectations in all six areas assessed. With the launch of SPP in 2015, the City committed to investing in Seattle’s children’s success in school and life.

Success for children means adopting an equitable investment strategy. Partners who serve families from historically underserved populations may require enhanced supports (e.g., coaching, resources, health consultation). Since 2014, DEEL has involved the community in Racial Equity Toolkits (e.g., development of the SPP Comprehensive Evaluation Strategy, the Family Child Care (FCC) Advisory Council, and the FCC-SPP Pilot) and made recommended course correction whenever possible.

### Alignment with City Resources

As of Quarter 1, 2019, the City funds early learning and preschool programs through a variety of revenues and resources, including Sweetened Beverage Tax (SBT) proceeds, Washington State’s Early Childhood Education Assistance Program (ECEAP) grant, and City General Fund. Early learning programs funded through these other revenue sources include the Parent-Child Home Program (PCHP), Nurse Family Partnership (NFP), Child Care Assistance Program (CCAP), Developmental Bridge program, and other investments such as coaching and health supports for child care providers serving children from birth-three and specialized supports for Family Child Care

providers. These non-FEPP Levy funded programs are intended to supplement and complement the services and programs funded through the Levy.

### Strategy #1: Preschool Services and Tuition

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What are Preschool Services and Tuition?

Preschool Services and Tuition funds: (1) Seattle area preschool providers to deliver quality preschool services to prepare children for success in kindergarten and beyond, and (2) full or partial tuition assistance for families of eligible children to reduce the financial barriers to participating in quality preschool.

During the SPP demonstration phase, children from low and moderate-income families (at or below 300% of federal poverty) attended SPP for free. Families at or above 301% of federal poverty were required to pay tuition on a sliding scale.

Under FEPP, DEEL will increase access to high-quality preschool by

- expanding the program slots to serve approximately 2,500 children by SY 2025-26, ~~and~~
- increasing the free tuition threshold to include families up to and including 350% of federal poverty, ~~or equivalent income~~ or \$87,600 for a family of 4 (previously 300%, or \$75,300 for a family of 4 in 2018), ~~and~~
- ~~F~~families earning more than the income equivalent of ~~above~~ 350% of federal poverty ~~level~~ will continue to pay tuition on a sliding scale.

#### Why are Preschool Services and Tuition important?

High-quality preschool has been shown to have positive impacts on children's social and emotional development, health, pre-academic skill development, and executive function skills.<sup>8</sup> Providing tuition assistance reduces the financial burden of working families whose children attend high-quality preschool. Creating a network of quality preschool providers increases the supply of available high-quality services and associated benefits.

Funding for preschool and tuition benefits:

- *Children*, by providing access to high-quality preschool to prepare them for their transition to kindergarten.<sup>9</sup>
- *Families*, by improving affordability. In 2016, Child Care Aware of America estimated that the average cost of center-based care in Washington State to be over \$10,000 for a 4-year-old.<sup>10</sup> Cost for full day preschool in Seattle can reach over \$12,000 a year or \$1,200 a month.<sup>11</sup>
- *Seattle School District and the community*, by reducing the long-term costs for remediation and special education. Some states found that investing in high-quality preschool programs led to a 10% reduction in third-grade special education placements.<sup>12</sup> The Perry Preschool program study shows reduced costs in remedial education, health and criminal justice system expenditures.<sup>13</sup>

#### Who is served by Preschool Services and Tuition?

Seattle children who are at least 3-years-old by August 31 and not yet eligible for kindergarten in Seattle School District are eligible to receive subsidized tuition.<sup>14</sup> ~~Children from families who are at or below 350% of the federal poverty (\$87,600 for a family of four in 2018) will attend free of cost to the family. For families above~~



~~350% of federal poverty, tuition will be based on a sliding scale.~~ Children who turn 3-years-old after August 31 are eligible to enroll in SPP in two instances:

1. Transitioning from Early Head Start or Early ECEAP into SPP classrooms; or
2. Children with an Individualized Education Plan (IEP) enrolling in SPP Plus inclusion classrooms.

- **Year 1 of FEPP (SY 2019-20):** SPP will maintain child prioritization policies from the SPP Demonstration Phase with two changes.
  1. Children who are 3- or 4-years old experiencing homelessness or currently placed in the foster care system receive priority *over all other applicants*.
  2. All 3-year old children, regardless of family income, are now eligible to apply and receive a seat in the program.

As part of the policies maintained from the Demonstration Phase, 4-year-old children will receive priority over 3-year-old children.<sup>2</sup>

- **Years 2 through 7 of FEPP (SY 2020-21 through SY 2025-26):** DEEL will revise its selection process to have five tiers of priority, listed below:

**Table 9. Priority Levels for DEEL-Selected Children in SPP**

Tiers	Prioritization Criteria
1	Children who are 3- or 4-years old experiencing homelessness
2	Children who are 3-or 4-years old currently placed in the foster care system
3	Children who are 4-years old*
4	Children who are 3 years old with at least one of the qualifying factors**
5	Children who are 3 years

*\*4-year old children with siblings who attend programming co-located at an SPP site will be prioritized.*

*\*\*Current proposed qualifying factors include children on an IEP, dual language learners, previous participation in state or city subsidy programs (i.e., Working Connections, CCAP), current sibling participating in SPP or programming co-located at an SPP site, previous participation in state, county or city sponsored home visiting programs, ECEAP or Early Head Start.*

In anticipation of selection for the second year of FEPP, DEEL will conduct a racial equity toolkit (RET) that will review Tier 4. The toolkit will assess the list of eligible qualifying factors, as well as whether it would be appropriate to provide a rank order of qualifying factors.

**What are the provider contracting criteria for Preschool Services and Tuition?**

Agencies with sites that meet the minimum qualification for SPP are eligible to apply (Table 10). The City uses a mixed-delivery model for preschool, which includes classrooms operated by Seattle School District, classrooms operated by community-based organizations (CBOs), and services provided in family childcare centers (FCCs). DEEL contracts with agencies to provide preschool services directly to children in school-, center-, and home-based settings.

<sup>2</sup> Operationally it is feasible to add homeless and foster care priority in the first year. It is beyond the resources and operational capacity of DEEL to further change our selection process due to the compressed timeline.



Table 10. Minimum qualifications for SPP Sites	
Category	Seattle Preschool Program - Minimum Qualifications*
<b>Licensing</b>	All sites of preschool services must be: <ul style="list-style-type: none"> <li>Licensed by the Washington State Department of Children, Youth, and Families (“the State”), <u>OR</u></li> <li>Exempt from licensing by the State because entity is a public school or institution of higher education.</li> </ul>
<b>Quality**</b>	If regulated by the Department of Children, Youth, and Families (DCYF): <ul style="list-style-type: none"> <li>Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, or successfully complete DEEL’s Pathway requirements</li> </ul> If regulated by the Office of the Superintendent of Public Instruction (OSPI): <ul style="list-style-type: none"> <li>Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, <u>OR</u></li> <li>Meet early learning quality standards comparable to EA, as determined by DEEL</li> </ul>
<b>Service Hours<sup>15</sup></b>	Offer full-day, to approximate the typical public school day.
<b>Class Size and Ratio<sup>16</sup></b>	<ul style="list-style-type: none"> <li>The maximum class size is twenty.</li> <li>There must be at least one adult for every ten children. <ul style="list-style-type: none"> <li>Lower class sizes and ratios are permissible.</li> </ul> </li> </ul>

\*DEEL will conduct site visits prior to contracting with new sites.

\*\*Because providers occasionally experience delays with the EA ratings process, DEEL may choose to contract with an agency for a site that has not yet received an EA rating if the agency has other SPP sites meet SPP Quality Standards. All new sites will be expected to meet all Quality eligibility criteria within one calendar year of opening. If significant structural challenges persist, DEEL has authority to determine an equivalent measure of quality.

Contracted preschool provider partners will:

- Professional Development.** Use a DEEL-approved curriculum and execute quality improvement and professional development plans and meet DEEL contractual requirements; participate in ongoing professional development and continuous quality improvement, and meet annual targets related to teacher qualifications, training, and compensation.
- Evaluation.** Participate in program evaluation activities, which may include classroom observations, child-level assessments, self-evaluations, and surveys. Evaluations may be carried out by third-party evaluators or directly by DEEL.
- Reporting.** Adhere to DEEL’s data collection and reporting protocol and timelines.
- Requirements.** Adhere to DEEL’s contracting guidelines and deliverable requirements.

Preschool agencies that meet implementation expectations and performance targets through annual review will be eligible to continue contracting with DEEL for preschool through SY 2025-26. DEEL reserves the right to discontinue contracts with providers that fail to meet the contractual obligations and to defund locations that have been significantly under-enrolled for multiple consecutive years.

**What are the key elements of Preschool Services and Tuition?**

There are three primary elements of preschool services and tuition, which include:

- Preschool Services.** Preschool providers are eligible to receive funds to deliver preschool services.
  - The City will expand the number of slots each program year, with a goal to serve approximately 2,500 children by 2025-26.

- There will be three types of preschool providers in SPP: Seattle School District, CBOs, and FCCs. FCCs will contract with DEEL through administrative “hubs.” A hub is an organization that contracts with DEEL to provide technical assistance to a group of FCC subcontractors to facilitate their participation in City early learning programs.
  - DEEL may directly contract, as needed, with providers of ECEAP, Head Start, Step Ahead or Pathway, and Seattle School District without competitive processes for the duration of FEPP.
  - Expansion by existing SPP providers meeting performance standards will be negotiated with DEEL annually without a competitive process.
  - Agencies new to contracting with the City to provide preschool services will be identified through a competitive process beginning in SY 2020-2021.
- **Tuition Assistance.** Families of eligible children will have access to tuition assistance for SPP.
    - Families with household income at or below 350% federal poverty (below \$87,850 for a family of four in 2018) may participate in City-funded preschool free of charge.
    - Families with household income above 350% federal poverty will pay a portion of the cost for participation in SPP (see Appendix IV: Seattle Preschool Program Tuition Sliding Fee Scale).

**How will Preschool Services and Tuition be managed and phased in?**

- **Preschool Services.** The City will ramp up SPP in each of the seven years of the levy. The expansion schedule is outlined in Table 11.

Table 11. Approximate Number of Children Assumed in FEPP Spending Plan								
Program	FEL/SPP SY 2018-19*	Year 1 SY 2019-20 <sup>3</sup>	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>SPP</b>	1,415-1,615	1,700 – 1,750	1,825 – 1,875	1,950 – 2,000	2,075 – 2,125	2,200 – 2,250	2,325 – 2,375	2,450 – 2,500
<b>Pathway</b>		200	200	200	200	200	200	200

\*Last year of SPP/FEL levies; included for reference.

- **Year 1 of FEPP (SY 2019-20):** DEEL will continue working with existing 2018-19 providers that remain in good standing to expand services to an additional 200-250 children. Through direct award, DEEL will negotiate a performance-based contract with providers to administer preschool services, inclusive of monitoring and achievement of contract goals and performance targets. The Seattle School District contract will be consistent with terms of the partnership agreement.
  - At the discretion of DEEL, the following types of providers will have contracting priority for SPP expansion in year 1:
    1. City of Seattle 2018-19 contracted Step Ahead providers
    2. City of Seattle 2018-19 contracted Pathway providers
    3. City of Seattle 2018-19 contracted SPP providers (including FCC administrative hubs).
    4. City of Seattle 2018-19 contracted ECEAP providers

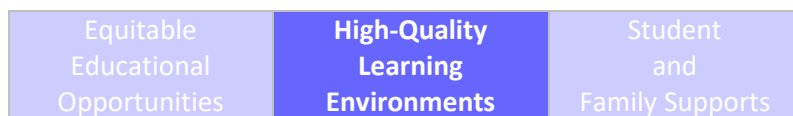
<sup>3</sup> Year 1 ramp-up will occur among partner agencies contracted to provide preschool services in SY 2018-19. These agencies are not required to reapply via a competitive process to continue contracting in Year 2 and beyond.

- **Years 2 through 7 of FEPP (SY 2020-21 through SY 2025-26):** DEEL’s overarching priority for Years 2-7 is to expand SPP to areas of the city with long waitlists for City-funded preschool.<sup>4</sup> Local demand, as determined by waitlists, and a providers’ ability to offer special education inclusion or dual language programming, as defined by DEEL, will be considered when approving expansion sites.
  - DEEL has authority to contract directly with:
    1. SPP providers in good standing<sup>5</sup>
    2. Agencies that contract with DEEL to provide preschool services as of SY 2018-19 (Step Ahead, ECEAP, Pathway)
    3. Seattle-based providers of ECEAP and Head Start that do not contract with DEEL as of SY 2018-19
  - DEEL has authority to modify SPP policies, such as eligibility criteria, tuition thresholds, and prioritization, to align with equivalent county, state, or federally sponsored preschool and childcare programs.
  - DEEL has authority to modify SPP contracts to extend SPP into the summer.

In addition, providers new to contracting for publicly-funded preschool will be selected through a competitive RFI process. Priority will be given to those that have a history of supporting children from historically underserved populations, including dual language and programs that specialize in inclusion.

- **Tuition Assistance.** Tuition assistance will be made immediately available to families at the start of SY 2019-20 upon confirmation of eligibility and enrollment. Families determined to be ineligible for the program will not receive DEEL tuition assistance.

## Strategy #2: Quality Teaching



### What is Quality Teaching?

Quality teaching funds professional development and other workforce development supports to increase teachers’ knowledge and capacity to create and sustain high-quality, evidence-based, and equitable learning environments for preschool children. All quality teaching investments are designed to improve teaching practices and learning environments in SPP and Pathway and sustain these improvements through FEPP and beyond. Specifically, quality teaching funds the following types of activities and investments:

- **Instructional coaches’ labor and training.** DEEL coaches provide intensive, intentional, and reflective onsite coaching to classroom-based staff. The coaches use the lenses of equity and cultural responsiveness to understand the professional development and specific needs of all instructional staff in the classroom. The coaches also provide guidance and training to directors, site supervisors, and other key personnel.

<sup>4</sup> If specialized services are in demand, such as SPP Plus Special Education Inclusion or dual-language programs, expansion of these services will also be prioritized.

<sup>5</sup> DEEL will develop end-of-year “quality assurance” process to ensure all SPP providers offer high-quality programming and are continually advancing in their practice.

- *Curriculum materials and training.* Pre-service and in-service curriculum training supports teachers' knowledge of curriculum content. DEEL coaches have in-depth knowledge of the approved curricula, as well as an understanding of diverse learning needs and adult learning. To support teachers to implement curricula with fidelity, coaches model culturally and linguistically responsive teaching and support teachers' reflective practice. DEEL is committed to and will work with early learning stakeholders and other partners to support that emergent bilingual development of children who are dual language learners. During FEPP, DEEL will promote early learning and literacy development in children's first (or home) language and ensure that all early learning providers receive training to understand the importance of integrating a child's home language into the curriculum to promote linguistic, social-emotional, and cognitive development. Curriculum supported in the SPP demonstration phase (i.e., HighScope and Creative Curriculum) will continue under FEPP.
- *Assessment materials and training.* Assessments may include:
  - *Ages & Stages Questionnaires (ASQ-3 and ASQ-SE).* Questionnaires designed to assess the development of children and provide early awareness of delays or disorders to help children and families access needed supports.<sup>17</sup>
  - *Classroom Assessment Scoring System (CLASS).* CLASS PreK is an assessment tool used to rate classroom practices in preschool by measuring the interactions between children and adults. CLASS uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences.<sup>18</sup>
  - *Early Childhood Environmental Rating Scales (ECERS).* An observational tool used to assess process quality related to the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities.<sup>19</sup>
  - *Peabody Picture Vocabulary Test (PPVT4).* The PPVT measures vocabulary skill. The adult presents a series of pictures to each child. There are four pictures per page, and each is numbered. The adult says a word describing one of the pictures and asks the child to point to or say the number of the picture that the word describes.
  - *Program Quality Assessment (PQA).* Validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs.<sup>20</sup>
  - *Teaching Strategies Gold (TSG).* Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.<sup>21</sup>
  - Other assessments that evaluate cultural responsiveness, inclusive practices and whole child programming will likely be introduced during the life of the FEPP Levy.
- *Workforce development supports:* Workforce development supports include:
  - *Training institutes.* DEEL funds multiple training opportunities for preschool teacher, site supervisors, and directors, including: the director's instructional leadership series; training institutes (pre-service training in late summer, the data institute in winter, and "Children Race and Racism" in the spring); and professional learning communities (PLCs).
  - *SPP scholars' tuition support.* DEEL provides funding for preschool instructional staff to continue their formal education toward degrees and credentials related to early childhood education. Though service commitments vary by the amount of the investment, the typical recipient of tuition supports commits to working in City-contracted preschool classrooms for three years.
  - *Support for SPP teacher compensation.* SPP contracts require partner agencies to pay teachers who meet SPP education standards (e.g., a lead teacher who has a bachelor's degree in early childhood education) at minimum levels, as determined by DEEL. Quality teaching provides the funds to enable partner agencies to meet these requirements.

### **Why is Quality Teaching important?**

According to the National Association for the Education of Young Children (NAEYC):

“A highly-qualified early childhood educator--one who knows how to create a dynamic, accountable learning environment--is at the center of a high-quality early learning experience. Research has shown that children who attend high-quality preschool are better prepared to be successful in school and in their future careers. The economic and community benefits of high-quality early learning and development experiences for all young children cannot be understated and include, increased graduation rates, increased economic wellbeing for all communities, and the long-term development of a high-quality professional workforce. Yet, despite the important role early childhood educators play, and despite increased public demand and incremental financing for high-quality early learning, it is difficult to earn a living wage being an early childhood educator. ... It is not enough to demand high-quality education for young children; we also must ensure that educators are provided with affordable high-quality training and education opportunities.”<sup>22</sup>

DEEL’s multidimensional approach provides the early learning workforce with the opportunity to earn degrees,<sup>23</sup> access fair compensation,<sup>24,25</sup> and develop in ways that allow the City to maximize its investment in preschool and early learning.

### **Who is served by Quality Teaching?**

Quality teaching supports are provided to site-based instructional staff (lead and assistant teachers,) who work with children in SPP and Pathway programs. Additional support and guidance are provided to directors, site supervisors, and FCC owner/operators on an as-needed basis.

### **What are the provider criteria for Quality Teaching?**

DEEL staff provide coaching and training supports to contracted agencies’ instructional staff. DEEL also partners with culturally and linguistically responsive trainers and external evaluators to conduct assessments. Providers will develop quality improvement and professional development plans subject to mutual agreement.

### **What are the key elements of Quality Teaching?**

The key elements of quality teaching include coaching, curriculum training, assessments and workforce development.

- *Equity-focused, culturally and linguistically responsive coaching.* Coaching supports teacher learning, which leads to positive academic, emotional, and social outcomes for SPP and Pathway children, teachers, and families. Using an equity lens and grounded in race and social justice, coaches work to support the professional development needs of each teacher, director, site supervisor, and preschool program. The DEEL coaching approach focuses on culturally and linguistically responsive teaching, which:
  - Applies strengths-based interventions, strategies, and supports.
  - Supports children to direct their own learning and to work with others, allowing them to be confident and proactive.<sup>26</sup>
  - Encourages children to use home cultural experiences as a foundation to develop skills, which allows more significant and transferable learning; and makes school knowledge applicable to real-life situations.<sup>27</sup>
- *Curriculum training and implementation.* A high-quality curriculum helps to ensure that staff cover important learning areas, adopt a common pedagogical approach, and reach a certain level of quality across age groups and regions.<sup>28</sup> DEEL’s coaches are formally trained in DEEL-approved curricula and have a deep understanding of how to adapt instructional approaches to meet diverse learning needs. Coaches use this training to support the implementation of approved curricula with fidelity by:

- Funding training on the curriculum to support teachers' curriculum content knowledge and certification.
- Supplying formally trained coaches to model culturally-responsive teaching and help teachers adapt their instructional approaches to meet the diverse learning and development of all children.
- *Assessment and continuous quality improvement.* Regular teacher-led formative assessments of student progress in research-based core curricula are now considered critical components of high-quality instruction during primary grades.<sup>29</sup> Having standards for early learning and development, promotes continuity for children across early opportunities. Coaches:
  - Leverage assessment data to help preschool site-staff to develop cohesive, equity-driven, high-quality preschool programs. Review assessment tools and data through a racial equity and anti-bias lens to determine if teaching practices are achieving the desired goals for all children.
- *Workforce development.* The cost of providing high-quality preschool programming is increasing nationally and for Seattle providers especially. Community partners report that with the increase in minimum wage, recruiting and retaining high-quality early educators has become more difficult. With labor and other costs increasing, providers are struggling to keeping child care affordable for families. DEEL funds early learning professionals in preschool programs to improve their practice while alleviating some of the costs to providers, through:
  - Hosting training institutes throughout the year.
  - Creating opportunities for instructional staff to participate in professional learning communities (PLCs) to support learning and build community with their peers.
  - Funding scholarships for instructional staff to continue their formal education toward early learning degree completion.<sup>30</sup> All levels of instructional staff who aspire to be lead teachers have access to the SPP Scholars Tuition Support Program (SPP Scholars), with a special emphasis on recruitment of staff from historically underserved populations.
  - Funding SPP agencies to improve early learning workforce compensation for teachers who meet education standards.

### **How will Quality Teaching be managed and phased in?**

DEEL will continue to support quality teaching using the strategies below and will implement a differentiated approach that is responsive to the needs and types of providers throughout the city.

- *Equity-focused, culturally and linguistically responsive coaching.* With SPP expansion, coaching will align with the phase-in of children and classrooms over the next seven years.
  - Expert coaching will be provided to preschool classrooms based on differentiated levels of need, which may include recent child and classroom assessment results, and teachers' longevity and experience in the field.
  - Coaching sessions differ based on observations, interactions, and assessments.
  - Coaching "dosage" consists of the duration of the coaching, as well as the number of hours spent during an average visit.
  - Each classroom will receive at least one coaching contact per month.
  - Dual language programs will receive coaching and training that is based on a coherent framework that builds upon research and ensures that all teachers understand first and second language development.
- *Curriculum training and implementation.* Providers will be required to use a developmentally appropriate, research-based curriculum approved by DEEL. DEEL coaches will support and train teachers in the implementation and adaptation of the curriculum to meet the needs of all children, including children with special needs and dual language learners.



- *Assessment and quality improvement.* DEEL coaches work in partnership with Child Care Aware, the Washington State Department of Children, Youth and Families (DCYF), Public Health — Seattle & King County (PHSKC), and the University of Washington to administer assessment tools and/or analyze assessment data using a CQI framework. Coaches will leverage assessment data to help preschool site-staff develop cohesive, equity-driven, high-quality preschool programs. Assessment tools and data will be reviewed through a racial equity and anti-bias lens to determine if teaching practices are achieving the desired goals for all children.
- *Workforce development.* DEEL will coordinate culturally and linguistically responsive trainings, and institutes, and provide access to academic course work that leads to degree completion in partnership with institutions of higher education.
  - All workforce development activities will be aligned with the Washington state Department of Children, Youth and Families (DCYF).
  - DEEL will work with the Early Childhood Education Workforce Council to support alternate career pathways that meet state and local education standards.
  - All SPP teachers will be required to meet the Washington State Core Competencies for Early Care and Education. In addition:
    - Lead teachers will be required to have bachelors’ degrees in early childhood education (or related fields) or a professional development plan in place to complete the degree requirement within four years.
    - Assistant teachers will be required to have associate degrees in early childhood education, or related fields, or a professional development plan in place to complete the degree requirement within four years.
    - Site and agency leaders, including school principals, agency and site directors, and FCC owner/operators, will develop a quality assurance process to enhance their knowledge and skills related to early learning management and quality.
    - An alternate, non-degree pathway to meeting DEEL’s education requirements will be available to experienced teachers with track records of culturally-responsive, high-quality teaching.

### Strategy #3: Comprehensive Support

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Comprehensive Support?

Comprehensive support funds are intended to eliminate barriers for 1) providers to support all children in the classroom, including those with individualized needs, and 2) families to access preschool services.

Services provided by comprehensive supports include:

1. **Child Care Health Consultation (CCHC):** CCHC is a strategy that promotes the health and development of children, families, and child care staff by promoting healthy and safe child care environments.
2. **Supports for children with individualized needs:** DEEL provides resources to partner agencies to meet the individualized needs of children in the classrooms.
3. **Support for specialized program models:** DEEL provides resources for SPP classrooms that offer specialized programming, such as dual language programs and special education inclusion (e.g., SPP Plus).

4. **Technical assistance and contract management labor:** DEEL staff provide technical assistance to support preschool providers to understand and implement contract requirements.
5. **Support for preschool outreach, application, and enrollment labor:** DEEL staff manage and support the application and enrollment processes in partnership with contracted preschool partners.
6. **Family Support and Engagement:** DEEL will focus on supporting families and increasing family engagement by convening a family advisory board that will provide family voice and guidance into further development of SPP policies and programs and developing an approach to provide family support.

### **Why is Comprehensive Support important?**

As DEEL continues toward a universal preschool program model, it must also ensure that any child can fully participate in the program. Providers and classrooms have seen a rise in children attending preschool who are experiencing homelessness or other trauma, as well as children exhibiting challenging behaviors requiring additional supports. Additionally, families may experience challenges that create barriers for their children to successfully access and participate in preschool such as transportation challenges and unstable housing situations. Funding for comprehensive support is an important component of high-quality preschool in that these supports help eliminate barriers to participation, interrupt inequitable practices, and create positive and inclusive interactions and classroom environments for all children.<sup>31</sup> Investing in comprehensive birth-to-five early childhood education is a powerful, cost-effective way to mitigate negative consequences on child development and adult opportunity. Longitudinal studies have shown significantly fewer behavioral risks and better physical health in participants who have gone through a comprehensive preschool program.<sup>32</sup>

### **Who is served by Comprehensive Support?**

Preschool providers that contract with DEEL to provide SPP or Pathway are eligible to be supported by comprehensive support beginning in Year 1. When DEEL develops its Family Support model in Year 2, the intended recipients will be SPP and Pathway families. The Family Advisory Board will provide further guidance to DEEL on how to best support families so that they can support their children to be successful in the programs.

### **What are the provider criteria for Comprehensive Support?**

Criteria for comprehensive support providers will vary by investment. All providers will be expected to have experience and demonstrated competency in working with children from historically underserved communities. Providers will be required to provide culturally relevant and accessible supports and use strengths-based language in communication with preschool partners, families, and community.

### **What are the key elements of Comprehensive Support?**

1. **Child Care Health Consultation (CCHC):** For over a decade, the City has partnered with Public Health Seattle-King County (PHSKC) to provide health-related supports to City-funded preschool programs using a Child Care Health Consultation (CCHC) model. CCHC provides tailored consultation, training, and support to child care providers and families to address their most pressing needs and provide overall assistance in identifying and implementing change to improve health and safety and optimal child development, such as trauma-informed care.
2. **Supports for children with individualized needs:** DEEL provides resources to partner agencies to meet the individualized needs of children in the classrooms and support the zero expulsion and suspension policy. Examples include temporary additional classroom support, specialized consultations or instructional materials to support children exhibiting challenging behaviors in the classroom.
3. **Support for specialized program models:** During the SPP demonstration phase, DEEL developed partnerships with Seattle School District and other community providers to offer specialized



programming in SPP classrooms, such as special education inclusion (e.g. SPP Plus)<sup>6</sup> and dual language programming. Because these approaches require additional materials and training, funds will be available to support the implementation of the models.

4. **Technical assistance and contract management:** DEEL staff supports providers to implement SPP and Pathway with fidelity by providing technical assistance to meet program and contract requirements. This includes ensuring that providers understand policies related to supporting all children in the classroom as well as how to access needed resources.
5. **Support for preschool outreach, application, and enrollment:** DEEL will provide technical assistance and application support to families seeking to apply to SPP.<sup>7</sup> DEEL will continue to conduct targeted outreach to recruit families to the program. DEEL commits to (1) coordinating with community partners to share information about how to support families to access City resources, (2) meeting with stakeholders, providers, and community in spaces that are accessible and familiar to them, and (3) providing interpretation and quality translation as a resource whenever feasible. DEEL will also continue to provide application and enrollment services as it has during the SPP demonstration phase by having a mix of DEEL and provider-selected preschool participants.
6. **Family Support and Engagement:** Research has shown that family engagement is crucial to supporting the growth and development of young children. Learning does not stop in the classroom and families will be supported in ways that eliminate barriers for them to support their children attending preschool and continuing their learning at home. DEEL will be developing a family support model for Year 2 implementation. Furthermore, a family advisory board will provide a structure for DEEL to consult with families on program and policies decisions prior to implementation.

### How will Comprehensive Support investments be managed and phased in?

In Year 1 of FEPP (SY 2019-20), DEEL will implement comprehensive support investments as described below.

1. **Child Care Health Consultation (CCHC):** DEEL will contract with PHSKC to implement its CCHC model subject to mutual agreement.
2. **Supports for children with individualized needs:** DEEL will continue to support children with individualized needs. Providers will continue to use the process developed during the SPP demonstration phase, which may include classroom observations, child assessment and screening results.
3. **Support for specialized program models:** DEEL will continue to provide resources for SPP classrooms that offer specialized programming, such as dual language programs and special education inclusion (e.g. SPP Plus). In 2019, DEEL will use information gathered from the Dual Language Summit<sup>8</sup> to develop its dual language model and support framework, and to develop a clear policy statement supporting dual language learners in preschool. The support framework will be designed to ensure that all instructional supports, learning environments, curricula, and assessments are relevant for children who are dual language learning and foster their emerging bilingual and bicultural development.
4. **Technical assistance and contract management labor:** DEEL staff will continue to provide technical assistance to support preschool providers to understand and implement contract requirements.

<sup>6</sup> In SY 2017-18, Seattle School District collaborated with the City to develop “SPP Plus”, which combines District special education funds with City preschool funds to deliver a fully inclusive setting for children with IEPs. In SY 2018-19, there were 9 SPP Plus classrooms operated by Seattle School District, in addition to four other similar programs offered by other community partners.

<sup>7</sup> DEEL makes preschool applications available in English, Amharic, Chinese, Somali, Spanish and Vietnamese and will update its language selection throughout the life of the FEPP Levy, per City policy (see: <https://www.seattle.gov/iandaffairs/LA>). For more information on SPP enrollment, see <https://earlylearning.microsoftcrmportals.com>.

<sup>8</sup> Slated for Spring 2019.

5. **Support for preschool outreach, application, and enrollment labor:** DEEL staff will continue to manage and support the outreach, application, and enrollment processes in partnership with contracted preschool partners. DEEL will:
  - Conduct outreach to provide information about SPP to Seattle families.
  - Continue to take an equity-focused approach by targeting SPP and Pathway outreach toward historically underserved populations.
  - Conduct outreach in partnership with local resource centers, nonprofits that provide services to immigrants and refugees, churches, community health clinics, and other organizations that support underserved communities.
  - Provide translated marketing materials to partner organizations to share with families of preschoolers beginning in SY 2019-20.
  - Identify efficiencies to streamline the application, selection, and enrollment processes to reduce family wait time.
  - Maintain the enrollment database.
  - Continue to directly provide technical assistance and contract management and support for preschool application and enrollment to contracted preschool partners.
  - Encourage waitlisted families to consider other locations that have immediate openings.
  - Promote sites that have current openings when responding to general inquiries from families.
6. **Family Support and Engagement:** DEEL will develop a family support model that will include a family advisory board and a funding model and framework for family support.

Recognizing that the City’s administration of funding for comprehensive support requires an ongoing race and social justice lens in Years 2 (SY 2020-21) through 7 (SY 2025-26), DEEL will:

- Implement the approach to family support developed in Year 1.
- Continue to review, assess, and refine comprehensive support policies to maximize benefit for children and families from historically underserved populations.
- Apply a racial equity lens to investment strategies and evaluations and make course corrections as needed.

#### Strategy #4: Organizational and Facilities Development

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Organizational and Facilities Development?

Organizational and facilities development funds non-classroom-based supports for the expansion and sustainability of SPP. As a mixed-delivery, partnership-based model, SPP’s community-based partners must have (1) sustainable business practices and strong organizational management skills, and (2) resources to develop and maintain high-quality early learning facilities and environments. Historically, funds have been used to develop new licensed preschools, as well as improve the quality of existing preschool environments, through a competitive funding program and partnerships with developments entities such as low-income housing providers and Seattle Parks and Recreation (SPR). As the City has made these investments, providers are required to provide service commitments to the Seattle Preschool Program.

Since the start of the SPP demonstration phase, DEEL has developed and implemented programs to support organizational capacity-building and facility expansions. Notable investments from the SPP demonstration phase include:

- Facilities Funds:
  - *Start-up funds*. Funding is intended to enhance and maintain the quality environments of SPP classrooms through the purchase of equipment and materials. Classrooms joining SPP receive start-up funds and are able to access additional funds to meet classroom needs in subsequent years.
  - *Pre-Development Services Program*. This program connects providers with architects experienced in child care to support early development of facilities projects, particularly focusing on licensing, budgeting and building code feasibility. Over the SPP Demonstration Phase, DEEL formalized over 15 projects between community-based preschool providers and DEEL's pool of architects as part of the Pre-Development Program.
  - *SPP Provider Facilities Fund*. SPP and Pathways providers may submit proposals for facilities funding. Over the course of the SPP demonstration phase, the program has made 12 grants. Providers that received grants for facility projects were required to make service commitments to the City, ranging between one and ten years.
  - *Direct investments*. DEEL works in collaboration with development partners to create new facilities and classrooms for preschool. DEEL had three primary direct investments during the demonstration phase that included investments in ten Seattle Parks and Recreation (SPR) community centers to create licensed SPP classrooms, a new preschool at the SPR-managed Miller Annex, and a new preschool center as part of an affordable housing project at the former site for Fire Station 39, the Tony Lee Apartments in Lake City
- Organizational Capacity:
  - *Organizational Capacity Program*. Provides short-term consultation in the areas of finance, fundraising, technology, human resources, and other business skills to our providers depending on their needs.
  - *Hub-Network model for FCCs*. Hubs identified through competitive processes to be SPP providers (see *Strategy #1: Preschool Services and Tuition*), provide business training and technical assistance to FCC providers participating in SPP intended to tailor technical assistance and training for family child care providers, which operate as small businesses.

During the course of the FEPP Levy, DEEL will build from SPP's earlier successes and continue funding similar investments to support organizational capacity-building and facilities development to continue supporting partners in their organizational growth and sustainability and to increase the number of preschool classrooms in Seattle.

### **Why is Organizational Capacity and Facilities Development important?**

Research demonstrates high-quality learning environments support improved academic outcomes.<sup>33</sup> In working with community to identify the challenges of participating in SPP, partners cited: (1) the lack of available and licensable space as a barrier to SPP program expansion, and (2) organizational capacity related to board development, fundraising plans, human resources, and financial management as ongoing challenges for sustainability.

Moving forward, DEEL recognizes there are equity concerns as SPP continues to expand. Smaller community providers, such as FCCs and small child centers have different needs than larger or more well-resourced providers. To support equitable investments, DEEL intends to develop avenues for smaller providers to access the resources they need to support their business operations and improve or expand their facilities.

### **Who is served by Organizational and Facilities Development?**

Following the SPP demonstration phase model, DEEL will make the services described in “*What is Organizational and Facilities Development?*” available to SPP and Pathway providers.

### **What are the provider criteria for Organizational and Facilities Development?**

Provider criteria for organizational and facilities development vary by investment. The overarching requirement for contracts is that funds are used to expand or enhance the delivery of SPP or Pathway preschool services.

### **What are the key elements of Organizational and Facilities Development?**

There are two main elements of organizational and facilities development, which include:

- *Facility development funds.* DEEL will support in the improvement and expansion of early learning facilities and environments by investing in:
  - Start-up funds to help new SPP and Pathway providers purchase quality equipment and materials to enhance the quality of the learning environment.
  - An annual SPP Provider Facilities Fund grant cycle modeled off the program developed during the Demonstration Phase. The fund will explore having an alternate pathway for SPP family child care partners to apply for funds and creation of a rolling application process for small, direct award grants.
  - The continuation of Pre-Development Services Program that will provide resources to our providers to explore the feasibility of new facility projects.
  - Direct investment opportunities with development partners such as other government departments or community development entities. Any investments with these partners will require the development partners to hold a competitive process for the SPP provider that will operate the new early learning space.
- *Organizational supports.* DEEL will manage a series of organizational supports that can be tailored to the needs of our preschool partners. These include:
  - An Organizational Capacity Program that will connect consultants or other partners with business-related expertise to provide coaching and consultation to DEEL’s preschool partners. The program may also explore opportunities for shared-service models in areas such as human resources or finance.
  - Technical assistance and business-related training opportunities that are responsive to the organizational needs of our providers.

Supports will emphasize sustainability. DEEL will communicate supports to all participants, be flexible in meeting beneficiaries where they are, and leverage resources already existing in the community wherever possible.

### **How will Organizational and Facilities Development investments be managed and phased in?**

- **Year 1 of FEPP (SY 2019-20):** DEEL will continue to implement the Start-up, Organizational Capacity-building, Pre-Development Fund, and SPP Provider Facilities Fund<sup>34</sup> as developed and implemented in the SPP demonstration phase.
  - For Organizational Development and Pre-Development Services Programs, all FEPP-funded preschool providers will be eligible, including school, center, and home-based providers. Services will be available to providers through a non-competitive application process, subject to mutual agreement and the availability of funds.
  - For the SPP Provider Facilities Fund, center- and school-based providers are, and will continue to be, eligible to apply for funds. Recipients of Facilities Funds are required to pay prevailing wages

- and to dedicate improved facilities to SPP for between 3 and 10 years, depending on the size of the City's investment. During year 1 of FEPP, DEEL will also explore avenues to expand eligibility to SPP family child care providers and create a rolling application process for small, direct award grants.
- DEEL has authority to directly negotiate small facilities awards (under \$50,000) with partners.
  - Large facilities awards (\$50,000 or more) will be awarded through competitive RFI processes.
    - Priorities for this fund will include but not be limited to:
      - Facility funding proposals that expand licensed capacity of SPP and projects that have been well vetted for regulatory, financial, and project schedule feasibility.
      - Facility funding proposals that are geographically located in parts of the City with higher proportions of low-income families; and
      - Facility funding proposals that are geographically located in part of the city with few existing SPP classrooms.
    - Providers receiving services through the SPP Provider Facilities Fund will also be required to:
      - Agree to service commitments to SPP for a specified number of years indexed to the amount of funds they receive.
      - For grants over \$250,000, the provider or grantee will:
        - Commit to additional protections for the City, which may include property covenants, deeds of trust, or other legal agreements.
        - Contribute additional fund sources to the project beyond City funding from the SPP Provider Facilities Fund.
        - If the grantee is a Pathway provider, they will commit to participating in SPP by the following school year.
  - DEEL will also continue to explore opportunities for development partnerships with SPR as well as other community-based development organizations, such as low-income housing providers, subject to mutual agreement and the availability of funds. For these direct investments of facility funds, DEEL will continue to collaborate with development partners to run a competitive process for preschool partners to operate new preschool spaces.
- **Years 2 through 7 of FEPP (SY 2020-21 through 7 SY 2025-26):** DEEL will continue its support, as detailed above, but also:
    - Open an RFQ process to identify community partners to support Organizational Capacity-building.
    - Conduct an evaluation to assess the efficacy and equity of DEEL's current approach and make course corrections as needed. This analysis will include:
      - Analysis of the racial, ethnic, and language breakdown of SPP agencies that benefited from these supports during the SPP Demonstration Phase.
      - Engagement with preschool directors to assess the benefits and limitations of DEEL's approach to these supports.

## Strategy #5: SPP Child Care Subsidies

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### What are SPP Child Care Subsidies?

SPP child care subsidies fund child care for SPP and Pathway participants by providing supplemental funding for the City’s Child Care Assistance Program (CCAP). SPP is only offered during the school year for six hours a day. CCAP provides funding for the summer and/or for extended day (before/after preschool). CCAP helps income-eligible, working Seattle families pay for child care by issuing vouchers that may be used to pay for services with providers that have active Vendor Services Agreements (VSAs) with DEEL.<sup>35</sup>

- The City typically pays between 25% to 70% of the average provider's rate.
- Families are responsible for paying the difference between the voucher amount and the provider's regular rate.

Under FEPP, DEEL will continue its practice of using the Levy as fund source for CCAP to benefit SPP and Pathway participants. Additionally, DEEL will explore the feasibility of offering a 10-hour option for preschool participants that is jointly funded by preschool services, tuition, and SPP child care subsidies.

### Why are SPP Child Care Subsidies important?

CCAP vouchers, funded by SPP child care subsidies, enable children whose parents work to participate in SPP and Pathway by offering subsidized extended care for children. Most parents of young children in the U.S. work outside the home and require child care beyond the typical six-hour school day. Both adults are employed in 56% of married couples raising young children. For single, custodial parents of young children, 65% of women and 83% of men are employed.<sup>36</sup>

SPP child care subsidies support the goals of the City’s RSJI because they reduce barriers to program participation for low and middle-income families and support providers who have a history of serving children from historically underserved populations.

### Who is served by SPP Child Care Subsidies?

To be funded by SPP child care subsidies, families must meet the CCAP eligibility criteria and children must participate in a FEPP-funded preschool program. Other children in the family may participate in CCAP, but may not be funded by FEPP.<sup>9</sup> DEEL has authority to change SPP child care subsidies eligibility criteria to align with CCAP. SY 2018-19 CCAP eligibility criteria are:

- Live within the Seattle city limits.
- Be employed or be enrolled in education or job training.
- Meet income guidelines based on family size, 200.1% - 300% of federal poverty as of 2018.
- Not be eligible for the State’s Working Connections Child Care program or the University of Washington’s Child Care Subsidy.

### What are the provider criteria for SPP Child Care Subsidies?

Child care providers with Vendor Services Agreements (VSAs) with DEEL may accept CCAP vouchers; there are approximately 180 providers with VSAs as of 2018. Providers are required to:

<sup>9</sup> Funding source (FEPP - SPP Child Care Subsidies or Sweetened Beverage Tax - CCAP) is determined by DEEL. Fund source determination does not impact families’ application process.

- Provide quality care to children participating in their program as evidenced by annual City assessment.
- Participate in the State of Washington Early Achievers program.<sup>37</sup>
- Collect any co-pays from participating families.
- Maintain child attendance records and report attendance to DEEL monthly.

Additional criteria for participation are outlined in VSAs.

### What are the key elements of SPP Child Care Subsidies?

Key elements include:

- *Alignment with City programs and processes.* SPP child care subsidies funding is used to fund preschool participants in CCAP. Families with children in CCAP who are not in preschool can complete one family application process, inclusive of all of their children.
- *Responsive support for Seattle families.* SPP child care subsidies provides the funding that can be used to ensure eligible families can access CCAP vouchers for care before and after the preschool day, during school breaks, and over the summer.

### How will SPP Child Care Subsidies be managed and phased in?

CCAP vouchers are calculated based on family size, income, hours of care needed, and age of the child. A family applying to CCAP receives one voucher for each child in care. The voucher authorizes monthly child care payments to an approved child care program.

#### In Year 1 of FEPP (SY 2019-20):

- Continue to use SPP child care subsidies to fund child care subsidies for SPP and Pathway participants by providing supplemental funding for the City’s Child Care Assistance Program (CCAP).

#### In Years 2 (SY 2020-21) through 7 (SY 2025-26) of FEPP:

- DEEL will develop a pilot for a 10-hour tuition sliding scale that DEEL anticipates will combine preschool tuition assistance and SPP child care subsidies.
- The results of the 10-hour model pilot will be presented to the Seattle City Council and include recommendations for the future of the 10-hour model.
- DEEL will continue to review its processes annually to identify ways to simplify application processes for families.

### Strategy #6: Homeless Child Care Program

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### What is the Homeless Child Care Program?

On November 2, 2015, Seattle declared a State of Emergency on homelessness. To serve families experiencing homelessness, DEEL contracts with Child Care Resources’ (CCR) Homeless Child Care Assistance Program. CCR has implemented this program for over 15 years and provides child care subsidies to families experiencing homelessness, co-payments for families receiving state child care vouchers, navigation of state child care subsidy programs, and case management.



### **Why is the Homeless Child Care Program important?**

Research indicates that the first five years of a child's life are critical to brain development, academic achievement, and outcomes later in life.<sup>38</sup> Children in families experiencing homelessness and who are unstably housed are more likely to experience challenges in school than their stably housed peers. Children in unstable housing situations experience environments that can inhibit their emotional, cognitive, and behavioral development. Additionally, research indicates that:

- Students who experienced homelessness as very young children are more likely than their stably housed peers to score poorly on standardized assessments across an array of content areas including math, reading, science, and language in early elementary school.<sup>39</sup>
- Children experiencing homelessness are more likely to be diagnosed with learning disabilities.<sup>40</sup>
- Homelessness during infancy and toddlerhood has been linked to later child welfare involvement and early school failure.<sup>41</sup>
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen, over time.<sup>42</sup>
- Parents experiencing homelessness face many barriers in accessing child care. Helping families find practical child care allows them to participate in the job training, education, and other programs essential to supporting their transition to stable housing situations.<sup>43</sup>

### **Who is served by the Homeless Child Care Program?**

FEPP Investments in the Homeless Child Care Program will be for families in Seattle that meet the federal McKinney-Vento Act definition of homeless. To be eligible, children and youth are likely in some of the example situations:

- Children and youth sharing housing due to loss of housing, economic hardship, or a similar reason.
- Children and youth in motels, hotels, trailer parks, or campgrounds due to a lack of alternative accommodations.
- Children and youth in living in emergency or transitional shelters.
- Children or youth abandoned in hospitals.
- Children and youth awaiting foster care placement.
- Children and youth whose primary nighttime residence not ordinarily used as a regular sleeping accommodation.
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Migratory children and youth living in any of the above situations.

CCR reaches these families through their statewide child care information and referral call center as well as referrals either directly or through partner agencies.

### **What are the provider criteria for the Homeless Child Care Program?**

In SY 2018-19, DEEL contracts with Child Care Resources (CCR) to manage the Homeless Child Care Assistance Program. CCR has a 15-year track record of effectively serving families experiencing homelessness. They have cultivated partnerships with the Department of Children, Youth and Families (DCYF), who administer the state Working Connections Child care Subsidy Program, and early learning providers through their resource and referral role.

### **What are the key elements of the Homeless Child Care Program?**



DEEL and CCR will continue to engage over the FEPP Levy period to make programmatic adjustments to more effectively serve children experiencing homelessness.

- **Program Management.** The SY 2018-19 program funds:
  - Approximately 350 vouchers each year for children in Seattle who meet the McKinney-Vento definition of homelessness.
  - Provides staffing support for CCR to administer the voucher program and provide case management services.
- **Child Care Subsidies.** These subsidies are for families experiencing homelessness in Seattle and are ineligible to access the Working Connections Child care (WCCC) subsidy.
  - Subsidies will also provide short term assistance when families are involved in critical housing and family stabilization activities while navigating WCCC eligibility;
- **Co-payment Supports.** These payments are for working families eligible for WCCC but who are unable to meet the co-payment amount due to unstable living situations.
- **Technical Assistance.** CCR will offer navigation services to assist families with eligibility requirements for the WCCC subsidy. Case management services will support the families in eliminating barriers to eligibility which will aid in resolving their housing and employment challenges more quickly.

As a close partner with DCYF, CCR can navigate the WCCC program and engage with families referred from the subsidy program. Maintaining this crucial relationship with early learning providers will strengthen CCR’s ability to advise families on their child care options and openings. CCR is also able to provide critical feedback to barriers for homeless families around accessing care with their vouchers and advocate for policy changes. Participation in the Homeless Child Care Program does not adversely impact eligibility for participation in other City-funded early learning programs.

### **How will the Homeless Child Care Program be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with CCR to administer the homeless child care program, inclusive of monitoring and achievement of contract goals and performance targets. In the event that CCR does not meet contractual obligations or no longer provides these services, a new partner will be identified through a competitive process. Contracts will be renegotiated annually to provide annual funding amounts and to ensure the services are responsive and flexible to the changing circumstances of Seattle families.

### Strategy #7: Family Child Care Mentorship and Quality Supports

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### **What is Family Child Care Mentorship and Quality Supports?**

FEPP will provide \$4 million over the course of the levy to support quality Family Child Care (FCC) in Seattle to:

1. Increase access to quality FCC sites in Seattle
2. Provide quality enhancements to FCC partners

FCCs are an important component of the early childhood landscape in Seattle. With 369 licensed homes in Seattle (in 2018) and the capacity to serve over 3,000 children, FCCs serve children in mixed-age environments, and are ethnically and linguistically diverse. A recent DEEL study found that 206 of the 369 licensed FCC providers in Seattle speak Amharic, Arabic, or Somali.<sup>44</sup> Noting the importance of FCCs as small businesses and

their role in supporting the development of Seattle children, particularly children of color and those from immigrant families, DEEL has recently expanded its investments in FCC programming and began a process to develop a cohesive FCC support strategy.

Over the past year, DEEL commissioned an FCC Study and convened a Family Child Care Advisory Council (FCCAC) to further support this work. The study, conducted by Dovetailing and informed by the FCCAC, included recommendations for DEEL's FCC support strategy. Specifically, their report recommends developing a more robust and informed outreach strategy for FCCs, providing peer group supports for professional learning, funding and advocating for business supports, and engaging in a process to align City-funded programs and initiatives. The study highlighted the current isolation of FCC providers and potential benefits of providing supports that strengthen relationships, promote cultural competency, and strengthen quality.

During FEPP, the City intends to direct contract with the Imagine Institute to co-develop and pilot an approach for providing supports. DEEL will also work with the Washington State Department of Children, Youth, and Families (DYFC) to explore opportunities for alignment with their approach to mentorship. DCYF is piloting an FCC Mentorship program statewide in 2018. The State pilot has focused on pairing current practitioners with aspiring FCC providers with the goal of licensing fifty new providers across Washington each year.

DEEL's mentorship program commits to:

- Engaging with local community partners to develop priorities for FCC Mentorship and Quality Supports in ways that are aligned with the needs of FCCs in Seattle and responsive to the Seattle context.
- Funding efforts to support new and/or unlicensed providers to become licensed participants in public subsidy programs.
- Completing a RET in accordance with the City's RSJI.
- Periodically assessing the efficacy of the program in achieving the goals, codeveloped and executed with community partners, to inform course corrections and adjustments during the levy period.

### **Why are Family Child Care Mentorship and Quality Supports important?**

As the State and the City have sought to raise quality, new requirements have been codified for participation in publicly-funded child care subsidy programs, such as the State's Working Connections Child Care Program and CCAP. Requirements include revised licensing standards and participation in the State's Quality Rating and Improvement System, Early Achievers. Successful navigation of requirements can be a barrier to participation for FCCs.

While standards are becoming more resource-intensive for providers, costs for families are also rising. Seattle is one of the fastest growing cities in the country, adding over 114,000 people since 2010, which marks a nearly 20% population increase.<sup>45</sup> It is now estimated that it costs \$75,000 a year in King County to be self-sufficient with one preschool-aged child and one school-aged child. This is a 59% increase since 2001, while wages have only increased over that time by 41%.<sup>46</sup> Families, particularly those with the youngest children, have limited choices for care due to a lack of availability and high costs of licensed child care.<sup>47</sup>

DEEL's initial approach has value because:

- DEEL's 2018 FCC Study, informed by discussions with the FCCAC, recommended outreach, peer group supports, professional learning, business and financial supports, and alignment of programs and initiatives as high-priority ways to support FCCs.
- Mentoring that includes access to knowledge and experience, increased professional and personal confidence, greater collaboration in the workplace, and increased capacity to deliver positive outcomes

has been shown to be an effective strategy for improving teacher practice and supporting growth on the job.<sup>48</sup>

- Connecting novice early learning professionals with relationship and inquiry-based supports provided by trainers with adult learning knowledge is a proven strategy for increasing their personal and professional capacity.<sup>49</sup>

### **Who is served by Family Child Care Mentorship and Quality Supports?**

Recipients of the family child care mentorship and quality supports will be determined after a community engagement process. The City will explore a focus on FCC providers who have been newly licensed within the past several years and providers unlicensed, as of Qtr 1 2019, who aspire to open licensed FCC and have the goal of participating in City-funded subsidy programs.

### **What are the provider criteria for Family Child Care Mentorship and Quality Supports?**

In SY 2019-20, the City will contract with the Imagine Institute to administer family child care mentorship and quality supports subject to mutual agreement. Further, DEEL and the Imagine Institute will engage the FCC Advisory Council, DCYF, and other community partners to develop the strategy and determine the provider criteria for these services and supports.

### **What are the key elements of Family Child Care Mentorship and Quality Supports?**

The FCC mentorship and quality supports approach will have three key elements:

- *Quality and business support for newly licensed programs.* As a means to sustain new licensed FCC providers, DEEL will work with community partners to provide culturally and linguistically responsive, targeted supports to sustain and strengthen FCC's quality and sustainability.
- *Partnering with community-based organizations.* DEEL intends to co-design this strategy and then contract with one or more community-based agencies to implement it.
- *FCC Mentorship.* As part of the support strategy, DEEL intends will fund a peer mentorship program using experienced and licensed providers as mentors. New or aspiring FCC providers will work toward becoming licensed with the goal of providing additional high-quality slots for families of Seattle.

### **How will Family Child Care Mentorship and Quality Supports be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with the Imagine Institute to co-develop the City's approach to family child care mentorship and quality supports. DEEL and the Imagine Institute will engage in an inclusive planning process to develop the types of supports, create the support criteria, and develop a contracting structure beginning in Qtr 3 2019. The planning process approach will include:

- Close engagement with DCYF and Imagine Institute to gather key learnings from the implementation of the statewide FCC Mentorship Program pilot.
- A review of DEEL's strategic plan and the recommendations of the Family Child Care Advisory Council (FCCAC) to ensure strategic alignment.
- Setting program policies and annual targets for the FCC support strategy.

Prior to finalization, DEEL will review draft policies and contracting structures through a RET in alignment with the City's RSJI. Since this a new set of supports for the City, DEEL will assess the effectiveness of the supports annually and revise the approach as necessary.

### Evaluation

Preschool and Early Learning evaluation activities will track progress toward outcomes (Table 12). Evaluation for FEPP strategies (i.e. Preschool, Extended Day Childcare, Comprehensive Supports) beginning in SY 2019-20 will follow the approach detailed herein.

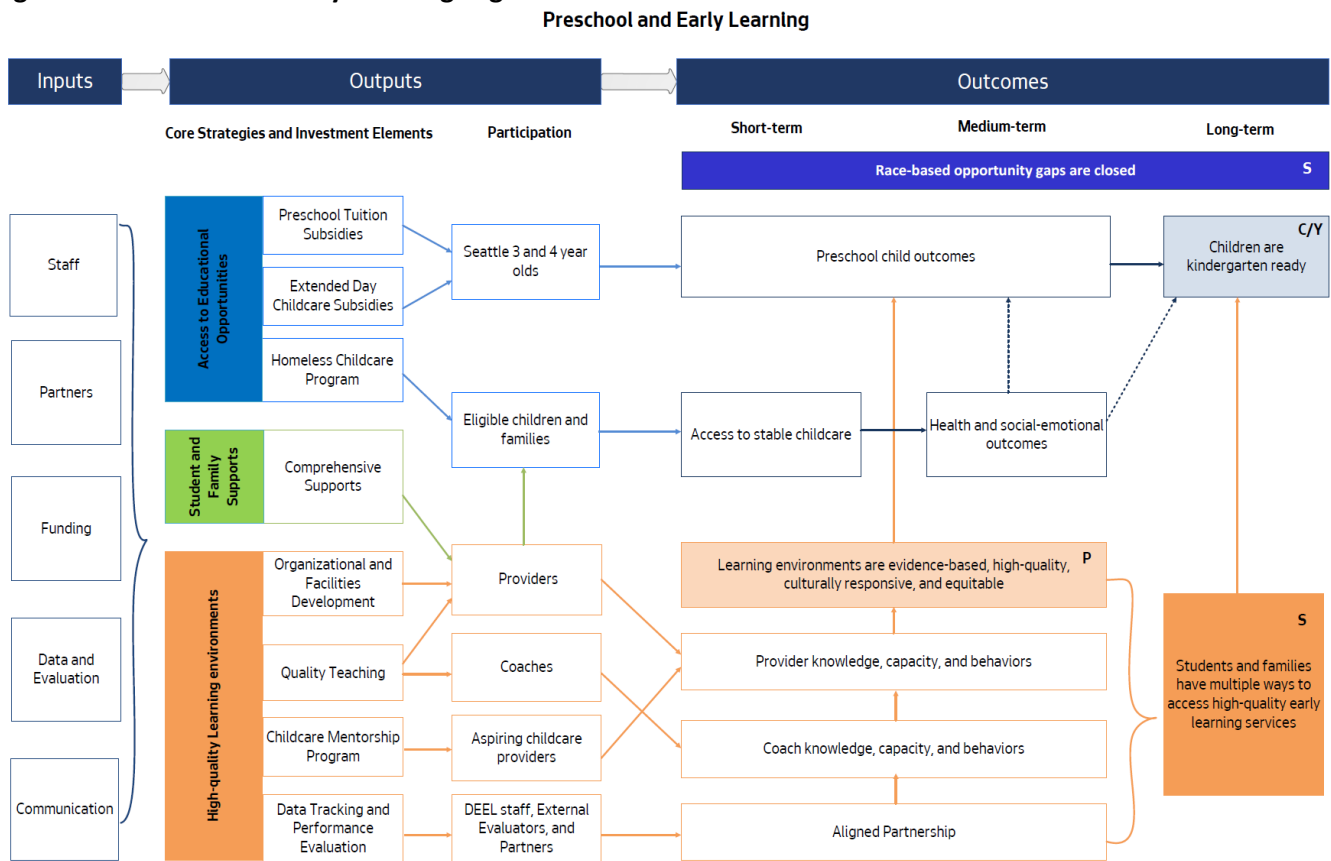
Table 12. Preschool and Early Learning Goal and Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Children are kindergarten ready <sup>C/Y</sup></li> <li>Learning environments are evidence-based, high-quality, culturally responsive, and equitable <sup>P</sup></li> <li>Students and families have multiple ways to accessing high-quality early learning services <sup>S</sup></li> <li>Race-based opportunity gaps are closed <sup>S</sup></li> </ul>

\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact

FEPP evaluation activities will assess outputs, short, medium, and long-term outcomes, and monitor progress toward the Preschool and Early Learning goal that Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten (Figure 5). Preschool and Early Learning investments apply the FEPP core strategies of promoting *Equitable Educational Opportunities* (preschool services and tuition, child care subsidies, homelessness child care program), *High-Quality Learning Environments* (organizational and facilities development, quality teaching, family child care mentorship and quality supports), and *Student and Family Supports* (comprehensive support).

Preschool and Early Learning investment outcomes are aligned with current early learning literature identifying essential elements of high-quality preschool programs shown to promote children’s development from preschool to kindergarten. Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 5. Preschool and Early Learning Logic Model**



*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

DEEL will design a rigorous evaluation approach for the Preschool and Early Learning investment area in accordance with available funding and staffing resources (Table 13). Preschool and Early Learning outputs and outcomes will be evaluated annually to monitor and assess performance.

DEEL will implement one or more process evaluations after strategies have been implemented for a few years (i.e. Years 2-3) to assess whether short-term outcomes are being achieved. Results will inform mid-course corrections as needed. Finally, outcome evaluations will focus on the medium and long-term outcomes to determine the return on invest based on the strategy results achieved. The culminating outcome evaluation (occurring in year 6) will help show overall impact of strategies at the child, program, and system-level. Process and outcome evaluations may focus on one or more strategy within the broader Preschool and Early Learning investment area depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 13. Preschool and Early Learning Evaluation Timeline*									
Evaluation Tier		Year 1 SY 2019- 20	Year 2 SY 2020- 21	Year 3 SY 2021- 22	Year 4 SY 2022- 23	Year 5 SY 2023- 24	Year 6 SY 2024- 25	Year 7 SY 2025- 26	Responsible Entity
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation</b>	Design	✗	X		X	X			DEEL and External Evaluators
	Execution		X	✗		X	X		
	Report		✗	X		X	X		
<b>Outcome and Impact</b>	Design	✗		X		X			DEEL and External Evaluators
	Execution		✗	<u>X</u>	X		X		
	Report		✗	<u>X</u>	✗	<u>X</u>	X		

\*Timelines subject to change

## K-12 School & Community-Based

### Introduction

K-12 School and Community Investments are specifically designed to close opportunity gaps and ensure students graduate from high school college career ready and prepared for the post-secondary pathway of their choice.

Since 2014, more than 75% of Seattle School District students graduate on-time annually, and rates continue to improve. In fact, 4-year high school graduation rates improved from 72.6% in 2013 to 79.0% in 2017. However, when graduation rates are disaggregated by race, significant opportunity gaps become evident. In 2016, on-time graduation rates for Black, Latino, and American/Indian/Alaskan Native students at Seattle School District were 70.3%, 62.8% and 54.5% respectively, when compared to 84% for white students and 80.9% for Asian students. Such gaps have proven persistent and must be addressed in order to reduce disparities in educational attainment, promote equitable local economic development, and support the state's workforce needs.

K-12 School and Community Investments will direct services towards students with the greatest need and fund evidence-based and promising practices targeting academic preparation and social, emotional, and behavioral skill building that lead to high school graduation and college and career readiness. Investments will offer supplemental services using culturally and linguistically responsive approaches designed to close opportunity gaps for historically underserved students, schools, and communities. Services are primarily intended to serve students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Providing access to expanded learning opportunities is a key element of K-12 investments. K-12 investments will increase access to high-quality before and after school, summer, and other out-of-school time learning experiences that support the development of academic, social, emotional, and physical interests of students. FEPP-funded expanded learning opportunities will foster college and career readiness through activities such as tutoring and academic support, mentoring, social and emotional learning, family engagement, and culturally responsive supports.

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### K-12 School & Community-Based

#### Goal:

Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.

#### Outcomes:

1. Students are academically prepared by meeting or exceeding grade level learning standards
  2. Students graduate high school on-time
  3. Students graduate high school college and career ready
  4. Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices
  5. Students are educated by a more diverse educator workforce
  6. Students have access to a network of expanded learning opportunities
  7. Structures are promoted for advancing college awareness and access to career preparation resources
  8. Race-based opportunity gaps are closed
-

The roadmap towards high school graduation in Washington State is changing and FEPP investments to support equitable outcomes and academic preparation for students are timely. Beginning with the Class of 2021 (SY 2020-21), Seattle public high school students must earn a total of 24 credits – up from 20 credits in previous years. The new credit requirements are aligned with the College Academic Distribution Requirements (CADRs) of state post-secondary institutions and include four years of English language arts, three years of mathematics, three years of science, and three years of social studies. Along with new credit requirements, students must also pass state assessments aligned to college and career readiness learning standards.<sup>10</sup>

Students must also be prepared for what comes after high school. With 70 percent of the high-demand and family-wage careers in our state requiring a post-secondary credential by 2030, FEPP K-12 & Community investments will fund opportunities to develop college and career readiness strategies and skills for students, especially those from backgrounds historically underrepresented on college campuses, many of whom face obstacles in obtaining the skills, experiences, and resources that enhance their ability to take advantage of post-secondary programs. With the enhanced credit requirement and expanded emphasis on college and career readiness, FEPP Levy K-12 & Community investments will fund critical academic preparation and college and career readiness services for students in need of additional support as they progress toward graduation.

### Strategies

To reduce opportunity and achievement gaps and increase the overall number of students graduating from high school prepared for the college or career path of their choice, K-12 School & Community-Based investments take a multi-pronged approach to address academic and non-academic barriers. The K-12 School and Community-Based investment area funds four strategies:

- 1. School-Based:** These investments offer intensive support to a limited number of schools. Services will include extended in-school and expanded learning opportunities, academic support and social-emotional skill development, college readiness programming, and career exploration experiences.
- 2. Opportunity & Access:** These investments will support school and community partnerships, increase access to expanded learning opportunities, promote 21<sup>st</sup> century skill building and college and career awareness, prevent or limit academic loss during school breaks, and support school and community partnerships by investing in community-based organizations and eligible schools not receiving School-Based awards.
- 3. Wraparound Services:** These investments support students by providing family support services and wraparound care, reducing and preventing non-academic barriers to student learning, supporting youth experiencing homelessness, and providing services to support extended day programming.
- 4. Culturally Specific and Responsive:** These investments foster equitable learning opportunities, diversify the educator workforce, create positive connections between peers and adults, and offer programming reflective of racial and cultural diversity within the community.

### Spending Plan

The K-12 School and Community-Based investment area budget allocates funding for School-Based Investments (\$115.06M, 61%), Wraparound Services (\$23.27M, 12%), Opportunity & Access (\$11.90M, 6%), Culturally Specific & Responsive (\$10.89M, 6%), Policy and Program Support (8%), and DEEL Administration (6%). Policy

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<sup>10</sup> In 2017, the Washington State Legislature passed House Bill 2224, creating additional pathways to high school graduation for students who do not meet standard on statewide assessments.



and program support include the cost of DEEL’s K-12 Division staff. The administration budget reflects a portion of DEEL’s central administrative labor and non-labor costs and is capped at 7% across the Levy.

**Table 14. K-12 School and Community-Based 7-Year Spending Plan Totals by Strategy**

Strategy	Total	Percent
School-Based	\$115,062,865	61%
Opportunity & Access	\$11,900,074	6%
Wraparound Services	\$23,270,680	12%
Culturally Specific & Responsive	\$10,889,353	6%
Policy and Program Support	\$15,813,574	8%
DEEL Administration	\$11,119,032	6%
<b>Total K-12 School and Community-Based</b>	<b>\$188,055,577</b>	<b>100%</b>

### Monitoring and Performance Management

To respond to the rich diversity and shifting needs of schools and communities, K-12 School and Community-Based investments will be guided by an outcomes-based approach and an implementation framework that allows for innovative, context-specific interventions rather than a one-size-fits-all approach. School leaders and service providers will work collaboratively to identify the specific services, learning opportunities, and interventions best suited to their school and/or community and most likely to achieve improved outcomes for students and families. Investments will be guided by an accountability structure that incentivizes improvement on measurable outcomes and indicators tied to the achievement of FEPP Levy goals.

K-12 School & Community-Based investment recipients will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Funded partners will operationalize their work through a continuous cycle of improvement that includes implementation of evidence-based or promising practices, timely data collection about program services, clients, and outcomes, ongoing data use and analysis, and the application of course corrections as needed. When implementing course corrections, partners will monitor data on a regular basis and review with DEEL. After reviewing data, DEEL and partners will determine what actions, if any, have been taken to improve outcomes. If actions to-date have not resulted in improved outcomes, DEEL will provide technical assistance to program staff to improve the efficacy of current strategies and/or to try different strategies. If measurable improvements are not made within a year, DEEL may redirect funding to a different partner or program.

To ensure quality implementation of investment strategies and to achieve desired results, DEEL commits to

- conducting regular site visits to observe programs, discuss implementation, and provide feedback,
- ensuring the existence and/or development of systems to collect, monitor, and analyze data,
- supporting the use of quality assessment tools, and
- providing access to learning opportunities that emphasize high-quality program implementation.

### Alignment with RSJI

K-12 School and Community investments promote the advancement of educational equity by directing services and supports toward historically underserved students, schools, and communities, specifically students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English

language learners, and LGBTQ students. Performance within each investment strategy will be closely tracked to ensure race-based opportunity gaps are reduced and ultimately eliminated.

### Alignment with City Resources

K-12 School and Community Investments are specifically designed to complement and leverage not only the other investments strategies included in the FEPP Levy but also other City-funded investments. This includes but is not limited to:

- Community Learning Centers collaboratively supported through Seattle’s Department of Parks and Recreation
- The Children and Youth Summer Meal program supported by the Human Services Department
- Transportation provided through the ORCA Opportunity Program
- Educational initiatives and programs supported by Seattle Public Library, the Office of Arts and Culture—Creative Advantage, and Human Services Department—Upward Bound, and others

### Strategy #1: School-Based

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What are School-Based Investments?

School-based investments build and expand upon successes from the 2004 and 2011 Families and Education Levies (FEL). Students who meet grade level learning standards through elementary, middle, and high school are more likely to graduate and enroll in post-secondary programs or successfully transition into the workforce. FEPP school-based investments will provide supplemental services at the school level to ensure that students who are not yet meeting grade level learning standards receive the necessary academic and non-academic supports needed to graduate from high school prepared for college and career.

Investments will be directed toward elementary, middle, and high schools with high concentrations of students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Schools will serve as hubs for Levy-funded interventions coordinated and delivered by school staff and community partners. Schools receiving Levy funds will be required to implement interventions in two key focus areas: (1) Expanded Learning and Academic Support and (2) College and Career Readiness.

Interventions will positively contribute to one or more of the following indicators designed to positively impact students being served by FEPP-Levy investments:

- Proficiency in English language arts as measured by state assessment(s)
- Proficiency in mathematics measured by state assessment(s)
- Achieving typical or high growth in core subjects as measured by state and local assessments
- English language learners making gains on the state English language proficiency assessment
- Attending 90% or more school days over the course of an academic year
- Passing core courses with grades of C or better
- On-time promotion to the next grade level

- Reduced instances of suspension and expulsion
- On-time high school graduation
- Meeting state standards through alternative graduation pathways such as:
  - Achieving a minimum score on the SAT or ACT
  - Achieving a minimum score on an Advanced Placement or International Baccalaureate test
  - Completing a dual credit course such as Running Start or College in the High School
- Completing early drafts and a final submission of the state defined High School and Beyond Plan
- Applying for the state’s College Bound Scholarship
- Engaging in expanded learning experiences such as: a summer job, internship, and/or volunteer opportunity; enrollment in a summer learning program; completing a career and technical education (CTE) program.
- Submitting state and federal financial aid applications (FAFSA/WAFSA)
- Applying to the Seattle Promise college tuition program

### **Why are School-Based Investments important?**

The Families and Education Levy has a longstanding history of investing directly in schools and improving student outcomes; particularly for students that are not yet meeting grade level learning standards. By investing in supplemental services, in addition to what schools are able to provide through state and district funding, FEPP Levy school-based investments offer students the support needed to meet grade level learning standards. These unique City investments ensure that those students who need more support, get more support as they pursue high school graduation and the post-secondary pathway of their choice.

To build on growth made during the regular academic calendar it is important for students – particularly those served by Levy investments – to exercise the skills they’ve gained and stay involved in learning experiences. During extended school breaks and over the summer, students can lose academic skills and knowledge if not engaged in learning or enrichment, a phenomenon known as summer learning loss or summer slide. This phenomenon appears to disproportionately impact low-income and students of color and is a major driver of opportunity and achievement gaps. As a result, students may not return to school in the fall prepared to succeed and are at greater risk of falling behind academically or dropping out of school. Participation in quality expanded learning opportunities can alleviate or eliminate summer learning loss and positively impact student attendance, academic achievement, and key social and emotional development indicators such as engagement, motivation, and self-esteem.

### **Who is served by School-Based Investments?**

School-based investments will be directed toward elementary, middle, and high schools with high concentrations of students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Levy-funded schools will serve as hubs where services are coordinated and delivered by new and/or existing school staff as well as community-based organizations.

Enrollment in interventions provided through school-based investments will prioritize students that meet one or more of the following criteria:

- From historically underserved communities who experience systemic inequities in educational achievement because of their race, ethnicity, or socioeconomic status, refugee and immigrant status, English proficiency, familial situations, housing status, sexual orientation, or other factors

- African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and other students of color
- From groups historically underrepresented on college campuses and in STEM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning standards on local/district assessments
- Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
- Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
- Not making gains on the state English language proficiency test
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Involved in one or more discipline incidents (e.g. short-term/long-term suspension, etc.)
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

### **What are the provider criteria for School-Based Investments?**

When evaluating RFI applications, DEEL will use a variety of methods to determine which proposals are best positioned to meet intended outcomes including but not limited to past success at achieving results, the means and methods proposed, commitment of school leadership to improve outcomes, and the costs of programs or proposals. Depending on the RFI under consideration, DEEL will use some, or all, of the criteria listed below. In addition, DEEL may use other criteria as part of its evaluation and due diligence process to ensure that school applicants have the capacity and commitment to achieve results.

Criteria for School-based investments include:

- Title I and/or schools with high concentrations of students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students
- Commitment of the school principal to implement the proposed plan, as well as consideration for the history of previous principal turnover at the applicant school
- Previous success achieving academic outcomes and measurably closing opportunity and achievement gaps
- Commitment of teachers and school staff to work extended hours (e.g. before- or after-school, weekends, breaks, summers), or the ability to hire qualified staff during these periods;
- Commitment to implement expanded learning opportunities (e.g. in-school learning, out-of-school time programs, and summer learning programs)
- Tiered approach to intervention services that address multiple barriers to student success, including academic, social/emotional, behavioral, and health
- Systems and structures in place to collect, analyze, and evaluate data; data is used to assess students' needs, identify appropriate interventions, and track student progress toward outcomes
- Plan to measurably close opportunity and achievement gaps, especially for African-American males;
- Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Use of culturally responsive instructional practices
- Systems in place at schools to modify strategies when not successful
- Use of Washington State K-12 Learning Standards and standards-based grading practices
- Experience operating high-quality after-school programs, summer learning programs, or other out-of-school time programs as a strategy to improve academic achievement

- Previous success partnering with community-based organizations, or willingness and capacity to partner with community-based organizations
- Ability to leverage multiple funding sources to maximize impact

### **What are the key elements of School-Based Investments?**

School-based investment recipients will be required to implement interventions in two key focus areas, 1) Expanded Learning and Academic Support, and 2) College and Career Readiness. Key elements of each focus area are described as follows. Schools may use Levy funds or leverage non-Levy funds such as district, philanthropic, or community partner funds to implement key elements. Levy-funded schools are strongly encouraged to partner with community-based organizations that may be able to provide support in culturally- and linguistically-specific ways, foster stronger connections between families and schools, and create high-quality enrichment experiences.

### **Expanded Learning and Academic Support**

School-based investments in expanded learning and academic support include high-quality intervention and student enrichment experiences that increase instructional time and foster college and job readiness through activities such as tutoring, mentoring, academic and social and emotional learning, science, technology, engineering and math (STEM), education technology, project-based learning, and culturally-responsive supports. Participation in expanded learning provides students that otherwise would not have such exposure with enriching experiences that have lifelong benefits. According to research, participation in quality expanded learning opportunities positively impacts student attendance and grade point average. Students also improve key social and emotional development indicators such as engagement, motivations, and self-esteem.

Key elements include:

- **Extended in-school learning**  
Levy-funded schools will be expected to provide additional hours of instructional time during the regular school day to offer qualifying students more time to master academic skills. Additional focused instruction from a certified teacher or other educators creates more time for students to master academic skills, supports greater depth and breadth of learning, and fosters stronger relationships between students and teachers. Examples of extended in-school learning strategies include, but are not limited to:
  - academic tutoring sessions or intervention services provided through push-in/pull-out models and aligned to student needs (i.e. individual, small group, pre-teaching, re-teaching),
  - academic case management (i.e. student specific planning and coordination inclusive of academic assessment, progress monitoring, and advocacy for services, classes, and supports),
  - learning labs, and
  - opportunities to engage in culturally relevant instructional practices.
- **Out-of-school time programs**  
Levy-funded schools will be expected to provide additional learning opportunities outside of the regular school day to support students who have fallen behind academically and help them catch up with their peers. Before and after-school programs, winter and spring break camps, and Saturday School are strategies to expand learning time. In addition, out-of-school time programs should be supplemented with enrichment activities that will support student learning. Enrichment activities provide students with the opportunity to develop deeper learning skills such as teamwork, public speaking, and creative problem solving. Enrichment activities that are paired with academic interventions provide a comprehensive and integrated experience.

Specific out-of-school time activities that may be used include, but are not limited to

- targeted small group instruction,
  - one-on-one tutoring,
  - homework help,
  - test preparation,
  - STEM programming,
  - visual and performing arts,
  - service learning,
  - college and career exploration, and
  - work-based or career-connected learning.
- **Summer learning programs**  
Levy-funded schools will be expected to operate a summer learning program to provide students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students opportunities to engage in additional academic instruction, participate in enrichment experiences, and access a safe, structured environment in the summer. Levy-funded summer learning programs will provide at least 90 hours of additional academic instruction as well as college and career-related enrichment experiences.

In elementary and middle school, summer programs should be focused on helping students meet standard on state assessments in math or reading. In high school, summer programs should provide students with opportunities to meet district graduation requirements such as recovering credit, earning first-time credit, repairing grades, completing service learning hours, or updating their High School and Beyond Plan. In addition, all summer programs should provide students with college and career-focused enrichment such as career panels, college or industry visits, SAT/ACT test preparation, beginning the college application, or connections to work-based learning opportunities.

### **College and Career Readiness**

School-based investments in college and career readiness support students in developing the knowledge and skills necessary to pursue the post-secondary pathway of their choice including qualification for entry-level, credit-bearing college courses without the need for remedial coursework.<sup>50</sup> Key elements of School-Based Investment college and career readiness activities include:

- **College Knowledge and Advising**  
College knowledge and advising is a critical component of college and career readiness. In addition to the academic requirements needed to graduate from high school, students must also develop a wide range of knowledge, skills, and abilities to be truly prepared for college, career, and life. Students need advising to become knowledgeable of the post-secondary opportunities available to them, including two-year colleges, four-year colleges and universities, vocation-technical schools and programs, and life skills programs. Services will be incorporated within the school day or out of school time. Activities may include:
  - Developing learning environments that foster interest in college matriculation and offer students information to assist them in planning academic schedules and extracurricular activities so they will have the necessary credits and qualifications to be competitive post-secondary program applicants;

- Creating a college-going culture by discussing the benefits of higher education and instilling the cognitive and non-cognitive skills needed to persist through completion;
  - One-on-one and group discussions of college admission requirements and post-secondary planning (applications, FAFSA completion, various post-secondary pathways including apprenticeships, certificates, associate degrees, and bachelor's degrees and opportunities to stake credentials) that is thoughtfully tracked and updated within a student's Washington State High School and Beyond plan;
  - Providing experiences that are unique to the interests of each student including: visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, as well as understanding various post-secondary pathways such as apprenticeships, certificates, degrees, and stackable credentials;
  - Adequate college admission testing preparation (SAT/ACT) that includes instruction, multiple practice tests, help with registration, and opportunities to improve scores;
  - Assistance with key college entrance requirements including completion of post-secondary applications, letters of recommendation, training and assistance on financial literacy, and completion/submission of the FAFSA and WASFA;
  - Continued support including evaluating acceptance options with students, reviewing financial aid packages, and helping to remove barriers which may affect first day enrollment;
  - College counseling, resources, and experiences will provide students with supports and tools that provide exposure and preparation to key post-secondary opportunities;
  - Leverage the Washington State High School and Beyond plan to provide experiences that are unique to the interest of each student and include visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, and understand various post-secondary pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials; and
  - Inclusion of family within college advising structures through student led conferences, college information nights, and assistance with financial literacy as it pertains to college admissions.
- **Career Connection and Exploration**  
 Career Connection and Exploration experiences will provide students, teachers, and families with a deep knowledge of the workforce and connections to current and future industry opportunities. These activities should supplement current basic education curricula and be embedded within the classroom as well as incorporated into enrichment activities that occur outside of the school system. Activities may include:
    - Career academy programs, skills centers, career and technical education programs, dual-credit programs that lead to college credit and industry-recognized certifications;
    - Courses that fulfill the Personalized Pathway Requirement for high school graduation;
    - Increased awareness of job opportunities in the Seattle region through career fairs, site visits, in-school presentations, internships, and pre-apprenticeships;
    - Work-based learning opportunities such as internships, pre-apprenticeships and summer jobs to give students real work experience and marketable skills;
    - Project-based learning in partnership with industry that incorporates Common Core standards with industry standards and skills;
    - Opportunities for students to obtain soft and hard skills that are transferable to a wide range of industries and career opportunities, including resume writing, professional networking, interviewing, software proficiency, and administrative support;
    - Time for planning and professional development for school staff on industry standards;



- Discussion and interpretation of career and interest inventories;
- Opportunities for students to identify an appropriate match between interest and potential career paths using tools such as the Workforce Training and Education Coordinating Board’s Career Bridge; and
- Use of student High School and Beyond Plan to connect them with the right career-related classes, programs and opportunities that match their skills, interests and abilities.

**How will School-Based Investments be managed and phased in?**

School-Based Investments will be awarded through a competitive RFI process and managed by DEEL. DEEL will negotiate performance-based contracts with schools, inclusive of monitoring and achievement of contract goals and performance targets. Seattle School District contracts will be consistent with terms of the partnership agreement. Eligible schools will submit an application that describes in detail the outcomes to be achieved, the means and methods to achieve results, and proposed community partners.

Contracted schools will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Evidence-based or promising practices will be an expected component of each workplan as will a progress monitoring system defining mechanisms for data collection, analysis and evaluation, and course corrections. Contracted schools will participate in continuous quality improvement (CQI).

- In **Year 1 of FEPP (SY 2019-20)**, DEEL will continue working with existing SY 2018-19 Seattle School District schools (21 elementary schools, 16 middle schools, and 5 high schools). Through direct award, DEEL will negotiate a performance-based contract with Seattle School District to administer school-based investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement. (For additional details, see Appendix subsection “School Year 2019-2020.”)
- DEEL will conduct a competitive RFI process in 2019 to re-bid all school-based funds for **Years 2 (SY 2020-21) through 7 (SY 2025-26) of FEPP**. If funds remain following the 2019 RFI process, a second call for applicants will be issued in 2020 for SY 2021-22 implementation. Contracted schools that meet implementation expectations and performance targets through annual review will continue to receive a school-based award through SY 2025-26.

Table 15. School-Based Investment Timeline and Number of Awards								
FEPP Levy Year*	Qtr 2 2019	Year 1 SY 2019-20**	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
Elementary	RFI***	21						Up to 20
Middle		16						Up to 5
High		5						Up to 5

\* All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes

\*\*SY 2019-20 Year 1 FEPP Levy implementation will maintain existing SY 2018-19 FEL contracted schools (21 elementary schools, 16 middle schools, and 5 high schools)

\*\*\*The Qtr 2 2019 RFI is for SY 2020-21 implementation; A second RFI will be conducted in advance of SY 2021-22, Year 3 FEPP Levy implementation, if funding remains to be allocated following the RFI process



## Strategy #2: Opportunity & Access

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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### What are Opportunity & Access Investments?

The Opportunity and access investment strategy increases access to enrichment and academic experiences for students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Opportunity and access is a new investment area that allows for multiple service delivery methods—schools, community-based organizations, and government agencies—to promote student development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs. Funding will be directed toward community-based organizations, schools not receiving School-Based Investments, and government agencies with the goal of improving student performance on defined outcomes and increasing the number of students graduating prepared for college or career. Opportunity and access investments will focus in two key areas: (1) Expanded Learning Opportunities and (2) College and Career Readiness in order to reach the K-12 goal of on-time high school graduation and promotion of college and career readiness.

Interventions will positively contribute to one or more of the following indicators among students served by FEPP-Levy investments:

- Proficiency in English language arts as measured by state assessment(s)
- Proficiency in mathematics measured by state assessment(s)
- Achieving typical or high growth in core subjects as measured by state and local assessments
- English language learners making gains on the state English language proficiency assessment
- Attending 90% or more school days over the course of an academic year
- Passing core courses with grades of C or better
- On-time promotion to the next grade level
- Reduced instances of suspension and expulsion
- On-time high school graduation
- Participation in enrichment activities that provide exposure to career interests
- Completion of a career interest inventory
- Participation in at least one college campus visit by 8<sup>th</sup> grade
- Participation in at least two industry tours and/or presentations annually
- Participation in project-based learning that is connected to 21<sup>st</sup> century skill development
- Completing early drafts and a final submission of the state defined High School and Beyond Plan
- Students increase knowledge and awareness of college and career pathways
- Students participate in a CCR activity/exploration that is connected to their HSBP
- Meeting state standards through alternative graduation pathways such as:
  - Achieving a minimum score on the SAT or ACT
  - Achieving a minimum score on an Advanced Placement or International Baccalaureate test
  - Completing a dual credit course such as Running Start or College in the High School
- Submitting state and federal financial aid applications (FAFSA/WAFSA)
- Successful submission of an application to a post-secondary program in 12<sup>th</sup> grade
- Students participate in a work-based learning experience (paid or non-paid)
- Applying to the Seattle Promise college tuition program

- Engaging in expanded learning experiences such as: a summer job, internship, and/or volunteer opportunity; enrollment in a summer learning program; completing a career and technical education (CTE) program.

### **Why is Opportunity & Access important?**

Students who are on-track academically and develop key social and academic behaviors such as student engagement, self-discipline, and social competence, are more likely to graduate from high school on-time and matriculate into post-secondary programs.

### **Who is served by Opportunity & Access?**

Opportunity and access investments will prioritize students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Enrollment in interventions provided through opportunity and access investments will prioritize students that meet one or more of the following criteria:

- From historically underserved communities who experience systemic inequities in educational achievement because of their race, ethnicity, or socioeconomic status, refugee and immigrant status, English proficiency, familial situations, housing status, sexual orientation, or other factors
- African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and other students of color
- From groups historically underrepresented on college campuses and in STEM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning standards
- Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
- Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
- Not making gains on the state English language proficiency test
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Involved in one or more discipline incidents (e.g. short-term/long-term suspension, etc.)
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

### **What are the provider criteria for Opportunity & Access?**

When evaluating RFI applications, DEEL will use a variety of methods to determine which proposals are best positioned to meet intended outcomes including but not limited to past success at achieving results, the means and methods proposed, commitment of school leadership to improve outcomes, and the costs of programs or proposals. Depending on the RFI under consideration, DEEL will use some, or all, of the criteria listed below. In addition, DEEL may use other criteria as part of its evaluation and due diligence process to ensure that applicants have the capacity and commitment to achieve results.

Opportunity and access dollars will direct funding toward community-based organizations, public schools not receiving a school-based investment, including Seattle School District and charter schools, and government agencies, such as Seattle Parks and Recreation, to ensure that students from historically underserved communities receive the necessary academic, enrichment, and social activities that promote on-time high school graduation and college and career readiness. Funded partners agree to an outcomes-based, performance contracting model and the use of data within a CQI framework.

Criteria for opportunity and access investments include:

- Stated commitment to racial equity and directing additional resources to student populations based on the unique needs of historically underserved communities
- Demonstrated history of serving students not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students
- Systems that foster partnership with families through lifelong educational, college, and career goals using culturally responsive communication techniques, culturally responsive instructional practices, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
- Governance structure that provides oversight on organizational budget, operations, and use of data
- Experience and proven history of achieving positive academic and/or non-academic outcomes for priority students

### **What are the key program elements of Opportunity & Access?**

Opportunity and access investment recipients will serve qualifying students in two key focus areas, 1) College and Career Readiness, and 2) Expanded Learning Opportunities. Key elements of each focus area are described as follows. Contracted partners may use Levy funds, or leverage non-Levy funds, to implement program elements. Partnerships between schools and community-based organizations are strongly encouraged to leverage strengths in academic preparation and data-driven decision-making, culturally- and linguistically-specific programming, fostering connections between families and schools, and creating high-quality enrichment experiences.

### **College and Career Readiness**

College and career readiness investments for students support the cognitive and non-cognitive skills necessary for adequate preparation for post-secondary opportunities. Activities can take place during the school day, afterschool, and in the summer. Strong partnerships between schools and CBOs is encouraged to promote shared community and school leadership in achieving levy goals.

- **College Knowledge and Advising**

College counseling, resources, and experiences will provide students with supports and tools that provide exposure and preparation to key post-secondary opportunities. These opportunities will serve qualifying secondary students and can be incorporated within the school day or during out of school time and may include some of the following activities:

- Creating a college-going culture by discussing the benefits of higher education and instilling the cognitive and non-cognitive skills needed to persist through completion.
- One-on-one and group discussions of college requirements and post-secondary planning that is thoughtfully tracked and updated within a student's Washington State High School and Beyond plan.
- Leverage the Washington State High School and Beyond plan to provide experiences that are unique to the interest of each student and include visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, and understand various

post-secondary pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials.

- Adequate college admission testing preparation (SAT/ACT) that includes multiple practice test, instruction, help with registration, and opportunities to improve scores.
- Assistance with key college requirements including completion with post-secondary applications, training and assistance on financial literacy and completion with the FAFSA and WASFA.
- More time for one-on-one and group discussions of college requirements and post-secondary planning (applications, FAFSA completion, various post-secondary pathways including apprenticeships, certificates, associate degrees, and bachelor's degrees and opportunities to stake credentials).
- Inclusion of family within college advising structures through student led conferences, college information nights, and assistance with financial literacy as it pertains to college admissions.

- **Career Connections and Exploration**

Career connections and exploration are activities that provide students, K-12 teachers, and families with a deep knowledge of the workforce and connections to current and future industry opportunities. These activities should supplement current basic education curricula and be embedded within the classroom as well as incorporated into enrichment activities that occur outside of the school system. Career connections and exploration provide:

- Project-based learning in partnership with industry that integrates common core standards and industry standards and skills
- Opportunities for students to obtain soft and hard skills that are transferable to a wide range of industries and career opportunities including resume writing, professional networking, interviewing, software proficiency, and administrative support
- Increased awareness of job opportunities in the Seattle region through career fairs, site visits, in-school presentations, internships, and pre-apprenticeships
- Time for planning and professional development for school staff on industry standards
- Discussion and interpretation of career and interest inventories
- Opportunities for students to identify an appropriate match between interest and potential career paths using tools such as the Workforce Training and Education Coordinating Board's Career Bridge

- **Academic Preparation**

Academic preparation is identified as one of the critical transition points that are fundamental to later student success. In Washington state, proficiency on the Smarter Balanced Assessment is one of the measurements that indicate a student is ready for college level courses. Further, proficiency in reading by 3<sup>rd</sup> grade and completion of algebra by 8<sup>th</sup> grade are outcomes that indicate that students are on the pathway to on-time high school graduation. Additional academic preparation and increased instruction provides:

- Developing learning environments that foster interest in college matriculation
- More time with a certificated teacher mastering content standard
- Stronger relationships between teachers and students
- Additional planning time and professional development for staff
- Opportunities for credit recovery in a program that has the ability to offer credits that satisfy Washington State 24 credit diploma requirement
- Differentiated instruction that supports supplemental learning
- Supporting students in planning academic schedules and extracurricular activities so they have the necessary credits and qualifications to be competitive post-secondary program applicants

### **Expanded Learning Opportunities**

Expanded learning opportunities are academic or enrichment experiences that take place afterschool, during school breaks, and in the summer. Services and activities provide additional instruction or learning time and support college and career readiness. Services will complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (i.e. arts and culture, STEM programming, sports, health and wellness, and leadership development).

- **Academic**

Expanded learning opportunities that focus primarily on academics provide additional instructional or learning time. Academic programs can be remedial or accelerate learning and are intended to improve academic outcomes. Academic programs provide students with an additional 45-90 minutes of instruction per day and are led by a certified teacher afterschool or on weekends. Academic program activities provide:

- Opportunity for students to receive more time to master key mathematical, reading, and writing skills
- More time with certificated instructional staff
- Opportunity to engage in culturally relevant instructional practices
- Increased confidence in students through pre-teaching of math and ELA standards
- Better alignment between core instruction (i.e. common core standards) and academic ELO programming
- Academic activities aligned with student needs (tutoring, small group instruction, pre-teaching, and reteaching)

- **Enrichment**

Specialized enrichment programs provide unique experiences and develop skills and interests in students. Enrichment activities allow for students to develop very specific skills while building noncognitive skills necessary for success in academic and social settings. Enrichment activities should be developed and led by content experts and complement academic supports that are provided within the school day. Enrichment program activities provide:

- Opportunity to participate in programming that builds “soft” skills, promote character, leadership development, and unity among students
- Opportunity to engage in culturally relevant programming and instructional practices within the community
- New experiences for underrepresented student populations while eliminating financial barriers to access
- Skill development in specialized in-demand fields such as science, technology, engineering, and computer science
- Opportunities for students to develop and/or strengthen their awareness and interest in various college and/or career pathways

- **Combination (Academic and Enrichment)**

Combination programs are housed in schools and provide both academic supports and enrichment activities. Programs must be jointly operated by schools and community-based organizations or government agencies. All services and activities must complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (i.e. arts and culture, STEM, sports, health and wellness, and leadership development). Combination program activities provide:

- Coordination between out-of-school time staff, school leader, and school staff
- Development of shared academic and non-academic goals and outcomes

- Streamlined services for students and families between out-of-school time activities and basic education services
- Academic and enrichment activities that center student needs and interest
- Opportunity for students to receive more time to master key mathematical, reading, and writing skills
- Opportunity to participate in programming that builds “soft” skills, promote character, leadership development, and unity among students

**How will Opportunity & Access be managed and phased in?**

Opportunity & Access investments will be awarded through a competitive RFI process and managed by DEEL. DEEL will negotiate performance-based contracts with schools, CBOs, and government agencies inclusive of monitoring and achievement of contract goals and performance targets. Seattle School District contracts will be consistent with terms of the partnership agreement. Eligible applicants will submit an application that describes in detail the outcomes to be achieved, the means and methods to achieve results, and proposed school and/or community partners.

Contracted partners will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Evidence-based or promising practices will be an expected component of each workplan as will a progress monitoring system defining mechanisms for data collection, analysis and evaluation, and course corrections. Contracted providers will participate in continuous quality improvement (CQI).

Opportunity & Access investments will begin in **Year 2 of FEPP Levy implementation (SY 2020-21) through Year 7 (SY 2025-26)**. DEEL will conduct a competitive RFI process in 2020 to award the new FEPP Levy Opportunity & Access funds for SY 2020-21 through SY 2022-23. Opportunity & Access funds will be rebid in 2023 for investment in Year 5 SY 2023-24 through Year 7 SY 2025-26. Annual contract reauthorization is conditioned upon achievement of contract outcomes.

<b>Table 16. Opportunity &amp; Access Investment Timeline</b>									
FEPP Levy Year*	SY 2019-20 Year 1**	Qtr 2 2020	SY 2020-21 Year 2	SY 2021-22 Year 3	SY 2022-23 Year 4	Qtr 2 2023***	SY 2023-24 Year 5	SY 2024-25 Year 6	SY 2025-26 Year 7
<b>K-12</b>	N/A	RFI	3-Year			RFI	3-Year		

\* All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes  
\*\*See SY 2019-2020 Detail in Appendix for additional information  
\*\*\*In 2023, all Opportunity & Access funds will be rebid

Strategy #3: Wraparound Services

Access to Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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**What are Wraparound Services Investments?**

Wraparound Support investments are intended to help eliminate non-academic and socioeconomic barriers to learning. Services funded by Wraparound Support include: (1) family support services, (2) homelessness/housing support services, and (3) middle school sports and transportation services.

- 1. Family Support Services:** These investments provide case management and other in-school wraparound services for students who are chronically absent and not yet meeting grade level learning standards. Funding will support direct intervention to connect families to economic resources that address non-academic barriers to student learning.
- 2. Homelessness/Housing Support Services:** These investments provide funding assistance to help unstably housed students and families and prevent further homelessness.
- 3. Sports and Transportation Services:** These investments provide coaching stipends for Middle School sports and transportation services from K-12 levy-funded activities that occur outside of the school day (such as after school, weekend, or summer programming).

Interventions will positively contribute to one or more of the following indicators:

**Family Support Services:**

- Management of student caseload: enrollment in academic interventions, provision of services and referrals, high school seniors completing financial aid and Seattle Promise applications, coordination of services
- Improved attendance rate for chronically absent students
- On-time promotion to the next grade level
- Participation in enrichment activities that provide exposure to career interests
- Parent/family participation in school engagement activities and events
- Connections between identified student needs and access to services

**Homelessness/Housing Support Services:**

- Students assessed for services
- Student attendance and mobility
- Service referral rates
- Distribution of funding assistance
- Prevention of homelessness and transitions to stable housing

**Sports and Transportation Services:**

- Student participation and attendance
- Passing core courses

**Why is Wraparound Services important?**

A whole-child approach is essential to improving student outcomes. Students who are experiencing the stress of food or housing insecurity cannot focus on academics. The wraparound supports are designed to address some of the non-academic barriers that impact a student's ability to be successful in the classroom including meeting basic needs. Parental involvement is key in these investments. These resources directly connect the family to supportive services to support parents as they take an active role in their student's educational experiences.

- 1. Family Support Services:** Barriers to learning take on many different forms. For this reason, family support is critical to the success of students not yet meeting grade level learning standards. Family support services help remove barriers to student learning through activities such as meeting students'



basic needs, providing interventions to help students develop social, emotional, and self-regulation skills, and creating connections to economic resources that help the student's family maintain stability.

Students who are frequently absent miss critical learning time and opportunities. Furthermore, students whose basic needs are not being met often struggle to focus on academics. Teachers frequently lack the time and resources to help support students with their basic needs. Investments in family support services will provide additional support and resources to students with significant non-academic needs, so students can focus on academics and teachers can focus on teaching.

Student stability, or consistent enrollment at assigned school, is also a significant driver of student academic outcomes. Family support services help to address some of these non-academic barriers that are keeping students out of the classroom. By providing case management, parental support, and connection and referral to supportive services, students are more likely to be in school, and ready to learn.

2. **Homelessness/Housing Support Services:** Recent estimates indicate that there are over 2,000 students experiencing homelessness in Seattle School District. Seattle School District's McKinney Vento (MKV) Office is a federally funded program operating under the principle that students experiencing homelessness are guaranteed the right to a free, appropriate, public education. The MKV Act ensures students experiencing homelessness can remain enrolled in schools they have been attending, whether or not they still meet residency requirements, guarantees students have access to the transportation they need to attend school, and waives some documentation requirements. Neither MKV, nor Seattle School District, provide funding for housing to MKV eligible families.

Although the City of Seattle and King County have a robust homeless service delivery system, many MKV eligible families are unable to access those services. To receive City-funded housing support services, a family must be in a shelter or unhoused. Over half of Seattle School District's MKV families are not literally homeless but are living in precariously unstable housing situations. These families are often "doubled-up" or staying in someone else's home with no feasible way to obtain stable housing of their own. This experience can be time-limited and disruptive to a students' school experience.

Research shows that unstable housing often results in the same academic outcomes for students as those that are literally homeless. Students experiencing homelessness—whether living in hotels/motels, in shelters, unsheltered, or doubled up—have significantly lower academic outcomes than their housed peers, even when comparing to low-income, housed peers. Statewide, students experiencing homelessness (including doubled-up students) have a 62% attendance rate, compared to an 86% attendance rate for their housed peers. Further, three in four students experiencing homelessness do not meet the proficiency level on state math assessments and have a four-year graduation rate that is more than 25 percentage points lower than their housed peers (55% versus 81%). Student mobility is greater for homeless students as well. During SY 2015-16, 10% of Seattle School District's homeless students changed schools compared to only 3% of stably housed students.

While students who are doubled up or unstably housed have similar academic outcomes as students who are literally homeless, they do not have similar access to housing resources to support family stabilization resulting in a services gap. FEPP homelessness supports seek to address this gap by connecting families experiencing unstable housing to emergency assistance dollars or other existing housing support services. This service will create a much-needed bridge for families in the housing services gap, while also building upon the existing systems for homeless support services.<sup>51</sup> Students will



receive resources based on their demonstrated need, with homeless support services bolstered by additional family support services when necessary.

DEEL intends to work with the City's Human Services Department and create a partnership with a community-based housing service provider to administer the prevention funding. This will enable the school district, school administrators, and teachers to focus on students' academic needs while leveraging an experienced housing partner for housing assistance. DEEL will review draft policies and contracting structures through a RET in alignment with the City's RSJI.

- 3. Sports and Transportation:** Both Seattle School District and the FEPP Levy fund out-of-school time opportunities for students. This can include academic and enrichment programming after school, during the summer, or on weekends. Middle school athletics promotes school connectedness, a key predictor of school attendance. Athletics help build school community and student engagement as well as provide students the opportunity to engage in physical activity in a group setting. Participation in sports programming requires meeting academic thresholds, which could incentivize students to maintain good academic standing.

While Seattle School District provides transportation for qualified students at the end of the traditional school day, some students may not have access to transportation past that time. This lack of transportation options can prevent students from participating in after school extracurricular activities that provide social and academic enrichment to their school experience. Investing in transportation services can help ensure all students who wish to participate in after school activities are able to.

### **Who is served by Wraparound Services?**

#### **1. Family Support Services:**

- Targeted support for students who are chronically absent and not yet meeting grade level learning standards.
- Students will be identified in collaboration with program staff and school staff in consideration of the student's needs.
- Services will prioritize students who are chronically absent due to issues of basic needs.

#### **2. Homelessness/Housing Support Services:**

- Students who are living doubled up or in other unstable housing as identified by Seattle School District staff including school-level staff and MKV staff.
- Funding is designed to serve families who have unstable housing but who could likely become stabilized with a small amount of financial or housing counseling support.
- Students may also be referred if they are currently on the MKV list.
- In some instances, the family's need may extend beyond the housing support services, in this instance, the family will be connected to the City and County homeless service delivery system.

#### **3. Sports and Transportation:**

- Middle school coaching stipends are available to every Seattle School District school serving grades 6-8.
- Transportation funding will be available to schools with middle school sports programming as well as K-12 schools hosting FEPP-funded in order to support access to after school, summer, and weekend programming.

### What are the provider criteria for Wraparound Services?

1. **Family Support Services:** DEEL will contract with Seattle School District to administer family support services subject to mutual agreement. Seattle School District and DEEL will collaborate to identify which schools will receive family support services. Allocation of family support services to specific schools will be independent from school-based investments. Allocations will be directed toward Seattle School District schools with high concentrations of students meeting the one or more of the following criteria:
  - Not yet meeting grade level learning standards
  - Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
  - Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
  - Not making gains on the state English language proficiency test
  - Experiencing homelessness
  - Recipient of free/reduced price lunch support
  - Chronic absenteeism, defined by missing 10% or more days in a school year (18 days or more)

Seattle School District partners will commit to data-driven CQI which includes:

- Assessing student needs, including academic needs, and identifying non-academic barriers to student success;
- Developing a tiered approach to wraparound intervention services that address multiple barriers to student success, including academic, social/emotional, behavioral, and health; Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes;
- Use of culturally responsive methods representative of the communities being served;
- Systems to collect, analyze, and evaluate data;
- Identifying opportunities for professional development and other staff training;
- Daily/weekly use of data to assess students' needs, identify appropriate interventions, ensure referrals are being completed, and track student progress toward outcomes; and,
- Ability to modify strategies when they are not successful—DEEL will encourage course corrections, collaboration, and professional development to achieve outcomes;

2. **Homelessness/Housing Support Services:** Any existing housing support service provider with a City contract for prevention services, as of February 2019, will be eligible to submit a letter of interest. A provider will be selected based on criteria including demonstrated ability to stably house families using financial support, demonstrated success in serving families of color, and implementation workplan proposal. DEEL will partner with the selected provider to co-design the final implementation of housing support services so that plans are aligned with City, County, and Seattle School District resources and initiatives.

The selected provider will commit to data-driven CQI which includes:

- Assessing student and family housing needs;
- Systems to collect, analyze, and evaluate data;
- Reporting on the speed in which students and families are referred to services, assessed for housing services, and receive housing services;
- Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes;
- Use of culturally responsive methods representative of the communities being served;

- Ability to modify strategies when they are not successful—DEEL will encourage course corrections, collaboration, and professional development to achieve outcomes. If housing outcomes are not met, DEEL will conduct a second RFI.
- 3. Sports and Transportation:** DEEL will contract with Seattle Parks and Recreation to administer FEPP sports and transportation funding subject to mutual agreement. DEEL and SPR will collaborate to ensure that transportation funding is best leveraged with existing resources to meet the needs of students.
- All Seattle School District middle schools and K-8 schools will have access to partial coaching stipends provided through the FEPP Levy.
  - Transportation support will be available to all Seattle School District schools. However, if funding is insufficient to meet school requests, funding will be prioritized to provide transportation home from Levy-funded programs for students in the following rank order:
    - Middle school sports transportation
    - Middle school Levy-funded programs for students not yet meeting grade level learning standards
    - K-12 Levy funded programs for students not yet meeting grade level learning standards

### What are the key program elements of Wraparound Services?

- 1. Family Support Services:** The provision of family support services through the FEPP Levy will take a whole-child approach to student support. Services provided for students and families will encourage collaboration with and connection to other existing resource systems. Key elements include:
- **Student needs assessment:**
    - Coordination and collaboration with school principals, teachers, guidance counselors, school nurses, and other school staff to identify student/family needs and develop a multidisciplinary intervention plan
  - **Student support services:**
    - Case management, care coordination and crisis support; including help meeting basic needs, addressing attendance concerns, and support with homework
    - Connection to other levy-funded or Seattle School District-funded interventions as appropriate, including school-based health centers and coordination on McKinney-Vento resources dedicated to homeless students
    - Assistance with completion of post-secondary opportunity applications including Seattle Promise and FAFSA/WASFA for high school students receiving case management services
  - **Parent/guardian support services:**
    - Home visitation and/or neutral site meeting
    - Partnership in parental advocacy and support advocating for their student’s education
    - Family support to access school attendance and student performance data
    - Provide parents with information on what their students should be doing to succeed in school including activities they can do at home with students to improve academic outcomes
    - Support family attendance at teacher conferences and school activities
    - Connect families with interpretation resources and translated materials
    - Facilitate family access to culturally responsive school and community resources
    - Refer families to housing supports when appropriate.
  - **School-wide collaboration:**

- Coordination with schools' Multi-Tiered Systems of Support (MTSS), Student Intervention Teams (SIT), and social emotional learning (SEL) programs to support student learning at school and at home.

**2. Homelessness/Housing Support Services:** A school point of contact or other Seattle School District representative will identify a student as homeless or unstably housed, then contact the identified housing support service provider to connect the student and their family to housing resources. The provider will meet the family where they are and assess their housing needs and their housing options. Key elements include:

- **Emergency Assistance Funding:**
  - The housing provider will help the family by issuing flexible, emergency assistance dollars to prevent the family from falling further into homelessness and help stabilize the family.
  - Funds can be used to pay for rent, housing deposits, ~~and~~ other housing-related expenses, and basic needs, such as nutrition, clothing, and transportation, related to a student's housing emergency that would present additional barriers to the student's ability to engage in academic and enrichment activities.
- **Referral/Connection to Services:**
  - If the family's needs are beyond what the housing support service partner can provide, they will connect the family to alternative housing resources including services provided by the City of Seattle, King County, and the Seattle Housing Authority.
  - The School Point of Contact will also refer the student to the McKinney Vento Office at Seattle School District for a separate housing assessment.

**3. Sports and Transportation:** DEEL and Parks will work together to best leverage FEPP funds with existing resources to meet the needs of students and families. Key elements include:

- **Middle School Coaching Stipend:**
  - Athletic programs for students to provide partial funding for coaches in middle schools and K-8 schools.
  - Sports may include soccer, ultimate frisbee, basketball, volleyball and track.
- **Transportation:**
  - Transportation home for students participating in Levy-funded out-of-school time programs, including bus transportation to one-time levy events (e.g. college visits, career-oriented field trips, etc.)
  - Transportation funding will be leveraged in combination with other FEPP investments and Seattle School District resources to maximize services for students not meeting grade level learning standards and ensure students can participate in Levy-funded programming that occurs outside the traditional school day.

#### **How will Wraparound Services be managed and phased in?**

Wraparound Services investments will be awarded through a combination of direct award and RFIs. Family support services and homelessness/housing support services will be managed through performance-based contracts. An ongoing analysis of data will serve as the chief mechanism to ensure that funds complement the program of basic education, serve students not meeting grade level learning standards, and are aligned to FEPP goals and outcomes.

1. **Family Support Services:** Through direct award, DEEL will negotiate a performance-based contract with Seattle School District to administer family support services, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement, beginning in SY 2019-20. This contract will be reauthorized annually conditioned upon achievement of contract outcomes. Resources (funds, staffing, etc.) will be allocated based on eligibility criteria. Alternate funding sources should be leveraged by Seattle School District to ensure the FEPP investment is supplemental and complementary to existing state and federal funding.

In accordance with DEEL's commitment to data-driven CQI, DEEL will provide programmatic oversight through monthly reviews of funding allocations, staff assignments, quarterly opportunities for professional development, reviews of students enrolled in and receiving services, and cross-system coordination.

2. **Homelessness/Housing Support Services:** Homelessness/Housing Support Services will be awarded through a competitive RFI process and managed by DEEL. DEEL will negotiate performance-based contracts with partners to administer homelessness/housing support services, inclusive of monitoring and achievement of contract goals and performance targets. DEEL will partner with HSD for contract management.

DEEL will conduct a competitive RFI process in Qtr 2, 2019 to award funds for SY 2019-20 through SY 2021-22. Homelessness/Housing Support Service funds will be rebid in Qtr 2, 2022 for investment in Year 4 SY 2022-23 through Year 7 SY 2025-26. Annual contract reauthorization is conditioned upon achievement of contract outcomes.

The identified provider will partner with DEEL, HSD, Seattle School District, and other key partners to co-design the best service delivery model to support existing resources and fill identified needs. In doing so, the selected provider will:

- Implement a scope of work that is complementary to existing Seattle School District resources and the homeless service delivery system in Seattle;
  - Collaborate with Seattle School District to develop a service delivery model and provide housing support services;
  - Collect, analyze, and regularly submit data to track student and family progress; and
  - Attend quarterly meetings to discuss opportunities to improve the service delivery system.
3. **Sports and Transportation:** Through direct award, DEEL will manage a contract with the Department of Parks and Recreation (DPR) to implement Sports and Transportation funds beginning in SY 2019-20 through SY 2025-26. Resources will be allocated to Seattle School District schools based on eligibility criteria. Available alternate funding sources should be leveraged by Seattle School District to ensure the FEPP investment is supplemental and complementary to existing state and federal funding. DEEL has the authority to reallocate resources over the life of the Levy as determined by program outcomes, student need, local funding opportunities, demographic changes, and district and state policy shifts.

In accordance with DEEL's commitment to data-driven CQI, DEEL will provide programmatic oversight through regular reviews of funding allocations, students receiving services, and cross-system coordination.

Table 17. Wraparound Services Investment Timeline										
FEPP Levy School Year*	Year 1		Year 2		Year 3		Year 4		Year 5	
	Qtr 2	SY	SY	SY	Qtr 2	SY	SY	SY	SY	SY
	2019	2019-20	2020-21	2021-22	2022	2022-23	2023-24	2024-25	2025-26	
<b>Family Support Services</b>		Direct contract with Seattle School District; 7-Year								
<b>Homelessness/Housing Support Services</b>	RFI**	3-Year			RFI	4-Year				
<b>Sports and Transportation</b>		Direct contract with Seattle Parks and Recreation; 7-Year								

\* All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes \*\*Open only to City prevention housing support service providers contracting with the City’s Human Services Department as of February 2019. Contracted partner will have the opportunity to renew contract if they have successfully demonstrated an ability to achieve contract outcomes.

Strategy #4: Culturally Specific and Responsive

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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**What are Culturally Specific and Responsive Investments?**

The Culturally Specific and Responsive (CSR) investments are intended to expand access to high-quality service and supports designed to increase positive identity development, academic knowledge, and social emotional learning for Black/African-American males and other historically underserved students. This investment strategy prioritizes the infusion of race/ethnicity, culture, language, and gender into programming to build academic mindsets and promote college and career readiness. The CSR investments align with the City’s Our Best initiative and recommendations from the Our Best Advisory Council (June 2018). *Our Best* is an explicit commitment to racial equity by the City of Seattle to improve life outcomes for young Black men and boys through systems-level changes, policy leadership, and strategic investments. Key elements within the CSR strategy include: (1) Culturally Specific Programming, (2) Mentoring, and (3) Educator Diversity.

- Culturally Specific Programming:** Investments aimed at offering school-based programming that reflect racial and cultural diversity within the community and incorporate students’ culture, history, language, and socialization into core pedagogy, curricular materials, and academic learning and enrichment activities.
- Mentoring:** Investments aimed at providing promising, evidence-based and leading high-quality mentoring and healing-centered approaches to promote positive identity development and college and career readiness.
- Educator Diversity:** Investments aimed at increasing the number of linguistically, racially, and culturally diverse educators.

Interventions will positively contribute to one or more of the following indicators:

- Culturally Responsive Programming:**
  - Student program participation rates
  - Improved school attendance rates
  - On-time promotion to the next grade level

- Passing core courses
- Reduced disciplinary incidents (i.e. suspension and/or expulsion)
- On-time graduation and enrollment in a post-secondary pathway

## 2. Mentoring:

- Student program participation rates
- Number of mentor-mentee matches made and sustained
- Students build relationships with trusted adults
- Mentor-mentee relationship satisfaction
- Improved school attendance rates
- Student participation rates in enrichment activities that provide exposure to career interests

## 3. Educator Diversity:

- Outreach, recruitment and enrollment of aspiring educators in preparation programs
- Program retention and completion
- Professional development and mentoring opportunities
- Improved diverse educator representation and retention in Seattle School District

### Why is Culturally Specific and Responsive important?

Culturally Specific and Responsive (CSR) investments are intended to expand access to high-quality, equitable learning opportunities and support for Black/African-American males and other historically underserved students with the intent to increase positive identity development, academic knowledge, and social emotional learning. This investment strategy aims to build academic resiliency and promote college and career readiness by acknowledging concepts of race/ethnicity, culture, language, and gender to positively inform students' self-esteem and academic self-image. As classrooms and communities locally and across the country become increasingly diverse, improving culturally responsive and identity-safe learning environments is a critical component of education systems working to serve all students well.<sup>52</sup> The CSR strategy is responsive to feedback from students, parents and community members who identified affirming race and valuing culture within schools and student activities as a priority.<sup>53</sup>

1. **Culturally Specific Programming:** Culturally specific programming (CSP) is an authentic, student-centered approach that helps students experience success through the consistent use of curricular materials, learning methodologies, and instructional strategies that are validating, comprehensive, empowering, emancipatory, and transformative.<sup>54</sup> This type of programming empowers students to both experience and attain academic success by capitalizing on their culture through integration, engagement, and appreciation of the perspectives, multiple forms of capital, and diverse lived experiences they bring into the classroom. In addition to emphasizing that issues of culture, language, cognition, community and socialization are central to learning, research indicates that:
  - Culturally responsive programming is a powerful predictor of increased academic success, school attendance, and social emotional development.<sup>55</sup>
  - Universal use of Euro-centric and dominant-culture curriculum, representation and perspectives leads many populations of students, particularly students from historically underserved populations, to disengage from academic learning.<sup>56</sup>
  - Well-designed and taught culturally responsive curricula and programming promotes equitable learning and has positive academic and social outcomes for students—from attendance, academic performance and overall GPA.<sup>57</sup>
  - Culturally responsive approaches motivate students to learn.<sup>58</sup>



2. **Mentoring:** Research has shown that youth involved in high-quality mentoring show significantly higher protective factors (e.g., academic success, on-time high school graduation, well-being) and lower risk factors (e.g., any associated negative social, health or academic outcome) than non-mentored youth.<sup>59</sup>
3. **Educator Diversity:** Research suggests that greater representation in the educator workforce can improve outcomes for all students, particularly students of color. However, as student diversity continues to grow, educator diversity consistently trends disproportionately White. In Washington State, during the 2017-18 school year, students of color represented 46% of the student population while teachers of color were just 11% of the educator workforce.<sup>60</sup> For the same year, Seattle School District students of color represented 53% of the student population and educators of color represented 19% of the workforce. Research indicated that:
  - Having just one Black/African-American teacher not only lowers Black/African-American students' high school dropout rates and increases their desire to go to college, it can also make them more likely to enroll in college. Furthermore, Black/African-American male teachers can improve not only Black/African-American male student outcomes but also all students' schooling outcomes.<sup>61</sup>
  - Educators of color and multi-lingual educators tend to have higher academic expectations for students of color, which can result in increased academic and social growth among students.<sup>62</sup>
  - Students of color profit from having among teachers who reflect their own racial group and can serve as academically successful role models and who can have greater knowledge of their heritage culture.<sup>63</sup>
  - Positive exposure to individuals from a variety of races and ethnic groups, especially in early years, reduces stereotypes, shifts implicit biases and promotes cross-cultural relationships.<sup>64</sup>
  - All students benefit from being educated by teachers from a variety of different backgrounds, races and ethnic groups, as this experience better prepares them to succeed in an increasingly diverse society.<sup>65</sup>

#### **Who is served by Culturally Specific and Responsive Investments?**

1. **Culturally Specific Programming:** Funding will serve public school students in grades 6-12 that are not yet meeting grade level learning standards with prioritization for Black/African-American males and other students of color.
2. **Mentoring:** Funding will serve students attending schools participating in FEPP-funded CSP, with prioritization for Black/African-American males and other students of color.
3. **Educator Diversity:** Funding will serve diverse, aspiring educators, with prioritization for multi-lingual and Black/African-American males.

#### **What is the provider criteria for Culturally Specific and Responsive?**

1. **Culturally Specific Programming:** Funding will be available to public schools, including Seattle School District and charter schools, that meet one or more of the following criteria:
  - Focus implementation and prioritized support to Black/African-American males
  - Demonstrate clear commitment to targeted universalism as a driver for advancing educational equity for historically underserved populations
  - Use culturally responsive practices, pedagogy or exemplary curricula to close gaps for priority populations
  - Have staff or an implementation team that reflect the priority student population
  - Are geographically located in areas of high concentration of the priority populations



- Utilize the local community as an extension of the classroom learning environment
  - Use professional development that is culturally responsive throughout the contract period
  - Implement authentic family engagement and student leadership development
  - Have systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
  - Governance structure that provides oversight on organizational budget, operations, and use of data
  - Experience and proven history of achieving positive academic and/or non-academic outcomes for priority students
  - Plan to measurably close opportunity and achievement gaps, especially for African-American males
  - Experience operating high-quality after-school programs, summer learning programs, or other out-of-school time programs as a strategy to improve academic achievement
  - Ability to leverage multiple funding sources to maximize impact
2. **Mentoring:** Funding will be available to community-based organizations who meet one or more of the following criteria:
- Focus implementation and prioritized support to Black/African-American males
  - Demonstrate clear commitment to targeted universalism as a driver for advancing educational equity for historically underserved populations
  - Use culturally responsive practices, pedagogy or exemplary curricula to close gaps for priority populations
  - Have staff or an implementation team that reflect the priority student population
  - Are geographically located in areas of high concentration of the priority populations
  - Utilize the local community as an extension of the classroom learning environment
  - Use professional development that is culturally responsive throughout the contract period
  - Implement authentic family engagement and student leadership development
  - Have systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
  - Governance structure that provides oversight on organizational budget, operations, and data use
  - Experience and proven history of achieving positive outcomes for priority students (academic and/or non-academic)
  - Plan to measurably close opportunity and achievement gaps, especially for African-American males
  - Experience operating high-quality after-school programs, summer learning programs, or other out-of-school time programs as a strategy to improve academic achievement
  - Ability to leverage multiple funding sources to maximize impact
3. **Educator Diversity:** Funding will be available to Seattle School District and CBOs who meet one or more of the following criteria:
- Focus implementation and prioritized support to Black/African-American male and multi-lingual educators
  - Demonstrate clear commitment to targeted universalism as a driver for diversifying the teacher workforce in Seattle School District

- Use of targeted strategies to cultivate robust mentorship, build social capital and professional networks, and provide culturally responsive support with Black/African-American male and multi-lingual educators
- Have staff or an implementation team that reflect the priority populations
- Utilize community-based assets in recruitment, induction and retention activities, and throughout contract period
- Use culturally responsive professional development throughout the contract period
- Have systems and structures in place to collect, analyze, and evaluate data; data is used to recruit, assess needs, identify appropriate course corrections, track progress toward outcomes, and adjust programmatic practices
- Governance structure that provides oversight on organizational budget, operations, and use of data
- Experience and proven history of recruiting and retaining educators of color and/or multi-lingual educators
- Bold plan to measurably close workforce diversity gaps, especially for Black/African-American male and multi-lingual educators
- Ability to leverage multiple funding sources to maximize impact

### **What are the key programs elements of Culturally Specific and Responsive?**

Culturally specific and responsive investment recipients will implement services in three focus areas: (1) culturally specific programming, (2) mentoring, and (3) educator diversity. Partnerships between public schools, including Seattle School District and charter schools, and CBOs are strongly encouraged to leverage respective strengths in academic preparation and data-driven decision-making, culturally- and linguistically-specific programming, fostering connections between families and schools, and creating high-quality enrichment experiences. Key elements of each focus area are described as follows.

#### **1. Culturally Specific Programming:**

- Expanding implementation of school-based and school-day culturally responsive programs including teaching pedagogy and curriculum (i.e. Kingmakers of Seattle)
- Professional development and training, particularly for Black/African-American educators
- Professional development targeted for supporting educators working with priority populations

#### **2. Mentoring:**

- Group mentoring, or healing-centered circles (school- or community-based), linked to building academic outcomes, strengthening intergenerational relationships and increasing social capital of priority populations, particularly Black/African-American males
- High quality one-to-one mentoring, school- or community-based, linked to academic learning and social emotional development outcomes for priority populations, particularly Black/African-American males
- Culturally responsive training and professional development supports for mentors, particularly Black/African-American males

#### **3. Educator Diversity:**

- Targeted outreach and recruitment to preparation programs to increase the pipeline of diverse educators, including recruitment into the profession or scaffolding from classified to certified instructors
- Tuition assistance for educator preparation programs
- Culturally responsive retention activities and opportunities for diverse educator candidates
- Targeted engagement, academic guidance, and mentoring opportunities for diverse educators

- Targeted coaching, professional development and career guidance for diverse educators to receive socioemotional support

### **How will Culturally Specific and Responsive be managed and phased in?**

Culturally Specific and Responsive investments will be awarded through a combination of direct award and competitive application processes. All CSR investments be managed through performance-based contracts.

1. **Culturally Specific Programming:** In **Year 1 of FEPP (SY 2019-20)**, DEEL will negotiate performance-based contracts with four Seattle School District schools (i.e. Aki Kurose, Asa Mercer, Denny International, Interagency Academy) and one technical assistance provider (Oakland Unified School District) to maintain existing CSP administration and implementation. Contracts will monitor achievement of goals and performance targets consistent with terms of the partnership agreement. While CSP programming includes a technical assistance contract with OUSD for Year 1 of FEPP, in Years 2- 7 DEEL has authority to modify or reallocate funding to other technical assistance or programming that benefit Black/African-American males. In Qtr 4 2019, DEEL will conduct an RFI to competitively bid funding to expand CSP implementation to two additional schools for **Years 2 (SY 2020-21) through 7 (SY 2025-26) of FEPP**. Funding for CSP from Year 2 (SY 2020-21) through Year 7 (SY 2025-26) will reach up to six schools and will be reauthorized annually conditioned upon achievement of contract outcomes.
2. **Mentoring:** DEEL will conduct an RFQ in Qtr 2 2019 to identify mentoring providers specializing in best practice, culturally responsive mentoring. CSP schools will administer mentoring investments and will be required to subcontract with mentoring providers identified through DEEL's RFQ process. Funding will be reauthorized to CSP schools annually through SY 2025-26, conditioned upon achievement of contract outcomes. CSP schools will reauthorize subcontracts with approved mentoring providers annually conditioned upon achievement of contract outcomes. CSP schools retain the right to reduce subcontract award size or change mentoring providers upon contract reauthorization.
3. **Educator Diversity:** In **Year 1 of FEPP (SY 2019-20)**, DEEL will negotiate a performance-based contract with Seattle School District to administer educator diversity investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

Table 18. Culturally Specific and Responsive Investment Timeline										
FEPP Levy School Year*	Qtr 2 2019	Year 1 SY 2019-20*	Qtr 4 2019	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Qtr 1 2023	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26
<b>Culturally Specific Programming</b>		Direct contract with 4 schools and OUSD**	RFI***	6-Year						
<b>Mentoring***</b>	RFQ	Direct contract with CSP schools; 7-Year								
<b>Educator Diversity</b>		Direct contract with Seattle School District; 7-Year								

\*All awards are reauthorized annually, up to term indicated, conditioned upon achievement of contract outcomes  
\*\*Seattle School District schools include Aki Kurose, Asa Mercer, Denny International, and Interagency Academy  
\*\*\*Expands eligibility to Seattle public schools, including Seattle School District and charter schools, and adds two new CSP schools  
\*\*\*\* Funds are subcontracted by CSP schools to mentoring providers identified through RFQ process

Evaluation

K-12 School and Community-Based evaluation activities will track progress toward outcomes (Table 20). For SY 2019-20, the K-12 School and Community-Based strategies continued from FEL will be evaluated as outlined in the 2011 FEL Implementation and Evaluation Plan (i.e. School Based Innovation and Linkage, FEL Summer Learning, and Community Based Family Support).<sup>66</sup> Evaluation for FEPP strategies beginning implementation in SY 2019-20, will follow the approach detailed herein (i.e. Wraparound Services and Culturally Specific and Responsive). All K-12 School and Community-Based strategies will follow FEPP evaluation designs SY 2020-21 through SY 2025-26.

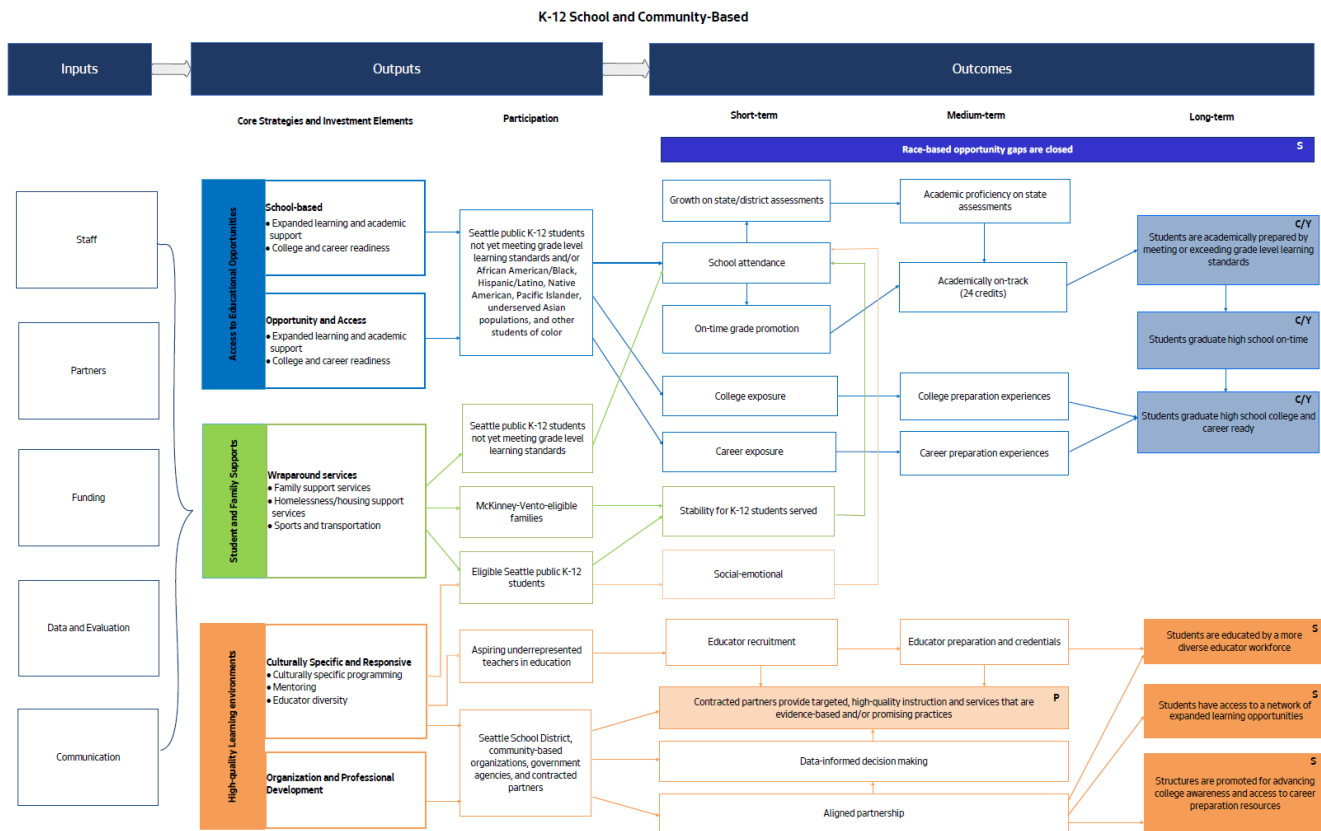
Table 19. K-12 School and Community-Based Goal and Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Students are academically prepared by meeting or exceeding grade level learning standards<sup>C/Y</sup></li> <li>Students graduate high school on-time<sup>C/Y</sup></li> <li>Students graduate high school college and career ready<sup>C/Y</sup></li> <li>Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices<sup>P</sup></li> <li>Students are educated by a more diverse educator workforce<sup>P</sup></li> <li>Students have access to a network of expanded learning opportunities<sup>S</sup></li> <li>Structures are promoted for advancing college awareness and access to career preparation resources<sup>S</sup></li> </ul> <p>Race-based opportunity gaps are closed<sup>S</sup></p>

\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact

FEPP evaluation activities will assess outputs, short-, medium-, and long-term outcomes, and monitor progress toward the K-12 School and Community-Based goal that Seattle students have access to and utilize increased

academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation (Figure 6). K-12 School and Community-Based investments apply the FEPP core strategies of *Equitable Educational Opportunities* (school-based and opportunities and access), *Student and Family Supports* (wraparound services), and *High-Quality Learning Environments* (culturally specific and responsive and organization and professional development). Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 6. K-12 School and Community-Based Logic Model**



\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact

K-12 School and Community-Based Investment outcomes are aligned with local, regional and statewide goals including the Seattle School District’s District Scorecard, the Road Map Project’s PreK to Post-secondary education outcomes, and the Washington School Improvement Framework from the Office of Superintendent of Public Instruction.

DEEL will evaluate the K-12 School and Community-Based investment area consistent with funding and staffing available (Table 20). K-12 School and Community-Based outputs and outcomes will be evaluated annually to monitor and assess performance. Process evaluations will be conducted after strategies have been implemented for a few years (i.e., Years 2-3) to inform strategy implementation approaches (outputs) and short-term outcomes to monitor progress and make mid-course corrections when needed. Outcome evaluations will focus on the medium- and long-term outcomes to determine the return on invest based on the results and show overall impact. Process and outcome evaluations may focus on one or more strategy within the K-12 School and

Community investment area depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 20. K-12 School and Community-Based Evaluation Timeline*									
Evaluation Tier		Year 1 SY 2019- 20	Year 2 SY 2020- 21	Year 3 SY 2021- 22	Year 4 SY 2022- 23	Year 5 SY 2023- 24	Year 6 SY 2024- 25	Year 7 SY 2025- 26	Responsible Entity
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation</b>	Design		**		***				DEEL and/or External evaluators
	Execution			**		***			
	Report			**		***			
<b>Outcome and Impact</b>	Design			***		**			DEEL and/or External evaluators
	Execution				***		**		
	Report				***		**		

\*Timelines subject to change

\*\*Denotes planned process and outcome evaluation to be conducted by DEEL’s Performance and Evaluation Unit if additional evaluation funding is secured

\*\*\*Denotes proposed process and outcome evaluations to be conducted by external evaluators if additional evaluation funding is secured

## K-12 School Health

### Introduction

K-12 Student Health investments are designed to increase access to comprehensive medical and mental health care and other services, promote early intervention, prevention, and treatment of health-related barriers to learning and life success, and increase the number of students graduating prepared to the post-secondary pathway of their choice. K-12 School Health investments provide direct student support services and are an important bridge between health and education to promote school attendance and improved academic performance. Research has consistently demonstrated that physical and mental health concerns can be barriers to learning.<sup>67</sup> These investments provide direct student support services, with a particular focus on historically underserved populations.

The City has invested in school health services since the first FEL in 1990. Starting with the first school-based health center (SBHC) at Rainier Beach High School in 1990, expenditures grew in the 2011 FEL to include health center services in 25 elementary, middle, and high schools, school nursing, an oral health pilot, and health system enhancements across the Seattle School District system. Community members have repeatedly supported both the continuation and expansion of City supported school-based health services. DEEL partners with Public Health–Seattle & King County (PHSKC) to manage the K-12 School Health investment by providing support to community providers and Seattle School District.

### Strategies

As described in Ordinance 125604, Section 6, “Major program elements are intended to provide safe, age-appropriate, culturally-competent care to help children be healthy and ready to learn and may include: comprehensive primary medical care, mental health care, care coordination, connection to community supports, outreach and health education.” The K-12 School Health investment area funds four strategies:

1. **School Based Health Centers:** These investments provide comprehensive medical and mental health services including preventive, early screening, and integrated treatment to keep students healthy and in school. SBHCs utilize evidence-based practices, exercise cultural responsiveness and gender competency, and provide an accessible source of health care.
2. **School Nursing:** These investments supplement the Seattle School District nursing program by providing additional support to schools with an SBHC on campus. Nursing activities integrate with and complement the services of SBHCs.
3. **Oral Health:** These investments complement SBHC services by providing mobile and/or school-based dental services for students at schools with SBHCs.
4. **Health System Enhancement:** These investments support systems-level continuous quality improvement to advance and improve the delivery of medical and mental health services to students.

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### K-12 School & Community-Based

#### Goal:

Seattle students have access to and utilize physical and mental health services that support learning.

#### Outcomes:

1. Students are healthy and ready to learn
  2. School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care
  3. Providers implement a best practice model of medical and mental health care
  4. Race-based opportunity gaps are closed
-

The strategy funds ongoing training, technical assistance, clinical consultation, data management, program evaluation, and the application of measurement-based care and standardized models of school-based health service delivery.

### Spending Plan

The K-12 School Health investment area represents 11%, or \$67.2 million, of the FEPP Levy. K-12 School Health investments are allocated across four strategies (93%) and DEEL administration (7%). The largest budget allocation within K-12 School Health funds School Based Health Centers (\$51.35M, 76%). The remaining funding is split across School Nursing (\$7.76M, 12%), Oral Health (\$2.70M, 4%), and Health System Enhancement (\$0.97M, 1%). The DEEL administration budget reflects a portion of DEEL’s central administrative labor and non-labor costs as well as Citywide indirect costs, including IT and facilities. This is capped at 7% across the Levy.

Strategy	Total	Percent
School Based Health Centers (SBHC)	\$51,353,162	76%
School Nursing	\$7,761,107	12%
Oral Health	\$2,701,368	4%
Health System Enhancement	\$972,482	1%
DEEL Administration	\$4,467,104	7%
<b>Total K-12 School Health</b>	<b>\$67,255,222</b>	<b>100%</b>

The Levy provides base funding for each SBHC, fulfilling up to 70% of the total operating budget for each site. School Based Health Centers are operated by community-based healthcare providers who contribute additional resources including private grants and donations, patient generated revenue, Medicaid reimbursement, and King County Best Starts for Kids funding. DEEL and PHSKC will continue to monitor potential local, regional, state, and federal funding sources for K-12 School Health, consistent with Principle 4 that FEPP Levy investments remain “supplemental and complementary to existing public funding structures and services... [and] never used to supplant state-mandated services.”<sup>68</sup>

### Alignment with RSJI

K-12 School Health investments provide universal access to comprehensive medical and mental health services to individuals and groups, with targeted equity strategies for historically underserved students built into the service delivery model. While health services are universally accessible to students at participating school buildings, outreach and referrals for services are made to students of greatest need, such as those experiencing non-academic barriers to learning and those less likely to access care in the community. Public Health–Seattle & King County’s School-Based Partnerships Program (SBPP) advances evidence-based and informed, high-quality, equitable, culturally relevant health care to support all students to be healthy and academically successful. The School-Based Partnerships Program is focused on equity and social justice and aligns with the City of Seattle’s RSJI, King County’s Equity and Social Justice (ESJ) Strategic Plan and other local policies.

### Alignment with City Resources

K-12 School Health investments are a direct complement to FEPP Levy K-12 School and Community-Based investments. Funded school-based partners are expected to coordinate with schools to support school-wide and/or site-specific initiatives to promote and enhance a healthy and safe school environment. These initiatives



may include efforts to promote positive school climate, healthy eating, physical activity, communicable disease prevention, student action councils, and school attendance. SBHC staff will also contribute to and partner with school leadership by participating on student intervention/support teams and other committees that can benefit from provider expertise. Lastly, the SBHC team is expected to integrate and coordinate services with school staff including the school nurse, school counselors, teachers and administrators, as well as with other community partners and Best Starts for Kids (BSK) investments.

### Strategy #1: School Based Health Centers

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What are School Based Health Centers?

School Based Health Centers (SBHCs) provide comprehensive, integrated medical and mental health services including preventive, early screening, and integrated treatment to keep students healthy, in school, and achieving academically. SBHCs utilize evidence-based practices, exercise cultural responsiveness and gender competency, and provide an accessible source of health care. Support for student health needs include preventive care like well-child exams, immunizations and family planning, and care for acute health needs, diagnosis, treatment, and referral. Mental health services are age appropriate and include screening, counseling, and mental health treatment.

#### Why are School Based Health Centers important?

SBHCs are an important bridge between health and education. A broad array of research and a recent systematic review has found that SBHCs are effective in improving a variety of education and health-related outcomes.<sup>69</sup> SBHCs are proven to increase school attendance, increase student grade point average (GPA), increase on-time grade promotion, reduce school suspension rates, and reduce high school non-completion. In a 2009 study, Seattle SBHC users demonstrated improved attendance and GPA as compared to non-users.<sup>70</sup> Healthcare utilization also improved, including substantial increases in immunizations and other preventive services.<sup>71</sup> Access to school-based health care services reduces time out of school for students, time out of work for families, and enables integration of academic goals into the medical and mental health treatment of students.

#### Who is served by School Based Health Centers?

SBHCs are located at participating Seattle School District school buildings. All K-12 students attending those schools are eligible to receive care. The 2011 Families and Education Levy (FEL) provided funding for 25 SBHCs. The FEPP Levy adds funding for four additional SBHCs: two middle school, one high school, as well as partial funding for an additional high school health center, for a total investment in up to 29 SBHCs. There are SBHCs at all of the comprehensive middle and high schools. If a student's school does not have an SBHC, they may receive services at an SBHC located at a nearby school. While services are universally accessible to all Seattle School District students, outreach and referrals for services are made to students of greatest need such as those experiencing non-academic barriers to learning and those less likely to access care in the community. Outreach efforts are targeted to students not yet meeting grade level learning standards and special populations such as students experiencing homelessness, LGBTQ students, and other historically underserved groups.

### **What are the provider criteria for School Based Health Centers?**

Community-based health care organizations are the lead providers for the implementation and management of SBHCs. Providers are required to meet and demonstrate proficiency in the following criteria:

- A. Organizational Capacity
  - Demonstrated experience in providing high quality, culturally responsive health care to adolescents
  - Ability to leverage sufficient financial and in-kind resources
  - Sufficient internal capacity controls to meet all required fiscal, data and other reporting
- B. Experience with Focus Population
  - Experience collaborating with schools and community partners
  - Demonstrated success in overcoming barriers to care for elementary, middle, and high school youth
- C. Partnership Readiness
  - Demonstrated effective collaboration and problem-solving with students, families, school- and community-based partners
- D. Service Model and Implementation
  - Service model incorporates best practices in health and mental health care for youth and aligns with the King County SBHC model of care
  - Service model reflects stakeholder input and local data and addresses the needs and service gaps unique to the site and school community
  - Vision for SBHC contribution to equity and social justice
- E. Financial Resources
  - Demonstrated ability to leverage other financial and in-kind resources, including billing for reimbursable services
  - Leveraged resources equal to at least 30% of the operating budget
  - Budget is realistic for the scope of services proposed

### **What are the key elements of School Based Health Centers?**

- Increased access and utilization of preventive care (family planning, well-child exams, and immunizations)
- Comprehensive primary and acute health care assessment, diagnosis, treatment and referral
- Age-appropriate reproductive health care
- Sexually transmitted disease screening and treatment
- Mental health screening, counseling, treatment and referral
- School-wide and targeted health education and health promotion
- Information and assistance to eligible students' families about how to access and enroll in health insurance programs
- Intensive interventions to support school success
- Coordination with schools on health, academic, and integration with other Levy-funded strategies

### **How will School Based Health Center investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer SBHC investments, inclusive of monitoring and achievement of contract goals and performance targets. PHSKC will administer RFAs and performance-based contracts with community providers. In SY 2019-20, the SBHC strategy area will continue FEL SY 2018-19 SBHC investments, funding existing partnerships at eight elementary school, five middle school, and 12 high school building SBHCs as well as add two new middle school and one new high

school for a total investment in 28 SBHCs (See Appendix subsection “School Year 2019-2020” for more detail). In 2019, PHSKC will conduct an RFA to competitively re-bid all Elementary School SBHC investments for SY 2020-21 implementation. Contracts will be reauthorized annually conditioned upon achievement of contract outcomes.

The SBHC strategy includes \$1.4 million over the life of the FEPP Levy to support the creation of an SBHC at Nova High School. This investment is intended to provide partial seed funding for an SBHC at Nova and encourage a community partner(s) to contribute the remainder of funding needed to operate the health center, this may include expenditures related to planning and preparation for this venture. In addition to the funding and partnership required for a long-term sustainable and successful SBHC at Nova, there are space and operational considerations that need to be planned for as well. Beginning in 2019, PHSKC will conduct a 6-12 month planning phase for a future SBHC at Nova. To ensure stakeholder voices are gathered and considered, time is needed to bring people together to explore options. The planning phase will include the convening stakeholders, specification of best practices for service delivery, and identification of additional fund sources.

The PHSKC School-Based Partnerships Program (SBPP) has managed King County’s SBHC system for the past 27 years. For each SBHC, SBPP Program Managers work closely with the health service provider, school district, and school staff to support and advise on all aspects of SBHC implementation and operations.

The SBPP team will continue to provide training and technical assistance to its cadre of clinical providers, clinic coordinators, and Seattle School District partners. Examples include but are not limited to:

- Capacity-building around data and reporting;
- Coordination of monthly trainings for medical providers on topics relevant to school-based clinical practice, such as asthma management, sports medicine, and relationship abuse;
- Quarterly half-day trainings for mental health providers on various behavioral health practice modalities, which provide an opportunity for Continuing Education Units (CEUs);
- Bi-annual joint trainings for school-based clinicians and school nurses to support school-clinic collaboration on key areas of school health. SBPP organizes an annual full day retreat for clinic and school staff to review program performance, promote quality improvement initiatives, support site-level planning, and provide additional clinical training for providers;
- Provision of regular performance data to the health service provider and school to monitor progress of the implementation and support continuous quality improvement; and
- Added support and collaborative problem solving in cases where the health service provider is experiencing challenges in meeting service expectations and contract performance targets.

<b>Table 22. School Based Health Center Investment Timeline</b>							
<b>Number of SBHCs by School Level</b>	<b>Year 1 SY 2019-20</b>	<b>Year 2 SY 2020-21</b>	<b>Year 3 SY 2021-22</b>	<b>Year 4 SY 2022-23</b>	<b>Year 5 SY 2023-24</b>	<b>Year 6 SY 2024-25</b>	<b>Year 7 SY 2025-26</b>
<b>Elementary</b>	<i>8 continuing*</i>	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8
<b>Secondary</b>	17 <i>continuing*</i> 3 <i>new**</i>	Up to 21	Up to 21	Up to 21	Up to 21	Up to 21	Up to 21

*\*Investments directly awarded to community health providers operating a FEL funded SBHC in 2018-19 at existing Seattle School District partner schools*

*\*\*Addition of 3 new SBHCs at RESMS, Meany MS, and Lincoln HS, community health providers will seek funding through a competitive process*

Table 23. School Based Health Center RFI Schedule			
RFI Issued	Anticipated Release Date*	Anticipated Awards	Anticipated Funding Start Date
School Based Health Centers (Meany MS, Robert Eagle Staff MS, and Lincoln HS)	Qtr 2 2019	3 sites	September 2019
School Based Health Centers (Nova HS)	Qtr 3 2019	1 site	Fall 2020
School Based Health Centers (all Elementary Schools)	Qtr 1 2020	8 sites	September 2020

\*Timeline subject to change

### Strategy #2: School Nursing

Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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#### What is School Nursing?

Investments contribute to the Seattle School District nursing program providing additional support to schools with an SBHC on campus. Nursing activities integrate with and complement the services of SBHCs. This investment will supplement state and local resources and provide technical and clinical support to all Seattle School District school nurses.

#### Why is School Nursing important?

The FEPP Levy-funded school nursing investment integrates with and complements SBHC services. In SY 2018-19, state education funding allocated 9.0 FTE certificated school nurses to Seattle School District.<sup>72</sup> However, the Seattle School District staffing model for allocation of certificated school nurses requires a nurse-to-student ratio of 1.0 FTE certificated school nurse to 5,689 students (enrollment based on regular education only). Based on this ratio, in SY 2018-19, Seattle School District employs over 60.0 FTE certificated school nurses. While 9.0 FTE are funded by the State, Seattle School District uses local levy support to fund the remaining 54.0 FTE (FEPP Levy and Seattle School District Educational Programs and Operations Levy).

FEPP Levy funding supplements school nurse FTE above current district funded allocations at sites with SBHCs. In addition, FEPP provides FTE funding for Seattle School District central support staff and continuous quality improvement activities such as program development and monitoring and evaluation of school nursing implementation district-wide. School nursing investments support collaboration between Seattle School District school nurses and SBHC agency partners in meeting mutual goals.

FEPP-funded school nurses serve as a liaison between the school community and SBHC providers. The school nurse is often a student’s first point of contact in providing direct health care services as well as referring students and families to SBHC services. School nurses work with SBHC agency partners to improve immunization compliance, promote increased student use of SBHC services, and collaborate in addressing students with emotional, behavioral, or attendance concerns that get in the way of health and academic achievement. The result of the investment has demonstrated improved results, including, but not limited to:

- improved immunization compliance rates;
- early identification and referral of behavioral concerns; and
- improved attendance for at risk students.

### **Who is served by School Nursing?**

All students in a school building can access the care of a school nurse. School nurses support the entire population of the school with prevention services, daily management of chronic or acute conditions, coordination with special education and referral to SBHC services when needed. SBHC staff provide primary medical and mental health care to registered students with diagnosis and treatment available on site. The FEPP school nursing investment directly impacts students attending schools with SBHCs due to increased collaboration time between school nurses and SBHC staff. Further, this investment provides standardized clinical and technical support of all Seattle School District school nurses, regardless of fund source, around immunization and school nurse supported services.

### **What are the provider criteria for School Nursing?**

PHSKC will contract with Seattle School District to hire school nurses subject to mutual agreement. Minimum qualifications, as of SY 2018-19, include a B.A./B.S. degree in nursing from an accredited college or university, valid Washington State Educational Staff Associate (ESA) Certificate, and valid license to practice nursing in WA State.<sup>73</sup>

### **What are the key elements of School Nursing?**

- Provide evidence-based nursing care and expand access to health services that close opportunity and achievement gaps
- Collaborate with SBHC staff to provide coordinated support for students with physical, behavioral, and mental health conditions
- Screen students for behavioral risk factors and provide appropriate interventions to support academic success
- Act as school health liaison for dental health programs, perform oral health education, screening, and referral services
- Increase compliance with state childhood immunization requirements by:
  - Providing education to families and students about the benefits of immunizations
  - Assisting families in evaluating their school-age children's compliance with immunization requirements
  - Providing referrals and follow-up with families
  - Assuring that immunization compliance is tracked accurately and consistently across Seattle School District immunization datasets

### **How will School Nursing investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer school nursing investments, inclusive of monitoring and achievement of contract goals and performance targets. In SY 2019-20, PHSKC will direct award to Seattle School District Health Services and administer a performance-based contract. Seattle School District Health Services will partner with PHSKC to develop a program model inclusive of ongoing program planning and evaluation of Seattle School District school nurse health care delivery services in schools with SBHCs as well as ongoing monitoring of progress towards meeting program goals. This contract will be reauthorized annually conditioned upon achievement of contract outcomes.

Seattle School District Health Services will continue to standardize evidence-based nursing practice across school buildings. The delivery of evidence-based school nursing care is associated with improved student attendance, academic achievement, better health outcomes, and improved immunization rates, therefore, providing quality evidence for measuring change.<sup>74,75</sup> Seattle School District Health Services is committed to partnering with SBHC agencies for delivering services that promote improved student health outcomes and academic achievement.

### Strategy #3: Oral Health

Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Oral Health?

Oral health investments build on SBHC investments by providing mobile and/or school-based dental services for students at schools with SBHCs.

#### Why is Oral Health important?

Oral health is an important part of overall health and affects children’s ability to succeed academically.<sup>76</sup> Tooth decay is a common chronic childhood disease and is experienced more often by youth of color and youth in low-income households. Further, untreated oral disease can interfere with students’ learning. Providing dental care in schools improves students’ oral health and is thus an opportunity to reduce barriers to learning. Provision of school-based dental care improves students’ oral health.

#### Who is served by Oral Health?

Students who attend schools with School Based Health Centers have access to school-based dental services. FEPP Levy funding will support services in an estimated ten schools annually, with portable equipment and services provided by a community healthcare agency. A competitive process was held to identify participating schools under FEL.

#### What are the provider criteria for Oral Health?

PHSKC engaged in a competitive process to select a CBO to provide oral health services beginning in SY 2013-14. As part of this process, PHSKC convened a group of key stakeholders and experts in school-based and oral health to develop a strategy and implementation plan. A multidisciplinary review panel including Seattle School District school nurses, community members familiar with provision of dental services, PHSKC staff, and City staff, convened to review applications. After extensive review, Neighborcare Health was selected as the provider for FEL-funded school-based dental services. Provider criteria for oral health may include the following:

- Previous experience providing similar services and achieving targets
- Demonstrated use of data to design, implement and modify programs
- Demonstrated ability to jointly plan and implement strategies with schools and with community-based organizations to achieve targets
- Demonstrated ability to leverage financial and in-kind resources to achieve targets

#### What are the key elements of Oral Health?

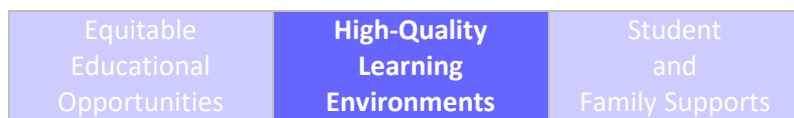
- Oral screening and examination
- X-rays
- Preventive oral care including cleanings, sealants, and fluoride treatments

- Restorative treatment including fillings or extractions
- Oral health education and health promotion
- Care coordination and referral to help students establish a dental home, defined as an ongoing relationship between the dentist and the patient, inclusive of all aspects of oral health care delivered in a comprehensive, continuously accessible, coordinated, and family-centered way<sup>77</sup>
- Linkages to connect students and families to community-based and/or specialty dental care that may not be provided in school setting<sup>78</sup>

### How will Oral Health investments be managed and phased in?

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer oral health investments, inclusive of monitoring and achievement of contract goals and performance targets. In SY 2019-20, PHSKC will direct award to Neighborcare Health and administer a performance-based contract. PHSKC Program Managers will work closely with Neighborcare Health to develop and implement the oral health program and ensure achievement of targets and deliverables. This contract will be reauthorized annually conditioned upon achievement of contract outcomes.

### Strategy #4: Health System Enhancement



### What is Health System Enhancement?

Health system enhancement investments advance the quality of care being provided in FEPP-funded SBHCs. The health system enhancement strategy invests in systems-level improvements to advance and improve the delivery of medical and mental health services to students; this investment does not fund direct services. Health system enhancement dollars fund ongoing training, technical assistance, clinical consultation, data management, program evaluation, quality improvement and the application of measurement-based care and standardized models of school-based health service delivery.

### Why is Health System Enhancement important?

SBHC providers need to stay up-to-date on data and clinical consultation best practices in order to provide high-quality care to Seattle youth. Program evaluation promotes CQI by assessing clinical practice, outcomes, and partnerships to maximize the benefit of FEPP Levy investments. Previous Levy investments in systems enhancement investment in clinical psychiatric consultation has contributed to the development of a school-based mental health model that assures high-quality, consistent, and standardized care for all students. Evaluation of this model has advanced the field of school-based mental health and the role of measurement-based care in improving mental health and academic outcomes.<sup>79,80</sup>

### Who is served by Health System Enhancement?

Health system enhancement serves adult providers to the benefit of all students who utilize SBHC services. Professional development is designed to respond to provider needs based on the students they serve. PHSKC collects data on the services students receive and aligns to student academic indicator data to support providers' understanding of students' holistic needs.



**What are the provider criteria for Health System Enhancement?**

Provider criteria for health system enhancement may include the following:

- Expertise in public health program evaluation and/or School Based Health Centers
- Prior experience articulating the strengths and barriers to providing equitable, high quality care through quantitative and qualitative measures
- Expertise serving children and adolescents in psychiatric medicine
- Specific experience with SBHC delivery model
- Expertise in their topic(s) presented; Experience serving youth populations
- Knowledge and expertise in data management, epidemiology, and health communication practices

**What are the key elements of Health System Enhancement?**

- Professional development and ongoing support of medical and mental health providers in the use of evidence-based practice in schools
- Development and implementation of key standards of practice for school-based health care delivery
- Implementation and ongoing management of a web-based mental health monitoring and feedback system to track goal attainment
- Outcome data to support ongoing evaluation and commitment to continuous quality improvement

**How will Health System Enhancement investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with PHSKC to administer health system enhancements, inclusive of monitoring and achievement of contract goals and performance targets, beginning in SY 2019-20. PHSKC Program Managers work closely with the evaluator, clinical providers, and consultants to support and advise on key aspects of SBHC planning and implementation. PHSKC will collaborate with partners to define the annual program evaluation and clinical consultation plan. PHSKC will collaborate with DEEL for data management and organize professional development opportunities in collaboration with partners as needed. This contract will be reauthorized annually conditioned upon achievement of contract outcomes.

Evaluation

K-12 School Health evaluation activities will track progress toward outcomes throughout the life of the FEPP Levy, SY 2019-20 through SY 2025-26, as detailed herein (Table 24).

Table 24. K-12 School Health Goal and Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Seattle students have access to and utilize physical and mental health services that support learning.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students are healthy and ready to learn <sup>C/Y</sup></li> <li>• School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care <sup>P</sup></li> <li>• Providers implement a best practice model of medical and mental health care <sup>S</sup></li> <li>• Race-based opportunity gaps are closed <sup>S</sup></li> </ul>

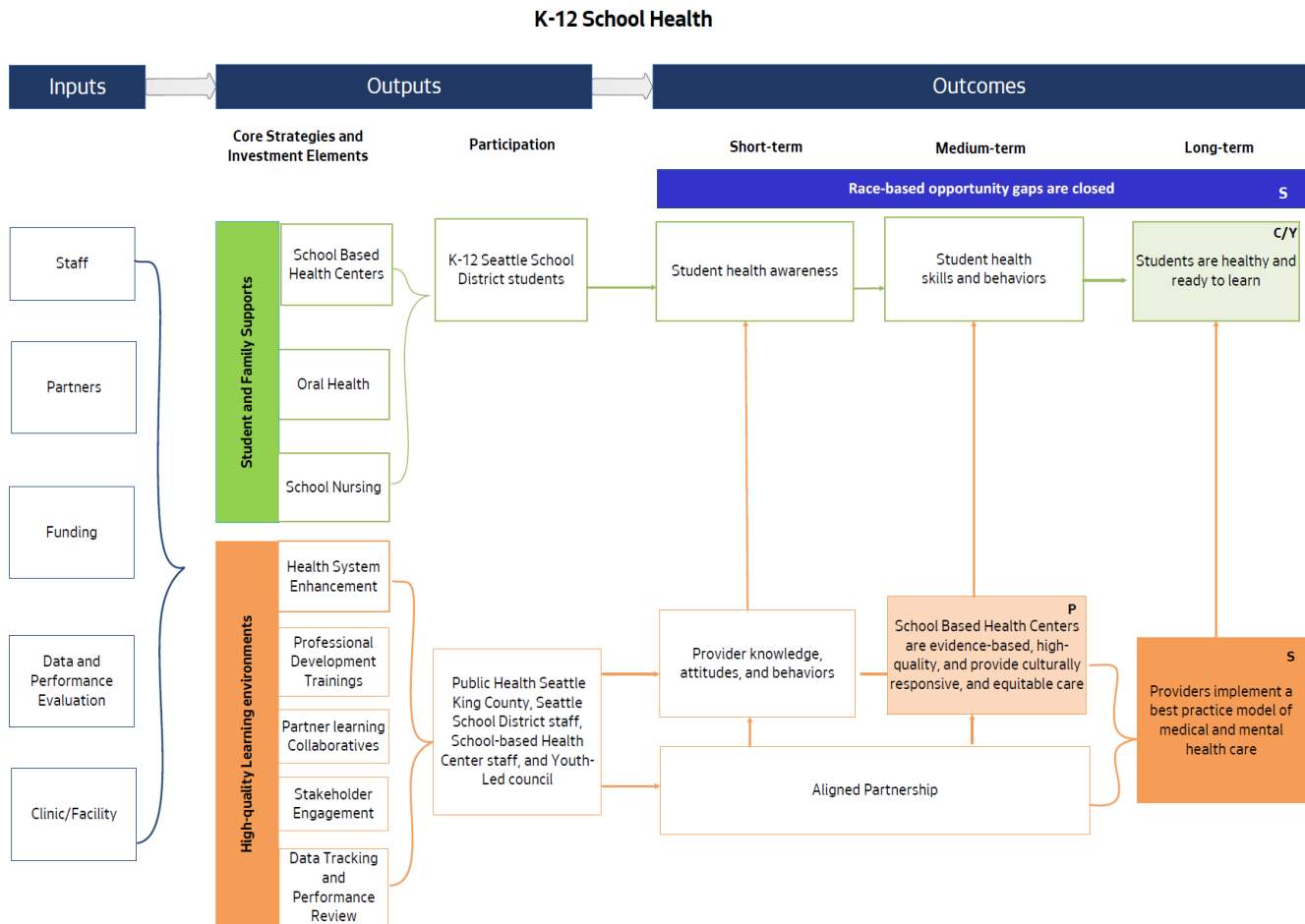
*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

FEPP evaluation activities will assess outputs, short-, medium-, and long-term outcomes, and monitor progress toward the K-12 School Health goal that Seattle students have access to and utilize physical and mental health services that support learning (Figure 7). K-12 School Health investments apply the FEPP core strategies of



*Student and Family Supports* (SBHCs, oral health, and school nursing) and *High-Quality Learning Environments* (health system enhancements such as professional development trainings, partner learning collaboratives, stakeholder engagement, data tracking, and performance review). Sample evaluation questions and indicators are detailed in the Appendix.

**Figure 7. K-12 School Health Logic Model**



*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

DEEL will evaluate the K-12 School Health investment area, consistent with funding and staffing available to execute a rigorous design (Table 25). K-12 School Health outputs and outcomes will be evaluated annually to monitor and assess performance. Process evaluations will be conducted after strategies have been implemented for a few years (i.e., Years 2-3) to inform strategy implementation approaches (outputs) and short-term outcomes to monitor progress and make mid-course corrections when needed. Outcome evaluations will focus on the medium- and long-term outcomes to determine the return on invest based on the results and show overall impact beginning in Year 6. Process and outcome evaluations may focus on one or more strategy within the broader K-12 School Health investment area depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 25. K-12 School Health Evaluation Timeline									
Evaluation Tier		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Responsible Entity
		SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation*</b>	Design		**						DEEL, PHSKC, and External Evaluators
	Execution			**					
	Report			**					
<b>Outcome and Impact*</b>	Design					***			DEEL, PHSKC, and External Evaluators
	Execution						***		
	Report						***		

\*Timelines subject to change

\*\*Denotes planned process and outcome evaluation to be conducted by DEEL’s Performance and Evaluation Unit if additional evaluation funding is secured

\*\*\*Denotes proposed process and outcome evaluations to be conducted by external evaluators if additional evaluation funding is secured

## Seattle Promise

### Introduction

King County faces a skills gap that prevents local students from accessing local jobs. An estimated 70% of all jobs in Washington State will require some post-secondary education by 2020<sup>81</sup>; however, only 74% of Seattle School District graduates go on to post-secondary institutions, and only 31% of Washington’s high school students go on to attain a post-secondary credential by the age of twenty-six.

A report published by Seattle School District found that for the class of 2015, “historically underserved students of color (Black, Hispanic, Native American, and Pacific Islander) attend college at a rate of 17 percentage points lower than White, Asian, and Multiracial students.” Historically underserved students who do attend college are more likely to enroll in a two-year institution and require remedial coursework. Further, persistence rates for this same graduating class show disproportionate impacts between many students of color and their peers who attend two-year institutions.

To ensure that Seattle students have the education and resources to tap into the local job market, Mayor Jenny Durkan called for the development of Seattle Promise such that all Seattle public school students may access and complete post-secondary education.

The intent of the program is to reduce and/or remove financial barriers that keep some public high school graduates from earning a credential, certificate, degree, or transfer to 4-year institution. Seattle Promise builds upon the success of the 13<sup>th</sup> Year Scholarship Program, established at South Seattle College in 2008 and expanded to all Seattle Colleges in 2017—North Seattle College, Seattle Central College, and South Seattle College.

### Strategies

As described in Ordinance 125604, Section 6, “Major program elements are intended to increase student access to post-secondary and job training opportunities and may include: post-secondary success coaches, readiness academies, the equivalent of two years of financial support for tuition, and non-tuition financial support.” The Seattle Promise investment area funds three strategies:

1. **Tuition:** Seattle Promise students that meet all program requirements are eligible to receive up to 90 attempted college credits or two-years of attendance, whichever comes first, at the Seattle Colleges towards a student’s initial credential, certificate, degree, or transfer to a 4-year institution.
2. **Equity Scholarship:** Additional financial support to Seattle Promise students with a zero Expected Family Contribution (EFC), to assist with non-tuition related expenses such as books, fees, child care, food, housing, transportation, etc.

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### Seattle Promise

#### Goal:

Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential or degree.

#### Outcomes:

1. Seattle Promise students complete a certificate, credential, degree or transfer
  2. Seattle Promise delivers high-quality services and clear pathways to success
  3. Race-based opportunity gaps are closed
-

- College Preparation and Persistence Support:** Provides students with college and career readiness supports beginning in 11<sup>th</sup> grade and continuing through their 14<sup>th</sup> year, in three stages: (1) college ready and college transition; (2) persistence; (3) completion.

### Spending Plan

The Seattle Promise investment area represents 6%, or \$40.7 million, of the FEPP Levy. Seattle Promise investments are allocated across the three program strategies (93%) and administration (7%). The largest budget allocation within Seattle Promise is for College Preparation and Persistence Support (\$18.12M, 45%), followed by Tuition (\$15.96M, 39%), and Equity Scholarship (\$3.63M, 9%).

Strategy	Total	Percent
Tuition	\$15,959,801	39%
Equity Scholarship	\$3,634,618	9%
College Preparation and Persistence Support	\$18,115,889	45%
DEEL Administration	\$2,972,171	7%
<b>Total Seattle Promise</b>	<b>\$40,682,480</b>	<b>100%</b>

### Program costs by major cost category

Seattle Promise budget estimates are based on projections of high school enrollment over the life of the FEPP Levy as well as graduation and college matriculation trends (Table 27).

Student Participation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	SY	SY	SY	SY	SY	SY	SY
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>12<sup>th</sup> Grade Students*</b>	1,360	1,360	1,360	1,360	1,360	1,360	1,360
<b>13<sup>th</sup> Year Students**</b>	261	544	544	544	544	544	544
<b>14<sup>th</sup> Year Students***</b>	129	157	326	326	326	326	326
<b>Total 13<sup>th</sup> and 14<sup>th</sup> Year Students</b>	<b>390</b>	<b>701</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>

\*The 12th Grade Student estimate was modelled using an average of 50% (or 80 students per school) of graduating seniors from 17 Seattle School District high schools

\*\*The matriculation rate from 12<sup>th</sup> grade to 13<sup>th</sup> year at Seattle Colleges is assumed to be 40%

\*\*\*The persistence rate from 13<sup>th</sup> to 14<sup>th</sup> year is assumed to be 60%. The cost model assumes full implementation for 13<sup>th</sup> year students in SY 2020-21, the 1<sup>st</sup> year of FEPP Levy investment, and full implementation for 14<sup>th</sup> year students in SY 2021-22.

Seattle Promise tuition is intended to be a last-dollar scholarship; a last-dollar scholarship means that the Seattle Promise scholarship will cover all tuition costs after Federal and State supports, and individual student scholarships are applied. The tuition budget assumes \$2,500 per Seattle Promise student, which is the net average amount (after other funding is utilized) of anticipated unmet need per year. The equity scholarship assumes \$1,500 per eligible Seattle Promise student, per year.

The FEPP Levy funds two types of positions at the Seattle Colleges through the College Preparation and Persistence Support strategy: (1) Student Success Specialist to provide services to 11<sup>th</sup> and 12<sup>th</sup> graders and (2) Seattle College Support Staff (i.e. advisors) to provide services to 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students. The College Preparation and Persistence Support budget assumes approximately 1.0 FTE Student Success Specialist for up to 300 high school seniors and approximately 1.0 FTE College Support Staff for up to one-hundred 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students. The College Preparation and Persistence Support budget also provides for instructional support, speakers, transportation, supplies, and equipment related to Readiness Academy activities as well as the administration costs to Seattle Colleges such as general overhead fees for facilities, IT, accounting, etc. Readiness Academy is a suite of activities associated with preparing Seattle youth for Seattle Promise and post-secondary opportunities (see Seattle Promise- Strategy #3 for more information).

The DEEL Administration line includes a portion of DEEL's central administrative labor and non-labor costs, including City central costs such as facilities and IT, and is capped at 7% across the Levy.

As stated in Resolution 31821, "Seattle Colleges has committed to work with private donors to contribute \$3.1 million over the life of the levy, resulting in a total combined investment of \$43.8 million for the Seattle Promise program." DEEL will continue to monitor potential local, regional, state, and federal funding sources for Seattle Promise, and ensure that FEPP Levy investments in the Seattle Promise are "supplemental and complementary to existing public funding structures and services... [and] never used to supplant state-mandated services" (Principle 4).<sup>82</sup>

#### Alignment with RSJI

The Seattle Promise is a universal access program with targeted equity strategies designed for historically underserved students. The equity strategy within Seattle Promise is to provide non-tuition financial supports, called an equity scholarship, for students with the highest financial need. Equity scholarships are aimed at reducing financial barriers to college completion such as cost of books, fees, childcare, transportation, and housing.

Further, the Seattle Promise investment, specifically the College Preparation and Persistence Support strategy, is complemented by K-12 School and Community-Based investments. More specifically, while Seattle Promise support for 11<sup>th</sup> and 12<sup>th</sup> grade high school students is distributed equally across public high schools, K-12 school-based investments are prioritized to serve up to five public high schools with high concentrations of students not yet meeting grade level learning standards, African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students, and/or designated as Title 1, thereby providing additional layered support for the students who need it the most.

During the first two years of the FEPP Levy, DEEL will perform a Racial Equity Toolkit (RET) analysis related to the Seattle Promise investment area, with specific focus on program elements that could have inequitable outcomes for Seattle Youth. This analysis will include, at a minimum, an evaluation of:

- Program expansion to serve Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis;
- Impact of Satisfactory Academic Progress requirements.

DEEL will seek the recommendation of the LOC regarding any proposed policy changes resulting from the RET analysis before presenting those proposed policy changes to the City Council for its consideration.

## Alignment with City Resources

While the Seattle Promise investment is largely a new line of business for DEEL and the City, the program is building off initial success and past efforts to provide the resources and supports necessary to pursue post-secondary education. The Seattle Promise expands earlier City investments in the 13<sup>th</sup> Year Promise Scholarship Program funded by General Fund and revenues from the City's Sweetened Beverage Tax.

### Strategy #1: Tuition

Access to Equitable Educational Opportunities	High-Quality Learning Environments	Student and Family Supports
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#### What is Tuition?

Seattle Promise tuition is a last-dollar scholarship, meaning that the Seattle Promise scholarship will cover all tuition costs after Federal and State supports and individual student scholarships are applied. The Seattle Promise scholarship will cover up to 90 attempted credits or two-years of enrollment, whichever comes first, at the Seattle Colleges towards a student's initial credential, certificate, degree, or transfer to a 4-year institution. The tuition assistance can be used towards remedial courses that are eligible for financial aid assistance<sup>83</sup>. Tuition assistance is applied only while the student is enrolled with the Seattle Colleges and does not follow students if they transfer out of Seattle Colleges. Students must enroll full-time (i.e., minimum of 12 credits per quarter) in Fall, Winter, and Spring quarters. Students will be supported during Summer quarter if they choose to attend, however this is optional for Seattle Promise students. Students may request an exception to the full-time enrollment requirement on a quarter-by-quarter basis under limited circumstances, such as demonstrating a substantial hardship or being unable to enroll full-time due to course offerings. Seattle Promise tuition does not cover fees due to the wide range of possible costs associated with specific programs. Seattle Promise tuition cannot be used outside of the Seattle Colleges. The student is responsible for payment of tuition costs beyond 90 credits.

Given the structure of Seattle Promise tuition as a last-dollar scholarship, low-income college applicants are likely to receive tuition assistance through State and Federal programs and not Seattle Promise tuition supports. However, the last-dollar approach allows for Levy dollars to serve more Seattle students than would be possible if applied before State and Federal assistance. Research on Promise programs nationally shows that the simpler the enrollment process, the higher the Promise program application rates. Universal-access Promise programs have been shown to increase college-going culture population-wide and increase post-secondary enrollment among students of color.

#### Why is Tuition important?

With the high cost of college and living expenses many students and families are not able to afford to attend college. Inability to pay post-secondary tuition has proven to be a key factor where students do not access and/or complete a post-secondary education. Seattle Promise aims to remove this barrier for Seattle students.

#### Who is served by Tuition?

All graduates of Seattle public high schools, including Seattle School District and charter schools, who meet eligibility milestones from 12<sup>th</sup> grade through their 14<sup>th</sup> year, will be eligible for tuition support (Figure 8).

In the event that demand for Seattle Promise tuition supports exceed supply, tuition funds will be prioritized for low-income, first-generation (i.e. students who are first in their family to attend college), and/or African

American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. In collaboration with Seattle Colleges, DEEL will collect and analyze Promise Student enrollment, persistence, and completion trends to better understand how FEPP-funds are being utilized. DEEL and the Colleges will use this analysis to inform the further refinement of a student prioritization mechanism that responds to Seattle student and family needs, and promotes equitable access to post-secondary opportunity.

### What are the provider criteria for Tuition?

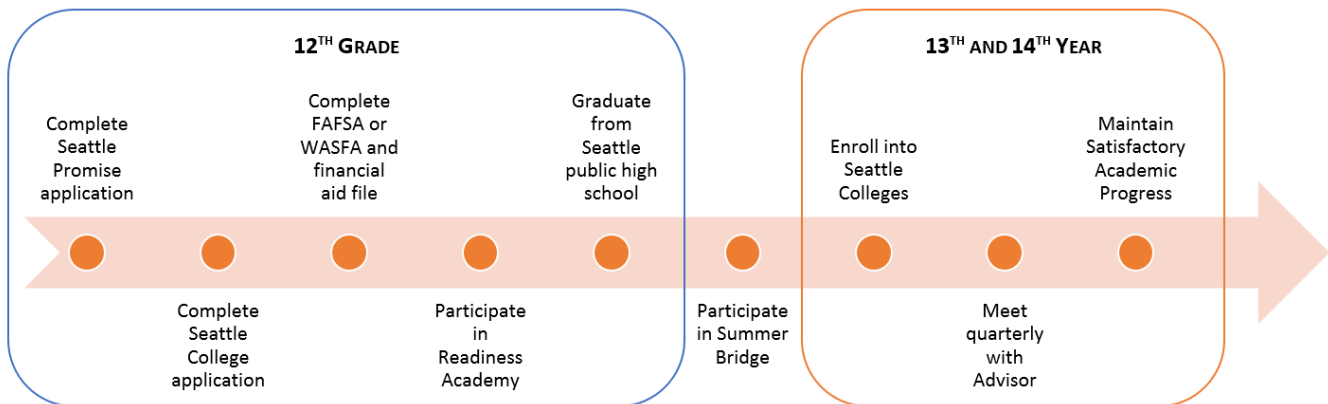
DEEL will contract with the Seattle Colleges to administer the tuition investment subject to mutual agreement. For the past 10 years, South Seattle College has administered the 13<sup>th</sup> Year Promise Scholarship Program; this program informed many program elements within the Seattle Promise. Seattle Promise tuition scholarships will be calculated by the Seattle Colleges financial aid office based on completed application and federal/state financial aid supports.

### What are the key elements of Tuition?

Seattle Promise students must meet the following eligibility milestones from 12<sup>th</sup> grade through their 14<sup>th</sup> year, in order to become and remain a Seattle Promise student (Figure 8):

1. Complete a Seattle Promise application during 12<sup>th</sup> grade
2. Complete a Seattle College application during 12<sup>th</sup> grade
3. Complete FAFSA or WASFA and financial aid file
4. Participate in Seattle Colleges Readiness Academy activities during 12<sup>th</sup> grade
5. Graduate from a Seattle public high school, including Seattle School District and charter schools
6. Participate in Seattle College Summer Bridge Program
7. Enroll into one of the Seattle Colleges
8. Meet with Seattle College Advisor quarterly<sup>11</sup>
9. Maintain Satisfactory Academic Progress (SAP) as determined by the Seattle College campus that the student attends<sup>84 85 86 87</sup>

Figure 8. Eligibility Criteria for Seattle Promise Students



### How will Tuition investments be managed and phased in?

<sup>11</sup> Does not include summer quarter, as summer enrollment is not a requirement for program eligibility. However, Seattle Promise services will be available during the summer if requested.

Through direct award, DEEL will negotiate a performance-based contract with Seattle Colleges to administer tuition investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

The financial aid departments for each of the Seattle College campuses will manage the tuition supports for the Seattle Promise students on their campus. The tuition supports will be administered through the student’s financial aid award.

**In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):**

- Public school graduates of Seattle School District and Seattle Promise students will be eligible for tuition if their District/school has a current, effective Partnership Agreement with the City.
- DEEL commits to completing a Racial Equity Toolkit (RET) in accordance with the City’s RSJI.

**In Years 3 (SY 2021-22) through 7 (SY 2025-26) of FEPP:**

- As a result of the RET, DEEL will develop a series of recommendations to expand access to Seattle Promise for Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis.
- DEEL will seek the recommendation of the LOC to prepare recommendations for the City Council’s consideration of new eligibility criteria.

Strategy #2: Equity Scholarship

Access to Equitable Educational Opportunities	High-Quality Learning Environments	<b>Student and Family Supports</b>
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**What is Equity Scholarship?**

Equity scholarship is an investment for Seattle Promise students who face financial barriers to post-secondary education. Equity scholarship dollars are intended to fund non-tuition related expenses such as books, fees, child care, food, housing, transportation, etc.

**Why is Equity Scholarship important?**

Many Promise programs nationally have found the need for financial supports that go beyond tuition. College students face several financial barriers that keep them from completing their post-secondary education. Expenses such as books, transportation, and living costs can be up to 80% of the cost associated with attending college.<sup>88</sup> The 13<sup>th</sup> Year Promise Scholarship Program administered by South Seattle College did not historically include an equity scholarship. City investments through SBT and FEPP Levy have made this new program element possible.

**Who is served by Equity Scholarship?**

In addition to the eligibility criteria detailed in Figure 8, Seattle Promise students must have zero Expected Family Contribution (EFC) as determined by their financial aid award to be eligible for the equity scholarship. Zero EFC indicates that the student has high financial need. While students with high financial need will receive support from federal financial aid and possible state need grants to pay for tuition, students with zero EFC often experience additional non-tuition, financial barriers to college completion (e.g. books, fees, child care, food, housing, transportation). EFC is an index number that college financial aid departments use to determine how



much financial aid the scholar would receive. The information reported on FAFSA or WAFSA forms is used to calculate the EFC.<sup>89</sup>

**What are the provider criteria for Equity Scholarship?**

DEEL will contract with the Seattle Colleges to administer the equity scholarship subject to mutual agreement. For the past 10 years, South Seattle College has administered the 13<sup>th</sup> Year Promise Scholarship Program; this program informed many program elements within the Seattle Promise.

**What are the key elements of Equity Scholarship?**

Students must maintain program eligibility and show financial need (i.e., zero EFC) in order to access and continue to receive equity scholarship supports.

**How will Equity Scholarship investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with Seattle Colleges to administer equity scholarship investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

The financial aid departments for each of the Seattle College campuses will manage the equity scholarship for the Seattle Promise students on their campus. Equity scholarships will be administered through Seattle Promise students’ quarterly financial aid file beginning in the Fall quarter of their 13<sup>th</sup> year. Students can use equity scholarship funds for specified school-related expenses such as books, fees, child care, food, housing, and/or transportation.

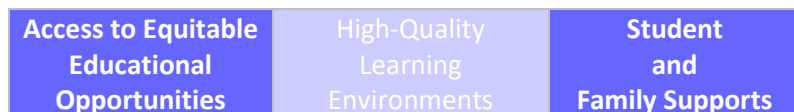
**In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):**

- Public school graduates of Seattle School District and Seattle Promise students will be eligible for the equity scholarship if their District/school has a current, effective Partnership Agreement with the City.
- DEEL commits to completing a Racial Equity Toolkit (RET) in accordance with the City’s RSJI.

**In Years 3 (SY 2021-22) through 7 (SY 2025-26) of FEPP:**

- As a result of the RET, DEEL will develop a series of recommendations to expand access to Seattle Promise for Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis.
- DEEL will seek the recommendation of the LOC to prepare recommendations for the City Council’s consideration of new eligibility criteria.

Strategy #3: College Preparation and Persistence Support



**What is College Preparation and Persistence Support?**

College preparation and persistence support is a suite of services provided to 11<sup>th</sup> and 12<sup>th</sup> grade high school students and 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students. This investment reaches Seattle youth at each stage of their college-going experience, starting in the 11<sup>th</sup> and 12<sup>th</sup> grades, into the summer after they graduate, and

throughout their college experience. College preparation and persistence support investments aim to prepare Seattle youth to access college, persist through college, and complete a certificate, credential, degree, or transfer to a four-year institution.

### **Why is College Preparation and Persistence Support important?**

A lesson learned from early implementation of the 13<sup>th</sup> Year Promise Scholarship Program at South Seattle College, was that offering just tuition to students was not enough as many students did not continue with their educational pursuits. Nationally, Promise programs that only offer tuition or financial supports do not have strong student completion results. Providing wraparound services has proven to be a necessary component in helping students complete college.

### **Who is served by College Preparation and Persistence Support?**

11<sup>th</sup> and 12<sup>th</sup> grade students at eligible public high schools, including Seattle School District and charter schools, and all 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students will be provided college preparation and persistence support. 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students will be required to participate in persistence and completion activities in order to maintain eligibility for the Seattle Promise tuition and/or equity scholarship awards.

### **What are the provider criteria for College Preparation and Persistence Support?**

DEEL will contract with the Seattle Colleges to administer college preparation and persistence support subject to mutual agreement. Seattle Colleges staff, specifically Student Success Specialists and College Support Staff, will be primarily responsible for delivering support services.

Student Success Specialists will complete deliverables such as, but not limited to the following, for public school 11<sup>th</sup> and 12<sup>th</sup> graders:

- Conduct outreach
- Conduct Readiness Academy programming
- Collaborate and align efforts with college and career readiness CBOs and high school counselors
- Support students with Seattle Promise application and enrollment, in group and individual settings
- Support completion of FAFSA or WASFA
- Lead Seattle College campus visits and tours, and connect students with campus leadership, resources, and support staff
- Deliver Summer Bridge program and college transition support for matriculating Seattle Promise students
- Support students with navigating assessment and placement options to encourage college-level course placement

College Support Staff will complete deliverables such as, but not limited to the following, for Seattle Promise students during their 13<sup>th</sup> and 14<sup>th</sup> Years:

- Meet with students quarterly
- Maintain maximum ratio of up to 100 Seattle Promise students per 1 Support Staff
- Support students to complete annual financial aid files
- Provide program and course registration guidance
- Support students with academic and non-academic needs
- Refer and connect students to proper campus supports
- Refer and connect students to assistance programs and resources for which they may be eligible to support life beyond college

### **What are the key elements of College Preparation and Persistence Support?**

Seattle Promise college preparation and persistence supports are administered in three stages: (1) college ready and college transition, (2) persistence, and (3) completion. Supports are provided in one-on-one and group settings to allow for individualized supports.

1. **College Ready and College Transition:** This stage provides outreach and supports to prospective Seattle Promise students and families to share information needed for Seattle Promise participation and promote opportunities available at Seattle Colleges. Activities include workshops and support services to prepare Seattle Promise students for their 13<sup>th</sup> year, fall quarter enrollment and matriculation to the Seattle Colleges and occur at high schools and on Seattle Colleges campuses.
  - Outreach: Student Success Specialists will provide outreach to 11<sup>th</sup> and 12<sup>th</sup> graders beginning in the spring of their junior year, as an opportunity to inform students and families about the Seattle Promise program well in advance of required eligibility activities. Outreach to 12<sup>th</sup> graders will be designed to inform students and families of the steps and requirements needed to meet and maintain Seattle Promise eligibility.
  - College Selection: The Seattle Promise is portable among Seattle College campuses and programs only, meaning that students can take classes at any Seattle College campus, regardless of where the high school they graduated from is located.<sup>12</sup> Students may attend any of the three Seattle Colleges. The Success Specialist will work with students and families at public high schools to discuss their options, identify the Seattle Colleges campus that best fits their academic and career goals, and complete and submit the application for their desired school. Students must complete a Seattle College application to attend the school.
  - Readiness Academy: Readiness Academy is a suite of activities associated with preparing Seattle youth for Seattle Promise and post-secondary opportunities. Through Readiness Academy, 12<sup>th</sup> grade students will receive group and individualized supports. Supports will come in the form of workshops, one-on-one assistance, academic placement, and Seattle Colleges campus visits. The workshops and one-on-one supports will consist of, but not be limited to, financial aid filing completion assistance, Seattle Promise and Seattle Colleges application assistance, career awareness, and placement support. Readiness Academy provides students with tools to be successful on campus as well as builds cohorts of future 13<sup>th</sup> and 14<sup>th</sup> Year Promise students to support each other once in college.
  - Application Assistance: Success Specialists will assist students and families with completion of the Seattle Promise application beginning in the fall of senior year.
  - Financial Aid File: Students must complete their financial aid file, including their FAFSA or WASFA, by the deadline determined by the Seattle Colleges. Seattle Promise leverages Federal and State tuition assistance to maximize support for all students. The Success Specialist will communicate deadlines to students and families at participating public high schools as well as provide support to assist with completion.
  - Participate in Summer Bridge: The summer bridge program connects students to the Seattle College campus they enrolled in. Summer Bridge will take place during the summer between high school graduation and the start of their 13<sup>th</sup> Year fall quarter. Upon high school graduation, the success specialist will contact matriculating Seattle Promise students to inform students and families of Summer Bridge program details. Seattle Promise students must participate in the Summer Bridge program to maintain Seattle Promise tuition and equity scholarship eligibility.

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<sup>12</sup> Portability will begin for the graduating class of 2020, effective for SY 2020-21 Seattle Colleges enrollment.

Summer Bridge is crucial to connecting students to Seattle Colleges campuses and to their cohort of Seattle Promise students. Each Seattle Colleges campus will host a Summer Bridge program.

2. **Persistence:** The Seattle Promise supports students through a cohort model of academic, advising, and financial supports.
  - Cohort: Seattle Promise is designed in a cohort model. Seattle Promise students will enroll in their 13<sup>th</sup> Year fall quarter after graduating from a public high school, including Seattle School District and charter schools, and having met eligibility requirements. Cohort models for higher education have proven to be successful in supporting students through program completion and building a sense of peer support, family, and belonging.<sup>90</sup>
  - Academic Standing: Seattle Promise students must meet the Satisfactory Academic Progress<sup>91</sup> (SAP) as defined by the Seattle Colleges campus where they are enrolled. SAP includes enrolling in a minimum number of credits, maintaining a minimum GPA, and completing the degree within the maximum timeframe.
  - Advising: Seattle Promise students will meet with a Seattle College advisor at least quarterly to identify any academic, career, or personal issues that may impact persistence toward post-secondary completion and develop solutions for. Seattle College advisors will have a smaller case load than traditional advisors at the Seattle Colleges. Advisors will support up to 100 students per advisor; this will allow for a high quality of support.
  - On-campus Supports: Seattle Promise students will have access to transfer and career preparation supports as well as academic supports such as course planning and tutoring services.
  - Financial Aid File: Students must submit required documentation to confirm financial aid status. This documentation will include the FAFSA or WASFA, as well as financial aid documents required by the college of attendance.
  - Equity Scholarship: Promise students with a zero EFC will be eligible to receive supplemental funding supports for non-tuition related expenses.
  
3. **Completion:** While enrolled at Seattle Colleges, Seattle Promise students will have access to non-FEPP-funded supports to promote preparation for life beyond college, including referrals to assistance programs for which they may be eligible, such as: child care assistance, affordable housing resources, food services, refugee and immigrant resources, legal assistance, transportation programs, and utility discount programs offered by the City, State, or other agencies. DEEL will work with Seattle Colleges to develop and maintain a comprehensive list of assistance programs for College Support Staff to make available to students. Students will be supported with career and financial literacy guidance. Students who are transferring to a 4-year institution will be assisted with transition needs.

#### **How will College Preparation and Persistence Support investments be managed and phased in?**

Through direct award, DEEL will negotiate a performance-based contract with Seattle Colleges to administer college preparation and persistence support investments, inclusive of monitoring and achievement of contract goals and performance targets, and consistent with terms of the partnership agreement.

College preparation and persistence support will be administered by Seattle Colleges staff including, but not limited to, Student Success Specialists and College Support Staff. Seattle Colleges staff will partner with public high schools and local college and career readiness CBOs to coordinate services.

**In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):**

- Public school graduates of Seattle School District and Seattle Promise students will be eligible for college preparation and persistence support if their District/school has a current, effective Partnership Agreement with the City.
- DEEL commits to completing a Racial Equity Toolkit (RET) in accordance with the City’s RSJI.

**In Years 3 (SY 2021-22) through 7 (SY 2025-26) of FEPP:**

- As a result of the RET, DEEL will develop a series of recommendations to expand access to Seattle Promise for Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis.
- DEEL will seek the recommendation of the LOC to prepare recommendations for the City Council’s consideration of new eligibility criteria.

Evaluation

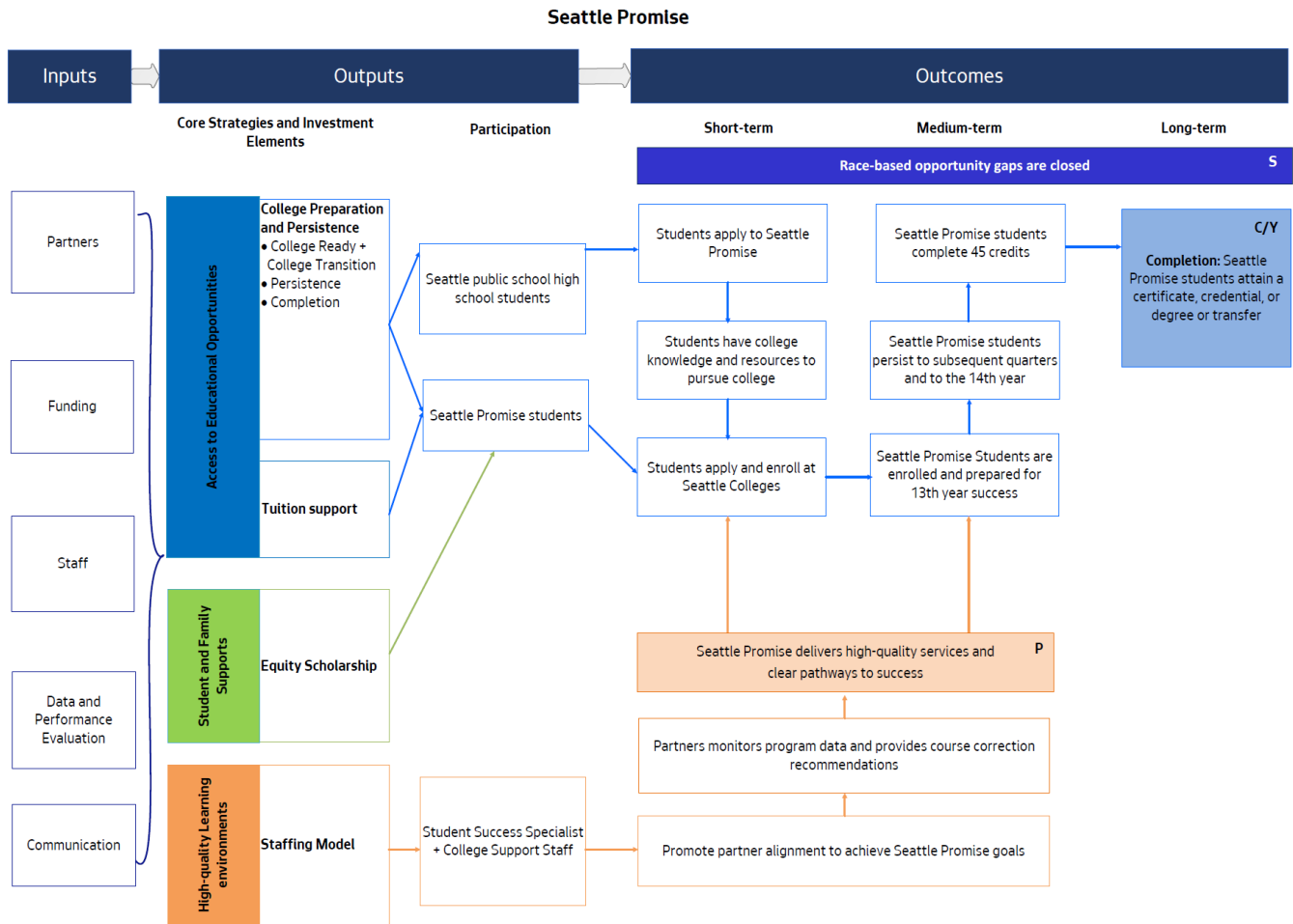
Seattle Promise evaluation activities will track progress toward outcomes (Table 28). Evaluation for Seattle Promise strategies (i.e. tuition support, equity scholarship, college preparation and persistence activities) will follow the approach detailed herein for the life of the FEPP Levy (SY 2019-20 through SY 2025-26).

Table 28. Seattle Promise Goal and Long-Term Outcomes	
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.</li> </ul>
<b>Long-Term Outcomes</b>	<ul style="list-style-type: none"> <li>• Seattle Promise students complete a certificate, credential, degree or transfer <sup>C/Y</sup></li> <li>• Seattle Promise delivers high-quality services and clear pathways to success <sup>P</sup></li> <li>• Race-based opportunity gaps are closed <sup>S</sup></li> </ul>

*\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact*

FEPP evaluation activities will assess outputs, short-, medium-, and long-term outcomes, and monitor progress toward the Seattle Promise goal that Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree (Figure 9). Seattle Promise investments apply the FEPP core strategies of *Access to Educational Opportunities* (outreach, onboarding, and advising), *Student and Family Supports* (equity scholarship) and *High-Quality Learning Environments* (staffing model). Sample evaluation questions and indicators are detailed in the Appendix.

Figure 9. Seattle Promise Logic Model



\*Outcomes are coded as S = System-level impact, P = Program-level impact, and C/Y = Child/youth-level impact.

DEEL, Seattle Colleges, and external evaluators will evaluate Seattle Promise consistent with funding and staffing available (Table 29). Seattle Promise outputs and outcomes will be evaluated annually to monitor and assess performance. Short- and medium-term outcomes will be evaluated utilizing process and outcome evaluations after strategies have been implemented for a few years (i.e., Years 2-3). Medium-term outcomes will be assessed beginning in Year 3. Long-term outcomes will be assessed with an impact evaluation approach beginning in Year 6. Process and outcome evaluations may focus on one or more strategy within the broader Seattle Promise program depending upon identified areas of focus and available resources. Evaluation activities with identified staffing and/or funding resources are marked by an “X” in the table below.

Table 29. Seattle Promise Evaluation Timeline*									
Evaluation Tier		Year 1 SY 2019- 20	Year 2 SY 2020- 21	Year 3 SY 2021- 22	Year 4 SY 2022- 23	Year 5 SY 2023- 24	Year 6 SY 2024- 25	Year 7 SY 2025- 26	Responsible Entity
<b>Monitoring and Performance</b>	Design	X	X	X	X	X	X	X	DEEL
	Execution	X	X	X	X	X	X	X	
	Report	X	X	X	X	X	X	X	
<b>Process Evaluation</b>	Design	**		***					DEEL and/or External Evaluators
	Execution		**		***				
	Report		**		***				
<b>Outcome and Impact</b>	Design				**		***		DEEL and/or External Evaluators
	Execution					**		***	
	Report					**		***	

\*Timelines subject to change.

\*\*Denotes planned process and outcome evaluation to be conducted by DEEL's Performance and Evaluation Unit if additional evaluation funding is secured.

\*\*\*Denotes proposed process and outcome evaluations to be conducted by external evaluators if additional evaluation funding is secured.

## V. Appendix

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V.I FEPP 7-Year Spending Plan

Investment Area	Year 1 SY 2019-20	Year 2 SY 2020-21	Year 3 SY 2021-22	Year 4 SY 2022-23	Year 5 SY 2023-24	Year 6 SY 2024-25	Year 7 SY 2025-26	Total
<b>Preschool and Early Learning</b>								
Preschool Services & Tuition Subsidies	\$16,294,202	\$17,743,852	\$19,238,233	\$20,813,132	\$22,456,735	\$24,161,412	\$25,930,147	\$146,637,714
Quality Teaching	\$6,730,797	\$7,367,928	\$7,891,679	\$8,565,456	\$9,273,019	\$9,805,355	\$10,577,845	\$60,212,079
Comprehensive Support	\$7,910,369	\$8,601,617	\$9,203,129	\$9,942,740	\$10,721,751	\$11,564,683	\$12,255,691	\$70,199,979
Organizational & Facilities Development	\$2,936,649	\$2,591,549	\$2,330,112	\$2,136,215	\$1,944,977	\$1,776,437	\$1,659,468	\$15,375,406
SPP Child Care Subsidies	\$1,096,200	\$1,186,028	\$1,279,712	\$1,377,375	\$1,479,139	\$1,585,126	\$1,695,456	\$9,699,036
Homeless Child Care Program	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$2,800,000
Family Child Care Mentorship & Quality Supports	\$571,429	\$571,429	\$571,429	\$571,429	\$571,429	\$571,429	\$571,429	\$4,000,000
Evaluation	\$1,369,760	\$1,046,014	\$1,086,003	\$1,127,350	\$1,169,964	\$1,213,744	\$1,258,811	\$8,271,646
Administration	\$3,262,594	\$3,196,795	\$3,333,574	\$3,476,268	\$3,625,138	\$3,780,454	\$3,942,498	\$24,617,321
<b>Total Preschool</b>	<b>\$40,572,000</b>	<b>\$42,705,211</b>	<b>\$45,333,871</b>	<b>\$48,409,965</b>	<b>\$51,642,152</b>	<b>\$54,858,638</b>	<b>\$58,291,345</b>	<b>\$341,813,182</b>
<b>K-12 School and Community-Based</b>								
Elementary School	\$9,025,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$57,025,000
Middle School	\$6,781,059	\$3,038,100	\$3,892,565	\$3,989,880	\$4,089,625	\$4,191,865	\$4,296,660	\$30,279,754
High School	\$3,499,891	\$3,797,625	\$3,892,565	\$3,989,880	\$4,089,625	\$4,191,865	\$4,296,660	\$27,758,111
<b>Subtotal, School-Based Investments</b>	<b>\$19,305,950</b>	<b>\$14,835,725</b>	<b>\$15,785,130</b>	<b>\$15,979,760</b>	<b>\$16,179,250</b>	<b>\$16,383,730</b>	<b>\$16,593,320</b>	<b>\$115,062,865</b>
K-12 Opportunity & Access	\$0	\$1,281,250	\$1,601,563	\$2,001,953	\$2,252,197	\$2,337,781	\$2,425,331	\$11,900,074
<b>Subtotal, Opportunity &amp; Access</b>	<b>\$0</b>	<b>\$1,281,250</b>	<b>\$1,601,563</b>	<b>\$2,001,953</b>	<b>\$2,252,197</b>	<b>\$2,337,781</b>	<b>\$2,425,331</b>	<b>\$11,900,074</b>
Sports	\$227,817	\$233,512	\$239,350	\$245,334	\$251,467	\$257,754	\$264,198	\$1,719,433
Transportation	\$390,369	\$400,128	\$410,131	\$420,384	\$430,894	\$441,666	\$452,708	\$2,946,281
Family Support Services	\$1,830,000	\$1,903,200	\$1,979,328	\$2,058,501	\$2,140,841	\$2,226,475	\$2,315,534	\$14,453,879

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Homelessness/Housing Support Services	\$550,000	\$563,750	\$577,844	\$592,290	\$607,097	\$622,275	\$637,831	\$4,151,087
<b>Subtotal, Wraparound Services</b>	<b>\$2,998,186</b>	<b>\$3,100,590</b>	<b>\$3,206,653</b>	<b>\$3,316,509</b>	<b>\$3,430,300</b>	<b>\$3,548,170</b>	<b>\$3,670,271</b>	<b>\$23,270,680</b>
Our Best	\$733,121	\$760,464	\$788,345	\$810,512	\$825,122	\$840,069	\$848,519	\$5,606,152
Educator Diversity	\$700,000	\$717,500	\$735,438	\$753,823	\$772,669	\$791,986	\$811,785	\$5,283,201
<b>Subtotal, Culturally Specific &amp; Responsive</b>	<b>\$1,433,121</b>	<b>\$1,477,964</b>	<b>\$1,523,783</b>	<b>\$1,564,335</b>	<b>\$1,597,791</b>	<b>\$1,632,055</b>	<b>\$1,660,304</b>	<b>\$10,889,353</b>
K-12 Policy and Program Support	\$1,968,493	\$2,094,142	\$2,176,329	\$2,259,074	\$2,347,819	\$2,437,320	\$2,530,396	\$15,813,574
Administration	\$1,473,633	\$1,443,913	\$1,505,692	\$1,570,144	\$1,637,385	\$1,707,537	\$1,780,728	\$11,119,032
<b>Total K-12 School and Community-Based</b>	<b>\$27,179,383</b>	<b>\$24,233,584</b>	<b>\$25,799,149</b>	<b>\$26,691,776</b>	<b>\$27,444,742</b>	<b>\$28,046,593</b>	<b>\$28,660,351</b>	<b>\$188,055,577</b>
<b>K-12 School Health</b>								
School Based Health Centers	\$6,919,287	\$6,869,366	\$7,075,447	\$7,287,710	\$7,506,342	\$7,731,532	\$7,963,478	\$51,353,162
School Nursing	\$1,012,874	\$1,043,260	\$1,074,558	\$1,106,795	\$1,139,998	\$1,174,198	\$1,209,424	\$7,761,107
Oral Health	\$352,546	\$363,122	\$374,016	\$385,236	\$396,793	\$408,697	\$420,958	\$2,701,368
Health Systems Enhancement	\$126,915	\$130,722	\$134,644	\$138,683	\$142,844	\$147,129	\$151,543	\$972,482
Administration	\$592,036	\$580,096	\$604,916	\$630,810	\$657,824	\$686,008	\$715,413	\$4,467,104
<b>Total K-12 Health</b>	<b>\$9,003,658</b>	<b>\$8,986,567</b>	<b>\$9,263,581</b>	<b>\$9,549,234</b>	<b>\$9,843,801</b>	<b>\$10,147,565</b>	<b>\$10,460,816</b>	<b>\$67,255,222</b>
<b>Seattle Promise</b>								
Tuition	\$1,638,113	\$2,130,234	\$2,319,386	\$2,377,371	\$2,436,805	\$2,497,725	\$2,560,168	\$15,959,801
Equity Scholarship	\$239,928	\$441,910	\$562,020	\$575,940	\$590,208	\$604,824	\$619,788	\$3,634,618
College Preparation & Persistence Support	\$1,974,534	\$2,397,238	\$2,573,388	\$2,658,113	\$2,745,789	\$2,836,485	\$2,930,342	\$18,115,889
Administration	\$393,909	\$385,965	\$402,479	\$419,707	\$437,681	\$456,433	\$475,997	\$2,972,171
<b>Total Seattle Promise</b>	<b>\$4,246,484</b>	<b>\$5,355,347</b>	<b>\$5,857,273</b>	<b>\$6,031,131</b>	<b>\$6,210,482</b>	<b>\$6,395,467</b>	<b>\$6,586,295</b>	<b>\$40,682,479</b>
<b>GRAND TOTAL</b>	<b>\$81,001,524</b>	<b>\$81,280,709</b>	<b>\$86,253,875</b>	<b>\$90,682,106</b>	<b>\$95,141,178</b>	<b>\$99,448,262</b>	<b>\$103,998,807</b>	<b>\$637,806,461</b>

## V.II Resolution 31821 Policy Guide

<b>Table 30. Guide to Locate Content detailed by Council in Resolution 31821</b>		
<b>Council Priorities</b>	<b>Section</b>	<b>Page(s)</b>
Underspend	Quality Implementation and Management of Investments	22
Outcomes-based accountability	Quality Implementation and Management of Investments	22
Annual progress reports	Quality Implementation and Management of Investments	22
Child care mentorship program	Preschool and Early Learning (See: Strategy #7: Family Child Care Mentorship and Quality Supports)	50
Homeless child care program	Preschool and Early Learning (See: Strategy #6: Homeless Child Care Program)	48
Seattle Preschool Program (SPP) Expansion	Preschool and Early Learning (See: Strategy #1: Preschool Services and Tuition, How will Preschool Services and Tuition be managed and phased in?)	35
10-hour per day preschool model	Preschool and Early Learning (See: Strategy #5: SPP Child Care Subsidies, What are SPP Child Care Subsidies?)	48
Parent-Child Home Program (PCHP)	Preschool and Early Learning (See: Alignment with City Resources)	31
Child Care Assistance Program modifications (CCAP)	Preschool and Early Learning (See: Alignment with City Resources)	31
School-Based Investments	K-12 School and Community-Based (See: Spending Plan)	57
Family support programs	K-12 School and Community-Based (See: Strategy #3: Wraparound Services, Family Support Services)	72
Opportunity & Access	K-12 School and Community-Based, (See: Spending Plan)	58
Student homelessness	K-12 School and Community-Based (See: Strategy #3: Wraparound Services, Homelessness/Housing Support Services)	78
Investment in technical skill and pre-apprenticeship programs	K-12 School and Community-Based (See: What are the key elements of School-Based Investments/Opportunity & Access? <i>Expanded Learning and Academic Support</i> and <i>College and Career Readiness</i> )	65; 71
Nova High School SBHC	K-12 School Health (See: Strategy #1: School Based Health Centers, How will School Based Health Center investments be managed and phased in?)	92
Seattle Promise equity focus	Seattle Promise (See: Alignment with RSJI)	102
Partnership	Seattle Promise (See: Spending Plan)	102

## V.III Year 1 (School Year 2019-2020) FEPP Implementation

Building upon learnings from the 2011 Families and Education Levy (FEL) and 2014 Seattle Preschool (SPP) Levy, the FEPP Levy will continue successful investments to support student improvement. The FEPP Levy establishes a new post-secondary investment area (Seattle Promise), new investment strategies throughout the education continuum, and new desired outcomes for FEPP investments.

To allow existing FEL and SPP contracted partners time to align plans and resources to new FEPP strategies and outcomes, DEEL is implementing a scaffolded approach to the phase-in of new investments and new strategies. During SY 2019-20, DEEL will phase-out expiring FEL and SPP strategies, policies, and practices while simultaneously beginning new FEPP investments and policies. DEEL intends to provide continuity of SPP and FEL services to Seattle students and families.

### **2011 Families and Education Levy Investments**

SY 2019-20 maintains the 2011 FEL investments, as defined in the 2011 FEL Implementation and Evaluation Plan (Ordinance 123834)<sup>92</sup>, and continues funding to existing contracted partners (schools, community-based organizations, and government agencies) without a competitive RFI process. SY 2019-20 FEPP-funded investments include the following 2011 FEL strategies:

- Elementary Community Based Family Support
- Elementary School Innovation sites
- Middle School Innovation sites
- Middle School Linkage sites
- High Schools Innovation sites
- Summer learning programs in early learning, elementary, middle, and high school
- School-Based Health Centers

SY 2019-20 FEPP funds will serve student populations consistent with the 2011 FEL implementation plan.

During SY 2019-20, 2011 FEL outcomes and indicators will continue. Consistent with 2011 FEL implementation policy, contracted providers and DEEL will negotiate performance measure targets to be included in each contract. DEEL will continue to track success on a regular basis through a system of data collection, data analysis, evaluation, and course corrections.

Contracted partners of the above 2011 FEL strategies are guaranteed funding for one school year—September 2019 through August 2020—only. Schools and providers will be required to participate in competitive processes as outlined in the FEPP Implementation & Evaluation Plan for FEPP Levy Year 2 (SY 2020-21) implementation and beyond.

Providers whose SY 2018-19 FEL-funded contracts will be renewed for SY 2019-20 implementation are listed in Table 31.

<b>Table 31. SY 2019-20 Contracted Partners</b>	
<b>Elementary Community Based Family Support</b>	<ol style="list-style-type: none"> <li>1. Chinese Information Services Center</li> <li>2. Refugee Women’s Alliance</li> <li>3. Seattle Indian Health Board</li> </ol>
<b>Elementary School Innovation sites</b>	<ol style="list-style-type: none"> <li>1. Bailey Gatzert</li> <li>2. Beacon Hill</li> <li>3. Concord</li> <li>4. Dearborn Park</li> <li>5. Emerson</li> <li>6. Graham Hill</li> <li>7. Highland Park</li> <li>8. John Muir</li> <li>9. John Rogers</li> <li>10. Leschi</li> <li>11. Madrona (K-5)</li> <li>12. Martin Luther King Jr.</li> <li>13. Northgate</li> <li>14. Olympic Hills</li> <li>15. Roxhill</li> <li>16. Sand Point</li> <li>17. Sanislo</li> <li>18. South Shore (K-5)</li> <li>19. Viewlands</li> <li>20. West Seattle</li> <li>21. Wing Luke</li> </ol>
<b>Middle School Innovation sites</b>	<ol style="list-style-type: none"> <li>1. Aki Kurose</li> <li>2. Denny</li> <li>3. Mercer</li> <li>4. Washington</li> </ol>
<b>Middle School Linkage sites</b>	<ol style="list-style-type: none"> <li>1. Broadview Thomson K-8</li> <li>2. Eckstein</li> <li>3. Hamilton</li> <li>4. Hazel Wolf K-8</li> <li>5. Jane Addams</li> <li>6. Madison</li> <li>7. McClure</li> <li>8. Orca K-8</li> <li>9. Pathfinder K-8</li> <li>10. Salmon Bay K-8</li> <li>11. South Shore (6-8)</li> <li>12. Whitman</li> </ol>
<b>High Schools Innovation sites</b>	<ol style="list-style-type: none"> <li>1. Cleveland STEM</li> <li>2. Franklin</li> <li>3. Ingraham</li> <li>4. Interagency Academy</li> </ol>

	<p>5. West Seattle</p>
<p><b>Summer Learning</b></p>	<p><i>Early Learning</i></p> <ol style="list-style-type: none"> <li>1. Launch</li> <li>2. Neighborhood House</li> <li>3. Refugee Women’s Alliance (ReWA)</li> <li>4. Sound Child Care Solutions, Refugee and Immigrant Family Center</li> </ol> <p><i>Elementary School</i></p> <ol style="list-style-type: none"> <li>1. Boys &amp; Girls Club—Olympic Hills</li> <li>2. Boys &amp; Girls Club—Broadview-Thomson K-8</li> <li>3. Catholic Community Services—Bailey Gatzert</li> <li>4. Chinese Information and Service Center</li> <li>5. Empowering Youth &amp; Families Outreach—Emerson</li> <li>6. Seattle Parks and Recreation—Northgate</li> <li>7. John Muir Elementary</li> <li>8. Beacon Hill International Schools</li> <li>9. South Shore PK-8/Graham Hill Elementary</li> <li>10. STEM Pathways Innovation Network</li> <li>11. Sylvan Learning Center</li> <li>12. Team Read—MLK Elementary</li> </ol> <p><i>Middle School</i></p> <ol style="list-style-type: none"> <li>1. Academy for Creating Excellence</li> <li>2. Boys &amp; Girls Club—Smilow Rainier Vista Club</li> <li>3. Computing Kids</li> <li>4. El Centro de la Raza</li> <li>5. eMode</li> <li>6. Empowering Youth &amp; Families Outreach</li> <li>7. Life Enrichment Group</li> <li>8. Seattle Parks and Recreation—Aki Kurose</li> <li>9. Seattle Parks and Recreation—Mercer</li> <li>10. Seattle Parks and Recreation—McClure</li> <li>11. Seattle Parks and Recreation—Washington</li> <li>12. Robert Eagle Staff</li> <li>13. Aki Kurose</li> <li>14. Denny</li> <li>15. Hamilton</li> <li>16. Woodland Park Zoo</li> </ol> <p><i>High School</i></p> <ol style="list-style-type: none"> <li>1. ReWA—Seattle World School</li> <li>2. Seattle Goodwill Industries</li> <li>3. Southwest Youth &amp; Family Services</li> <li>4. Roosevelt</li> <li>5. South Lake</li> <li>6. Ingraham</li> <li>7. Chief Sealth</li> <li>8. Cleveland</li> </ol>

	<ul style="list-style-type: none"> <li>9. Franklin</li> <li>10. West Seattle</li> <li>11. Urban League of Metropolitan Seattle</li> <li>12. WA-BLOC</li> </ul>
<p><b>School-Based Health Centers</b></p>	<p><b><i>Neighborcare Health</i></b></p> <ul style="list-style-type: none"> <li>1. Bailey Gatzert</li> <li>2. Dearborn Park</li> <li>3. Highland Park</li> <li>4. Roxhill</li> <li>5. Van Asselt</li> <li>6. West Seattle</li> <li>7. Denny International</li> <li>8. Madison</li> <li>9. Mercer</li> <li>10. Chief Sealth</li> <li>11. Roosevelt</li> <li>12. West Seattle</li> </ul> <p><b><i>Odessa Brown Children’s Clinic, a clinic of Seattle Children’s Hospital</i></b></p> <ul style="list-style-type: none"> <li>1. Beacon Hill</li> <li>2. Madrona K-8</li> <li>3. Garfield</li> </ul> <p><b><i>Kaiser Permanente</i></b></p> <ul style="list-style-type: none"> <li>1. Aki Kurose</li> <li>2. Washington</li> <li>3. Franklin</li> <li>4. Interagency Academy</li> <li>5. Nathan Hale</li> </ul> <p><b><i>International Community Health Services</i></b></p> <ul style="list-style-type: none"> <li>1. Seattle World School</li> </ul> <p><b><i>Public Health—Seattle &amp; King County</i></b></p> <ul style="list-style-type: none"> <li>1. Cleveland</li> <li>2. Ingraham</li> <li>3. Rainier Beach</li> </ul> <p><b><i>Swedish Medical Center</i></b></p> <ul style="list-style-type: none"> <li>1. Ballard</li> </ul>

**2014 Seattle Preschool Levy Investments**

DEEL will continue to contract with existing providers (Table 32) and may expand the number of classrooms and children served if mutually agreed to by both parties. Contracted agencies will be required to meet SPP program and evaluation requirements. Early Learning and Preschool providers under contract with the City as of January 2019 and in good standing with DEEL, will not need to reapply to provide these services during the seven years of the FEPP Levy.

Table 32. SPP Levy SY 2018-19 Contracted Partners Eligible to Continue in SY 2019-20	
1. ARC - Alki Community Center	35. PSESD - Educare Seattle
2. ARC - Ballard Community Center	36. Seed of Life - Main
3. ARC - Bitter Lake	37. Seed of Life - MLK
4. ARC - Meadowbrook	38. Seed of Life - Rainier Beach Community Center
5. ARC - Queen Anne Community Center	39. Seattle School District - Arbor Heights
6. Causey's - Main	40. Seattle School District - Bailey Gatzert
7. Causey's - MLK	41. Seattle School District - BF Day
8. Child Care Resources	42. Seattle School District - Boren STEM
9. Children's Home Society - Genesee Early Learning Center	43. Seattle School District - Broadview Thomson
10. Chinese Information Service Center - One Family Learning Center	44. Seattle School District - Cedar Park
11. Chinese Information Service Center - Yesler CC	45. Seattle School District - Dearborn Park
12. Creative Kids - Carkeek	46. Seattle School District - EC Hughes
13. Creative Kids - Viewlands	47. Seattle School District - Highland Park
14. Denise Louie - Beacon Hill	48. Seattle School District - Olympic Hills
15. Denise Louie - International District	49. Seattle School District - Sand Point Elementary School
16. El Centro de la Raza - Jose Marti	50. Seattle School District - South Shore
17. Experimental Education Unit - UW	51. Seattle School District - Thornton Creek
18. First Place	52. Seattle School District - Van Asselt
19. Hearing, Speech and Deafness Center - Main	53. Seattle School District - West Seattle Elementary
20. Launch - Delridge Community Center	54. Sound Child Care Solutions - RIFC
21. Launch - Highland Park	55. Sound Child Care Solutions - SWEL
22. Launch - Madrona	56. Tiny Trees - Beer Sheva
23. Launch - Miller Annex	57. Tiny Trees - Camp Long
24. Launch - Rainier	58. Tiny Trees - Carkeek Park A
25. Launch Beacon Hill	59. Tiny Trees - Jefferson Park
26. Northwest Center Kids - Chinook	60. Tiny Tots Early Learning Collaborative
27. Northwest Center Kids - Greenwood	61. Tiny Tots - Main
28. Primm ABC Child Care	62. United Indians - Daybreak Star
29. Refugee Women's Alliance - Beacon Hill	63. YMCA - Concord
30. Refugee Women's Alliance - Lake City	64. YMCA - Schmitz Park
31. Refugee Women's Alliance - MLK	65. Voices of Tomorrow - East African Development Center
32. Sound Child Care Solutions - Hoa Mai	66. Voices of Tomorrow - Family and Child Center
33. Sound Child Care Solutions - Pinehurst at Hazel Wolf Elementary	
34. Sound Child Care Solutions - Pinehurst at Northgate Community Center	



### V.IV Seattle Preschool Program Tuition Sliding Fee Scale

The SPP Tuition Sliding Fee Scale determines a family’s tuition amount (per child, per school year) based on their income as measured by percentage and percent of federal poverty level (FPL), or equivalent metric. ~~Families whose federal poverty level is 350% or below do not pay tuition. Families whose federal poverty level is at least 351% will pay tuition according to one of the 30 payment steps shown in the table below. Tuition amounts for each payment step are calculated based on a family’s percentage contribution to the preschool slot cost.~~

~~For example, a family whose federal poverty level is 351% would be in Step 1, and would be responsible for 8% of the preschool slot cost. In the 2019-20 school year, this equates to an annual tuition of \$880.~~

~~All families whose federal poverty level is 728% or greater would pay 95% of the preschool slot cost, or \$10,450 in the 2019-20 school year.~~

Year 1 through 2 of FEPP (SY 2019-20 through SY 2020-21): SPP will utilize FPL as the metric to calculate free tuition thresholds and the sliding scale (see Table 1).

Years 3 through 7 of FEPP (SY 2021-22 through SY 2025-26): SPP will utilize either percentage of FPL or an alternative metric, such as State Median Income (SMI) to calculate free tuition thresholds and the sliding scale.

<b>Table 1. Seattle Preschool Program Tuition Sliding Fee Scale</b>				
<b>Step</b>	<b>Percent of Federal Poverty<sup>1</sup></b>	<b>Percent Family Contribution to Slot Cost<sup>2</sup></b>	<b>2019-20 SY Estimates<sup>3</sup></b>	
			<b>Annual Tuition</b>	<b>Monthly Tuition</b>
1	351%	8%	\$880	\$88
2	364%	11%	\$1,210	\$121
3	377%	14%	\$1,540	\$154
4	390%	17%	\$1,870	\$187
5	403%	20%	\$2,200	\$220
6	416%	23%	\$2,530	\$253
7	429%	26%	\$2,860	\$286
8	442%	29%	\$3,190	\$319
9	455%	32%	\$3,520	\$352
10	468%	35%	\$3,850	\$385
11	481%	38%	\$4,180	\$418
12	494%	41%	\$4,510	\$451
13	507%	44%	\$4,840	\$484
14	520%	47%	\$5,170	\$517
15	533%	50%	\$5,500	\$550
16	546%	53%	\$5,830	\$583
17	559%	56%	\$6,160	\$616
18	572%	59%	\$6,490	\$649
19	585%	62%	\$6,820	\$682
20	598%	65%	\$7,150	\$715
21	611%	68%	\$7,480	\$748
22	624%	71%	\$7,810	\$781
23	637%	74%	\$8,140	\$814
24	650%	77%	\$8,470	\$847

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<b>25</b>	663%	80%	\$8,800	\$880
<b>26</b>	676%	83%	\$9,130	\$913
<b>27</b>	689%	86%	\$9,460	\$946
<b>28</b>	702%	89%	\$9,790	\$979
<b>29</b>	715%	92%	\$10,120	\$1,012
<b>30</b>	728%	95%	\$10,450	\$1,045

<sup>1</sup> Federal poverty level is based on household income and size. In 2019, the income for a family of four at 351% of federal poverty is \$90,383. See <https://aspe.hhs.gov/2019-poverty-guidelines> for more information.

<sup>2</sup> The estimated preschool slot cost for the 2019-20 school year is estimated to be \$11,000.

<sup>3</sup> Approximate annual and monthly tuition amounts listed for illustrative purposes only. The monthly amount is based on 10 equal payments.

## V.V Evaluation Design Detail

The following provides additional detail on evaluation designs and types that will be considered when conducting process and outcome evaluations

1. **Descriptive designs** are the most common in evaluation because they are descriptive and do not seek cause-and-effect. Commonly used designs include qualitative or mixed method case-studies, cross-sectional quantitative survey, and time-series designs. Examples of qualitative designs includes comparative case studies using focus groups, interviews, and field observations.
2. **Pre-experimental designs** are the simplest type of causal design because they do not include an adequate control group. The most common design is a pre- and post-intervention involving collecting information on program participants/service recipients only. This information is collected at least twice: once before participant receives the program/service (baseline information) and immediately after participant received the program intervention. Pre-post designs are also effective for evaluating student, family, and staff knowledge, attitudes, and behaviors.
3. **Experimental designs** include participants or schools that are randomly assigned to Levy-funded groups and non-Levy funded groups. This approach creates a randomized trial—the “gold standard” design for evaluation. Experimental designs create a strong foundation for follow-up evaluation to assess lasting gains for children in kindergarten and later school years, and the greatest confidence for answering well-defined questions about “what works.” It also provides the most precise estimates for any sample size. If this is not possible, a quasi-experimental design may be more appropriate.
4. **Quasi-experimental design** is like an experimental design, except it lacks random assignment. To conduct a quasi-experimental design, a similar comparison group needs to be identified that did not receive the treatment (i.e., a group of students that are like those participating in FEPP-funded programs and services).
5. **Ex-post facto designs** are non-experimental designs decided after the fact that seek to determine the cause among existing differences.

## V.VI Evaluation Indicators

The overall FEPP Levy goal is to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students. To effectively monitor progress towards this goal, DEEL will disaggregate FEPP measures by age, race, ethnicity, languages spoken, socioeconomic status, gender, ability, and income to the greatest extent possible.

Through the FEPP Levy, we will be reporting indicators in two ways: headline and secondary indicators.

- *Headline* indicators refer to a small subset of critical measures identified across the preschool to post-secondary continuum that quantify FEPP outcomes (e.g., Kindergarten readiness, high school graduation, post-secondary access and completion).
- *Secondary* indicators refer to intermediate measures DEEL will need to collect and monitor regularly as part of our CQI process to support progress towards the headline indicators.

FEPP indicators will be selected and categorized within Year 1 (SY 2019-20) of the FEPP Levy. DEEL will align with key partners to the extent possible when selecting headline and secondary indicators. The following table provides sample indicators that may be used to monitor and evaluate FEPP investments.

Preschool and Early Learning							
Evaluation Questions	Result	Sample Category	Sample Indicators	Data Source			
<b>Were staff and resources allocated as intended?</b>	Input	Communication	• # of outreach activities conducted by staff	DEEL			
			• % of families participating in engagement opportunities in their primary home language				
		Staff	• # of classrooms/sites that received coaching				
			• # of sites/agencies that received monitoring and technical assistance				
		Data and Evaluation	• % of sites receiving semi-annual reports to inform site-level practice				
			• % of dual language learners who are assessed in their primary language				
		Funding	• % of funded slots fully utilized				
			• % funding invested in district, center, and home-based sites				
		<b>Who are the beneficiaries of early learning investments?</b>	Output		Preschool Services and Tuition	• # of SPP agencies and sites by delivery model	DEEL
						• # of children served	
• % of eligible children who return for a second year of program participation							
• % of families satisfied with DEEL-funded services							
SPP Child Care Subsidies	• # of children accessing subsidies						
Homeless Childcare Program	• # of children and families served						
Quality Teaching	• % of SPP lead teachers meeting education standards						
	• % of teacher not meeting SPP education standards who are enrolled in a higher education program						
	• % of lead teachers who identify as people of color						
	• % of lead teachers in dual language classrooms who are native speakers of the non-English language of instruction						
	• % of lead teachers retained for 3 or more school years						
Comprehensive support	• % of partners receiving health consultation and support						
	• % of children with satisfactory attendance						

		Organizational and facilities development	<ul style="list-style-type: none"> <li># of new preschool seats created through facilities investments</li> <li>% of preschool partners receiving organizational capacity-building supports</li> </ul>	
		Family Child Care Mentorship and Quality Supports	<ul style="list-style-type: none"> <li># of FCC providers supported through investment strategy</li> </ul>	
<b>What is the observed quality of classrooms? How does quality vary within SPP across children and providers?</b>	Short and Medium-term outcomes	Program quality	<ul style="list-style-type: none"> <li>% of sites achieving quality ratings that have been shown to have positive impacts on child outcomes (e.g., the Classroom Assessment Scoring System - CLASS)</li> </ul>	Independent assessor-administered; DEEL
			<ul style="list-style-type: none"> <li>% of classrooms meeting expectations for structural quality (e.g., Early Childhood Environment Rating Scale-ECERS)</li> </ul>	
			<ul style="list-style-type: none"> <li>% of staff implementing approved curriculum with fidelity</li> </ul>	
<b>How did the learning of children attending SPP classrooms progress?</b>	Short and Medium-term outcomes	Child-level outcomes	<ul style="list-style-type: none"> <li>% children meeting widely held expectations (e.g., Teaching Strategies Gold)</li> </ul>	SPP Teacher-administered and independent assessor-administered
			<ul style="list-style-type: none"> <li>% of children meeting standard or making adequate growth in language and literacy (e.g., Peabody Picture Vocabulary Test, Woodcock Johnson Tests of Achievement)</li> </ul>	
			<ul style="list-style-type: none"> <li>% of children meeting standard or making adequate growth in math (e.g., Woodcock Johnson Tests of Achievement)</li> </ul>	
			<ul style="list-style-type: none"> <li>% of children meeting standard or making adequate growth in executive function (e.g., peg-tapping, Dimensional Change Card Sort Task)</li> </ul>	
<b>Does SPP enrollment prepare children to be kindergarten ready?</b>	Long-term outcome	Kindergarten readiness	<ul style="list-style-type: none"> <li>#, % found to be kindergarten ready in all domains observed (e.g., WaKIDS).</li> </ul>	Seattle School District

<b>K-12 School and Community-Based</b>				
<b>Evaluation Questions</b>	<b>Result</b>	<b>Sample Categories</b>	<b>Sample Indicators</b>	<b>Data Source</b>
<b>Are Levy focus students being served?</b>	Output	K-12 participation	• # of students receiving levy support	Seattle School District and contracted partners
			• #, % of students participating in one or more interventions by grade level	
			• # of hours/days of additional instruction time provided	
			• # of college career and readiness activities provided overall and by type	
			• # of students referred to wraparound services	
			• # of chronically absent students assessed for services	
<b>Did Levy investments increase college knowledge and career connections?</b>	Short and Medium-term outcomes	College Knowledge and Advising	• #, % of students with increased knowledge and awareness of college and career pathways	Seattle School District
			• #, % of students participating in at least one college campus visit by 8 <sup>th</sup> grade	
			• #, % of students annually reviewing and updating their High School and Beyond Plan starting in 8 <sup>th</sup> grade	
			• #, % of eligible students registering for the College Bound Scholarship by the end of 8 <sup>th</sup> grade	
			• #, % of students participating in a college and career readiness activity/exploration that is connected to their HSBP	
			• #, % of students completing federal and/or state financial aid applications (e.g., FAFSA, WASFA)	
			• #, % of students successfully submitting an application to a post-secondary program in 12 <sup>th</sup> grade	
			• #, % of students successfully submitting Seattle Promise application	
<b>Did Levy investments increase college knowledge and career connections?</b>	Short and Medium-term outcomes	Career Connections and exploration	• #, % of students completing a career interest inventory	Seattle School District
			• #, % of students participating in enrichment activities that provide exposure to career interests	
			• #, % of students engaging in expanded learning experiences such as: a summer job, internship, volunteer opportunity; summer learning program; or a career and technical education (CTE) program	
			• #, % of students participating in project-based learning that is connected to 21st century skill development	

			<ul style="list-style-type: none"> <li>• #, % of students participating in a work-based learning experience (paid or non-paid)</li> <li>• #, % of students participating in at least two industry tours and/or presentations annually</li> </ul>	
<p><b>Did Levy investments help close achievement gaps in elementary, middle, and high school state assessments?</b></p>	<p>Short and Medium-term Outcome</p>	<p>Academic Preparation</p>	<ul style="list-style-type: none"> <li>• #, % of students achieving typical or high growth in core subjects as measured by state and local assessments</li> </ul>	<p>Seattle School District</p>
			<ul style="list-style-type: none"> <li>• #, % of English language learners making gains on the state English language proficiency assessment</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students attending 90% or more school days over the course of an academic year</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students not suspended or expelled</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students passing core courses with grades of C or better</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving proficiency in English language arts as measured by state assessment(s)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving proficiency in mathematics measured by state assessment(s)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students promoting on-time to the next grade level (credits)</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students meeting state standards through alternative graduation pathways</li> </ul>	
			<ul style="list-style-type: none"> <li>• #, % of students achieving a minimum score on the SAT or ACT</li> </ul>	
<ul style="list-style-type: none"> <li>• #, % of students achieving a minimum score on an Advanced Placement or International Baccalaureate test</li> </ul>				
<ul style="list-style-type: none"> <li>• #, % of students completing a dual credit course such as Running Start or College in High School</li> </ul>				
<p><b>Are high school graduation and college enrollment rates at Levy funded high schools increasing? Are there differences by student grade cohorts and student subgroups within levy funded schools? Were Levy funded schools more likely to have higher high school graduation and college enrollment rates compared to similar non-levy peer schools?</b></p>	<p>Long-term Outcomes</p>	<p>High school graduation</p>	<ul style="list-style-type: none"> <li>• #, % of students graduating high school on-time (4 years or fewer)</li> </ul>	<p>Seattle School District</p>
		<p>College and Career ready</p>	<ul style="list-style-type: none"> <li>• #, % of students ready for college and career (e.g., completing High School and Beyond Plans, possessing college and career readiness knowledge, exploring college and career opportunities, not taking remedial courses)</li> </ul>	<p>Seattle School District; Seattle Colleges; National Clearinghouse</p>



<b>K-12 School Health</b>				
<b>Evaluation Questions</b>	<b>Result</b>	<b>Sample Categories</b>	<b>Sample Indicators</b>	<b>Data Source</b>
<b>What type of services did students receive and at what frequency?</b>	Output	Health access and utilization	• #, % of students receiving health services	Provider Health records and PHSKC
			• Average # of health visits conducted per student	
			• #, % of students who had at least one comprehensive well-child exam	
			• #, % of students receiving Body Mass Index screening and nutrition/physical activity counseling	
			• #, % of students receiving Annual risk assessments	
			• #, % of students receiving Depression screenings	
			• #, % of students receiving Chlamydia screenings	
<b>Did health services improve student health awareness?</b>	Short-term Outcome	Student health awareness	• #, % of students reporting improved symptom awareness	DEEL, PHSKC, and External Evaluators
			<b>Did health services improve student health skill and behaviors?</b>	
• #, % of students reporting improved self-care, coping skills, and disease management skills				
• #, % of students reporting pro-social behavior and engagement				
• #, % of students reporting improved communication skills				
<b>Did students who received SBHC services healthy and ready to learn compared to similar students that did not receive services?</b>	Long-term Outcome	Improved learning outcomes	• #, % of students receiving health services with improved attendance	Seattle School District
			• #, % of students receiving health services with improved academic preparation	

<b>Seattle Promise</b>				
<b>Evaluation Questions</b>	<b>Result</b>	<b>Sample Categories</b>	<b>Sample Indicators</b>	<b>Data Source*</b>
<b>What type of services did students receive and at what frequency?</b>	Output	College Ready and College Transition	<ul style="list-style-type: none"> <li># of outreach efforts conducted and events held (e.g., communication touch points and outreach presentations, FAFSA/WASFA workshops, cohort advising events)</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>#, % of students participating in Seattle promise activities (e.g., Readiness Academy)</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of completed Seattle Promise applications</li> </ul>	
<b>Did Seattle Promise increase Seattle College Enrollment?</b>	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> <li>#, % of Seattle Promise students completing federal and/or state financial aid file (e.g., FAFSA or WASFA)</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students participating in Summer Bridge</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students enrolled at Seattle Colleges as full-time students starting in the fall semester</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students participating in different pathways (e.g., prof tech, A.A, certificate, transfer)</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students enrolling in college-level courses due to alternative placement pathways (SBAC scores, HS math grades)</li> </ul>	
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students enrolling in development math or English courses each quarter (i.e., remedial courses)</li> </ul>	
<b>Did Seattle Promise provide high-quality services?</b>	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> <li>Seattle Promise student to staff ratios (i.e., High school outreach staff at up to 300:1; College advising staff at up to 100:1)</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>% of case load who are Seattle Promise students</li> </ul>	
			<ul style="list-style-type: none"> <li>Seattle Promise student satisfaction (e.g., outreach, onboarding and advising services; appointment availability)</li> </ul>	
			<ul style="list-style-type: none"> <li>Diversity of Seattle Promise staff</li> </ul>	
<b>Did Seattle Promise students persist to the 14<sup>th</sup> year? What are students intended pathway?</b>	Medium-term Outcome	Persistence	<ul style="list-style-type: none"> <li>#, % of Seattle Promise students with continuous quarter enrollment</li> </ul>	Seattle Colleges
			<ul style="list-style-type: none"> <li>#, % of Seattle Promise students persisting to 14<sup>th</sup> year</li> </ul>	

			<ul style="list-style-type: none"> <li>• #, % Seattle Promise students maintaining satisfactory academic progress (GPA, etc.)</li> <li>• #, % of Seattle Promise students completing 15, 30, and 45 credits</li> <li>• #, % of Seattle Promise students enrolling in different pathways (e.g., prof tech, A.A, certificate, transfer)</li> </ul>	
<p><b>To what extent are Seattle Promise students graduating from Seattle Colleges and to what extent can changes be attributed to the Seattle Promise program?</b></p>	<p>Long-term Outcome</p>	<p>Completion</p>	<ul style="list-style-type: none"> <li>• #, % of Seattle Promise students receiving, completing, or transferring</li> <li>• #, % of Seattle Promise students graduating within 150-200% of normal time</li> <li>• # of Seattle Promise students completing program pathways (certificate, credentials, or degrees by type)</li> <li>• #, % of Promise students attempting 90 credits and not completing</li> <li>• #, % of Promise students earning 90 credits and not completing</li> <li>• # of types of Seattle Promise supports received</li> </ul>	<p>Seattle Colleges</p>

*\*Should funding be secured for a 3<sup>rd</sup> party external outcome evaluation, indicators may be tracked for non-Seattle Promise comparable student groups*

## V.VII Abbreviations

Abbreviation	Full Meaning
<b>ASQ</b>	Ages & Stages Questionnaires
<b>CCAP</b>	Comprehensive Child Care Assistance Program
<b>CCCN</b>	Cities Connecting Children to Nature Initiative
<b>CCHC</b>	Child Care Health Consultation
<b>CCR</b>	College and Career Ready; College and Career Readiness
<b>City</b>	City of Seattle
<b>CLASS</b>	Classroom Assessment Scoring System
<b>CNN</b>	Children & Nature Network
<b>CQI</b>	Continuous Quality Improvement
<b>DCYF</b>	Washington State Department of Children, Youth, and Families
<b>DEEL</b>	Department of Education and Early Learning
<b>DLL</b>	Dual Language Learners
<b>EA</b>	Early Achievers
<b>EAP</b>	Education Action Plan
<b>ECEAP</b>	Early Childhood Education and Assistance Program
<b>ECERS</b>	Early Childhood Environmental Rating Scales
<b>FCC</b>	Family Child Care
<b>FEL</b>	Families and Education Levy
<b>FEPP</b>	Families, Education, Preschool, and Promise
<b>LOI</b>	Letter of Intent
<b>LOC</b>	Levy Oversight Committee
<b>NFP</b>	Nurse Family Partnership
<b>NLC</b>	National League of Cities
<b>OSPI</b>	Office of the Superintendent of Public Instruction
<b>PHSKC</b>	Public Health--Seattle King County
<b>PLC</b>	Professional Learning Community
<b>PPVT4</b>	Peabody Picture Vocabulary Test
<b>PQA</b>	Program Quality Assessment
<b>QPPD</b>	Quality Practice and Professional Development
<b>RET</b>	Racial equity toolkit
<b>RFI</b>	Request for Investment
<b>RFP</b>	Request for Proposal
<b>RFQ</b>	Request for Qualification
<b>RSJI</b>	Race and Social Justice Initiative
<b>SBHC</b>	School Based Health Center
<b>SBT</b>	Sweetened Beverage Tax
<b>Seattle Colleges</b>	South Seattle College, Seattle Central College, and North Seattle College, and Seattle Colleges District
<b>Seattle Promise</b>	Seattle Promise College Scholarship Program
<b>SP</b>	Seattle Promise
<b>SPP</b>	Seattle Preschool Program

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<b>SY</b>	School Year
<b>The Plan</b>	Implementation and Evaluation Plan
<b>TSG</b>	Teaching Strategies Gold
<b>ToC</b>	Theory of Change
<b>VSA</b>	Vendor Services Agreement

## V.VIII Glossary

Term	Definition
<b>Access</b>	Adequate supply of and engagement in relevant and high-quality opportunities in the absence of geographical, financial, structural, social or cultural barriers that limit upward social mobility.
<b>Achievement Gap</b>	Significant and persistent disparity in academic achievement or educational attainment between different groups of students, including historically underserved students.
<b>Causal Evaluation Design</b>	An evaluation design that determines to what extent an intervention produced intended outcomes by taking into consideration other influencing factors.
<b>Child/Youth-Level Outcomes</b>	Expected changes in child or youth behaviors, knowledge, or skills
<b>City</b>	Refers to the City of Seattle as a consolidated governmental entity.
<b>city</b>	Refers to Seattle as a consolidated geographical area.
<b>College and Career Readiness</b>	Being prepared and ready to qualify and succeed in entry-level, credit-bearing college courses leading to a post-secondary degree or certificate, or career pathway-oriented training program without the need for remedial coursework.
<b>College and Career/Job Ready</b>	Students equipped with the knowledge and skills deemed essential for success in post-secondary programs and in the modern workforce
<b>Community-based Organization (CBO)</b>	A public or private organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.
<b>Continuous Quality Improvement</b>	Ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness
<b>Contracted Partner</b>	A person, a public body, or other legal entity that enters into a contract with the City for providing FEPP Levy-funded services. See definition of "Partner".
<b>Culturally Responsive</b>	The ability to learn from and relate respectfully with people of one's own culture as well as those from other cultures.
<b>Culture</b>	A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.
<b>Data Disaggregation</b>	The act of collecting and reporting data by sub-groups or component parts. Disaggregating data aids in identifying trends that may be otherwise masked when reporting in aggregate.
<b>Descriptive Evaluation Design</b>	Descriptive evaluation designs aim to describe a strategy, process, or procedure. This information provides an observational snap shot or a trend analysis of investments on progress towards outcomes. Descriptive designs do not allow claims that an intervention directly produced observed outcomes.
<b>Dual Language Learners</b>	Students learning two or more languages at the same time and/or students learning a second language while continuing to develop their first (or home) language.
<b>Early Childhood Environmental Rating Scales</b>	An observational tool used to assess process quality related to the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities.
<b>Educational Equity</b>	Access to educational opportunities and academic achievement are not predicated on a person's race.
<b>Equity/Equitable</b>	Just and fair inclusion into a society in which all can participate, prosper and reach their full potential.
<b>Evaluation Categories</b>	Refers to multiple measures collecting information about a similar topic.

<b>Expanded Learning Opportunities</b>	High-quality before-school, afterschool, summer, and youth development programs that create access to year-round learning to foster college and job readiness through activities such as family engagement, tutoring, mentoring, academics, social and emotional learning, science, technology, engineering and math (STEM), education technology, project-based learning, and culturally-responsive supports.
<b>Family and Community Engagement</b>	Consistent and persistent engagement with an entire community to establish a foundation of partnership, trust and empowerment.
<b>Family Engagement</b>	Systemic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.
<b>Goal</b>	General statement of intended result.
<b>Headline Indicator</b>	Refers to a small subset of critical measures identified across the preschool to post-secondary continuum that quantify FEPP outcomes. This small set of indicators are also often referred to as key performance indicators.
<b>Historically Underserved Students</b>	Students who experience systemic inequities in educational achievement because of their race, ethnicity, socioeconomic status, refugee and immigrant status, English proficiency, special education needs, community wealth, familial situations, housing status, sexual orientation, or other factors. (See also: Students of Color)
<b>Homeless</b>	Individuals who lack a fixed, regular, and adequate nighttime residence, including children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals, children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless. (From McKinney-Vento Homeless Assistance Act) <sup>93</sup>
<b>Indicator</b>	An instrument or unit that helps you measure change over time; An indication of the size, quantity, amount or dimension of an attribute of a product or process.
<b>Input</b>	Resources (human resources, employee time, funding) used to conduct activities and provide services.
<b>Institutional Racism</b>	Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as non-white.
<b>Kindergarten Ready</b>	Children who are equipped with the knowledge and skills deemed to be essential for success in kindergarten, as measured by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
<b>Letter of Intent</b>	Formal notification and non-binding document sent to contracted partner to communicate intended funding plans.
<b>Logic Model</b>	A visual depiction of how inputs will achieve outputs and outcomes.
<b>Mentor</b>	One who provides a range of guiding, coaching, influencing and advising supports and activities to another. This can take place intergenerationally (between youth and adults) and intra-generationally (between peers), formally and informally, and in both one-on-one and highly socialized group contexts.
<b>Opportunity Gap</b>	A significant and persistent disparity in access to educational experiences and expanded learning opportunities between different groups of students, including historically underserved students.

<b>Our Best</b>	The City's first-ever initiative focusing specifically on improving life outcomes for Black men and boys. As part of the City's focus on eliminating race-based disparities through the Race and Social Justice Initiative (RSJI), Our Best is the City's umbrella strategy for systems-level changes, policy development, and programmatic investments that carry an explicit benefit for and ensure that young Black men and boys have equitable access to Seattle's vast opportunity landscape. Our Best aims to expand opportunity for young Black men and boys in five strategic impact areas: education, safety, health, economic mobility, and positive connections to caring adults.
<b>Outcome</b>	The condition or status of children, youth, communities, or systems. Represents a specific result a program or strategy is intended to achieve. It can also refer to the specific objective of a specific program.
<b>Outcome Evaluation</b>	Evaluations aimed to assess return on investment by measuring changes in outcomes due to the intervention.
<b>Output</b>	Products and services delivered; completed product of a specific activity, whether executed internally by the organization or by an external contractor.
<b>Parent</b>	Used as an inclusive and respective term for all adults—biological, adoptive, foster parents, grandparents, legal, adult siblings, and information guardians—who raise children.
<b>Partner</b>	References to "Partner" or "Contracted Partner" or "Partnership" are not intended to imply a partnership with the City in the legal sense of the meaning and shall not be deemed to create a legal partnership with joint liabilities and obligations.
<b>Post-secondary Opportunity</b>	Education and/or job training beyond high school, including apprenticeships, trades, certificate programs, career credentials, and degrees.
<b>Preschool</b>	An organized education program provided to children below the age and grade level at which the State provides free public education for all.
<b>Process Evaluation</b>	The systemic collection of information to document and assess how an intervention was implemented and operated. Process evaluations may also describe to what extent an outcome or impact was achieved.
<b>Program-Level Outcomes</b>	Expected changes in practice, policies, and/or adult behaviors, knowledge, or skills.
<b>Program Quality Assessment</b>	Validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs
<b>Race</b>	A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.
<b>Race and Social Justice Initiative (RSJI)</b>	The City of Seattle's commitment to realize the vision of racial equity and citywide effort to end institutionalized racism and race-based disparities in City government. More found at <a href="http://www.seattle.gov/rsji.com">www.seattle.gov/rsji.com</a> .
<b>Racial Equity</b>	Racial equity is the condition that would be achieved if racial identity no longer predicted outcomes. Racial equity is one part of racial justice, and thus includes works to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
<b>Request for Investment</b>	More prescriptive than an RFP, but similar in composition of elements in response (cost estimate, proposed approach, relevant information to the questions, etc.)
<b>Request for Proposal</b>	Evaluates and scores various factors, including cost estimate/pricing, experience, technical expertise, etc.
<b>Request for Qualification</b>	Assesses an agency's qualifications to perform a scope of work.
<b>Result</b>	Refers to the systemic collection of information at a point in time.



<b>School Based Health Centers</b>	School-based facilities that offer high-quality, comprehensive medical and physical health, mental health, oral health, and health promotion services provided by qualified health care professionals before, during, and after school to help students succeed in school and life.
<b>School Year</b>	Minimum or 180 days (average 1,027 hours) of schooling required for Kindergarten-12 <sup>th</sup> grade students annually. Typically, these days occur between the months of September and June.
<b>Seattle Colleges</b>	The Seattle Colleges District, a multi-college district that includes South Seattle College, Seattle Central College, and North Seattle College
<b>Seattle public schools</b>	Any public school operating within Seattle City limits including Seattle School District and charter schools, that is, a public school that is established in accordance with RCW 28A.710.010, governed by a charter school board, and operated according to the terms of a charter contract.
<b>Seattle School Board</b>	The Board of Directors of Seattle School District No.1
<b>Seattle School District</b>	Seattle School District No. 1
<b>Secondary Indicator</b>	Refers to intermediate measures DEEL will need to collect and monitor regularly as part of our CQI process to support progress towards the headline indicators
<b>Social Justice</b>	Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.
<b>Students of Color</b>	Students from non-white racial or ethnic backgrounds.
<b>System-Level Outcomes</b>	Expected changes in systemic conditions, processes, and/or adult behaviors, knowledge, or skills
<b>Targeted Universalism</b>	Pioneered by John Powell, targeted universalism means setting universal goals that can be achieved through targeted approaches. Targeted universalism alters the usual approach of universal strategies (policies that make no distinctions among citizens' status, such as universal health care) to achieve universal goals (improved health), and instead suggests we use targeted strategies to reach universal goals.
<b>Teaching Strategies Gold</b>	Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.

## V.IX Endnotes

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- <sup>1</sup> City of Seattle. Proposition No. 1. Family, Education, Preschool, and Promise Levy. (2018).
- <sup>2</sup> City of Seattle. Ordinance 125604. (2018).
- <sup>3</sup> City of Seattle. Race and Social Justice Initiative: Vision & Strategy 2015-2017. (2014).
- <sup>4</sup> City of Seattle. Resolution 31164.(2009).
- <sup>5</sup> Cities Connecting Children to Nature. (2018). [Brochure]. Retrieved from [http://nlc.org/sites/default/files/users/user75/YEF\\_CCCN\\_Flyer2016.pdf](http://nlc.org/sites/default/files/users/user75/YEF_CCCN_Flyer2016.pdf)
- <sup>6</sup> Cities Connecting Children to Nature. (2016). Nature Can Improve Academic Outcomes. [Brochure]. Retrieved from [https://www.childrenandnature.org/wp-content/uploads/2017/07/CNN\\_AcademicOutcomes\\_16-10-27\\_O\\_newlogo.pdf](https://www.childrenandnature.org/wp-content/uploads/2017/07/CNN_AcademicOutcomes_16-10-27_O_newlogo.pdf)
- <sup>7</sup> Washington Kindergarten Inventory of Developing Skills. (2017). Fall 2017 Data Summary. Retrieved from <http://www.k12.wa.us/WaKIDS/Data/2017FallDataSummary.pdf>
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## SUMMARY and FISCAL NOTE\*

<b>Department:</b>	<b>Dept. Contact/Phone:</b>	<b>CBO Contact/Phone:</b>
DEEL	Jonathan Swift 900-3451	Alex Rouse 733-9719

\* Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.

### 1. BILL SUMMARY

**Legislation Title:** AN ORDINANCE relating to the 2018 Families, Education, Preschool, and Promise Levy; amending the levy implementation and evaluation plan adopted by Ordinance 125807; and ratifying and confirming certain prior acts.

**Summary and background of the Legislation:** This ordinance amends the Families, Education, Preschool, and Promise (FEPP) Levy Implementation & Evaluation Plan (Plan). The legislation amends the Early Learning Investment Area to align Seattle Preschool Program (SPP) policies with other equivalent county, state, or federally sponsored programs in three instances: (1) granting DEEL authority to modify the SPP tuition sliding scale metric used to calculate family contributions, (2) allowing for early SPP enrollment for children with IEPs, and (3) allowing for early SPP enrollment for children enrolled in federal Head Start or Early Childhood Education and Assistance Program (ECEAP).

In addition, the legislation updates the Early Learning Investment Area evaluation table to reflect timeline changes due to COVID-19 disruptions, as well as DEEL's intent to offer SPP in the summer to mitigate learning loss. The legislation also includes an amendment to the K-12 Investment Area's Homelessness and Housing strategy to allow FEPP Funds to support the basic needs of students facing housing emergencies such as food, clothing and transportation to and from school and academic or other enrichment activities. This legislation does not amend the 2022 Adopted Budget.

### 2. CAPITAL IMPROVEMENT PROGRAM

**Does this legislation create, fund, or amend a CIP Project?**      \_\_\_ Yes X No

### 3. SUMMARY OF FINANCIAL IMPLICATIONS

**Does this legislation amend the Adopted Budget?**      \_\_\_ Yes X No

**Does the legislation have other financial impacts to The City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?**  
This legislation does not change the 2022 adopted budget. This legislation will not modify FEPP spending plans.

**Are there financial costs or other impacts of *not* implementing the legislation?**  
There is no financial cost to the City for failing to implement this legislation. The Early Learning Investment Area amendments have fiscal benefit to SPP providers and families, and

the K-12 Homelessness and Housing amendment to expand allowable uses of FEPP funds will benefit unstably housed families and students.

The policy changes related to SPP early learning benefit providers by increasing their financial compensation. SPP providers with classrooms that serve children concurrently enrolled in SPP, Head Start, and ECEAP will receive additional payment and access to resources from DEEL for Head Start/ECEAP-enrolled children that they were previously ineligible for. The benefit to DEEL, is that SPP children who are also enrolled in Head Start/ECEAP will cost the City less per slot than the traditional SPP participant.

With respect to students with IEPs, early enrollment does not present a financial benefit unless the family is below 94% SMI. Without this amendment, young three-year-olds with IEPs would be ineligible for the Seattle Public Schools-SPP Plus inclusive preschool classroom model. As a result of this policy change, children allowed to enroll in SPP Plus upon turning three years old will receive an additional 20 hours a week of high-quality, inclusive preschool.

#### 4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**  
No.
- b. **Is a public hearing required for this legislation?**  
No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**  
No.
- d. **Does this legislation affect a piece of property?**  
No.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities? What is the Language Access plan for any communications to the public?**
- f. The objective of the FEPP Levy is to partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students. This legislation will advance this goal by expanding early eligibility for SPP to students currently enrolled in Head Start or ECEAP, or who have IEPs. Further, this legislation allows for continuity of care and reduces administrative barriers to SPP by aligning metrics with the state child care subsidy program, Working Connections Child Care. Further, expanding the eligible uses of funds for the K-12 Homelessness and Housing strategy will allow for funding to address additional barriers to accessing education and academic supports faced by students facing housing instability. DEEL will continue to utilize translation, interpretation, and relationships with community-based partners to promote FEPP funded resources and services to heritage language speakers and immigrant/refugee communities.

**g. Climate Change Implications**

**1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**

No.

**2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle’s resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**

No.

**h. If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program’s desired goal(s).**

N/A.

**Summary Attachments:**

Summary Attachment 1 – Levy Oversight Committee Recommendation Letter

Summary Attachment 2 – Seattle Preschool Program 2022-23 Tuition Sliding Fee Scale – SMI  
Estimated Annual School Year Tuition



May 26, 2022

Dear City Council,

We the Families, Education, Preschool, and Promise (FEPP) Levy Oversight Committee, are writing to convey our support for the suite of FEPP amendments submitted to Council by the Department of Education and Early Learning (DEEL) and the Executive.

DEEL staff first engaged the LOC regarding possible FEPP amendments on June 8, 2021. At the August 26, 2021 meeting, DEEL shared a detailed overview of proposed policy objectives.

During the August meeting, our members expressed general support for the proposed amendments, and provided feedback for DEEL consideration:

1. Ensure investment in the Seattle Preschool Program (SPP) and three- and four-year-olds remains the priority for Early Learning investment area funds;
2. Regarding a proposal to allow children with individualized education plans (IEPs) to enroll in the Seattle Public Schools (SPS) Seattle Preschool Program-Plus model as soon as they turned three, we requested additional information regarding how referrals to the program are made as well as enrollment demographics;
3. Ensure that any programmatic modifications or expansion taken in response to COVID-19 are developed with equity in mind, and are not universal approaches.

DEEL and SPS representatives provided more information about the SPP Plus program at a subsequent September 9, 2021 LOC meeting. Our understanding following that discussion, is that prior to age 3, it is clinical providers who identify students in need of specialized services. While at the surface no racial disparities were observed related to SPP Plus enrollment in the 2021-22 school year, we advised and cautioned DEEL to monitor the impact of the policy on over-representation of students of color in special education services moving forward.

LOC members are in support of aligning FEPP policies related to preschool, as well as broader DEEL policies in childcare, to be in alignment with county, state, and federal enrollment and tuition policies.

**At the September 9 LOC meeting, members discussed the proposal and voted to support the suite of amendments with 7 recommending approval, 1 abstaining, and 7 absent.** The LOC appreciates DEEL's early and thorough engagement with our body on these topics.

We look forward to continued work with DEEL, the Mayor's Office, and Council to steward the FEPP Levy.

Respectfully submitted,  
The FEPP Levy Oversight Committee

**FEPP LEVY OVERSIGHT COMMITTEE**

*Required Members*

Jenny A. Durkan, Mayor  
Lorena Gonzalez, Seattle City Council  
Brent Jones, SPS Superintendent  
Leslie Harris, SPS School Board  
Shouan Pan, Chancellor Seattle  
Colleges

*Appointed Members*

Trish Dziko  
Donald Felder  
Stephanie Gardner  
Susan Yu Yi Lee  
Jennifer Matter  
Erin Okuno  
Constance Rice  
Princess Shareef  
Manuela Slye  
Kimberly Walker



*Note: This list of LOC members reflects members at the time of the LOC vote on September 9, 2021*



**SEATTLE PRESCHOOL PROGRAM**  
2022-23 Tuition Sliding Fee Scale - SMI  
Estimated Annual School Year Tuition\*

Revised 3/21/22

HH Size => Gross Income	2	3	4	5	6	7	8
\$60,000	Free	Free	Free	Free	Free	Free	Free
\$65,000	Free	Free	Free	Free	Free	Free	Free
\$70,000	\$979	Free	Free	Free	Free	Free	Free
\$75,000	\$1,714	Free	Free	Free	Free	Free	Free
\$80,000	\$2,448	Free	Free	Free	Free	Free	Free
\$85,000	\$3,182	\$979	Free	Free	Free	Free	Free
\$90,000	\$3,917	\$1,346	Free	Free	Free	Free	Free
\$95,000	\$4,651	\$2,081	Free	Free	Free	Free	Free
\$100,000	\$5,386	\$2,815	Free	Free	Free	Free	Free
\$105,000	\$6,120	\$3,182	\$1,346	Free	Free	Free	Free
\$110,000	\$6,854	\$3,917	\$1,714	Free	Free	Free	Free
\$115,000	\$7,589	\$4,284	\$2,081	Free	Free	Free	Free
\$120,000	\$8,323	\$5,018	\$2,815	\$1,346	Free	Free	Free
\$125,000	\$9,058	\$5,753	\$3,182	\$1,714	Free	Free	Free
\$130,000	\$9,792	\$6,120	\$3,550	\$2,081	Free	Free	Free
\$135,000	\$10,526	\$6,854	\$4,284	\$2,448	\$979	Free	Free
\$140,000	\$11,261	\$7,222	\$4,651	\$2,815	\$1,346	Free	Free
\$145,000	\$11,628	\$7,956	\$5,018	\$3,182	\$1,714	Free	Free
\$150,000	\$11,628	\$8,690	\$5,753	\$3,550	\$2,081	\$979	Free
\$155,000	\$11,628	\$9,058	\$6,120	\$4,284	\$2,448	\$1,346	Free
\$160,000	\$11,628	\$9,792	\$6,487	\$4,651	\$2,815	\$1,714	Free
\$165,000	\$11,628	\$10,159	\$7,222	\$5,018	\$3,182	\$2,081	\$979
\$170,000	\$11,628	\$10,894	\$7,589	\$5,386	\$3,550	\$2,081	\$1,346
\$175,000	\$11,628	\$11,628	\$7,956	\$5,753	\$3,917	\$2,448	\$1,346
\$180,000	\$11,628	\$11,628	\$8,690	\$6,120	\$4,284	\$2,815	\$1,714
\$185,000	\$11,628	\$11,628	\$9,058	\$6,487	\$4,651	\$3,182	\$2,081
\$190,000	\$11,628	\$11,628	\$9,425	\$7,222	\$5,018	\$3,550	\$2,448
\$195,000	\$11,628	\$11,628	\$10,159	\$7,589	\$5,386	\$3,917	\$2,815
\$200,000	\$11,628	\$11,628	\$10,526	\$7,956	\$5,753	\$4,284	\$2,815
\$205,000	\$11,628	\$11,628	\$10,894	\$8,323	\$6,120	\$4,651	\$3,182
\$210,000	\$11,628	\$11,628	\$11,628	\$8,690	\$6,487	\$5,018	\$3,550
\$215,000	\$11,628	\$11,628	\$11,628	\$9,058	\$6,854	\$5,386	\$3,917
\$220,000	\$11,628	\$11,628	\$11,628	\$9,425	\$7,222	\$5,753	\$4,284
\$225,000	\$11,628	\$11,628	\$11,628	\$10,159	\$7,589	\$5,753	\$4,284
\$230,000	\$11,628	\$11,628	\$11,628	\$10,526	\$7,956	\$6,120	\$4,651
\$235,000	\$11,628	\$11,628	\$11,628	\$10,894	\$8,323	\$6,487	\$5,018
\$240,000	\$11,628	\$11,628	\$11,628	\$11,261	\$8,690	\$6,854	\$5,386
\$245,000	\$11,628	\$11,628	\$11,628	\$11,628	\$9,058	\$7,222	\$5,753
\$250,000	\$11,628	\$11,628	\$11,628	\$11,628	\$9,425	\$7,589	\$5,753
\$255,000	\$11,628	\$11,628	\$11,628	\$11,628	\$9,792	\$7,956	\$6,120
\$260,000	\$11,628	\$11,628	\$11,628	\$11,628	\$10,159	\$8,323	\$6,487
\$265,000	\$11,628	\$11,628	\$11,628	\$11,628	\$10,526	\$8,690	\$6,854
\$270,000	\$11,628	\$11,628	\$11,628	\$11,628	\$10,894	\$8,690	\$7,222
\$275,000	\$11,628	\$11,628	\$11,628	\$11,628	\$11,628	\$9,425	\$7,589

August 9, 2022

## MEMORANDUM

**To:** Neighborhoods, Education, Civil Rights, and Culture Committee  
**From:** Brian Goodnight, Analyst  
**Subject:** Council Bill 120398: FEPP Levy Implementation and Evaluation Plan Amendments

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On August 12, 2022, the Neighborhoods, Education, Civil Rights, and Culture Committee will discuss [Council Bill \(CB\) 120398](#) amending the Families, Education, Preschool, and Promise (FEPP) Levy's Implementation and Evaluation Plan. The bill proposes to modify elements of the Seattle Preschool Program enrollment and tuition policies, update program references and an evaluation schedule to reflect changes made in response to the pandemic, and expand the eligible uses of homelessness and housing support services funds.

This memo provides background information on the FEPP Levy and its prior amendments, summarizes each of the proposed amendments, and identifies an issue for Council consideration.

### FEPP Levy Background

In June 2018, the Council approved [Ordinance 125604](#) submitting a proposition to voters to fund education services with a property tax levy generating approximately \$619.6 million over a seven-year period. The proposition combined the activities of two expiring education levies – the 2011 Families and Education Levy and the 2014 Seattle Preschool Program Levy – into one levy, and it expanded the City's education investments to cover the first two years of college. Voters approved the proposition in November 2018 with 69 percent of voters in support. Ordinance 125604 lays out a number of priorities for levy funding and provides that education services should achieve equity in educational outcomes and the levy's goals by providing services across a continuum beginning with early learning and concluding with post-secondary opportunities. The ordinance lays out four investment areas for levy funding: Preschool and Early Learning, K-12 School and Community-Based, K-12 Health, and Seattle Promise.

Section 7 of Ordinance 125604 also provides that levy proceeds may only be spent in accordance with an Implementation and Evaluation Plan (I&E Plan) approved by ordinance, and that the I&E Plan may be amended by ordinance. Council approved the I&E Plan via [Ordinance 125807](#) in April 2019. The I&E Plan provides a substantial amount of detail with respect to the levy's four investment areas and describes the strategies that will be funded within each area. In addition, the I&E Plan also includes information on:

- investment timelines and solicitation processes;
- alignment with other City resources;

- a description of who will be served by the strategies and how services will be delivered; and
- an approach for how the investments will be evaluated.

The Council has amended the I&E Plan three times previously: [Ordinance 126067](#) in April 2020, [Ordinance 126129](#) in August 2020, and [Ordinance 126259](#) in December 2020. All previous amendments approved limited-duration addendums to the I&E Plan in response to the pandemic, and all three of the addendums have expired or are no longer in effect.

### **Summary of Proposed I&E Plan Amendments**

Consistent with the FEPP Levy ordinance from 2018 (Ordinance 125604), the Department of Education and Early Learning (DEEL) consulted with the FEPP Levy Oversight Committee (LOC) between June and September 2021 on the proposed suite of amendments to the I&E Plan. At the September 9, 2021, meeting, the LOC voted to support the amendments and submitted a letter to Council, dated May 26, 2022, documenting that support.

[Attachment 2](#) to CB 120398 contains a red-lined version of the I&E Plan and the proposed amendments. Although the amendments are scattered throughout the document, they reflect six distinct policy changes, described below. The description of these changes includes a reference to which pages of the I&E Plan would be amended to implement the change.

#### **1. Seattle Preschool Program (SPP) Modification Authority**

The first set of proposed amendments to the I&E Plan adds language to specify that DEEL has the authority to modify SPP policies, such as eligibility criteria, tuition thresholds, and participant prioritization, to align with similar county, state, and federal preschool and child care programs. In addition to identifying DEEL’s authority to make SPP policy modifications, the proposed amendments also add a requirement that DEEL provide a 60-day written notice to Council prior to any changes taking effect. The I&E Plan currently requires a 60-day written notice for other changes as well, including for changes to provider criteria or to investments in educator diversity programs.

This delegation of authority is discussed further in the Issue for Council Consideration section below.

*I&E Plan pages affected: 7, 36*

#### **2. SPP Tuition**

The existing I&E Plan provides that children in families with income up to and including 350 percent of the federal poverty level attend SPP tuition-free. Families whose income is above that threshold pay tuition based on a sliding scale (which is illustrated in Appendix 4 to the I&E Plan). As family income and federal poverty level increase, so too does a family’s tuition contribution.

The proposed amendments would modify references to federal poverty level as the income metric and would allow SPP to use alternative income metrics, such as State Median Income, to calculate the free tuition threshold and the tuition sliding scale. DEEL is proposing this change to align SPP with other preschool and child care programs, such as the City’s Child Care Assistance Program (CCAP) and Washington State’s Early Childhood Education and Assistance Program (ECEAP), that use State Median Income as their income metric.

*I&E Plan pages affected: 32, 33, 122*

### 3. SPP Eligibility

Currently, the plan allows that Seattle children are eligible for SPP if they are three years old or four years old by August 31 of the year in which they wish to enroll. The proposed amendments would add two situations in which children who turn three years old after August 31 would be eligible to enroll:

- If a child is transitioning from Early Head Start or Early ECEAP into an SPP classroom, or
- If a child with an Individualized Education Plan (IEP) is enrolling into an SPP Plus inclusion classroom.

Partner programs, such as the federal Head Start program, currently allow “young three-year-olds” (children who do not turn three until after August 31) into their programs when they turn three-years-old, rather than delaying enrollment until the next school year. Given the restrictions on SPP enrollment, if DEEL’s Head Start and ECEAP partners enroll these young three-year-olds in their programs, they must do so without SPP support. The proposed amendments would allow these children to also enroll early in SPP, thus allowing SPP funding to be blended with funding from either Head Start or ECEAP to support these students.

With regard to students with IEPs, SPP Plus offers inclusive preschool classrooms and instruction for students with and without disabilities. DEEL has piloted accepting young three-year-olds into SPP Plus classrooms and found that Seattle Public Schools (SPS), as the partner operating the SPP Plus classrooms, was able to fill unused seats and offer full-day inclusive programming to children who otherwise would not be eligible until the following school year. Early enrollment for these children increases the amount of preschool services received from approximately 10 hours per week in an SPS developmental preschool program to 30 hours per week in an SPP Plus classroom.

DEEL estimates that fewer than 10 children would have benefitted from these changes over the past two school years, indicating that the limited expansion of the program would not impose significant enrollment or financial pressures on the program.

*I&E Plan page affected: 33*

4. SPP Summer Extension

The fourth proposed amendment would modify the I&E Plan to recognize that DEEL has the authority to modify contracts with SPP providers to extend SPP into the summer months.

In spring 2021, DEEL began offering providers with contracts for the 2020-2021 school year the opportunity to conduct two additional months of preschool programming. The intent of DEEL in offering this summer extension option was to help mitigate learning loss experienced during the pandemic and its disproportionate impact on children of color. DEEL continued this summer extension option for providers in 2022 and intends to continue the practice moving forward.

Although the I&E Plan does not specifically restrict SPP to only operating during the typical school year calendar, the program was designed on the assumption of preschool being offered six hours per day, 5 days per week, for 10 months per year. The amendment would modify the I&E Plan to accurately reflect DEEL's option to extend SPP into the summer months.

According to DEEL, the extension of SPP contracts into the summer months is not expected to impact overall projected SPP expansion. (SPP is expected to serve approximately 2,500 students in the 2025-2026 school year.<sup>1</sup>) In 2022, SPP summer extension is serving almost 800 students at a cost of approximately \$2 million. DEEL believes that sufficient funding will be available on an annual basis to support this programmatic expansion.

*I&E Plan page affected: 36*

5. Preschool and Early Learning Evaluation Timeline

The fifth proposed amendment would update a table in the I&E Plan displaying the timeline for various evaluations of the FEPP Levy's preschool and early learning investments. The evaluation plan for this investment area was designed to assess outputs and short-, medium-, and long-term outcomes through three tiers of evaluation: monitoring and performance, process, and outcome and impact.

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<sup>1</sup> Table 11 on Page 35 of the I&E Plan contains the projected SPP expansion schedule.

Due to disruptions caused by the pandemic, DEEL has modified some of the timelines and evaluation milestones. Similar to the previous item, the amendment is proposed so the I&E Plan accurately reflects the modified evaluation plan.

*I&E Plan page affected: 55*

6. K-12 Homelessness and Housing Support Services Expansion

The final proposed amendment is the only amendment that falls outside of the Preschool and Early Learning investment area. The proposed amendment would expand the eligible uses of funds in the Wraparound Services strategy of the K-12 School and Community-Based investment area. Specifically, the amendment would modify investments in the Homelessness and Housing Support Services category, which are intended to provide funding assistance to help unstably housed students and families and prevent further homelessness.

Once a student is identified as being homeless or unstably housed by Seattle Public Schools, a school representative connects the student and their family with a contracted housing support service provider. The provider can then assist the student and family by providing emergency assistance funds, which are currently allowed to be used to pay for rent, housing deposits, and other housing-related expenses.

The proposed amendment would broaden the eligible uses for these emergency assistance funds to include other basic needs related to a student's housing situation that would present additional barriers to the student's ability to engage in academic activities. The examples provided in the proposed amendment are nutrition, clothing, and transportation expenses.

According to DEEL, the proposed amendment will not expand the number of students eligible for assistance nor increase the total amount of funding available per student, which is currently set at \$3,000 per family per year. Rather, expanding the eligible uses will allow those funds to be used to address the needs of unstably housed students in a more holistic manner.

*I&E Plan page affected: 77*

**Issue for Council Consideration**

1. Delegation of Authority

As described in Item 1 above, one of the amendments proposed in CB 120398 would add the following language to Page 36 of the I&E Plan: "DEEL has the authority to modify SPP policies, such as eligibility criteria, tuition thresholds, and prioritization, to

align with equivalent county, state, or federally sponsored preschool and childcare programs.”

In recent years, state and federal programs have made adjustments to their program policies, and DEEL expects that early learning programs will remain a priority and additional changes may be forthcoming. For example, the state legislature passed the [Fair Start for Kids Act](#) in 2021 ([SB 5237](#)) changing the subsidy metric for the state ECEAP program from federal poverty level to state median income. DEEL is requesting this flexibility to make policy adjustments to keep SPP in alignment with these other, similar programs as changes occur.

The proposed amendments would also make two changes to Page 7 of the I&E Plan which describes the types of changes that require approval by the Council and those that only require notification.

- First, rather than requiring Council approval for modifications to the tuition requirements for SPP as the I&E Plan currently does, the proposed amendments would require Council to approve the removal of the tuition requirement altogether. DEEL has indicated that there are no current plans to remove the tuition requirement, but they recognize that this would represent a significant policy shift for the program.
- Second, among other notice requirements, the I&E Plan currently requires DEEL to provide a 60-day written notice to the Council prior to modifying SPP’s child selection prioritization. The proposed amendments would require DEEL to provide the written notice prior to modifying any SPP policies to align with similar county, state, or federal programs.

In summary, the proposed amendments would allow the department greater flexibility to make SPP policy adjustments in a changing early learning landscape. To do this, however, would require the Council to delegate authority for certain SPP policy changes.

Options:

- A. No change. Accept the amendment as proposed.
- B. Reject the amendment as proposed to allow DEEL to modify SPP policies to align with county, state, and federal preschool and child care programs. Potentially also amend Page 7 of the I&E Plan to provide additional clarity on what aspects of the I&E Plan DEEL can amend without Council approval or notification.

cc: Esther Handy, Director  
Aly Pennucci, Deputy Director



# Families, Education, Preschool, and Promise Levy Implementation Plan Amendments

Neighborhoods, Education, Civil Rights, and Culture Committee



# FEPP Goal and Investment Areas

Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students

Preschool and Early Learning

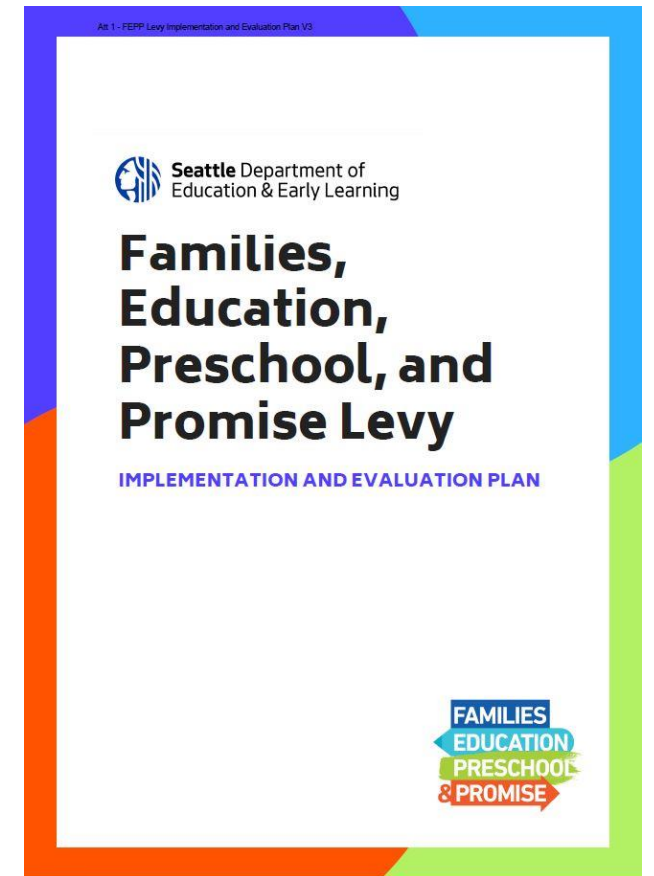
K-12 School and Community-Based

K-12 School Health

Seattle Promise

# FEPP Legislative Requirements

- [Ord 125604](#) provides that:
  - "Proceeds may be spent only in accordance with an Implementation and Evaluation Plan ("The Plan") approved by ordinance. The Plan may be amended by ordinance."
  - "Before the Executive submits to the Council the Implementation and Evaluation Plan, Partnership Agreements, or proposes any changes in Levy funding requiring Council approval by ordinance, the Executive will seek the recommendation of the Committee."
- [Ord 125807](#) adopted the FEPP Plan



# FEPP Levy Oversight Committee

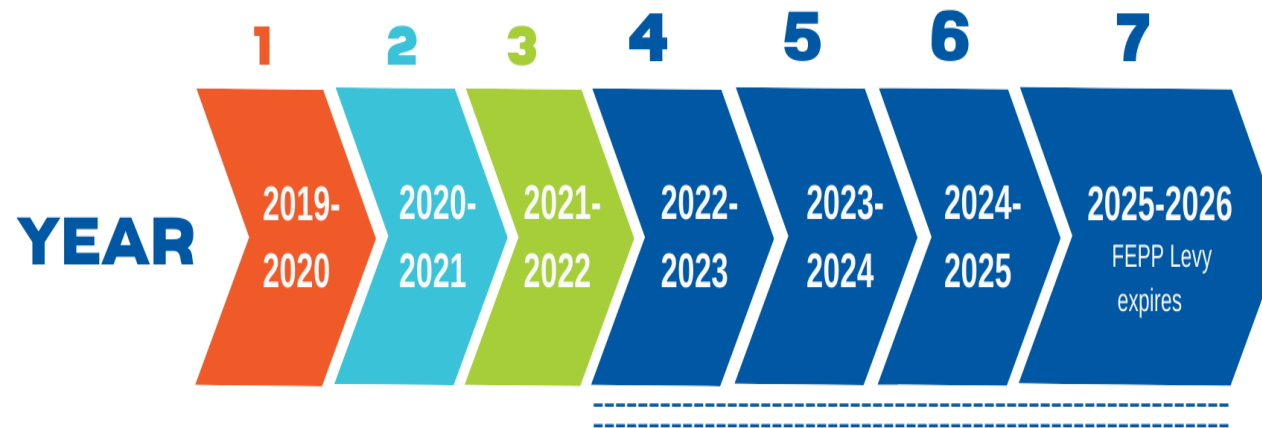
- LOC engagement spanned June-September 2021
- LOC vote occurred on September 9, 2021
- Delays in transmission to Council due to COVID-19 related DEEL staffing disruptions and briefing incoming administration on policy objectives





# Timeframe

- Council approval in September will allow for inclusion in SY 22-23 contracts (FEPP Year 4)
- All proposed amendments are for life of the levy, through SY 25-26 (FEPP Year 7)



# Proposed FEPP Amendments

1. K-12 Homelessness and Housing allowable uses of funds
2. Seattle Preschool Program (SPP) tuition metric change
3. SPP early enrollment
4. SPP policy alignment
5. SPP summer extension
6. SPP evaluation timeline update



# #1: K-12 Homelessness and Housing Supports

**Objective:** Expands the list of eligible uses of funds for K-12 HHS strategy to support basic needs such as nutrition, clothing and transportation to and from school and academic or other enrichment activities

**Current Language:** Page 77- Funding is restricted to housing-related expenses only such as “rent, housing deposits, other housing-related”

## **Rationale:**

- Addresses a recommendation from the 2021 Racial Equity Toolkit for this investment
- Increases access to funds beyond housing to support student connection to school and academic learning

# #1: K-12 Homelessness and Housing Supports

## DEEL Analysis

- Students experiencing housing instability have multiple barriers to learning
- Priority for use of funds will remain to help unstably housed students and prevent further homelessness
- Not intended to supplant existing social services resources
- All families who receive HHS services could benefit from this change
- 93 households have been served since 2020; 95% of participants are BIPOC
- No projected change in number of families served due to this amendment
- No requested budget changes



# #2: SPP Tuition Metric Change

**Objective:** Adds language regarding “income equivalence” with 350% of Federal Poverty Level (FPL) and “alternative metric[s], such as State Median Income;” Clarifies changes requiring Council approval.

## Current Language:

- Page 7- Requires Council approval for modifications to SPP tuition requirement with one exception
- Page 32- Specifics 350% FPL as income threshold for free preschool
- Page 122- Restates 350% FPL threshold and includes an example tuition sliding scale table

## Rationale:

- Bring DEEL programs into alignment with WA state early learning childcare programs and forthcoming King County Best Starts for Kids childcare subsidy (State Median Income)
- Satisfy requirement that modifications to SPP tuition requirements be approved by ordinance
- Increase operational efficiency within DEEL

# #2: SPP Tuition Metric Change

## DEEL Analysis

- No adverse impact to families
- FEPP Plan specifies that SPP is free for families at/below 350% FPL
- Identified 94% SMI as equivalent to 351% FPL
- In SY 20-21, 73% of SPP families paid no tuition
  - 86% of whom were BIPOC
- Projected 5% reduction in revenue under the SMI income thresholds (or ~\$100K annually)



# #2: SPP Tuition Metric Change

Metric change did not change proportion of BIPOC-SPP participants benefiting from free tuition.

Seattle Preschool Program: Subsidized Tuition by Race/Ethnicity				
	SY 20-21*		SY 21-22**	
	BIPOC	Total	BIPOC	Total
Fully Subsidized Tuition	1057 (86%)	1233	1226 (86%)	1427
Partially Subsidized Tuition	222 (51%)	433	272 (51%)	535
<b>Total</b>	<b>1278 (77%)</b>	1665	<b>1498 (76%)</b>	1962

\*SY 20-21: Tuition fully subsidized below 350% FPL; 350% +FPL families paid tuition on a sliding scale

\*\*SY 21-22: Tuition fully subsidized below 94% SMI; 94%+ SMI tuition paid on a sliding scale

# #3: SPP Early Enrollment

**Objective:** Allow children to enroll in SPP on third birthday instead of waiting until the next school year:

- If they have an Individualized Education Plan (IEP) or receive special education services (SPS-SPP Plus)
- If they are enrolled in HeadStart and Early Childhood Education and Assistance Program (ECEAP)

**Current Language:** Page 32- Children must be three-years-old by August 31 to enroll in SPP

## **Rationale:**

- Increases access to specialized and integrated education
- Increases hours of preschool for students with IEPs
- Supports seamless transitions for students and aligns with other publicly funded early learning programs

# #3: SPP Early Enrollment- IEPs

## DEEL Analysis

- All children transitioning to SPP as a result of this policy change will receive free tuition (IDEA funds); No cost impact
- Early intervention with high-quality, inclusive education is shown to decrease participation in special education in K-12
- As of September 2021, among 32 students with IEPs served by SPP Plus the majority are white (34%), male (72%), and four-years-old (91%)

## SPP Plus Enrollment Data as of September 2021

Race/ Ethnicity	Count	Percent
Asian	3	9%
Black/African-American	6	19%
Hispanic/Latino	7	22%
North African/Middle Eastern	1	3%
Two or more races	4	13%
White	11	34%
<b>Gender</b>		
Female	9	28%
Male	23	72%
<b>Age</b>		
Three	3	9%
Four	29	91%

# #3: SPP Early Enrollment- HeadStart/ECEAP

## DEEL Analysis

- Cost per student for children enrolled in SPP through this policy change is lower than for typical SPP participant; No budget impact
- HeadStart/ECEAP children are majority BIPOC (82%), female (54%), and four-years-old (61%)

## Head Start/ECEAP Enrollment Data as of June 2022

Race/ Ethnicity	Count	Percent
Asian	75	16%
Black/African-American	240	52%
Hispanic/Latino	71	15%
North African/Middle Eastern	9	2%
Two or more races	27	6%
White	38	8%
<b>Gender</b>		
Female	249	54%
Male	211	46%
<b>Age</b>		
Two	1	<1%
Three	177	38%
Four	284	61%

# #4: SPP Policy Alignment

**Objective:** Gives DEEL authority to modify SPP policies to align to county, state, or federal childcare and preschool programs; Adds 60-day Council notification requirement

## Current Language:

- Page 7- Reporting requirement restricted to changes to child selection prioritization

## Rationale:

- Early education is a policy priority at local, state, and federal levels
- Policy changes occurred in 2021, and are likely at various levels through 2026
- Minimize disruption to providers and families
- Maintains requirement to seek Council approval if SPP tuition were to be removed

# #5: SPP Summer Extension

**Objective:** Amend the Plan to include mention of SPP Summer Extension program

**Current Language:** The Plan does not currently contemplate SPP occurring in summer

## **Rationale:**

- Sustains a COVID-19 innovation to address impacts on child development and academic proficiency
- Support families with continuity of programming and subsidized tuition
- Support providers with two additional months of basepay, teacher pay, and family support services
- Ensure Plan is an accurate public record of FEPP implementation



# #5: SPP Summer Extension

## DEEL Analysis

- After two summers of implementation, shown to be popular among providers and families
- More than 50 participating providers
- Over 800 children served annually
  - 75%+ quality for free tuition
  - 75%+ BIPOC)
- Estimated annual cost of \$2M; No new resource needed

SPP Summer Enrollment Data Summary		
	2021	2022
<b>Fully Subsidized Tuition</b>	722 (78%)	634 (75%)
<b>BIPOC</b>	748 (80%)	643 (75%)
<b>Total</b>	<b>925</b>	<b>844</b>

# #6: SPP Evaluation Schedule

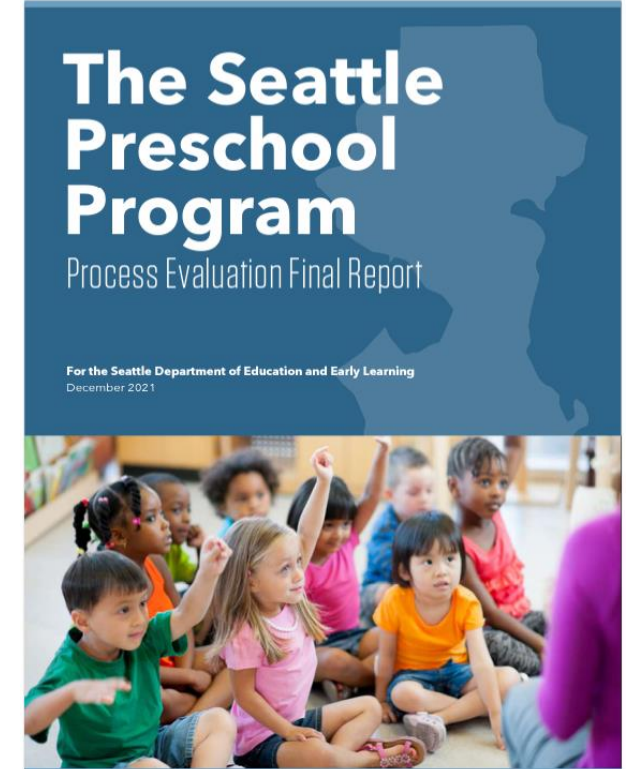
**Objective:** Update the Early Learning evaluation schedule to reflect modifications made due to COVID-19 disruptions:

- Number of process evaluations reduced from 4 to 3
- External impact evaluations shifted from Years 2, 4, and 6 to Years 3, 5, and 6

**Current Language:** Page 55, Table 13

**Rationale:**

- Ensure Plan is an accurate public record of FEPP implementation





# Thank you & Questions

*Image: Seattle Preschool Program at Rising Star Elementary*



Legislation Text

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File #: CB 120399, Version: 1

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CITY OF SEATTLE

ORDINANCE \_\_\_\_\_

COUNCIL BILL \_\_\_\_\_

AN ORDINANCE relating to limited services pregnancy centers; prohibiting false and misleading advertising by limited services pregnancy centers; and adding a new Chapter 7.32 to the Seattle Municipal Code. WHEREAS, on June 24, 2022, the U.S. Supreme Court issued a decision in *Dobbs v. Jackson Women's Health*

*Organization* (No. 19-1392) overruling the constitutional right to an abortion established by *Roe v. Wade*, 410 U.S. 113, and *Planned Parenthood of Southeastern Pa. v. Casey*, 505 U.S. 833, and repudiating a constitutional right to privacy; and

WHEREAS, the majority opinion in *Dobbs* returns the issue of whether and to what extent to provide access to abortion to the states; and

WHEREAS, *The New York Times* estimates that after the *Dobbs* decision, with current and likely trigger laws banning abortions in up to 24 states, as many as 17 million persons capable of being pregnant would not have access to local abortion services; and

WHEREAS, the Guttmacher Institute has projected that after *Dobbs*, Washington State will see a 385 percent increase in persons traveling to the state to seek abortion services; and

WHEREAS, through Chapter 65, Laws of 2022, the State amended Revised Code of Washington (RCW) 9.02.120, declaring: "The state shall not penalize, prosecute, or otherwise take adverse action against an individual based on their actual, potential, perceived, or alleged pregnancy outcomes"; and

WHEREAS, clinics that seek to counsel clients against abortion have become common throughout Washington, with over 50 of them currently in operation, which is almost twice the number of full-service

reproductive health clinics. These clinics are often referred to as limited service pregnancy centers (LSPCs); and

WHEREAS, many studies and research efforts, including a July 2022 consumer advisory warning issued by Massachusetts Attorney General Maura Healey, have found that LSPCs provided false or misleading medical information. In June 2022 LSPC counselors in Texas told an NBC news team working undercover that abortions caused mental illness and implied that abortions could cause cancer and infertility; and

WHEREAS, in 2018 the King County Board of Health adopted Regulation No. 18-05, regulating the disclosure of information by LSPCs, requiring these facilities to publish on site and at their websites a notice stating, “This facility is not a health care facility.” However, an LSPC can subvert the intent of this regulation without making any change to the services it offers by hiring a staff member or members who are State-licensed, -certified, or otherwise authorized health care providers; and

WHEREAS, LSPCs often change their names, making it difficult for potential clients to do online research and find reviews of their services; and

WHEREAS, in 1984 The City of Seattle and King County entered into an interlocal agreement that outlined the administration, structure, and funding of a combined City and County Health Department, which was then called the Public Health Department and is now known as Public Health - Seattle & King County; and

WHEREAS, Ordinance 123668, establishing the 2011 interlocal agreement regarding Public Health - Seattle & King County, states, “The City has fiduciary and policy responsibility over its own financial contribution and strong and direct influence on overall policies of the Department which impact public health assessment and services in the City”; and

WHEREAS, restricting and/or denying access to abortion services will have a disproportionate impact on poor communities and Black, Indigenous, or people of color (BIPOC) communities; and

WHEREAS, the City recognizes that everyone has a fundamental right to bodily autonomy including transgender and gender diverse communities; and

WHEREAS, the City recognizes that transgender and gender diverse people with the capacity to become pregnant face increased barriers and stigma when accessing abortion services; and

WHEREAS, The City of Seattle values being an open, welcoming, and inclusive city of opportunity for all its residents, workers, and visitors; NOW, THEREFORE,

**BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:**

Section 1. A new Chapter 7.32 is added to the Seattle Municipal Code as follows:

**Chapter 7.32 LIMITED SERVICES PREGNANCY CENTERS**

**7.32.010 Findings**

The City Council makes the following findings of fact and declarations:

A. The Reproductive Privacy Act, which was initiated by the people of Washington in 1991, affirms the fundamental right of persons in Washington to privacy with respect to personal reproductive decisions and proscribes the authority of the state to deny or interfere “with a pregnant individual’s right to choose or refuse to have an abortion.”

B. Many people have deeply held religious and moral beliefs both supporting and opposing abortion, and the City respects the right of individuals to express and promote such beliefs.

C. When an individual considers termination of a pregnancy, time is a critical factor. Delays in deciding to terminate a pregnancy may mean that a less invasive option is no longer available or that the option to terminate a pregnancy is no longer available.

D. Although some limited service pregnancy centers (LSPCs) are licensed to provide various medical services to pregnant women, most LSPCs are not licensed medical clinics.

E. Facilities that are not medical clinics are not obligated to follow privacy standards such as exist under the Health Insurance Portability and Accountability Act (HIPAA) of 1996, meaning that any personal

information LSPCs gather about clients could be used as evidence in civil or criminal cases about those who seek or facilitate access to reproductive health care services or the providers who offer these services.

F. Some LSPCs openly acknowledge, in their advertising and their facilities, that they do not provide abortions or emergency contraception or refer clients to other providers of such services. Some of these same LSPCs also openly acknowledge that they believe abortion is morally wrong. Many LSPCs, however, seek to mislead women contemplating abortion into believing that their facilities offer abortion services and unbiased counseling.

G. A recent study concluded that the majority (60 percent) of LSPCs in Washington make false and/or biased claims on their websites.

H. Over half (51 percent) of LSPCs in Washington promote “abortion pill reversal,” a procedure that the American College of Obstetricians and Gynecologists calls “unethical” and “not based on science.”

I. LSPCs often purchase "pay per click" ads on online search services such as Google for terms such as "abortion," so that persons searching for abortion services will see a link and advertisement for the LSPC at the top of the results page. In addition, many LSPCs advertise on billboards, mass-transit facilities, and through websites.

J. Most clients do not come to LSPCs as a result of a referral from a medical professional. Clients seeking information regarding options to terminate a pregnancy commonly are experiencing emotional and physical stress and are therefore especially susceptible to false or misleading elements in advertising by LSPCs. These circumstances raise the need for regulation that is more protective of potential consumers of pregnancy center services.

K. Of LSPCs in Washington, 100 percent do not provide contraception, 98 percent do not provide well-person care, 95 percent do not provide prenatal care, and 49 percent do not provide referrals to prenatal care.

L. Because of the time-sensitive nature of the decision to terminate a pregnancy, false and misleading advertising by clinics that do not offer or refer clients for abortion or emergency contraception is of special

concern to the City. When an individual is misled into believing that a clinic offers services that it does not in fact offer, that individual loses time crucial to the decision whether to terminate a pregnancy. Under these same circumstances a client may also lose the option to choose a particular procedure, or to terminate the pregnancy at all.

M. The City respects the right of limited services pregnancy centers to counsel against abortions, if the centers are otherwise operating in compliance with this Chapter 7.32, and the City does not intend by this Chapter 7.32 to regulate, limit, or curtail such advocacy.

### **7.32.020 Scope and purpose**

This Chapter 7.32 applies to all limited service pregnancy centers that operate within The City of Seattle. This Chapter 7.32 is an exercise of the City’s police power for the protection of the health, safety, and welfare of individuals seeking access to comprehensive reproductive care and is not intended to create, establish, or designate any particular class or group of persons who will be especially protected or benefited by its terms.

### **7.32.030 Definitions**

For the purposes of this Chapter 7.32:

“Abortion” means the termination of a pregnancy for purposes other than producing a live birth. This term includes, but is not limited to, a termination using pharmacological agents.

“Client” means an individual who is inquiring about or seeking services at a pregnancy services center, or who has already inquired about or sought such services.

“Clinical laboratory services” means the microbiological, serological, chemical, hematological, biophysical, cytological, and/or pathological examination of materials derived from the human body, for purposes of obtaining diagnostic information.

“Department” means the Department of Finance and Administrative Services, or successor entity, or designee.

“Director” means the Director of Finance and Administrative Services, or successor entity, or designee.



“Emergency contraception” means one or more prescription drugs (1) used separately or in combination, (a) to prevent pregnancy, (b) when administered to or self-administered by a patient, (c) within a medically recommended amount of time after sexual intercourse; (2) dispensed for that purpose in accordance with professional standards of practice.

“Health information” means any oral or written information in any form or medium that relates to health insurance and/or the past, present, or future mental or physical health or condition of a client.

“Limited services pregnancy center” or “LSPC” means a pregnancy services center that does not directly provide abortions or provide referrals to clients for abortions and/or does not directly provide referrals to clients for emergency contraception.

“Pregnancy services center” means a facility, licensed or otherwise, and including mobile facilities, the primary purpose of which is to provide services to individuals who are or who may be pregnant, that either (1) offers obstetric ultrasounds, obstetric sonograms, and/or prenatal care to pregnant individuals or (2) has the appearance of a medical facility. A pregnancy services center has the appearance of a medical facility if two or more of the following factors are present:

1. The facility offers pregnancy testing and/or pregnancy diagnosis;
2. The facility has staff or volunteers who wear medical attire or uniforms;
3. The facility contains one or more examination tables;
4. The facility contains a private or semi-private room or area containing supplies and/or medical instruments;
5. The facility has staff or volunteers who collect health information from clients; or
6. The facility is located on the same premises as a state-licensed medical facility or provider or shares facility space with a state-licensed medical provider. For purposes of this definition,

“Premises” means land and improvements or appurtenances or any part thereof.

“Prenatal care” means services consisting of physical examination, pelvic examination, or clinical

laboratory services provided to an individual during pregnancy.

#### **7.32.040 Violations**

A. It is unlawful for any LSPC, with intent directly or indirectly to perform pregnancy-related services (professional or otherwise), including but not limited to prenatal care, to make or disseminate or cause to be made or disseminated before the public in the City, or to make or disseminate or cause to be made or disseminated from the City before the public anywhere, in any newspaper or other publication, or any advertising device or in any other manner or means whatever, including over the internet, any statement, concerning those services, professional or otherwise, or concerning any circumstance or matter of/act connected with the proposed performance or disposition thereof which is untrue or misleading, whether by statement or omission, that the LSPC knows or which by the exercise of reasonable care should know to be untrue or misleading.

B. It is unlawful for any limited services pregnancy center, with intent directly or indirectly to perform pregnancy-related services (professional or otherwise), including but not limited to prenatal care, to make or disseminate or cause to be so made or disseminated any such statement identified in subsection 7.32.040.A as part of a plan or scheme with the intent not to perform the services expressly or impliedly offered, as advertised.

#### **7.32.050 Enforcement and rulemaking**

The Director may adopt rules pursuant to Chapter 3.02 to implement the provisions of this Chapter 7.32. The Director is authorized to enforce, promulgate, revise, or rescind rules deemed necessary, appropriate, or convenient to administer the provisions of this Chapter 7.32, providing affected entities with due process of law and in conformity with the intent and purpose of this Chapter 7.32.

#### **7.32.060 Enforcement - Notice of violation**

A. Investigation and notice of violation from the Director

1. The Director is authorized to investigate any LSPC that the Director reasonably believes has

not complied with the provisions of subsection 7.32.040.A.

2. If, after investigation, the Director determines that any provisions of subsection 7.32.040.A have been violated, the Director may issue a notice of violation to the LSPC responsible for the violation.

3. The notice of violation shall state (1) the provision or provisions violated and (2) necessary corrective action and the compliance due date.

4. The notice of violation shall be served upon the LSPC by personal service or regular first-class mail addressed to the last known address for the LSPC.

5. Nothing in this Section 7.32.060 limits or precludes any action or proceeding to enforce this Chapter 7.32, and nothing obligates or requires the Director to issue a notice of violation prior to the imposition of civil penalties.

6. Unless a request for review before the Director is made in accordance with subsection 7.32.060.B, the notice of violation shall become the final order of the Director.

#### B. Review by the Director

1. Any LSPC aggrieved by a notice of violation issued by the Director pursuant to subsection 7.32.060.A may obtain a review of the notice by requesting such review in writing within ten business days of the date of the notice. When the last day of the period so computed is a Saturday, Sunday, federal, or City holiday, the period shall run until 5 p.m. on the next business day. Within 15 business days of the request for review, the aggrieved LSPC may submit additional information in the form of written material to the Director for consideration as part of the review.

2. The review will be made by a representative of the Director who is familiar with the case and the applicable law. The Director's representative will review all additional written materials received by the deadline for submission of information. The reviewer may also request clarification of information received. After review of the additional information, the Director may:

a. Sustain the notice of violation;

- b. Withdraw the notice of violation; or
- c. Continue the review to a date certain for receipt of additional information.

3. The Director shall issue an order of the Director containing the decision and shall cause the same to be mailed by first-class mail to the LSPC requesting the review.

4. The Director may grant an extension of time for compliance with any notice or order, whether pending or final, upon the Director's finding that substantial progress toward compliance has been made and that the public will not be adversely affected by the extension. An extension of time may be revoked by the Director if it is shown the conditions at the time the extension was granted have changed, the Director determines a party is not performing corrective actions as agreed, or if the extension creates an adverse effect on the public. The date of revocation shall then be considered the compliance date.

#### C. Penalties

1. In addition to any other sanction or remediable procedure that may be available, any LSPC violating or failing to comply with any provision of subsection 7.32.040.A shall be subject to the following penalties:

- a. \$500 per day for each violation for the first ten days; and
- b. \$1000 per day for each violation for each day beyond ten days of non-compliance until compliance is achieved.

2. In cases where the Director has issued a notice of violation or order of the Director, the violation will be deemed to begin, for purposes of determining the number of days in violation, on the date that compliance is required on the notice of violation or order of the Director.

3. Civil actions to enforce subsection 7.32.040.A shall be brought in the Seattle Municipal Court, except as otherwise required by law or court rule. The Director shall request in writing that the City Attorney take enforcement action. The City Attorney shall, with the assistance of the Director, take appropriate action to enforce subsection 7.32.040.A. In any civil action for a penalty, the City has the burden of proving by

a preponderance of the evidence that a violation exists or existed. The issuance of a notice of violation or an order following a review by the Director is not itself evidence that a violation exists.

4. Final decisions of the Seattle Municipal Court on enforcement actions authorized by Section 7.32.060 may be appealed pursuant to the Rules for Appeal of Courts of Limited Jurisdiction.

#### **7.32.070 Enforcement and penalties - Civil citation**

A. The Director is authorized to investigate any LSPC that the Director reasonably believes has not complied with the provisions of subsection 7.32.040.B.

B. If, after investigation, the Director determines that any provisions of subsection 7.32.040.B have been violated, the Director may issue a civil citation to the LSPC responsible for the violation.

C. The civil citation shall include the following information: (1) the name and address of the LSPC to whom the citation is issued; (2) the address of the LSPC involving the violation; (3) a separate statement of each provision violated; (4) the date of the violation; (5) a statement that the LSPC cited must respond to the civil citation within 15 business days after service; (6) a space for entry of the applicable penalty; (7) a statement that a response must be sent to the Hearing Examiner and received not later than 5 p.m. on the day the response is due; (8) contact information for the Hearing Examiner where the citation is to be filed; (9) a statement that the citation represents a determination that a violation has been committed by the LSPC named in the citation and that the determination shall be final unless contested as provided in this Chapter 7.32; and (10) a certified statement of the Director's representative issuing the citation, authorized by RCW 5.50.050, setting forth facts supporting issuance of the citation.

D. The citation shall be served by first-class mail, addressed to the LSPC responsible for the violation. Service shall be deemed complete three days after the mailing. If a citation sent by first class mail is returned as undeliverable, service may be made by posting the citation at a conspicuous place on the property where the violation occurred and service shall be complete on the date of posting. The citation may also be served in person.

E. Response to citations

1. An LSPC cited must respond to the citation in one of the following ways:

a. Paying the amount of the monetary penalty specified in the citation, in which case the record shall show a finding that the LSPC cited committed the violation; or

b. Requesting in writing a mitigation hearing to explain the circumstances surrounding the commission of the violation and providing an address to which notice of such hearing may be sent; or

c. Requesting in writing a contested hearing specifying the reason why the cited violation did not occur or why the LSPC cited is not responsible for the violation, and providing an address to which notice of such hearing may be sent.

2. A response to a citation must be received by the Office of the Hearing Examiner no later than 15 calendar days after the date the citation is served. When the last day of the appeal period so computed is a Saturday, Sunday, or federal or City holiday, the period shall run until 5 p.m. on the next business day.

3. If an LSPC fails to respond to a citation within 15 calendar days of service, the citation and monetary penalty shall be the final order of the Director.

F. Hearings

1. Mitigation hearings

a. If a mitigation hearing is requested, the mitigation hearing shall be held within 30 calendar days after written response to the citation requesting such hearing is received by the Hearing Examiner. Notice of the time, place, and date of the hearing shall be sent to the address specified in the request for hearing not less than ten calendar days prior to the date of the hearing.

b. The Hearing Examiner shall hold an informal hearing that shall not be governed by the Rules of Evidence. The LSPC cited may present witnesses, but witnesses may not be compelled to attend. A representative from the Department may also be present and may present additional information, but attendance by a representative from the Department is not required.

c. The Hearing Examiner shall determine whether the cited LSPC's explanation justifies reduction of the monetary penalty. Factors that may be considered in whether to reduce the penalty include whether the violation was caused by the act, neglect, or abuse of another or whether compliance was prevented by a condition or circumstance beyond the control of the LSPC cited.

d. After hearing the explanation of the LSPC cited and any other information presented at the hearing, the Hearing Examiner shall enter an order finding that the LSPC cited committed the violation and assessing a monetary penalty in an amount determined pursuant to subsection 7.32.070.G. The Hearing Examiner's decision is the final decision of the City on the matter.

## 2. Contested hearings

a. Date and notice. If an LSPC requests a contested hearing, the hearing shall be held within 60 calendar days after the written response to the citation requesting such hearing is received.

b. Contested hearings shall be conducted pursuant to the procedures for hearing contested cases contained in Section 3.02.090 and the rules adopted by the Hearing Examiner for hearing contested cases, except as modified by this Section 7.32.070. The issues heard at the hearing shall be limited to those that are raised in writing in the response to the citation and that are within the jurisdiction of the Hearing Examiner. The Hearing Examiner may issue subpoenas for the attendance of witnesses and the production of documents.

c. No citation shall be deemed insufficient for failure to contain a detailed statement of the facts constituting the specific violation which the LSPC cited is alleged to have committed or by reason of defects or imperfections, provided such lack of detail, or defects or imperfections do not prejudice substantial rights of the LSPC cited.

d. A citation may be amended prior to the conclusion of the hearing to conform to the evidence presented if substantial rights of the LSPC cited are not thereby prejudiced.

e. The certified statement or declaration authorized by RCW 5.50.050 shall be prima

facie evidence that a violation occurred and that the LSPC cited is responsible. The certified statement or declaration authorized under RCW 5.50.050 and any other evidence accompanying the report shall be admissible without further evidentiary foundation. Any certifications or declarations authorized under RCW 5.50.050 shall also be admissible without further evidentiary foundation. The LSPC cited may rebut the Department of Finance and Administrative Services' evidence and establish that the cited violation(s) did not occur or that the LSPC contesting the citation is not responsible for the violation.

f. If the citation is sustained at the hearing, the Hearing Examiner shall enter an order finding that the LSPC cited committed the violation and impose the applicable penalty pursuant to subsection 7.32.070.G. The Hearing Examiner may reduce the monetary penalty in accordance with the mitigation provisions in subsection 7.32.070.F.1.c. If the Hearing Examiner determines that the violation did not occur, the Hearing Examiner shall enter an order dismissing the citation.

g. Final decision. The Hearing Examiner's decision is the final decision of the City.

3. Failure to appear for a requested hearing will result in an order being entered finding that the LSPC cited committed the violation stated in the citation and assessing the penalty specified in the citation. For good cause shown and upon terms the Hearing Examiner deems just, the Hearing Examiner may set aside an order entered upon a failure to appear and schedule a new contested hearing date.

#### G. Citation penalties

1. The first time an LSPC is found to have violated one of the provisions referenced in subsection 7.32.040.B the LSPC shall be subject to a penalty of \$500. The Director may, in an exercise of discretion, issue a warning to the LSPC responsible for the violation if that LSPC has not been previously warned or cited for violating this Chapter 7.32.

2. Any second or subsequent time an LSPC is found to have violated one of the provisions referenced in subsection 7.32.040.B within a five-year period, the LSPC shall be subject to a penalty of \$1,000 for each subsequent violation.



3. If the LSPC cited fails to pay a penalty imposed pursuant to this subsection 7.32.080.G, the penalty may be referred to a collection agency. The cost to the City for the collection services will be assessed as costs, at the rate agreed to between the City and the collection agency, and added to the penalty.

Alternatively, the City may pursue collection in any other manner allowed by law.

4. Each day an LSPC violates or fails to comply with one of the provisions referenced in Section 7.32.040, may be considered a separate violation for which a civil citation may be issued.

**7.32.080 Alternative criminal penalty**

Any LSPC that violates or fails to comply with any of the provisions in this Chapter 7.32 and that has had at least two or more citations, or two or more notices of violation issued against them for violating this Chapter 7.32, within the past three years from the date the criminal charge is filed shall be guilty of a misdemeanor subject to the provisions of Chapters 12A.02 and 12A.04, except that absolute liability shall be imposed for such a violation or failure to comply and none of the mental states described in Section 12A.04.030 need be proved. The Director may request the City Attorney prosecute such violations criminally as an alternative to the citation and notice of violation procedures outlined in this Chapter 7.32.

**7.32.090 Additional relief**

The Director may seek legal or equitable relief to enjoin any acts or practices when necessary to achieve compliance.

Section 2. This ordinance shall take effect and be in force 30 days after its approval by the Mayor, but if not approved and returned by the Mayor within ten days after presentation, it shall take effect as provided by Seattle Municipal Code Section 1.04.020.

Passed by the City Council the \_\_\_\_\_ day of \_\_\_\_\_, 2022, and signed by me in open session in authentication of its passage this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
President \_\_\_\_\_ of the City Council

Approved / returned unsigned / vetoed this \_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
Bruce A. Harrell, Mayor

Filed by me this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
Elizabeth M. Adkisson, Interim City Clerk

(Seal)

Attachments:

## SUMMARY and FISCAL NOTE\*

<b>Department:</b>	<b>Dept. Contact/Phone:</b>	<b>CBO Contact/Phone:</b>
LEG	Ann Gorman / 4-8049	N/A

*\* Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.*

### **1. BILL SUMMARY**

**Legislation Title:** AN ORDINANCE relating to limited services pregnancy centers; prohibiting false and misleading advertising by limited services pregnancy centers; and adding a new Chapter 7.32 to the Seattle Municipal Code.

**Summary and Background of the Legislation:** This ordinance would define “limited services pregnancy centers” in the Seattle Municipal Code (SMC) and make applicable to these centers specific prohibitions against false advertising, the making of false statements, and statements of omission with respect to the provision of pregnancy-related services. It would allow for enforcement of violations either via notice of violation or civil citation.

### **2. CAPITAL IMPROVEMENT PROGRAM**

**Does this legislation create, fund, or amend a CIP Project?**                     Yes  No

### **3. SUMMARY OF FINANCIAL IMPLICATIONS**

**Does this legislation amend the Adopted Budget?**                                     Yes  No

**Does the legislation have other financial impacts to The City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?**

This legislation may require increased outreach efforts and staff training on this topic, as well as resources to inform community about the false-advertising provisions. The Department of Finance and Administrative Services (FAS) would investigate potential violations, levy and collect penalties, and administer the appeals process. Without additional funding, FAS would have to absorb these efforts with their current capacity, which may require deprioritizing one or more current bodies of enforcement work. FAS may also incur additional costs related to incorporating the new penalties into the Seattle License Information System (SLIM).

**Are there financial costs or other impacts of *not* implementing the legislation?** No.

#### 4. OTHER IMPLICATIONS

- a. **Does this legislation affect any departments besides the originating department?**  
The legislation primarily affects the Department of Finance and Administrative Services, who would investigate violations of the bill's provisions and provide enforcement as needed. The bill also provides for appeals of a civil citation to be heard by the Hearing Examiner and for potential prosecution of violations by the City Attorney's Office.
- b. **Is a public hearing required for this legislation?** No.
- c. **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?** No.
- d. **Does this legislation affect a piece of property?** No.
- e. **Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged communities?** Limited service pregnancy centers often use advertising that targets people of color. These centers may also advertise that their services are provided free of charge, an offer that targets individuals who are economically disenfranchised. In general, the recent rollback of the right to abortion by the Supreme Court greatly impacts vulnerable and historically disadvantaged communities, including Black, Indigenous, and Latinx individuals. Ensuring that Seattle's anti-discrimination laws protect individuals in Seattle no matter their actual, potential, perceived, or alleged pregnancy outcomes will benefit those individuals, among many others.

**What is the Language Access plan for any communications to the public?** There is currently no language access plan.

- f. **Climate Change Implications**
- 1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?** No.
  - 2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle's resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.** This legislation has no impact on climate change resiliency.
- g. **If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program's desired goal(s)?** This legislation does not contemplate a new initiative or major programmatic expansion.

**Summary Attachments:**

None.

# DESIGNED to DECEIVE

A STUDY OF THE **CRISIS PREGNANCY CENTER INDUSTRY** IN NINE STATES

ALASKA

CALIFORNIA

IDAHO

MINNESOTA

MONTANA

NEW MEXICO

OREGON

PENNSYLVANIA

WASHINGTON

*the*  
**ALLIANCE**

**STATE ADVOCATES**  
FOR WOMEN'S RIGHTS  
& GENDER EQUALITY

▶ [alliancestateadvocates.org](https://alliancestateadvocates.org)

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## ABOUT THE ALLIANCE

The Alliance: State Advocates for Women's Rights and Gender Equality ("The Alliance") is a collaboration of state-based law and policy centers working across the country to advance gender equality at the intersection of reproductive rights, economic justice, LGBTQ+ equality, and gender-based violence:

**GENDER JUSTICE** | Minnesota

**LEGAL VOICE** | Washington, Oregon, Montana, Idaho, Alaska

**SOUTHWEST WOMEN'S LAW CENTER** | New Mexico

**WOMEN'S LAW PROJECT** | Pennsylvania

The Alliance law centers advance proactive policies and litigation at the federal, state and local levels, leveraging state constitutions, opportunities, and causes of action. Our work is intersectional, and we are committed to explicitly and proactively grounding it in racial equity. We strive to center and amplify the voices of those most marginalized and work in and with diverse grassroots and client communities seeking equity and justice.

A centerpiece of the Alliance collaboration is our work to ensure equitable access to evidence-based reproductive health care and to secure transparency and accountability in government-funded programs for pregnant people. To that end, the Alliance has partnered with California Women's Law Center and researchers across the country to examine the expanding network of crisis pregnancy centers (CPCs), which are anti-abortion organizations that undermine the reproductive autonomy of vulnerable pregnant people while purporting to assist them.

## ACKNOWLEDGMENTS

### *CPC Report Team:*

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*The CPC Report Team extends our immense thanks the researchers, advocates, and provider who offered invaluable input in the development of this report:* Anna Bean; Alexandra DelValle, MPH; Laura E. Dodge, ScD, MPH; Liza Fuentes, DPH, MPH; Kate Hannaher, JD; Subasri Narasimhan, PhD; Lisa Perriera, MD, MPH; Shayla Walker

**Design:** Tarsha Rockowitz | [trockdesign.com](http://trockdesign.com)

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THIS REPORT MAY BE REPRODUCED IN WHOLE OR IN PART WITHOUT FEES OR PERMISSION, PROVIDED THAT ACKNOWLEDGMENT IS MADE TO THE ALLIANCE: STATE ADVOCATES FOR WOMEN'S RIGHTS & GENDER EQUALITY.

This report and additional online content are available at [alliancestateadvocates.org](http://alliancestateadvocates.org)

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**A NOTE ON LANGUAGE:** The Alliance recognizes that people of all gender identities experience pregnancy and need access to comprehensive evidence-based reproductive health care. We use gender-inclusive language throughout this report except when referencing research and data that focuses on women exclusively, and laws that are written and interpreted based on binary gender concepts and use binary language.



# Executive Summary

**CRISIS PREGNANCY CENTERS (CPCS) ARE ANTI-ABORTION ORGANIZATIONS THAT SEEK TO REACH LOW-INCOME PEOPLE FACING UNINTENDED PREGNANCIES TO PREVENT THEM FROM ACCESSING ABORTION AND CONTRACEPTION.** CPCs advance this mission by using deceptive and coercive tactics and medical disinformation, and misleadingly presenting themselves as medical facilities. The modern CPC industry, a well-resourced arm of the global anti-abortion movement, is rapidly expanding while evading public accountability, despite increasing reliance on public funds.

## *Context for this Study*

We live in the most hostile era for reproductive freedom in decades. The anti-abortion movement's two primary strategies — passing abortion bans<sup>1</sup> and contraception restrictions and expanding crisis pregnancy center networks with taxpayer money<sup>2</sup> — are simultaneously reaching peak, unprecedented levels. As of this writing, the U.S. Supreme Court has allowed Texas Senate Bill 8 to become law in Texas, effectively undermining *Roe* by establishing a vigilante system wherein private individuals are deputized, and financially incentivized, to enforce the law by suing friends, neighbors, and strangers. This radical law positions Texas CPCs — supported by state funding that has increased twentyfold since 2006<sup>3</sup> — to play a central role in the surveillance of pregnant people.

While severe legislative restrictions such as Senate Bill 8 make headlines, the modernized, proliferating, and mostly evangelical CPC industry's critical role in the anti-abortion, anti-LGBTQ+ movement — and effect on the health of pregnant people — is relatively obscured from public view. Modern CPCs are plugged into the global anti-abortion movement's sophisticated digital infrastructure, which facilitates expansion, client surveillance, and systemic, coordinated promotion of anti-abortion disinformation.

Investment of public money in CPCs is escalating, especially in the states, with virtually no government oversight, accountability, or transparency.<sup>4</sup> Investigations into publicly-funded CPCs by advocates and watchdog groups have found evidence of misuse, waste, and potential skimming of funds in multiple states, including Florida,<sup>5</sup> Michigan, Minnesota,<sup>6</sup> North Carolina,<sup>7</sup> Pennsylvania, and Texas.<sup>8</sup> Yet CPCs continue to secure state contracts while the nature and quality of their services remains largely unexamined and unregulated by policymakers.

States are also enabling CPCs to siphon public funds from safety-net programs for low-income pregnant people and children. In so doing, CPCs exacerbate the very economic scarcity they use to justify their encroachment into under-resourced neighborhoods and communities of color: the modern CPC industry has revitalized strategies to target Black women,<sup>9</sup> who are more likely than white women to face barriers to medical care and pregnancy resources.

Today, crisis pregnancy centers outnumber abortion clinics nationwide by an average of 3 to 1.<sup>10</sup> The disparities are higher in states that fund CPCs: In Pennsylvania, the ratio of CPCs to abortion clinics is 9 to 1; in Minnesota, it is 11 to 1.<sup>11</sup> The maternal and public health consequences of this seismic shift in the reproductive health care landscape in the states are unknown.

## MAJOR STUDY FINDINGS AT A GLANCE

<p>▶ <b>CPCs PROVIDED VIRTUALLY NO MEDICAL CARE.</b></p>	<p>▶ <b>CPCs ROUTINELY PROMOTED FALSE MEDICAL CLAIMS AND USED DECEPTIVE PRACTICES.</b></p>
<ul style="list-style-type: none"> <li>▶ Many CPC websites used language and imagery signifying they were providers of medical services but the services most commonly offered were not medical.</li> <li>▶ The most common CPC service was a pregnancy test—usually a self-administered urine-stick test.</li> <li>▶ The second most common CPC offering was “free” goods, which pregnant people typically had to earn.</li> <li>▶ More than ½ of CPCs offered “non-diagnostic” ultrasound as a tool to signal medical legitimacy and persuade people to carry their pregnancies to term.</li> <li>▶ Many CPCs offered sexuality “education” as a vehicle for medical disinformation and ideological messaging.</li> <li>▶ Almost none of the CPCs provided prenatal care.</li> <li>▶ Only 1 of the 607 CPCs provided contraception care.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Almost ⅓ of CPCs promoted patently false and/or biased medical claims about pregnancy, abortion, contraception, and reproductive health care providers.</li> <li>▶ “Abortion Pill Reversal” — an unethical practice and non-scientific claim — is a CPC priority. More than ⅓ of CPCs promoted APR; in some states more than ½ promoted APR.</li> <li>▶ Fewer than ½ of CPCs indicated they had a licensed medical professional. None indicated whether medical professionals were employed or volunteers, or full- or part-time.</li> <li>▶ Many CPCs deceptively claimed on their website to have no agenda and to provide full and unbiased information.</li> <li>▶ CPCs seek to intercept people seeking health care – 10% operated mobile units that can locate near abortion clinics to confuse their patients. Online, CPCs employ digital tactics to intercept people searching for abortion care.</li> </ul>
<p>▶ <b>STATE-FUNDED CPCs ARE MORE HARMFUL THAN PRIVATELY FUNDED CENTERS.</b></p>	<p>▶ <b>CPCs APPEAR TO BE LOCAL BUT ARE PART OF A GLOBAL ANTI-ABORTION NETWORK.</b></p>

### *The Alliance Crisis Pregnancy Center Study*

Measuring the proliferating CPC industry’s impact on public health must begin with a thorough assessment of the services CPCs offer pregnant people – and the services they do not. In the absence of government oversight, the Alliance conducted this Study to document and evaluate CPC services and practices in nine states in which we operate and partner with allies: Alaska, California, Idaho, Minnesota, Montana, New Mexico, Oregon, Pennsylvania, and Washington. We investigated 607 CPCs between March 2020 and February 2021 and collected over 50 categories of publicly available data through systematic review of CPC websites and social media. In addition, we conducted public records investigations and research into CPC operations in six states (AK, CA, MN, NM, PA, and WA) that further informed the Study. Our findings shine renewed light on the modern CPC industry and expose the particular harms of state-funded CPCs.

#### ▶ **CPCs PROVIDED VIRTUALLY NO MEDICAL CARE.**

The three most common CPC services were pregnancy tests (88.5%), “free” material goods (88.1%), and “counseling” (78.6%). The fourth most common service was “non-diagnostic” ultrasound. While approximately one-quarter (28.4%) offered STI testing, most did not provide or refer for STI treatment and none offered barrier-method contraception, a standard of care for STI prevention. Only one CPC offered contraception.

#### **The most common CPC service was a pregnancy test.**

Of the CPCs specifying type of test, 96% offered a urine test, the self-administered stick tests available at drugstores. Some CPCs claimed to provide “lab-quality” urine tests.

#### **Almost none of the CPCs in the Study provided prenatal care.**

While most CPCs offered pregnancy tests, the majority (95%) offered no prenatal care and fewer than half made prenatal care referrals. CPCs affiliated with big anti-abortion networks (almost half of the CPCs in this Study) provided prenatal care less often than unaffiliated centers. Significantly, state-funded CPCs were less likely to offer or refer for prenatal care than CPCs without state funding.

**The second most common CPC offering was “free” goods, which pregnant people actually had to earn.**

Most CPCs (88.1%) advertised free material goods, including maternity and baby supplies, but noted that provision of these goods was contingent on the pregnant person’s participation in “earn while you learn” classes or counseling, Bible studies, abstinence seminars, video screenings, or other ideological CPC programming. While CPCs target people considering abortion, research shows most pregnant people who seek out a CPC do so because they cannot afford diapers and other infant and maternity goods CPCs claim to offer for free.<sup>12 13</sup>

**More than half of CPCs offered “non-diagnostic” ultrasound.**

The fourth most common CPC service, offered by 56% of CPCs, was “non-diagnostic” ultrasound, which cannot study placenta or amniotic fluid, or detect fetal abnormality or fetal distress. Anti-abortion organizations steering the CPC movement promote the use of ultrasound technology as a tool to persuade clients to carry their pregnancies to term and falsely signal medical legitimacy.<sup>14 15</sup> The American Institute of Ultrasound in Medicine condemns the use of ultrasounds for any non-medical purpose: “The use of ultrasound without a medical indication to view the fetus, obtain images of the fetus, or identify the fetal external genitalia is inappropriate and contrary to responsible medical practice.”<sup>16</sup>

**CPCs offered sexuality “education” as a vehicle for medical disinformation and ideological messaging.**

Almost 17% of CPCs claimed to offer sexuality-related programming, which typically focused on abstinence and also featured religious and shame-based messages and harmful stereotypes about LGBTQ+ youth and non-traditional families. Approximately 8% of CPCs overall indicated that they offer these services off-site, including in public schools; a full 20% of CPCs in Washington offered these programs off-site.

**► CPCs ROUTINELY PROMOTED FALSE MEDICAL CLAIMS AND USED DECEPTIVE PRACTICES.**

**Almost two-thirds (63%) of CPCs promoted patently false and/or biased medical claims, mostly centered on pregnancy, contraception, and abortion, especially medication abortion.**

False claims typically included patently untrue information about reproductive health care and providers, false and misleading information regarding risks of abortion and contraception, and deceptive citing to make it seem such claims were supported by legitimate medical sources when they are not. Many CPC sites claimed people who have had abortions suffer from “post-abortion syndrome,” a non-existent diagnosis that has been debunked by medical professionals.<sup>17 18</sup>

While many CPCs claimed to be medical clinics, fewer than half (47%) indicated whether they had a licensed medical professional on staff. Only 16% indicated a physician and 25% indicated a registered nurse was affiliated with their staff; none indicated whether licensed medical professionals were employees or volunteers, nor whether they were engaged full- or part-time. Many CPCs falsely claimed to have no agenda and to provide full and unbiased information to support a pregnant person’s choice. Many disguised the fact that they do not provide or refer for abortion. Among CPCs in this Study, 10% operated mobile units that can locate near abortion clinics to confuse and intercept their patients.

**“Abortion Pill Reversal” — an unethical practice and non-scientific claim — is a CPC priority.**

“Abortion pill reversal” (APR) is an anti-abortion marketing term that refers to the experimental administration of high doses of progesterone to pregnant people who have taken the first, but not the second, of two medicines for a medication abortion. Anti-abortion advertising claims this can “reverse”

an abortion, but medical experts say such claims “are not based on science and do not meet clinical standards.”<sup>19</sup> Its health effects are unknown; the only credible clinical study was stopped after one-quarter of the participants went to the hospital with severe bleeding.<sup>20</sup>

More than one-third (35%) of CPCs in the Study promoted APR, with significant variation across states: More than half the CPCs in Idaho (57.1%) and Washington (50.9%) promoted APR. Overall, some 5% of CPCs said they provided APR, but none indicated who administered it, whether it was administered vaginally, orally, or by injection, or whether follow-up care was provided.

### ► STATE-FUNDED CPCs ARE MORE HARMFUL THAN PRIVATELY FUNDED CENTERS.

The Alliance Study found that taxpayers are unknowingly funding the most problematic practices of the CPC industry. State-funded CPCs promoted abortion pill reversal at significantly higher rates and offered prenatal care and referral less often than CPCs without state funding.

### ► CPCs APPEAR TO BE LOCAL BUT ARE PART OF A GLOBAL ANTI-ABORTION NETWORK.

Almost half (45.8%) of the CPCs in this Study were affiliated with one or more of the international, national, and regional right-wing organizations that steer the CPC industry, including Heartbeat International, Care Net, and National Institute of Family and Life Advocates. These groups provide digital strategy, infrastructure, and marketing tactics to help CPCs intercept people searching online for abortion care, signal that they are trusted sources of health care, and secure public funding. At least one of these groups collects and stores sensitive client data such as sexual history in “digital dossiers.”<sup>21</sup>

## Conclusions

While CPCs misleadingly present themselves as medical facilities<sup>22 23</sup> to draw low-income people experiencing an unplanned pregnancy, the four services most often provided by CPCs served no medical purpose. Most CPCs disseminate medical disinformation focused on stigmatizing abortion and contraception and promote made-up, abortion-related mental health conditions not recognized by medical experts. The promotion of “abortion pill reversal,” an unethical, non-scientific practice based on a fraudulent claim, is currently a top CPC priority.

While people considering abortion are main targets of CPC marketing efforts,<sup>24</sup> research shows that, in fact, the majority of people who go to CPCs intend to carry their pregnancies to term and are primarily seeking the pregnancy tests and infant supplies, especially diapers, CPCs claim to offer for free.<sup>25 26 27</sup>

**In short, it is widespread financial insecurity and inadequate support for pregnant people that makes people vulnerable to CPCs. CPCs use deceptive and misleading practices to exploit economic insecurity and gaps in access to health care to advance their anti-abortion, anti-contraception agenda. Robust research documents that being denied abortion care exposes both the pregnant person and their family to a range of potential harms. But we do not know the health consequences visiting a CPC has on the typical CPC client: a pregnant person needing prenatal care and parenting resources.**

With CPCs outnumbering abortion clinics in almost every state, this unregulated network of ideological, deceptive, and manipulative providers of mostly non-medical services is increasingly more likely to be the most logistically accessible facility in the landscape of services for pregnant people with limited resources. The disparities detected in services between state-funded and other CPCs within the same state underscores the need for a coherent analysis of state-funded CPCs, and the consequences of government investment in CPCs on maternal and public health.

## *Call to Action: Hold CPCs Accountable to Protect Reproductive & Maternal Health*

The Alliance Study findings make clear that a thorough data-driven assessment of CPC services, funding streams, and accountability measures is needed in states across the country.

It is our hope that this Study spurs stakeholders to assess how CPCs are targeting and treating low-income pregnant people and how the seismic shift in the reproductive landscape — wherein CPCs have proliferated as access to evidence-based reproductive healthcare and abortion has diminished — affects maternal and public health. We already know delaying access to abortion care poses a range of potential harm to pregnant people; we call for future research to specifically investigate the impact of visiting a CPC on maternal health and birth outcomes.

The United States is in the throes of a maternal mortality and morbidity crisis marked by severe racial disparities, with Black, Latinx and Indigenous people and infants suffering disproportionate harms. And we are still in the midst of the COVID-19 pandemic, an unprecedented public health crisis that is exacerbating pregnancy-related mortality and racial disparities, especially worsening Black maternal health.<sup>28</sup> And, despite these interrelated public health crises, anti-abortion policymakers and bureaucrats are aggressively advancing an ideological agenda that further undermines maternal health and specifically targets Black women.<sup>29</sup>

In this context, we urgently call on state lawmakers to stop funding CPCs and to dramatically increase investment in equitable access to evidence-based reproductive health care, especially in under-resourced communities.

We call on state policymakers nationwide to act on the detailed and state-specific policy recommendations in this report to: protect CPC clients and pregnant people seeking health care; promote transparency and best practices in publicly funded programs; address significant and deepening gaps in maternal and reproductive health care; and eliminate mounting obstacles to health care experienced by low-income pregnant and parenting people.

**These findings reaffirm that the Alliance mission as state-based advocates is more pressing than ever: The fight for reproductive freedom is in the states.**

# Introduction

**CRISIS PREGNANCY CENTERS (CPCS) ARE ANTI-ABORTION ORGANIZATIONS THAT SEEK TO REACH LOW-INCOME PEOPLE FACING UNINTENDED PREGNANCIES TO PREVENT THEM FROM ACCESSING ABORTION AND CONTRACEPTION.** CPCs advance this mission by using deceptive and coercive tactics and medical disinformation, and misleadingly presenting themselves as medical facilities. The modern CPC industry, a well-resourced arm of the global anti-abortion movement, is rapidly expanding while evading public accountability, despite increasing reliance on public funds.

The first CPCs were established in the late 1960s. In recent years, a more powerful, thoroughly modernized, and proliferating CPC industry serves a pivotal role in the anti-abortion movement, itself part of broader evangelical, Catholic,<sup>30 31</sup> and Christian nationalist activism.<sup>32 33 34</sup> The contemporary CPC industry is plugged into those global movements and their sophisticated digital infrastructure through an affiliation model that facilitates CPC expansion, client surveillance, and coordinated dissemination of anti-abortion disinformation.

The contemporary CPC industry is also increasingly reliant on government support and public funds, though its dual missions of stopping people from accessing abortion and contraception and converting people to evangelical Christianity<sup>35</sup> have not changed.

Attracting and intercepting low-income pregnant people before they access medical care is still the primary CPC strategy.

While CPCs historically opened near reproductive health clinics and mimicked their names and signage, contemporary CPCs often claim to be medical clinics themselves, despite their clear ideological mission. Medical experts publishing in the *AMA Journal of Ethics* call CPCs “legal but unethical” because, despite “giv[ing] the impression that they are clinical centers, offering legitimate medical services and advice,” CPCs are generally not subject to regulatory oversight that applies to health care facilities.<sup>36</sup>

In fact, CPCs are not subject to much oversight at all — even when relying on public funds.

CPCs currently operate with taxpayer funding in 29 states; 14 of those states fund CPCs with direct contracts.<sup>37</sup> Additionally, CPCs in at least 10 states siphon safety-net funds meant for low-income pregnant people and children, helping to manufacture the very economic scarcity the CPC movement uses to justify its encroachment into under-resourced neighborhoods and communities of color.<sup>38</sup> The CPC industry, led by white evangelicals, promotes programs and marketing techniques to specifically target Black women,<sup>39</sup> who are more likely than white women to face barriers to medical care and pregnancy resources.

Research affirms that being denied abortion care exposes both the pregnant person and their family to a range of potential harms.<sup>40</sup> People seeking abortion care, as well as abortion providers, report anecdotal experiences of CPC tactics delaying access to medical care. But, without systemic analysis, the number of people whose access to abortion health care is delayed or prevented by visiting a CPC is unknown.



Although the CPC industry is designed to target and intercept people seeking abortion care, the surprising reality is that most people who visit a CPC — about 80%, according to CPC industry data — intend to carry their pregnancies to term.<sup>41</sup> Scholarly research finds the percentage to be even higher (96%).<sup>42</sup> Research also shows that most pregnant people who visit a CPC are searching for free maternity and infant goods.<sup>43</sup>

This revelation — that most people who go to a crisis pregnancy center are not considering abortion but seeking material pregnancy and parenting support — reveals that CPCs are generally failing at their purported mission to reach and dissuade “abortion-minded” people. Yet government has significantly increased investment in CPCs, despite their failure at their mission.<sup>44</sup>

This revelation also leads to a significant question: What are the health consequences for people intending to carry their pregnancy to term who visit a CPC before, or instead of, accessing medical care? The impacts of CPC practices and expansion on people intending to carry to term are also unknown.

Yet, policymakers who purport to care about maternal and infant health have diverted funds to CPCs while failing to assess their impact on public health, or to hold them accountable for how they spend public money, even in the wake of advocate-led CPC investigations that found misuse, waste, and potential skimming of funds, including in Florida,<sup>45</sup> Michigan,<sup>46</sup> Minnesota,<sup>47</sup> Pennsylvania,<sup>48</sup> and Texas.<sup>49 50</sup>

To date, Michigan is the only state to defund its state-contracted CPC network<sup>51</sup> in response to allegations of “inefficiency and self-enrichment.”<sup>52</sup> By contrast, Texas increased CPC funding in 2019 with an award of \$100 million — a twentyfold funding increase since 2006. When questioned about how the CPCs spent those funds, a Texas policymaker suggested the CPC subcontracting process was “a secret.”<sup>53</sup>

This conspicuous lack of oversight of an industry purporting to provide medical services to pregnant people is of grave concern in light of the U.S. maternal mortality and morbidity crisis, an emergency defined by severe racial disparities causing Black, Latinx, and Indigenous people to suffer disproportionate harm and death. This lack of CPC oversight is of particular concern as the COVID-19 pandemic continues, exacerbating racial disparities in maternal morbidity and mortality, especially worsening Black maternal health and economic insecurity among women of color.<sup>54 55 56</sup>

Nonetheless, anti-abortion policymakers and bureaucrats remain focused on advancing an aggressive agenda that undermines maternal health and specifically harms Black people. The anti-abortion movement’s two primary strategies — passing legislative abortion and contraception restrictions and expanding crisis pregnancy center networks with taxpayer money — are simultaneously reaching peak, unprecedented levels.<sup>57</sup> Harassment and violence against abortion providers and patients is also at an all-time high.<sup>58 59</sup>

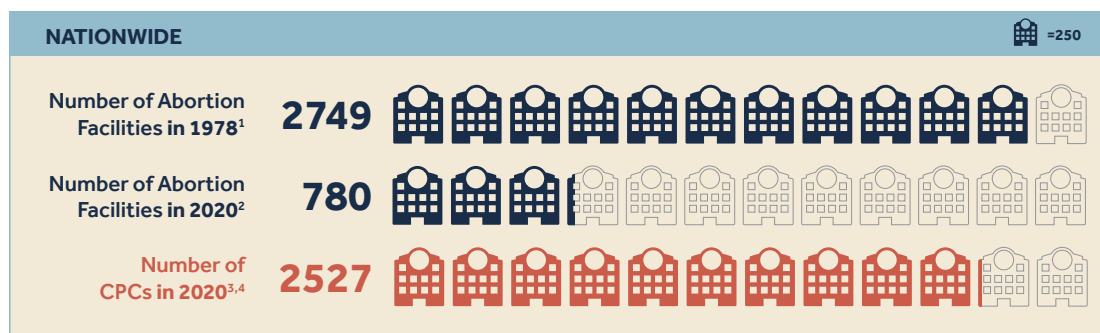
In September 2021, the U.S. Supreme Court allowed the most extreme abortion ban ever passed in the United States, Texas Senate Bill 8, to become law. Texas Senate Bill 8 effectively bans nearly all abortion and deputizes and financially incentivizes private individuals to enforce the ban via civil litigation. CPCs are positioned to play a central role in surveillance of pregnant people in such a vigilante system. They exist, after all, to reach people experiencing unintended pregnancies, and collect extensive digital data on their clients and their reproductive histories.<sup>60</sup>

On December 1, the U.S. Supreme Court will hear oral argument in *Dobbs v. Jackson Women’s Health Organization*, a case anti-abortion advocates hope will overturn *Roe v. Wade*.

The onslaught of legislative attacks has significantly reduced access to safe, legal abortion care in the United States, especially for people with limited resources. Fewer than 800 abortion clinics now serve patients in this country<sup>61</sup> (95% of abortions take place in clinics);<sup>62</sup> that number will diminish dramatically if the Texas ban and copycat laws in other states are permitted to stand.

Meanwhile, according to the most reliable estimate, more than 2,500 crisis pregnancy centers are currently operating in the United States. Some anti-abortion groups claim the number to be much higher, approaching 4,000.<sup>63</sup>

Today, CPCs outnumber abortion clinics nationwide by an average of more than 3 to 1. In many states that directly fund CPCs, the disparity is exponentially higher: in Pennsylvania, CPCs outnumber abortion clinics by 9 to 1; in Minnesota, by 11 to 1.<sup>64</sup>



1. Guttmacher spreadsheet of Abortion Providers in Select States 1973-2017
2. ANSIRH Map of Abortion Facilities per State, spring 2017; Guttmacher: Abortion Incidence and Service Availability in the United States, 2017: <https://www.guttmacher.org/report/abortion-incidence-service-availability-us-2017>
3. Crisis Pregnancy Center Map: A web-Based Geolocated Directory of Crisis Pregnancy Centers (CPCs) in the United States, March 2020
4. Alliance database, December 2020

In this new landscape, CPCs may be more accessible than legitimate health care. Yet policymakers have not conducted a nationwide assessment of services CPCs offer to pregnant people since 2006, when the U.S. House Oversight and Reform Committee, under former U.S. Rep. Henry Waxman, investigated false and misleading health information provided by federally funded CPCs.<sup>65</sup>

In the absence of policymaker oversight, the Alliance conducted this nine-state Study to:

- Document the primary services and the services least commonly offered by CPCs
- Survey the prevalence and nature of false and biased medical claims promoted on CPC websites
- Assess the anti-abortion movement's claims that CPCs offer medical services
- Analyze the connections between local CPC storefronts and the national and international anti-abortion organizations supporting them and collecting client data

Our findings shine a renewed light on the modernized CPC industry and call for a thorough data-driven assessment of CPC services, funding streams, and accountability measures in states across the country.

Understanding and addressing CPC practices and their effect on maternal and infant health is a matter of public health, racial equity, and gender justice. It is our hope that this Alliance investigation spurs state policymakers nationwide to assess the quality and nature of CPC services, how CPCs are targeting and treating low-income pregnant people, and the consequences of government investment in the CPC industry for maternal and public health, especially among Black, Latinx, and Indigenous people and infants suffering disproportionate and enduring harm.



# The Alliance Crisis Pregnancy Center Study

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In 2019, the Alliance launched a coordinated investigation to document CPC services and practices across nine states in which the Alliance law centers are based and partner with allies on CPC advocacy: Alaska, California, Idaho, Minnesota, Montana, New Mexico, Oregon, Pennsylvania, and Washington.

Alliance project staff collected over 50 categories of publicly available information on 607 CPCs operating in the nine Study states. The data discussed in this report were collected between March 2020 and February 2021 by systematic review of CPC websites and social media. We engaged a reproductive epidemiologist to advise this Study, guide its methodology, and provide technical support to build a central database and aggregate and analyze the data. Alliance staff worked with CPC research partner California Women's Law Center to maintain the database throughout the Study.

Alliance project organizations also conducted public records investigations and research into CPC operations in six states (Alaska, California, Minnesota, New Mexico, Pennsylvania, and Washington) between 2019 and 2021 that provided further data that informed the Study.

A note about defining crisis pregnancy centers: CPCs are largely unregulated; therefore, there is no governing body or certification to designate an entity that seeks to reach vulnerable pregnant people as a CPC. Further complicating the effort to define CPCs is the fact that the anti-abortion movement has rebranded crisis pregnancy centers as "pregnancy resource" or "pregnancy help" centers.

For the purposes of this study, the Alliance classified an organization as a CPC if it met two or more of the following criteria:

- Used keywords such as pregnancy "resource," "aid," "care," "alternatives," "options," or "support" in its name
- Affiliated with one or more national or regional anti-abortion umbrella organizations that identify as operating and/or providing services or technical support for crisis pregnancy centers (e.g., Care Net, Heartbeat International, Birthright International, Obria)
- Did not provide or refer for abortion and/or dispensed medically misleading or biased information about abortion
- Accepted funding conditioned on advancing an anti-abortion mission, promoting childbirth instead of abortion, and/or agreement to not promote or refer for abortion and contraception

Data on crisis pregnancy centers are not static. Since individual CPCs open, close, relocate, and change names on a regular basis, some of the information in this Study will likely have changed as of publication of this report.

*Detailed Study methods are available at [alliancestateadvocates.org/publications](https://alliancestateadvocates.org/publications)*

# Major Findings

## Primary Services Offered by CPCs

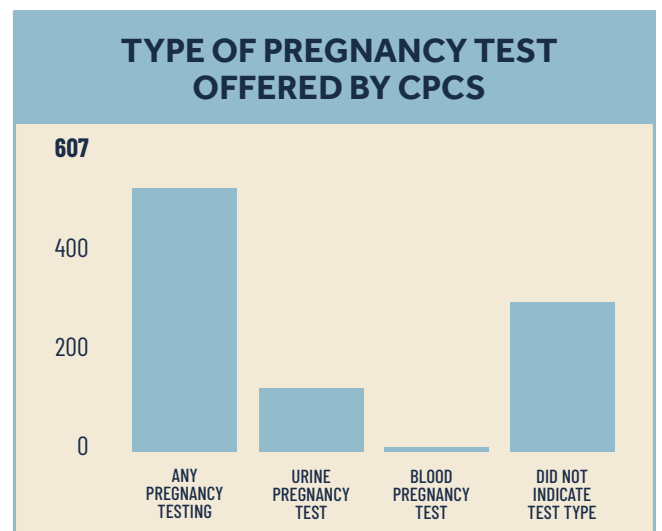
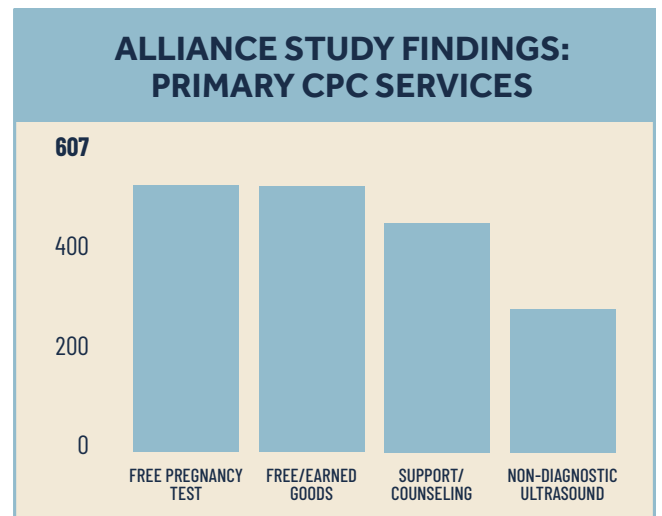
While CPCs increasingly present themselves as medical facilities<sup>66 67</sup> most services provided by CPCs in this Study serve no medical purpose.

Across the 607 CPCs in the nine states surveyed, the Alliance found the three most common services offered by CPCs are pregnancy tests (88.5%), distribution of material goods such as diapers and maternity clothes (88.1%), and peer-to-peer conversation typically promoted as “counseling” (78.6%). “Non-diagnostic” or “limited medical” ultrasound was the fourth most common CPC service, offered by over half (56%) of the CPCs in the Study.

### Pregnancy Tests

Most CPCs that offered pregnancy tests did not indicate the type of test. Of the 184 CPCs that specified the type of test offered, 96% (177 of 184) indicated they offered a urine test, and 3.8% (7 of 184) indicated they offered a blood test. Urine pregnancy tests are self-administered and available at drugstores.

This finding is consistent with a strategic decision announced by the global CPC network Heartbeat International (HBI) in 1989 that most CPCs “should use the self-testing model for performing pregnancy tests”<sup>68</sup> after a California CPC network using lab tests lost a lawsuit that accused them of practicing medicine without a license.<sup>69</sup>



## *Free/Earned Goods*

Most CPCs advertised “free” maternity and baby supplies, but CPCs typically noted on their websites that provision of these goods was contingent on the client’s participation in “earn while you learn” classes or counseling, Bible studies, abstinence seminars, video screenings, or other ideological CPC programming. This finding is consistent with scholarly research into client experiences at CPCs that has found CPCs often condition material assistance on participation in CPC activities through which they earn “mommy bucks” or “points” they can exchange for infant supplies or other goods.<sup>70 71 72</sup> In one study, a CPC client reported losing her job because when she missed work for one of the CPC appointments because she was “[d]esperate for the resources they offered and believ[ed] that attending all of the center’s appointments was important for the health of her pregnancy...”. She subsequently lost her home.<sup>73</sup>

## *Support/Counseling*

Among CPC websites surveyed, counseling typically focused on pregnancy decision-making. Scholarly research has found that most counseling at CPCs is provided not by licensed professionals but by volunteer lay counselors.<sup>74</sup> Evangelical anti-abortion organizations that support CPCs provide standardized counselor training used by their affiliates in states around the country. For example, Care Net requires affiliated CPCs to follow its “biblically-based curriculum” for training peer counselors.<sup>75 76</sup> The “Serving with Care and Integrity” manual tells trainees that “[t]he goal of pregnancy center ministry is to reach out and offer hurting people the love of Christ.”<sup>77</sup>

## *Most CPCs Offer Little to No Medical Care*

The fifth and sixth most-commonly offered CPC services were sexually transmitted infection (STI) testing (28.1%) and “sex education” (16.6%). The services least often offered were prenatal care (5.1%), well-person care (4.8%), and contraceptive care (one CPC — 0.2% of the Study sample — provided all FDA-approved options and hormonal contraceptives). See *Deceptive & Misleading Marketing below*, for discussion of these findings about least commonly offered CPC services.

**In sum, the Alliance found the primary services that surveyed CPCs provided were not medical, and that the majority of CPCs provided little or no medical care. The most common CPC service was a pregnancy test and the least common services were prenatal, wellness, and contraceptive care.**

## “Non-Diagnostic” Ultrasound

Various described on their websites as “non-diagnostic ultrasound,” “limited obstetrical ultrasound,” “option ultrasound,” or simply “sonogram” (the technical term for the image produced by ultrasound), the CPC industry offers free ultrasound to lure clients through the door and coerce their pregnancy decision-making.

National Institute of Family and Life Advocates (NIFLA), an evangelical Christian law firm for the anti-abortion movement, has promoted the provision of ultrasound technology at CPCs for many years. NIFLA claims, “more than 80% of abortion-minded mothers choose life after they see their unborn baby via ultrasound” which gives clients “the opportunity to see the wonderful handiwork of the Creator.”<sup>78</sup>

Research shows viewing an ultrasound does not typically change a person’s mind about abortion or elicit a singular effect on the patient’s emotions.<sup>79 80</sup>

The anti-abortion and anti-LGBTQ+ organization Focus on the Family has also steered the use of ultrasound technology by CPCs, and financially subsidizes equipment and training, as long as the CPC is “located in a community with a high abortion rate.”<sup>81</sup> Eligibility factors include that CPC locate near abortion providers.<sup>82</sup>

The American Institute of Ultrasound in Medicine (AIUM) condemns the use of ultrasounds for any non-medical purpose: “The use of ultrasound without a medical indication to view the fetus, obtain images of the fetus, or identify the fetal external genitalia is inappropriate and contrary to responsible medical practice.” AIUM characterizes the use of ultrasound for “bonding” purposes as “keepsake imaging” and discourages the practice.<sup>83</sup>

The CPC industry also relies on the provision of ultrasound to signal medical legitimacy.

According to the global CPC network, Heartbeat International: “**In essence, there is no such thing as a non-diagnostic ultrasound.** [Emphasis theirs.] Even if you are using an ultrasound machine for the singular purpose of showing the client her baby, you are likely conducting a diagnostic test that suggests a medical procedure. Because of this, you are functioning as a medical facility when you perform an ultrasound ... Does that mean you have to become a state licensed medical clinic? Not necessarily.”<sup>84</sup>

The anti-abortion industry’s false claims regarding the effect of viewing an ultrasound on pregnancy decision-making have also been used as justification for legislation mandating patients undergo medically unnecessary forced ultrasound before an abortion procedure. Some of these laws require abortion providers to display the screen and describe the image in detail, regardless of the patient’s preference.<sup>85</sup>

► For more information see the Alliance Study companion resource, *Global, National & Regional Anti-Abortion Organizations Supporting CPCs at [alliancestateadvocates.org/publications](http://alliancestateadvocates.org/publications)*

*“When a physician begins caring for a new patient who is pregnant, it is common practice to obtain any prior ultrasound scans the patient received from outside health care facilities. The existence of crisis pregnancy centers has made it difficult for physicians to ascertain whether these prior ultrasounds are reliable. I have had patients who have obtained ultrasounds at CPCs who were unaware they were not receiving medical care from a real health care facility. I am not aware of any other area of medicine in which these problems exist. There are no ‘crisis broken bone clinics’ that take an X-ray and assure you that you’ll be fine if you simply wear a sling. CPCs take advantage of that lack of knowledge to provide all of the form of a doctor’s office, but none of the function.”*

— **Glenna Martin, MD**, Board-certified family medicine physician, Washington

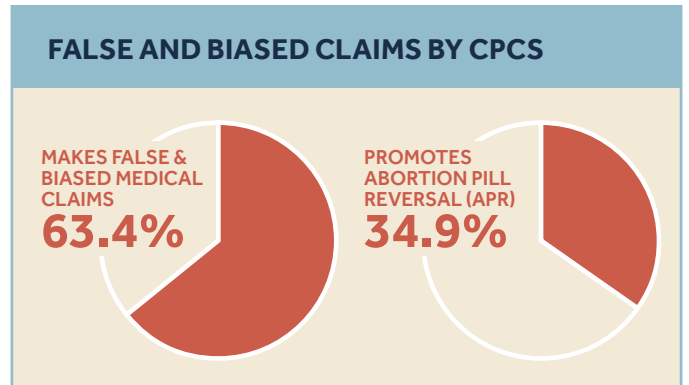
”

# False & Biased Medical Claims by CPCs

The Alliance Study surveyed CPC websites to document and calculate the percentage of CPCs promoting false and/or biased medical claims. We defined as false any medical claims that were demonstrably untrue or unsubstantiated, or that misleadingly cited factual information out of context. We defined as biased statements about medical issues, procedures, or providers presented in loaded or gratuitous language instead of clinical terms.

The Alliance found more than 63% of the CPCs in our Study states promoted false and/or biased medical claims on their websites, most often about pregnancy and abortion. Abortion does not increase a birthing person’s risk of secondary infertility, pregnancy-related hypertensive disorders, breast cancer, or mental health disorders,<sup>86</sup> yet nearly one-third (31.8%) of CPCs in the Study claimed that abortion causes these conditions. Many CPC sites claimed that people who have had abortions suffer from “post-abortion syndrome,” an “abortion-as-trauma” construct of the anti-abortion movement that has been roundly debunked by medical and mental health professionals.<sup>87</sup>

More than one-third (34.9%) of CPCs in this Study promoted “abortion pill reversal” (APR), the unproven and potentially dangerous claim that a medication abortion can be “reversed” with a high-progesterone intervention. We collected and reported APR data separately from other false medical claims because APR is both a fraudulent claim and an unethical practice. APR is a current priority of the anti-abortion movement. *See the Spotlight below for more information and discussion of the Alliance Study’s APR findings.*



While we also observed other misleading claims to be common on CPC websites, including that CPC services are unbiased because they are free, this Study did not document the prevalence of false and misleading claims that were not medical in nature.

False and biased CPC claims about abortion contradict the reality that abortion is extremely safe.<sup>88</sup> Complications from abortion are rare, occurring less frequently than complications from wisdom tooth extraction.<sup>89</sup>

These examples of false claims promoted by CPCs are typical:

**Abortion and Preterm Birth**  
Women who undergo one or more induced abortions carry a significantly increased risk of delivering prematurely in the future. Premature delivery is associated with higher rates of cerebral palsy, as well as other complications of prematurity (brain, respiratory, bowel, and eye problems).

**Abortion and Breast Cancer**  
Medical experts continue to debate the association between abortion and breast cancer. Did you know that carrying a pregnancy to full term gives a measure of protection against breast cancer? Terminating a pregnancy results in loss of that protection.

Despite the controversy around this issue, it is important for women to know what some experts say: a number of reliable studies have demonstrated connection between abortion and later development of breast cancer.

▶ Screenshot from Hope’s Place Pregnancy Support Center, Salmon, ID <https://www.hopesplacepsc.org/abortion.html>

**Surgical Abortion Risks:**

- Perforation of the uterus
- Damage to the cervix
- Scar tissue on the uterine wall
- Infection
- Heavy bleeding

**Medication Abortion Risks:**

- An ongoing unwanted pregnancy if the procedure doesn't work
- Heavy and prolonged bleeding
- Digestive system discomfort
- Incomplete abortion (which may need to be followed by surgical abortion)
- Infection
- Fever


▶ Screenshots from Women’s Pregnancy Options, Albuquerque, NM <https://www.pregnantabq.com/abortion>



The American Psychological Association found no increased risk of adverse mental health outcomes for women having a legal, first-trimester abortion.<sup>90</sup> The National Cancer Institute concluded that abortion does not increase one's risk of breast cancer.<sup>91</sup>

False information about miscarriage was also common. While the medical community agrees that 10%-15% of detectable pregnancies result in miscarriage,<sup>92</sup> CPCs claimed that the likelihood of miscarriage is significantly higher.

This CPC in California shows a pop-up video on its homepage with a woman dressed in a white coat and stethoscope making a false claim about miscarriage and encouraging people considering abortion to come to the CPC for an ultrasound to determine if they are going to miscarry instead:

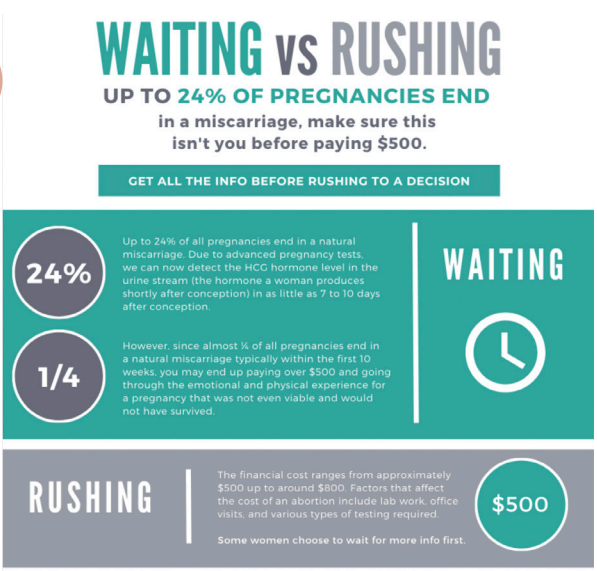


▶ Screenshots from La Habra Life Center, La Habra, CA  
<https://lahabralifecenter.org/>

**“Are you considering abortion? Did you know you may not need an abortion? Approximately one in every 4 pregnancies ends naturally by miscarriage. Yes that’s right, one in every four. And it happens naturally without the need to go through the pain or cost of an abortion. Want to know more about whether you’re likely to miscarry? The technology exists and you have a right to know. If you’re considering abortion you may not even need to make that decision. Schedule a pre-visibility ultrasound at our La Habra center.”**

CPCs often used biased and gratuitous language about procedural abortion, under the guise of providing a clinical description, some of which were deceptively cited to legitimate medical sources.

These false and biased claims about abortion on CPC websites reflects medical disinformation promoted by the anti-abortion movement at large.



**WAITING vs RUSHING**  
UP TO 24% OF PREGNANCIES END in a miscarriage, make sure this isn't you before paying \$500.

GET ALL THE INFO BEFORE RUSHING TO A DECISION

**24%** Up to 24% of all pregnancies end in a natural miscarriage. Due to advanced pregnancy tests, we can now detect the HCG hormone level in the urine stream (the hormone a woman produces shortly after conception) in as little as 7 to 10 days after conception.

**1/4** However, since almost 1/4 of all pregnancies end in a natural miscarriage typically within the first 10 weeks, you may end up paying over \$500 and going through the emotional and physical experience for a pregnancy that was not even viable and would not have survived.

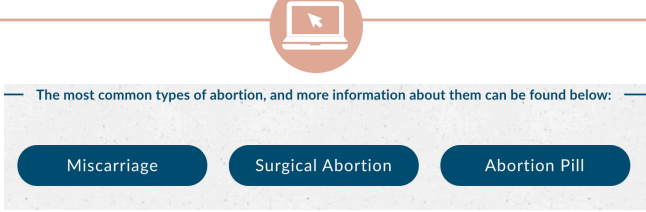
**WAITING**

**RUSHING** The financial cost ranges from approximately \$500 up to around \$900. Factors that affect the cost of an abortion include lab work, office visits, and various types of testing required.

**\$500**

▶ Screenshots from Next Step Pregnancy Decision & Support Services, Livermore, CA  
<https://www.next-step.org/waiting-vs-rushing>

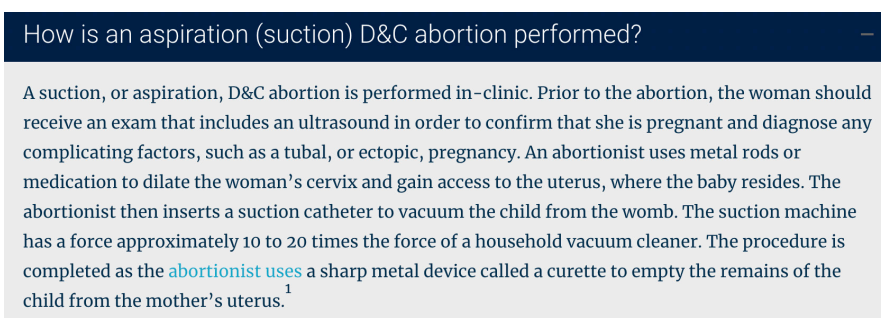
Obria CPCs in California, Oregon, and Washington falsely claimed that miscarriage is itself a form of abortion: “The most common types of abortion, and more information about them can be found below.”



The most common types of abortion, and more information about them can be found below:

Miscarriage Surgical Abortion Abortion Pill

▶ <https://www.obria.org/services/abortion/>



**How is an aspiration (suction) D&C abortion performed?**

A suction, or aspiration, D&C abortion is performed in-clinic. Prior to the abortion, the woman should receive an exam that includes an ultrasound in order to confirm that she is pregnant and diagnose any complicating factors, such as a tubal, or ectopic, pregnancy. An abortionist uses metal rods or medication to dilate the woman's cervix and gain access to the uterus, where the baby resides. The abortionist then inserts a suction catheter to vacuum the child from the womb. The suction machine has a force approximately 10 to 20 times the force of a household vacuum cleaner. The procedure is completed as the abortionist uses a sharp metal device called a curette to empty the remains of the child from the mother's uterus.<sup>1</sup>

▶ Screenshots from Lifeline Pregnancy Care Center, Nampa, ID  
<https://www.abortionprocedures.com/aspiration/#1466797067815-ef6545f9-db0b>

In fact, large anti-abortion organizations use CPCs to spread standardized anti-abortion rhetoric via digital services and toolkits. For example, Heartbeat International offers website development services with customizable templates but limits the extent to which CPCs can adapt them, and conditions use of the templates on CPCs agreeing to post most of the talking points on medical pages verbatim.<sup>93</sup>

HBI also offers trainings for peer counselors that promote false and biased claims. One such claim is that a boyfriend who “experiences homosexuality” can be a consequence of abortion.<sup>94</sup> While not the focus of this Study, it should be clear that anti-abortion organizations often explicitly oppose LGBTQ+ rights. Queer, gender-expansive, and transgender people are more likely to experience the economic insecurity that drives people to CPCs than their cisgender straight counterparts; once at a CPC, they may face the acute, specific harm of encountering explicitly anti-LGBTQ+ “counseling” and messaging. Lesbian and bisexual young people are at greater risk of unwanted pregnancy than their heterosexual counterparts.<sup>95</sup>

This Study also found CPCs were promoting unsubstantiated claims demonizing physicians and abortion providers, which serves to undermine pregnant people’s trust in medical professionals in general and abortion providers in particular.<sup>96</sup>

Systematic use of broad, unsubstantiated claims demonizing medical professionals by CPCs is deeply concerning, especially given the historic and ongoing racism that has led to distrust of the medical system among Black and brown people. Cultivating patient trust is particularly critical to improving the maternal health of Black and brown patients.<sup>97</sup> This CPC practice is especially dangerous at a time when the politicization of public health recommendations and regulations during the pandemic is provoking new levels of mistrust of medicine and violence against abortion providers is at the highest level ever recorded.<sup>98</sup>

### Ask for the doctor’s name that is performing the abortion

Abortion is legal in the United States but bad medical care is not. Women have died as a result of their “safe and legal” abortions. Some have had their bodies hurt to the point that they can no longer have children. If you don’t know the abortionist’s name that is doing your abortion, you may not find out. The abortionist could be counting on you not holding him accountable for hurting you because many women are afraid to let anyone know about this choice afterwards. Ask for his name and write it down.

### Understand you can change your mind – even at the last minute

Many women who have experienced abortion relay that they felt they had to go through with the procedure once they had entered the facility. Others say that they waited on the abortion table to be “rescued” by their boyfriend at the last minute. Some facilities even told the women that they couldn’t get their money back if they changed their mind.

Abortion providers know that this is an agonizing decision and sometimes see women change their mind at the last minute because, as they say, “I simply can’t do this!” Know your rights. Don’t be pressured or intimidated. If the procedure is not performed, demand your money back.

### Verify that the abortion facility is clean and sanitary

Many women report that the general area of the facility where they had their abortions was unclean, dusty and even smelled bad. Infections can result from unsanitary conditions. If you find yourself in a facility be sure to question their sanitizing procedures and view the condition of each room to ensure that you are receiving excellent care. If they don’t provide sufficient information to determine these conditions, give yourself permission to leave and demand a refund of your money.

▶ Screenshots from Confidence Pregnancy Center, Salinas, CA  
<https://pregnancysalinas.com/faqs/>



*“Native Americans face increased barriers to reproductive services and information that is objective and based on science. Tribal health and human services programs should inform tribal citizens about the dangers of CPCs, including those that operate close to tribal lands that are targeting people of color and providing them with false information. Tribal citizens should be encouraged to work with medical providers in their health insurance networks, Veterans Administration, Indian Health Service, tribal 638 clinics, or Planned Parenthood to access comprehensive health care services and referrals.”*

—Terrelene Massey, Tribal citizen, Navajo Nation Executive Director, Southwest Women’s Law Center, New Mexico



## False Claims About Medication Abortion

While CPCs in this Study promoted disinformation about both procedural and medication abortion, we observed a particular focus on medication abortion. Some CPCs used the anti-abortion movement term “chemical abortion” to refer to medication abortion.

For example, one Oregon CPC chain compares the way the first pill in a medication abortion works to “cutting the oxygen supply to someone who is on a ventilator.”<sup>99</sup> This Idaho CPC’s website promotes both false claims about the medical risks and gratuitous claims about the process of a medication abortion:

A medication abortion includes two drugs taken orally: mifepristone, followed by misoprostol 24 to 48 hours later. If the two-drug protocol is completed, a medication abortion terminates the pregnancy in 96% of cases. Studies confirm the protocol is safe and effective; it has been found to be safer than many commonly used over-the-counter medications in the U.S., including Tylenol.<sup>100</sup>



### What type of medical supervision occurs during a medical abortion?

After taking the first pills (Mifepristone/RU-486) in the clinic, she is sent home to complete the abortion. This means she must correctly follow the directions for taking the remaining set of drugs and is responsible for judging whether her body’s reaction to the abortion is normal or not (such as a dangerous loss of blood). With this type of abortion, it is likely that she may not have a doctor to provide immediate help should a potentially life-threatening complication occur, so it is very important that she report any concerns to her doctor and seek emergency help if necessary.

The woman will also be responsible for disposing of her child’s remains. While she could lose her baby anytime and anywhere during this process, the woman will often sit on a toilet as she prepares to expel the remains, which she will usually then flush— she may even see her dead baby within the pregnancy sac.

▶ Screenshot from Lifeline Pregnancy Care Center in Nampa, ID  
<https://www.abortionsprocedures.com/abortion-pill/#1465365763416-9210ca68-3f54>

Medication abortion is an increasingly popular choice among people seeking abortion care. As of 2016, the latest data available, medication abortion makes up roughly 41% of abortions at 8 weeks gestation or less,<sup>101</sup> in part because it affords a convenient and private alternative to procedural abortion and can be completed at home.

CPCs promoted false claims about both the efficacy and safety of medication abortion. CPCs describing how medication abortion works often included no facts about its high rate of efficacy and safety and instead reported “heavy bleeding requiring surgery to stop the bleeding, and serious infection” as potential complications.<sup>102</sup> Some CPCs used false claims about the percentage of pregnancies that end in miscarriage to encourage pregnant people considering medication abortion to wait.



Considering Abortion Pills? You May Not Need To... 1 in 4 Pregnancies Ends Naturally!

Avoid The Cost, Risk And, Complications From Abortion Pills

▶ Screenshot from Turning Point Pregnancy Resource Center  
<https://mmpregnancy.com/considering-abortion/abortion-options/>

A particularly harmful false claim about medication abortion is called “abortion pill reversal.” False claims that a medication abortion can be “reversed” — by the potentially dangerous administering a high dose of hormones before the second medication is taken — are gaining ground as a centerpiece of messaging and services listed on CPC websites.



## “Abortion Pill Reversal” (APR) An “Unmonitored Research Experiment” on Pregnant People

*“What anti-abortion forces could not attain with fetal-focused religious arguments, they hope to accomplish with deceptive pseudo-science.”<sup>103</sup>*

—KIMBERLY KELLY, Associate Professor and Gender Studies Program Director, Mississippi State University



“Abortion pill reversal” (APR) is an anti-abortion movement term that refers to the experimental practice of administering high doses of progesterone to pregnant people who have ingested the first of the two medicines taken during medication abortion. Anti-abortion activists promote this rogue practice by claiming it can “reverse” a medication abortion.

Medication abortion requires that the patient first takes mifepristone, which stops the body from recognizing and activating progesterone in order to stop the pregnancy

from progressing, and then takes misoprostol, which causes uterine contractions. If a patient takes only the mifepristone and does not subsequently take the misoprostol, the pregnancy might continue. A review published in *The New England Journal of Medicine* found the proportion of pregnancies that continued after the first medication alone ranged from 8% to 46% in published studies.<sup>104</sup> Claims that administering high doses of progesterone increases these odds are “not based on science and do not meet clinical standards.”<sup>105</sup>

Medical professionals call APR “unproven and experimental.”<sup>106</sup> The FDA has not approved of dispensing the first medicine administered in medication abortion (mifepristone) without following up with the second (misoprostol), nor has it approved — or even reviewed — this use of progesterone.<sup>107</sup>

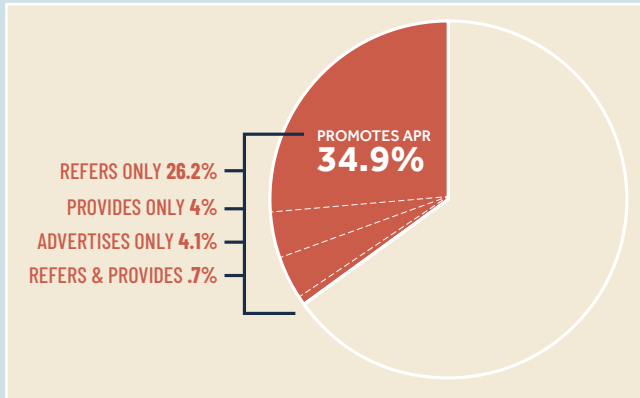
*The Alliance found over one-third (34.9%) of CPCs promoted “abortion pill reversal.”*

We also observed significant variation across states: More than half of the CPCs in Idaho (57.1%) and Washington State (50.9%) promoted APR. Significantly, we found a higher prevalence of APR promotion among state-funded CPCs in Minnesota and Pennsylvania than among CPCs not receiving state funding (31.0% to 21.3% in MN and 40.7% to 30.2% in PA).

*Close to 5% of CPCs in the Study claimed to directly provide “abortion pill reversal.” These CPCs did not indicate who administers the progesterone intervention; whether it is administered vaginally, orally, or by injection; or what follow-up care is provided, if any.*

The percentage of CPCs promoting APR in our Study states increased from 32% to almost 35% between the first Alliance Study review of CPC websites and social media for mention of APR in summer 2020 and a second review in early winter 2021.

The health effects of APR on the pregnant person and embryo are unknown. In 2019, a controlled clinical study of the efficacy and safety of APR was halted due to safety concerns, after three of the 12 women enrolled in the study had to be transported to the hospital for severe vaginal bleeding.<sup>108</sup> The researchers concluded, “We could not estimate the efficacy of [APR] ... Patients in early pregnancy who use only mifepristone may be at high



HBI claims to have a referral network of “over 1,000 healthcare professionals” who provide APR<sup>111</sup> and that they are expanding that network by “recruit[ing] more physicians, physician assistants and nurse practitioners” and advising them on how to administer APR.<sup>112</sup>

The HBI “helpline” is accessible via phone, live chat, email, and text, 24/7.<sup>113</sup> CPCs in this Study encouraged people to call the APR hotline instead of taking the second dose of medication. Since not taking the second medicine in the protocol may allow the pregnancy to continue, and there is no evidence that intervening with progesterone increases those odds, it is worth examining the intense CPC effort to drive pregnant people who begin a medication abortion to this central online APR platform. Especially in light of concerns about CPCs surveilling pregnant people under Senate Bill 8 in Texas — and copycat laws should they be enacted in other states — it is notable that CPC messaging about APR does not simply encourage people to not take the second medication but rather directs people to a website where HBI can collect their data digitally.

The anti-abortion movement has also coordinated CPC promotion of APR with a legislation effort to mandate that all doctors promote APR to their patients. Eight states, including Alliance Study state Idaho, now compel abortion providers to tell patients that an abortion can be reversed.<sup>114</sup> Similar statutes are currently enjoined in four more states.<sup>115</sup> The American Medical Association joined a federal lawsuit against such a law in North Dakota, stating the provision “compel[s] physicians and their agents to speak government-mandated messages that entail providing to their patients misleading or even patently false, nonmedical information.”<sup>116</sup>

► *For more information about HBI’s role in mainstreaming APR through the CPC movement, see [Global, National & Regional Anti-Abortion Organizations Supporting CPCs at alliancestateadvocates.org/publications](https://alliancestateadvocates.org/publications)*

risk of significant hemorrhage.<sup>109</sup> For now, such a treatment is experimental and should be offered only in institutional review board–approved human clinical trials to ensure proper oversight.”<sup>110</sup>

Despite these warnings from medical professionals, the anti-abortion movement is promoting APR through a streamlined nationwide infrastructure, often with government support. Every CPC in this Study that made referrals for APR sent people to the same online portal: an “Abortion Pill Rescue” website and hotline sponsored by Heartbeat International.



*“If there was a way to safely and effectively ‘reverse’ the effects of medication abortion, we would advocate for that procedure to be made available to people who want it. Pregnant people should have as much control as possible over the decision to terminate a pregnancy — or not. That’s what it means to work within a framework that prioritizes the right to individual body autonomy. But so-called ‘abortion pill reversal’ has not been proven to be safe nor effective. In fact, experts have likened it to an ‘unmonitored research experiment,’ conducted by the anti-abortion movement through its sprawling national network of crisis pregnancy centers. This isn’t the healthcare people need or want. It’s just the latest chapter in this country’s horrific history of experimental and coercive medical abuse perpetrated on people of color, and Black women in particular.”*

—Erin Maye Quade, Advocacy & Engagement Director, Gender Justice , Minnesota



CPCs also use false claims about abortion to radicalize anti-abortion activists and justify legislative abortion restrictions.<sup>117</sup> CPCs sponsor “post-abortion recovery” groups for people they claim are suffering from “post-abortion syndrome”— this “syndrome” does not exist; it has been manufactured by the anti-abortion movement — that encourage participants to become activists and support political efforts to end legal abortion.<sup>118</sup> Researchers identify CPCs as “the dominant force in spreading [post-abortion] syndrome claims at the grassroots level and...translating these claims into federal and state policy.”<sup>119</sup> Groundless “abortion regret” narratives have also infiltrated jurisprudence about abortion rights. In 2007, Justice Anthony Kennedy cited “post abortion regret” in the U.S. Supreme Court opinion upholding a ban on some later-term procedures — even while acknowledging a lack of evidence for this claim.<sup>120</sup>

## POST ABORTION STRESS SYNDROME (PASS)

### SYMPTOMS OF PASS MAY INCLUDE ANY OF THE FOLLOWING:

1. **Guilt:** Experiencing guilt does not imply that you made a mistake or “violated your own moral code,” as some pro-lifers would imply. However, feelings around having an abortion may be complex and have to take into account fear of what others might think.
2. **Anxiety:** General anxiety is a common symptom of PTSD—in the case of PASS, there might be particular anxiety over fertility issues and the ability to get pregnant again.
3. Numbness, **Depression:** Again, common symptoms of PTSD.
4. Flashbacks: Abortion is surgery, and in most cases, it’s a surgery that happens while the patient is fully conscious. This can be a distressing experience.
5. **Suicidal** thoughts: In extreme cases, the PTSD that results from a controversial abortion could lead to suicidal thoughts or tendencies and would require immediate treatment. It’s important to note that this is not a common or expected symptom of PASS, but as with any form of PTSD, it is possible.

▶ Screenshots from WISH Medical CPC, Moscow, ID  
<https://wishmedical.com/post-abortion-stress-syndrome-pass-does-it-exist/>



# Deceptive & Misleading Marketing: Most CPCs Do Not Provide Medical Care

*“When I worked in Ohio, a mobile crisis pregnancy center would pull up in front of the abortion clinic at which I provided services. One of the [abortion clinic] staff members, who was most definitely not pregnant, presented to the CPC stating she was pregnant and needed advice. They did not do a pregnancy test to confirm that she was pregnant, but performed an ultrasound. They told her she had a very tiny baby with a heartbeat. They even provided an ultrasound picture of her non-pregnant uterus. These were non-medical professionals telling people who weren’t even pregnant that they were “carrying life.” These centers are practicing medicine without a license, and as a licensed medical professional, I find this appalling.”*

—LISA PERRIERA, MD, MPH, Professor, Department of Obstetrics & Gynecology,  
Thomas Jefferson University, Pennsylvania



Contrary to CPC branding efforts and despite the industry’s recent success in obtaining funds designated for the provision of medical care, the Alliance found medical services comprised the smallest percentage of services offered by CPCs, and that CPCs use some non-medical services to promote inaccurate and misleading information about reproductive health care.

## Prenatal, Well-person, and Contraceptive Care

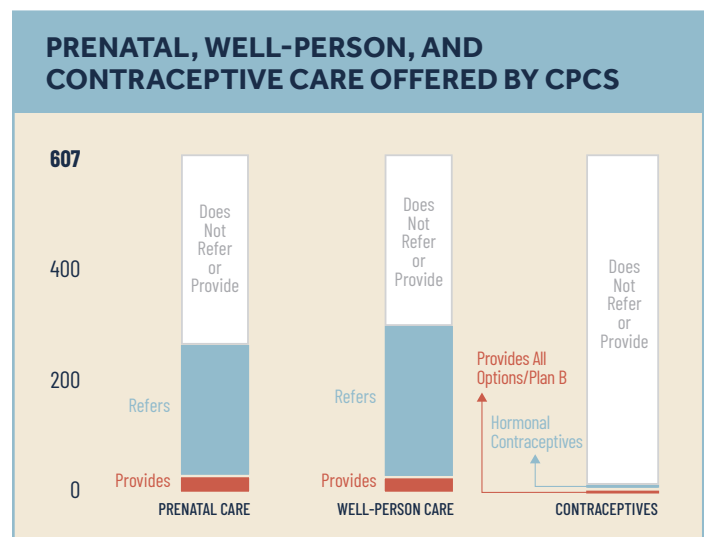
Of 607 CPCs surveyed, 5.1% offered prenatal care and fewer than half (40.2%) referred clients for prenatal care. In Pennsylvania, where one out of every six infants is born to a parent who received inadequate prenatal care,<sup>121</sup> state-funded CPCs offered no prenatal care.

CPCs affiliated with the big CPC networks — almost half (45.8%) of the CPCs in our Study states — offered prenatal care at a lower rate than CPCs overall:



Few CPCs (4.8%) offered well-person care, which we defined as preventive reproductive health services such as breast exams and Pap tests, as well as overall preventive health services, such as physicals. Less than one-third (29.8%) made referrals for well-person care.

Only one of the 607 CPCs in the Study offered FDA-approved contraception, while 3% provided “fertility awareness” and 7.7% offered abstinence programming.



While most public discussion of CPCs focuses on their opposition to abortion, this Study's finding that virtually no CPCs provided contraceptive services is consistent with scholarly research that indicates that CPCs generally oppose the promotion or provision of contraception. A study of online contraceptive information provided by CPCs noted that CPC sites "appeared to discourage contraceptive use by minimizing benefits and emphasizing risks and barriers" and that "none of the sites discussed positive aspects of pregnancy prevention, and none mentioned other health benefits of contraception (e.g., relief from migraines, menstrual pain, and acne)."<sup>122</sup>

## Sexuality "Education"

Almost 17% of CPCs in the Study claimed to offer sexuality education. Online descriptions of these CPC services suggest that calling them sexuality "education" is misleading, as the content typically promoted abstinence-only programming regarding pregnancy avoidance and prevention of sexually transmitted infections; never included information about contraception; and often included medically inaccurate claims.

Sexuality-related content in CPC programs sometimes featured religious and shame-based messages, as well as harmful stereotypes about women, LGBTQ+ youth, and nontraditional families.<sup>123</sup> In one example, a Spokane, Washington, CPC promoted a form of LGBTQ+ conversion therapy on its website:

### *Unwanted Same-Sex Attraction & Gender Identity*

In today's post-modern world, many are often defined by gender identity and sexual orientation. And yet for those struggling with same-sex attraction or gender confusion, claiming these identities can create feelings of fear and uncertainty. In isolation, we may try to shove our desires under the rug, and hopelessly believe that we cannot and will never change or experience a joy filled life.

If you are 1) struggling with unwanted same-sex attraction, 2) in a same-sex relationship, or 3) feeling confused in your gender, you are not alone. Path of Life is a Christian organization, providing free and confidential mentoring and support to those struggling with gender identity and/or same sex attraction. You are not bound to a life of hopelessness, guilt and shame, but through the gospel of Jesus, your heart, mind and behaviors can be transformed and healing can be found.

▶ Screenshot from Path of Light CPC, Spokane, WA  
<https://www.pathoflifespokane.org/services-1>



Approximately 8% of the Alliance Study CPCs also indicated that they offer sexuality-related services off-site, including in public schools. In some study states, the percentage was much higher: Nearly 20% of CPCs in Washington claim to offer sexuality education off-site.

According to adolescent health professionals, "Young people require comprehensive, medically accurate sexual and reproductive health information and quality, evidence-based clinical services. Programs that exclusively promote sexual abstinence before marriage ... are ineffective, ethically problematic, and might be harmful."<sup>124</sup>

The extent to which public schools and school districts are engaging CPCs to provide sexuality or abstinence-only programming is unknown, nor is it apparent when public education funds are being used to contract with CPCs. Reports of CPCs providing ideologically based, medically inaccurate presentations, classes, courses, and curricula in public schools abound,<sup>125</sup> including in Alliance Study states.



A school district in New Mexico paid a CPC to provide abstinence-only education until Southwest Women’s Law Center recommended that the governor terminate such contracts.<sup>126</sup> A Northern California CPC reported receiving a \$450,000 federal grant to continue providing sexuality education in Placer and Nevada county schools before school administrators determined they could no longer contract with the CPC under the state’s Healthy Youth Act mandating comprehensive sexuality education.<sup>127</sup>

There are also indications that CPCs are currently providing these services in public schools in Alliance Study states. In Minnesota, Gender Justice has found evidence of county contracts with CPCs, and in Alaska and Washington, Legal Voice is investigating school districts where CPCs claim to be providing sexuality education.

In Pennsylvania, there is recent direct testimony about the presence of CPCs in public schools. At a hearing in the state legislature in spring 2021, a representative of the Women’s Choice Network testified that her CPC used federal Title X funds and has seven “certified” CPC instructors providing sex education to 14 schools “on a daily basis” in the Pittsburgh area.<sup>128</sup> This revelation followed a 2018 report from a Pennsylvania-based high school student whistleblower that a representative from a local CPC was invited to speak at her health class.



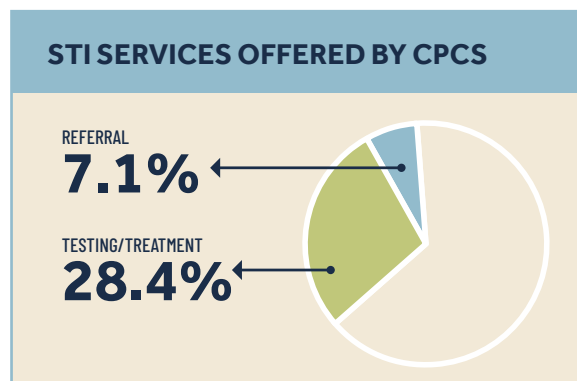
Among other medically inaccurate claims, the speaker advised students to avoid holding hands because any touching would make it harder for them to find a life partner by depleting hormones needed to bond couples. They also gave a student a Bible. The school board said it had no knowledge of this programming.<sup>129</sup>

### Sexually Transmitted Infection (STI) Services

Over one-quarter (28.4%) of CPC websites studied offer STI testing. Some CPCs that claimed to offer testing were found to offer STI “self-assessment” questions on their websites, not clinical tests. Just 7.1% referred clients for STI treatment.

The latest available data shows STIs are at an all-time high in the United States, and medical experts warn that some STIs can have serious health consequences including increased risk of HIV infection.<sup>130</sup> A recent report issued by an anti-abortion organization highlighted the STI crisis while claiming CPCs “provide STI/STD testing and treatment to women,

and at some locations to men, in direct response to this public health crisis.”<sup>131</sup> Despite such rhetoric about STI services, most CPCs in this Study did not provide or refer people for STI treatment. Moreover, CPCs consistently oppose contraception and do not offer barrier methods such as condoms, which are a standard of care in STI prevention.



## Licensed Medical Professionals on Staff

CPCs increasingly promote their affiliation with licensed medical professionals as part of their effort to present as medical clinics. The Alliance found 16% of CPCs in this Study indicated they had a physician on staff, and just over 25% indicated they had a registered nurse. The

majority surveyed (52.8%) did not provide any information on their websites about whether licensed medical professionals were associated with the CPC.

Scholarly research and the limited public reporting available on licensed professionals at CPCs both indicate that most medical professionals affiliated with CPCs are engaged on a part-time or volunteer basis.<sup>132</sup> Anecdotal reports also indicate some physicians working with CPCs are licensed in fields unrelated to reproductive health, including as optometrists and chiropractors.<sup>133</sup>

**In sum, despite claims and efforts to present as medical facilities, the Alliance Study found that CPCs offered virtually none of the medical services needed by pregnant people; used some services to promote inaccurate and misleading medical information; and largely did not engage licensed medical professionals on their staff. In fact, by misleadingly presenting themselves as medical facilities, CPCs may systemically obstruct access to medical care.**



*“In 2002, I was seeking an abortion at age 28, living in Chicago and working as a paralegal. I made an appointment at what I thought was an abortion clinic, but instead of providing me an abortion, the clinic counselors lectured me about the joys of motherhood, made me watch graphic videos of abortion procedures, then presented me with a rattle and a onesie and referred me to another facility for a free ultrasound. At this second appointment, the technician told me, “If you have an abortion now, you’ll perforate your uterus and won’t be able to have children in the future.”*

*Terrified by the prospect of infertility, I carried the pregnancy to term. Within a year of my son’s birth, I lost my job and health care. The pregnancy clinic I visited never followed up, nor offered support beyond the set of baby toys they’d given me on my first visit. Years later, I realized what had happened to me: I was intentionally lured into a crisis pregnancy center.”*

—**Cherisse A. Scott**, CEO & Founder, SisterReach, Tennessee

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## CPCs & Access to Health Care

CPC tactics to expressly delay patient access to abortion care are well documented.<sup>134</sup> An openDemocracy journalist who enrolled in online Heartbeat International trainings for CPC peer counselors recently reported, “They ... taught me how to discourage and delay women from accessing abortions and even emergency contraception.”<sup>135</sup>



If you are considering visiting an abortion clinic, we want you to know what this choice could mean to your future. You don't need to make this decision right away. Slow down and allow time to think. Don't let anyone tell you that you have to have an abortion. Pregnancy care centers exist to offer you choices and information. There are risks to most abortion procedures. Be sure that you understand these risks because many abortion clinics are not required to inform you of this before performing an abortion.

► Confidence Pregnancy Center, Salinas, CA; <https://pregnancysalinas.com/faqs/>

People seeking abortion care, as well as abortion providers, report experiences of CPC tactics delaying access to medical care.

*“[A CPC] lied to me, suggested I commit suicide, and threatened to call the police if I left their building. I can't believe they're allowed to interact with pregnant people, let alone receive money from the state government to do so. Going to a CPC endangered my health, my life, and fundamentally affected the way I look at myself – and prevented me from seeking care from other providers.”*

—M. C., CPC client, Minnesota

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*“I went to Care Net because I was afraid that I was having another ectopic pregnancy and I wanted to find out about all of my options, including medication abortion, like the Care Net website says. A ‘nurse’ gave me a pregnancy test and then put me in a room by myself. A volunteer came in and ‘counseled’ me against having an abortion. She asked if I was religious and if I believed in God. She gave me information about Hell. And then she prayed for me. They refused to do an ultrasound exam on me that day but scheduled one in two weeks’ time. Given my history, I could not delay for two weeks, so I went to a provider where I was given a thorough examination and it was determined that a medication abortion was the right choice for me.”*

—A.N.V., CPC client, New Mexico

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*“I have had colleagues who report that patients who visited CPCs were specifically instructed by the CPC not to seek care from a provider until much later in their pregnancy. Put simply, far from enhancing patient care, CPCs create unnecessary risk.”*

—GLENNA MARTIN, MD, Board-certified family medicine physician, Washington

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Research has also documented CPCs using ultrasounds to legitimize false information about the stage of fetal gestation<sup>136</sup> and mislead clients into believing they are too far along to legally obtain an abortion.<sup>137</sup> CPCs in the Alliance Study also posted obviously manipulated ultrasound imagery on their website.<sup>138</sup>

*“I had one patient who reported an ultrasound result to me that did not match her actual gestational age. My patient was contemplating abortion and thought she had ‘plenty of time’ to make her decision based on the ultrasound she had received at this CPC. But when we did an ultrasound, the patient was much closer to the gestational age limitation on abortion in our state than she had thought.”*

— **GLENNA MARTIN, MD**, Board-certified family medicine physician, Washington



A robust body of research indicates that a person who seeks but cannot obtain abortion care may experience a range of harms including mental, physical, and socioeconomic consequences.<sup>139</sup> Relatively little is known, however, about the health consequences of visiting a CPC on pregnant people who are not considering abortion.

While preventing access to abortion is the primary mission of CPCs and people considering abortion are the main targets of CPC marketing efforts,<sup>140</sup> the surprising reality is that most people who go to CPCs intend to carry their pregnancies to term and are primarily searching for free pregnancy tests and infant supplies, especially diapers.<sup>141</sup> In one study, 87% of CPC clients reported going to the center for diapers, and 44% for baby clothes/items.<sup>142</sup>

**MOST CPC CLIENTS ARE SEARCHING FOR FREE GOODS:**



**87%**  
OF CPCS CLIENTS GO FOR DIAPERS



**44%**  
OF CPCS CLIENTS GO FOR BABY CLOTHES/ITEMS

Do CPC delay tactics postpone access to prenatal care? If so, what are the health consequences for pregnant people visiting CPCs before or instead of accessing medical care?

CPCs specifically target people seeking abortion care, yet disproportionately affect people who intend to carry to term. The unknown consequences of this reality for maternal and public health is cause for national concern, especially in light of expansion of CPC networks across the country. Future research should specifically investigate the impact of visiting a CPC on maternal health and birth outcomes.

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# Key Context & Additional Findings

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## CPCs & Public Funding: Taxpayer Funds Increasingly Support CPC Deception & Expansion

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*(CPCs are) “unfortunately capitalizing on a gap that we have in our system in terms of responding to the actual real needs of pregnant folks and the actual real needs of families.”*

—**NOURBESE FLINT**, Policy Director/Program Manager, Black Women for Wellness, California

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CPCs began to secure public funding in the 1990s. Initially, most taxpayer funding diverted to CPCs came from federal welfare reform and abstinence-only education programs (despite research that abstinence “education” does not delay sexual initiation or reduce sexual activity)<sup>143</sup> and through esoteric funding streams such as “marriage promotion” programs.

In 2019 CPCs obtained federal funds through the Teen Pregnancy Prevention and Title X Family Planning Programs.<sup>144</sup> The Trump administration diverted \$1.7 million reserved for Title X<sup>145</sup> — the only federal program devoted specifically to family planning and preventive reproductive health services for low-income patients — to Obria, a California-based crisis pregnancy network “led by God.”<sup>146</sup> By law, Title X funds are expressly intended to promote equitable access to contraception; Obria has privately committed to never dispense contraception.<sup>147</sup>

Additionally, at least ten states - including one Alliance state, Pennsylvania - have diverted welfare reform funds under the Temporary Assistance for Needy Families (TANF) program, which are intended to support low-income pregnant people and families with children to meet basic needs, into CPCs.<sup>148</sup>

In 2020, CPCs also obtained federal funding through the Coronavirus Aid, Relief, and Economic Security (CARES) Act.<sup>149</sup> The anti-abortion organizations steering the CPC movement continue to seek novel new sources of public funds.<sup>150</sup>

## States are Directly Funding

With federal funding fluctuating with each administration and a record number of state governments controlled by a single party,<sup>151</sup> states are now the most significant and stable source of public funding of CPCs. CPCs obtain state funding in at least 29 states.<sup>152</sup>

In 2000, three states directly funded crisis pregnancy centers. Today, at least 14 states directly fund CPCs, including two Alliance states: Minnesota and Pennsylvania. While California does not directly contract with a CPC network, California-based CPCs have nonetheless secured federal and state funds through other means.

Through state grant programs with euphemistic names like “alternatives to abortion,” and under-the-radar mechanisms such as “choose life” license plate programs and tobacco settlements, state CPC contracts are being secured, and renewed, with little public attention — even in the wake of investigations of potential waste and misuse of public funds, such as in Florida,<sup>153</sup> Michigan, Minnesota,<sup>154</sup> North Carolina,<sup>155</sup> Pennsylvania, and Texas.<sup>156</sup>



**29** Positive Alternatives (MN)

**27** Real Alternatives (PA)

**9** MediCal (CA)

**15** Title X (CA)

\* N=613 and n=185 reflects an increase in the overall and California data sample because 6 Obria-affiliated CPCs in California were opened and added after all other data were collected.

*“While the state sends millions of dollars to crisis pregnancy centers that deliberately lie to pregnant people and stop them from accessing abortion care, abortion funds and providers have to scramble to raise money to fund essential, life-affirming reproductive health care — often in situations where CPCs have delayed someone’s access to abortion and made the procedure more expensive. When CPCs lie to pregnant people about their reproductive health care options, the effects fall disproportionately on people of color and people with low incomes — following a long history of reproductive oppression against people of color. It is absolutely unacceptable and unjust for the state to fund organizations that deliberately deny people their essential rights to bodily autonomy and self-determination.”*

— SHALYLA WALKER, Vision Realization Advisor, Our Justice, Minnesota

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### ► Alliance Study state: Minnesota

Minnesota allocates millions of dollars annually to CPCs through its state-funded CPC program Positive Abortion Alternatives (PAA), established in 2005. Of the 90 CPCs in Minnesota, 29 (32%) receive public funding through the PAA program.

Minnesota policymakers have awarded public funds to CPCs for more than 15 years but have never conducted a comprehensive assessment of their services, practices, or use of taxpayer dollars.

An investigation by Minnesota-based Alliance member Gender Justice found egregious examples of over-funding and inefficiency in the PAA program. For example, Gender Justice found that Elizabeth House, a CPC based in a town of approximately 2,100 residents, was awarded a PAA grant of \$75,000 per year to serve an average of 57 clients per year, with only 7% of the budget funding client services; the balance went to salaries and administrative expenses. In another example, Gender Justice discovered that one rural Minnesota CPC (Choices Pregnancy Center in Redwood Falls) received approximately \$65,000 per year to serve 20 clients or fewer per year. The services the CPC provided to those clients were primarily parenting education classes,

with attendance at the classes incentivized by rewards of parenting supplies. The line item in the CPC budget for the actual parenting supplies was only \$1,200. The 2012 grant application for this CPC revealed that the area hospital serving the same population has only 100 births per year and that the hospital already provides its own parenting education classes.

These examples of over-funding and inefficiency in Minnesota's state-funded CPC program are based on partial data. Since 2018, Gender Justice has filed requests to review documents related to the PAA program, which is public information. The Minnesota Department of Health has neither promptly nor completely responded to these requests.<sup>157</sup>

### ► Alliance Study state: Pennsylvania

Anti-abortion lawmakers in Pennsylvania have funneled more than \$100 million since the mid-1990s into Real Alternatives (RA), a regional umbrella organization that oversees a network including 27 CPCs, which constitute just 17.9% of all CPCs in the state, as well as other programs such as maternity homes.

In 2016, the Pennsylvania Department of Human Services could not account for how RA spent public funds.<sup>158</sup> The auditor general concluded Real Alternatives inappropriately used public money intended for direct services to promote themselves in other states, a maneuver he characterized as "illegal and secretive skimming of public tax dollars."<sup>159</sup>

Headquartered in Pennsylvania, Real Alternatives launched pilot programs in Michigan and Indiana, and claims to have advised and educated anti-abortion activists how to replicate its model in Texas, Florida, Wisconsin, North Dakota, South Dakota, Louisiana, Nebraska, Ohio, and Minnesota.<sup>160</sup> In 2019, Michigan defunded Real Alternatives in the wake of a public complaint filed by watchdog group Campaign for Accountability (CfA), which alleged Real Alternatives "appear[ed] to have both misused taxpayer dollars and failed to provide adequate health services."<sup>161</sup>

In 2020, CfA filed a 27-page public complaint outlining "the ways [Real Alternatives] has failed to fulfill its duty to Pennsylvania families to provide adequate pregnancy and parenting services, while simultaneously inappropriately skimming money intended for service providers, and misappropriating public funding..."<sup>162</sup> The CfA complaint details a bloated advertising budget correlated with serving fewer clients; a budget that included almost \$25,000 annually to run a hotline that received an average of 156 calls a year; public money used to fund the organization's efforts to block right-to-know records requests; and exorbitant executive salaries, among other questionable expenditures.

Pennsylvania officials re-funded Real Alternatives for FY 2021-2022. Real Alternatives also continues to operate in Indiana.

### ► Alliance Study state: California

Though California does not permit state contracts with CPCs, the Alliance Study found that nine CPCs in California have billed Medi-Cal, the state's Medicaid program, for client services for which they were reimbursed by the state.<sup>163</sup>

In sum, this Study found that states that fund CPCs show a striking and consistent lack of accountability or transparency in this expenditure of taxpayer dollars. Moreover, while state policymakers continue to divert public funds into CPCs, their failure to assess the quality and content of services CPCs offer pregnant people or the consequences of those services for the public health is a serious concern, especially in the wake of multiple investigations finding evidence of extensive misuse and waste of public funds by CPCs.

## State-funded Harm

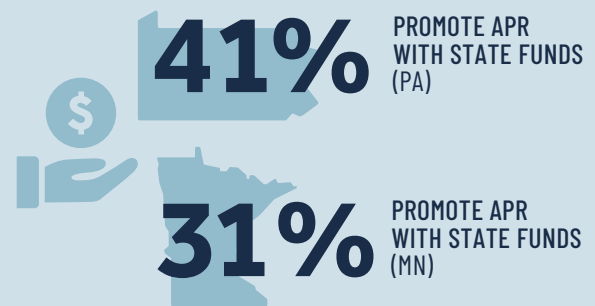
### How State-Funded CPCs Compared to CPCs Without State Funding

With two of the nine states in this Study providing state funds to support CPCs, the Alliance was able to analyze disparities in services offered by state-funded CPCs in individual states. These findings should serve as a bellwether for states nationwide that are funding CPCs.

The Alliance Study found two significant disparities in services offered by state-funded CPCs:

### State-funded CPCs promoted “abortion pill reversal” more often than CPCs without state funding.

- 40.7% of state-funded CPCs in Pennsylvania promote APR compared to 30.2% of the CPCs in PA without state funding
- 31.0% of state-funded CPCs in Minnesota promote APR compared to 21.3% of the CPCs in MN without state funding



### Fewer state-funded CPCs claimed to provide and refer for prenatal care than other CPCs.

- In Pennsylvania, not a single state-funded CPC provides prenatal care, compared to 1.6% of CPCs without state funding
- In Minnesota, while two of the four CPCs that provide prenatal care are PAA grantees, fewer state-funded CPCs refer clients for prenatal care (41.4%) than CPCs without state funding (47.5%)

These disparities underscore the need for a comprehensive analysis of state-funded CPCs and assessment of the maternal and public health consequences of this government investment.

# Appearing Local, Acting Global: CPCs Are Key Players in the International Anti-Abortion Movement

While individual CPCs may appear to be small, local, and independent facilities, the crisis pregnancy center industry is a sophisticated global network led by international, national, and regional anti-abortion organizations. These organizations, most of which are part of broader evangelical, Catholic,<sup>164</sup> and Christian nationalist movements,<sup>165</sup> provide extensive technical support to CPCs across the country, including digital strategy, infrastructure, and content; marketing and public relations; training and technical support.

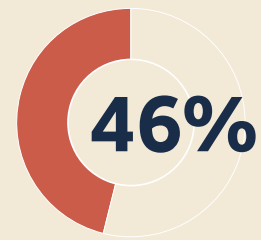
► *For more information see the Alliance Study companion resource, [Global, National & Regional Anti-Abortion Organizations Supporting CPCs](#), at [alliancestateadvocates.org/publications](http://alliancestateadvocates.org/publications).*

Under the direction of the major umbrella groups, CPCs are using sophisticated digital tactics, targeting clients online and on mobile phones, directing prospective clients to centralized hotlines and online chat services, and collecting and storing massive amounts of data on the reproductive and sexual histories of people, including “digital dossiers” of clients that in some cases also track their religiosity.

Crisis pregnancy centers have also adapted well-established practices to the digital age.

For example, CPCs frequently open near reproductive health clinics and use names and logos similar to nearby clinics.<sup>166</sup> The Alliance found this practice remains common: 10% of CPCs in this Study were mobile clinics, which can be positioned near abortion clinics and can directly intercept people seeking their services. All but two Study states, Idaho and Alaska, had mobile CPCs; the states with the highest presence of mobile clinics were Washington (36.4% of CPCs were mobile), New Mexico (16.1%), California (15.1%), and Montana (15.0%).

The modern CPC industry has adapted this strategy of mimicking women’s health clinics in online spaces by creating websites that imitate the language on abortion clinic sites. In a recent study examining CPC website messaging and visual cues, researchers found that CPCs mirror language signaling patient-centeredness, which may convince clients they are legitimate medical establishments. The study of CPC websites in nine Southeastern states found that websites explicitly communicate that CPCs are environments of non-judgement, choice, and freedom from coercion while obfuscating their services. In tandem, they did not always state their unwillingness to support or provide abortion but described a “free and open environment” and a “full range of choices.”<sup>167</sup>



THE ALLIANCE FOUND 45.8% OF CPCs IN OUR STUDY STATES ARE AFFILIATED WITH ONE OR MORE OF THESE GROUPS:

Organizational Affiliation*	
Any national/regional org	239 (45.8)
Care Net	117 (19.3)
Heartbeat International	65 (10.7)
Birthingright	35 (5.8)
Real Alternatives	27 (4.4)
Obria	15 (2.5)
Elevate Life	13 (2.1)
Religious Institution	10 (1.6)
NIFLA	4 (0.7)
Culture of Life Family Services	2 (0.3)
Other	58 (9.6)
None Specified	280 (46.1)

\*Some CPCs have more than one affiliation



*“CPCs outnumber legitimate clinics in much of the South, often infiltrating networks of medical referral and social support, while delaying desired, necessary and timely care through deceptive tactics. In the online space, CPCs are sometimes indistinguishable from legitimate clinics. This speaks to how effectively CPCs have strategized to obfuscate their true motives and penetrated the health care arena and how they are exploiting the landscape of unmet needs, especially in rural and underserved communities.”*

—**SUBASRI NARASIMHAN, PhD**, Research Assistant Professor, Rollins School of Public Health & the Center for Reproductive Health Research in the Southeast, Emory University, Georgia



Researchers in the Southeast also found 67% of CPCs used prominently placed photos of women of color on their website, most often on their homepage.<sup>168</sup> Website and marketing images featuring models of color act as visual cues signaling that CPCs are trusted sources of information for people of color, especially Black women, advancing a long-standing CPC strategy of racial targeting. The CPC movement stepped up its racial targeting in 2003 through a Care Net/Heartbeat International-led “Urban Initiative” program focused on Black women and on opening “urban” CPCs in majority Black and minority neighborhoods.<sup>169</sup> <sup>170</sup> CPC marketing strategies targeting people of color also lend “a veneer of inclusivity to a fundamentally white movement.”<sup>171</sup>

These tactics effectively confuse target clients: A recently published study found only two out of five people were able to correctly identify that CPCs did not provide abortion services after looking at their websites.<sup>172</sup> People with low health literacy and lack of previous knowledge about abortion care were the least likely to be able to recognize a CPC by its website.<sup>173</sup>

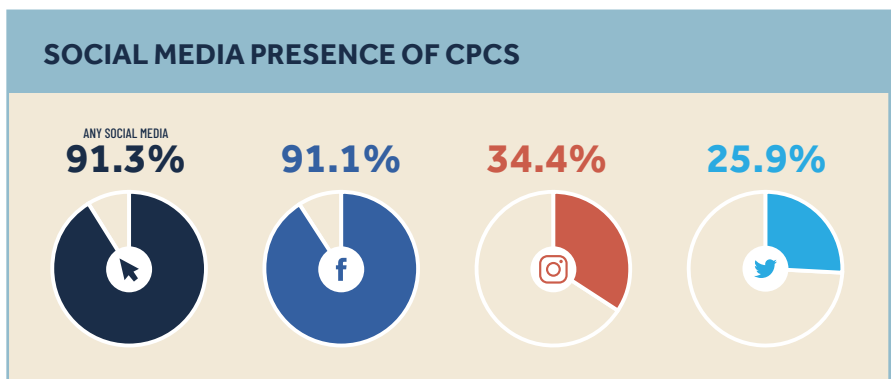
Moreover, many CPCs maintain dual websites: a secular site to appeal to pregnant people, and a religious one to appeal to donors and supporters.<sup>174</sup> Heartbeat International encourages affiliates to create two websites, one that describes the anti-abortion mission to secure donors, and one designed for people seeking medical care.<sup>175</sup>

The modern-day CPC industry has also embraced social media to target clients. More than 90% of the CPCs examined in this Study are active on social media, especially Facebook.

Though we did not analyze the presence of CPCs on social media

apps TikTok and Snapchat in this Study, digital marketing firms such as “Choose Life Marketing,” which advertises as a Google Partner and Facebook Marketing Partner, show the CPC industry is promoting tactics to target millennials and Gen Z through apps that attract younger users (e.g., Snapchat, YouTube, TikTok) and using Facebook ads to target women who use the dating app Tinder.<sup>176</sup>

As another firm specializing in targeting young women and teens deemed “at risk” for abortion noted, CPCs can use social media to “target individuals seeking pregnancy and abortion information online” to give them “the opportunity to ... contact you **first**” (emphasis in original quote).<sup>177</sup>



## CPCs Gaming Google

Research shows that people living in areas with multiple restrictions on abortion access, or where there are fewer abortion providers, are the most likely to use the internet to search for abortion information and providers.<sup>178</sup>

CPCs spend significant sums to advertise on internet search engines.<sup>179</sup> Digital marketing firms that cater to the CPC movement emphasize that the goal is to intercept people searching for abortion care online. As one anti-abortion marketing firm advised, “How do pregnancy centers reach the abortion-minded woman before these abortion pill providers do? ... Through marketing strategies like SEO and PPC, you can rank on top of Google and reach women before abortion providers do.”<sup>180</sup>

A 2018 study of the quality of information available for people searching online for abortion information and providers found Google ads were the least likely to facilitate and the most likely to hinder self-referral for abortion. This study found that search results often led to either crisis pregnancy centers or anti-abortion websites regardless of search term or search engine, and that the information quality was lowest in areas with the least access to abortion providers.<sup>181</sup>

In 2019, in response to criticism, Google enacted a new ad policy designed to require crisis pregnancy centers to be transparent online about not providing abortion care or referrals.<sup>182</sup> But loopholes remain that allow CPCs to continue posting misleading digital ads.<sup>183</sup> For example, only users who search under the term “abortion” will see the tag “Does not provide abortion” that Google now requires on CPC ads. If a user searches under other terms, like “pregnancy test,” the tag does not appear. Nor does the tag appear on ads placed by the big CPC networks.

## CPCs and Mobile Geofencing

Mobile geofencing is a digital marketing strategy that enables advertisers to target people within a specific physical location to receive ads on their phone, so long as they are within the digitally defined parameter. CPCs have set up geofences around abortion clinics to reach people in the waiting room, sending ads to their phones to try to get them to go to the CPC instead. “Be creative with your geofencing,” advises a CPC marketing firm. “You can set it up around high schools, universities, shopping malls, movie theaters, and abortion clinics.”<sup>184</sup>

In 2017, the Massachusetts attorney general concluded that this tactic violated consumer protection laws and forced one advertising firm to cease in that state, noting that the technology can be used to “digitally harass people” and that “consumers are entitled to privacy in their medical decisions and conditions.”<sup>185</sup>

## CPCs Collect Client Data

Anti-abortion umbrella organizations use CPCs to collect and store extensive personal client data. They have leveraged content management systems, centralized hotlines and website chat services, and fertility apps<sup>186</sup> to create “digital dossiers” on every person who interacts with a CPC. Data collected includes the purpose of the client’s visit, demographic data, outcomes of the visit in terms of abortion decision, and status of potential conversion to evangelical Christianity.<sup>187</sup> As discussed below, most CPCs are not subject to federal privacy laws, so the confidentiality, uses, and potential sharing of massive amounts of data about people who visit, call, chat with, or otherwise have contact with a CPC remain unclear.

### Get To The Top of Google With These 3 SEO Tips!

With abortion minded women searching for answers online every day, search engine optimization (SEO) is necessary for an effective marketing strategy. Stand out among your competition - your local abortion clinic - and connect with the abortion-minded woman by using SEO the right way.

From blogging to optimization, a great SEO strategy helps you rank on top of Google. The more strategy you put into SEO, the better chance women have coming to your website and ultimately coming into your center.

▶ Screenshot from Choose Life Marketing  
[https://www.chooselifemarketing.com/marketing\\_category/client-strategy/](https://www.chooselifemarketing.com/marketing_category/client-strategy/)





## CPCs Feed Client Information to Big Data

*“One huge threat that CPCs pose, about which most people are unaware, concerns patient privacy. CPCs may pose as legitimate reproductive health clinics, but the vast majority of them provide no health care services whatsoever. Consequently, many of the legal protections against disclosure of personal health information do not apply to these so-called clinics. This enables them to collect vast amounts of personal information, which they can use to build their movement or share with others—with almost no accountability or oversight.”*

— KIM CLARK, Senior Attorney, Legal Voice, Washington

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An in-depth investigation of CPCs by Privacy International, a UK-based organization that defends and promotes the right to privacy across the world, found that Heartbeat International (HBI) is leading the anti-abortion movement’s effort to collect and store client information. The report provides a glimpse into how the CPC movement is leveraging big data, the lack of transparency regarding how the data is used and where it is shared, and the potential for privacy violations.<sup>188</sup>

Health care providers in the U.S. are subject to the Health Insurance Portability and Accountability Act (HIPAA), which requires that patient information be kept private. Because CPCs typically do not provide health care, they are not subject to the law.

According to the Privacy International report, Heartbeat International is collecting client data through a content management system called Next Level, which collects “name, address, email address, ethnicity, marital status, living arrangement, education, income source, alcohol, cigarette, and drug intake, medications and medical history, sexual transmitted disease history, name of the referring person/organisation, pregnancy symptoms, pregnancy history, medical testing information, and eventually even ultrasound photos.”<sup>189</sup>

Heartbeat International promotes Next Level by assuring CPC administrators, “You’re part of a global mission and you know it.”<sup>190</sup> While HBI claims they employ “the necessary” HIPAA protections on their website, Privacy International notes “Next Level’s privacy policy states that the company ‘may share such information with Next Level affiliates, partners, vendors, or contract organizations.’”<sup>191</sup>

HBI also collects client data through the online chat service Option Line and its “abortion pill reversal” hotline. As Privacy International noted: “The Option Line chat interface requires visitors to enter their name, demographic information, location information, as well as if someone is considering an abortion. Only after submitting this personal information does the chat begin. It is unclear where the data submitted prior to the chat beginning, as well as the data generated during the chat, ends up, and who has access to it.”<sup>192</sup>

Privacy International notes that Option Line’s terms of service state that client information can be used “for any and all purposes [believed to be] appropriate to the mission and vision of Option Line.”



The CPC industry’s extensive use of sophisticated digital strategies to collect and mine client data is deeply concerning, especially as the Texas six-week abortion ban that went into effect on September 1, 2021 allows private citizens to sue anyone who “aids or abets” a friend, family member, loved one, or stranger to obtain a banned abortion and receive at least \$10,000 in compensation. **CPCs are now positioned to surveil pregnant people and feed their data to vigilante anti-abortion bounty hunters anywhere in the country.**

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# State Policy Recommendations

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*“Our policy recommendations include mechanisms to hold CPCs accountable for how they treat pregnant people and promote transparency regarding how they spend public money. But we also urgently need policies that promote equitable access to evidence-based reproductive health care and enable economic security. The scarcity of access to legitimate health care, combined with widespread financial insecurity, is the context that makes people vulnerable to CPCs.”*

—**AMAL BASS**, Director of Policy & Advocacy, Women’s Law Project, Pennsylvania

Crisis pregnancy centers both exploit and perpetuate inequities in access to health care and safety-net systems. While the policy recommendations below are not comprehensive, they include ways to hold CPCs accountable for the quality of their services and their use of public funds. We also offer broader policy approaches to increase equitable access to evidence-based reproductive health care. The applicability of these recommendations will vary from state to state and locality to locality, depending on local circumstances, political landscape, existing law, demographics, and specific needs of people of reproductive age in each jurisdiction.

State policymaking will be informed by court rulings, including *NIFLA v. Becerra*,<sup>193</sup> a First Amendment case in which the U.S. Supreme Court struck down a California law requiring facilities that provide pregnancy-related services to publicize certain notices about reproductive health services provided by the state.<sup>194</sup> Since that ruling, local and state jurisdictions have passed laws prohibiting false or misleading advertising by CPCs that are designed to withstand a First Amendment challenge.<sup>195</sup>

▶ *See the following State Pages for specific recommendations for Alliance Study states.*

## Protect Clients & Patients

- Pass state and municipal laws, within constitutional limits, requiring CPCs to disclose which services they do and do not provide.
- Amend state consumer protection laws that apply only to for-profit and/or commercial transactions so they apply to providers of free pregnancy-related services.
- Repeal laws that mandate doctors give medically inaccurate and biased information to patients, including false claims of links between abortion and infertility and breast cancer.
- Encourage state attorneys general to investigate and hold accountable CPCs that use geofencing and other patient-targeting tactics.
- Ensure that state agencies publishing information for people seeking abortion, family planning, and other reproductive health services provide medically accurate information.
- Ensure that public schools do not engage CPCs or other entities that fail to provide comprehensive, age-appropriate, evidence-based information to teach sexuality education, classes, or curricula.
- Prohibit administration of and referral for “abortion pill reversal” (APR), including through:
  - Professional licensing regulations;
  - Enforcement of laws prohibiting the practice of medicine without a license;
  - State laws prohibiting the practice of APR, perhaps modeled on conversion therapy bans;
  - Barring APR provision, referral, or promotion by programs that receive public funds.
- To protect confidential client information, pass laws that:
  - Define what should be held confidential, e.g., name, address, phone, purpose of visit;
  - Extend HIPAA-like protections to people served by nonprofits providing pregnancy-related services;
  - Require providers of pregnancy-related services not covered by HIPAA or other privacy laws to inform clients of their privacy policy, whether and how they aggregate personal information, and how they use personal information.

*CPCs often provide inaccurate health information and attempt to thwart the use of safe, acceptable, desired health care services, particularly contraception and abortion. CPC practices and services do not align with a public health approach and are inconsistent with recommendations of professional medical organizations and medical and ethical standards of care. Government-funded health programs have a responsibility to protect and promote health and provide accurate information. [We] support regulation and action to address CPCs' lack of adherence to medical and ethical practice standards and prevent potential harms caused by CPC services and practices.<sup>197</sup>*

— **JOINT POSITION STATEMENT** from the Society for Adolescent Health and Medicine and the North American Society for Pediatric and Adolescent Gynecology, December 2019



## Promote Transparency, Best Practices Regarding Public Funding

- Do not fund CPCs with taxpayer dollars.
- Prohibit diversion of TANF and other social safety-net funds to CPCs.
- Require any program receiving taxpayer funds earmarked for pregnancy-related services to:
  - Provide or make referrals to providers of comprehensive reproductive health services;
  - Publish an annual public report on the use of public grants and contract funds.
- Institute oversight mechanisms, such as public audits, for publicly funded CPCs.
- Establish a CPC hotline, similar to fraud lines, for reporting:
  - Harassment of patients;
  - Dissemination of private information;
  - Personal experiences at CPCs;
  - Disinformation found on CPC websites;
  - Deceptive advertising about services offered;
  - CPCs that provide “abstinence” education in public schools.

*From a public health standpoint, these centers endanger women by misinterpreting and misrepresenting medical evidence. States implicitly endorse these centers when they provide support for them ... Honest information about the perspective from which they dispense advice and support, in addition to forthright acknowledgement of their limitations, is essential for these centers to provide an ethical service to women. For no other medical procedure would someone who is not a health care professional seek to give detailed counseling on the risks of the procedure ... Until taxpayers can be assured that these centers conform to ethical standards of licensed medical facilities, offer sound medical advice, and do not lead to harm, states should refrain from directly or indirectly funding these centers.<sup>196</sup>*

—AMA Journal of Ethics, March 2018



## Address the Maternal & Reproductive Health Care Gaps Exploited by CPCs

*Pregnancy centers are not isolated aberrations in a well-functioning health care system but expected outcomes of critical absences in reproductive health care and severe economic inequality in the United States. Most clients are low-income and under-insured ... Centers may entrench existing health inequalities by limiting the range of reproductive-health options available to marginalized women. In refusing to refer for contraception or abortion, pregnancy centers may delay clients in accessing desired services, ladening these actions with misinformation, morality, and trauma.<sup>198</sup>*

—KENDRA HUTCHENS, University of Colorado-Boulder, April 2021



- Establish and publicly fund diaper bank and diaper subsidy programs through legislation.
- Eliminate pregnancy test requirements of applicants for Medicaid or other state services.
- Encourage states to offer reliable, free pregnancy tests and pregnancy confirmation letters.
- Pass laws mandating evidence-based, age-appropriate K-12 sexuality education.
- Pass contraceptive equity laws that require insurers to cover all methods of contraception without co-pays.

## Eliminate Obstacles to Health Care for Pregnant & Parenting People

*These centers should not be seen as part of a reliable system of care and support. Health departments and social services programs are more appropriate sources of this care — and many already offer support for low-income pregnant women, through social workers, pregnancy classes, health care worker home visits, and in-patient therapy. [Research] findings, however, suggest that pregnant women’s needs are not being met or, at the least, that some women lack awareness of these resources and how to access them.<sup>199</sup>*

—KATRINA KIMPORT, University of California, San Francisco, February 2020



- Extend postpartum coverage under Medicaid from 60 days to one year.
- Expand insurance coverage for full-spectrum doula services.
- Allow birth centers to offer abortion care.
- Expand insurance coverage for pregnant and postpartum people with substance use disorders.
- Make health insurance enrollment and coverage more accessible and comprehensible; eliminate burdensome requirements.
- Measure maternal mortality and morbidity and racial disparities, enact state-specific recommendations to improve maternal health outcomes, and measure progress in a comprehensive, systematic fashion that can be measured across state lines.
- Incentivize medical and nursing schools to provide anti-racism and cultural competency training; provide Continuing Medical Education and Continuing Nursing Education credits for this training.
- Pass comprehensive health care reform or public option health insurance laws at the state level.

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# *State Findings*

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ALASKA

CALIFORNIA

IDAHO

MINNESOTA

MONTANA

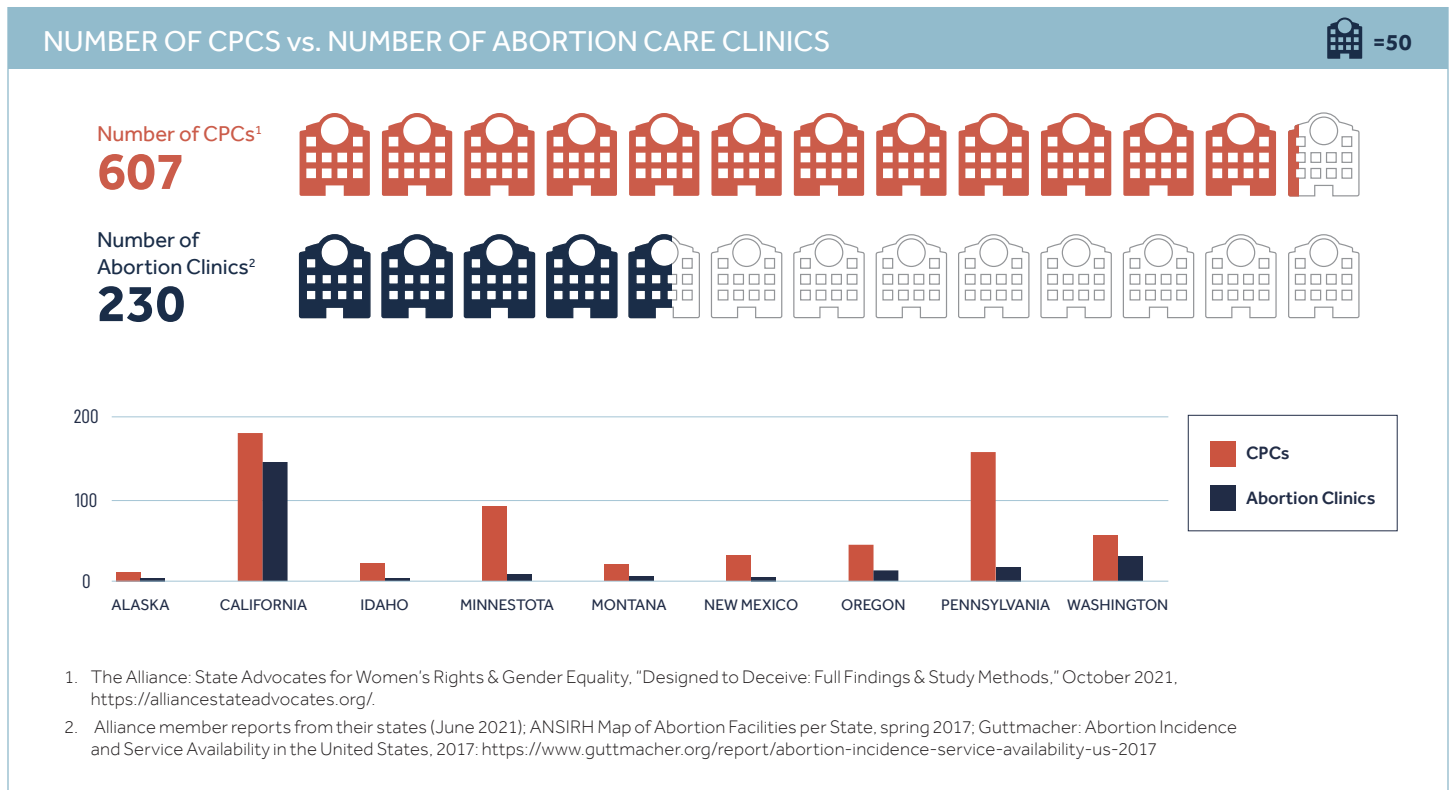
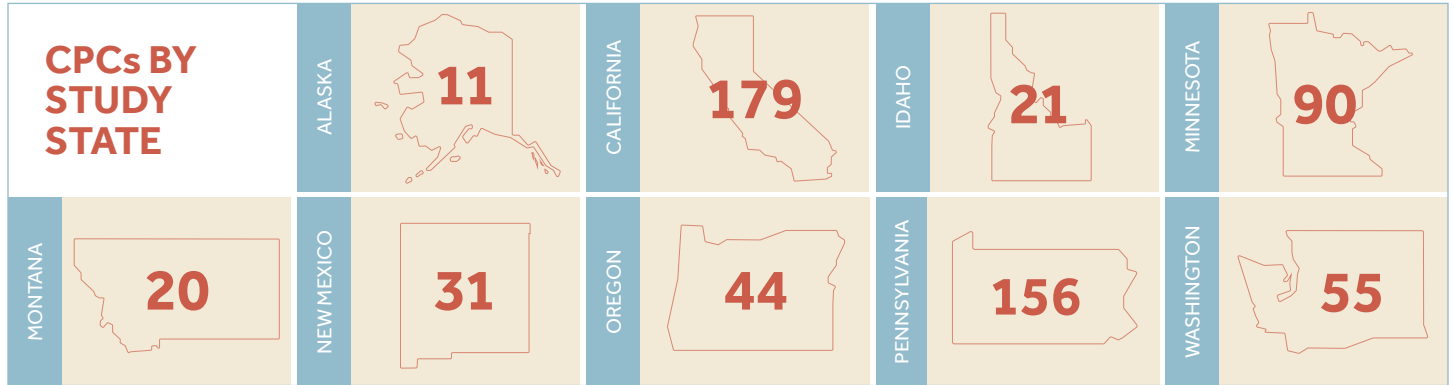
NEW MEXICO

OREGON

PENNSYLVANIA

WASHINGTON

# CPCs Outnumber Abortion Clinics in All Nine Study States





# Alaska

- ▶ The Alliance Study identified **11 crisis pregnancy centers** in Alaska.
- ▶ There are currently **4 abortion care clinics** left in the state.

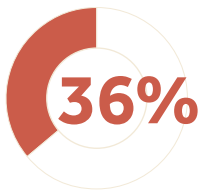
IN ALASKA, CPCs OUTNUMBER ABORTION CARE CLINICS BY MORE THAN **3:1**



Over half (54%) of CPCs in Alaska are affiliated with a U.S.-based evangelical anti-abortion organization called Care Net. Another 45% are affiliated with Heartbeat International, an anti-abortion organization with strong ties to members of the former Trump administration.

## Most Common Services Offered by CPCs in Alaska

The services Alaska CPCs provide pregnant people are similar to those that CPCs provide in other states. Their most common services are pregnancy testing (90.9%), "support" or "counseling" (90.9%), free/earned infant and maternity goods (81.8%), and "non-diagnostic" ultrasounds (36.4%).



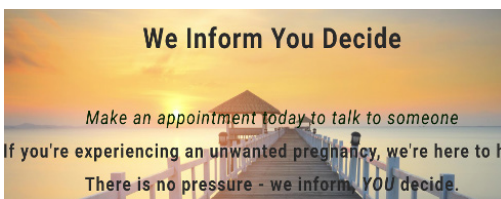
### "NON-DIAGNOSTIC" ULTRASOUNDS OFFERED BY OVER 1/3 OF ALASKA CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.

Also known as "keepsake" or "souvenir" ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in Alaska Promote False & Biased Medical Claims

Almost all CPCs in Alaska (90.9%) promote false and/or biased medical claims. The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, that misstated or selectively cited factual information, or that used gratuitous or graphic language instead of clinical terms. Many CPCs falsely claim that abortions can lead to "increased promiscuity" and other psychological issues and that abortion increases the risk of breast cancer and infertility. Many make false claims about the safety and efficacy of medication abortion. Some provide false information about how late into a pregnancy medication abortion can be administered.

**CPCs in Alaska also make deceptive and misleading claims on their websites**, including that they have no agenda and provide full and unbiased information to support a pregnant person's choice:



▶ Screenshots from The Water's Edge CPC, Homer, Alaska, <http://the-waters-edge.org/pregnancy-and-beyond.html>

**The message on the homepage of the Water's Edge CPC in Homer, Alaska is directly contradicted by language throughout the website that clearly seeks to dissuade pregnant people from choosing abortion. This deceptive claim to be unbiased because their services are free, their appropriation of the language of choice, and their vilification of abortion providers as profit-driven exploiters of pregnant people are among the misleading messaging seen on many CPC websites.**

If you're experiencing an **unwanted pregnancy**, we're here to help. Because **we do not perform or refer for abortions** or make money from *any* choice you make, there is no pressure - **we inform, YOU decide.**

## *CPCs in Alaska Promote “Abortion Pill Reversal”*

Over 9% of CPCs in Alaska promote a high-progesterone intervention the anti-abortion movement calls “abortion pill reversal” (APR). The claim behind APR is that a medication abortion can be reversed after the process has begun, junk science that is opposed by medical experts and harmful to the health of pregnant people. This rogue practice has been called “unproven and experimental” in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinic trials. As the American College of Obstetricians and Gynecologists concluded, APR is “unethical” and “not based on science.”

## *Most CPCs in Alaska Do Not Provide Medical Services*

A majority of CPCs in Alaska no information about contraception (100%), no STI-related services (72.7%), no well-person care (100%) or referrals (90.9%), and no prenatal care (90.9%) or prenatal care referrals (63.6%). None of the CPCs affiliated with the anti-abortion group Heartbeat International offers prenatal care.



## *CPCs in Alaska Lack Licensed Medical Professionals*

While many CPCs present as a medical office, only three of the 11 CPCs in Alaska (27%) indicate that they have a licensed medical professional affiliated with their staff.

That these so-called clinics offer no prenatal care to their pregnant clients is deeply concerning given the well-documented correlation between a lack of prenatal care and maternal mortality. Pregnant people who do not receive prenatal care are five times more likely to have a pregnancy-related death than those who do receive prenatal care.

## *CPCs & the Maternal Mortality Crisis in Alaska*

Since most of the CPCs in Alaska offer free pregnancy confirmation services but no prenatal care, while promoting false and biased medical claims, they may actually obstruct pregnant people’s timely access to health care at a time when the state and country are suffering a crisis of maternal mortality, driven by radical racial inequities in prenatal care, misdiagnosis, and missed warning signs.

The implications of these CPC practices are of particular concern for Native Americans and Alaska Natives, who make up just 2% of the total U.S. population but account for the second-highest number of maternal deaths in the country. Native Americans and Alaskan Natives are approximately 3.3 and 2.5 times more likely, respectively, to die while pregnant or as new mothers than white women are.

From 2009–2018, Alaska reported an overall maternal mortality rate of 8.3 per 10,000 live births, but the rate among Alaska Natives was much higher than any other population in the state. By race, the white (non-Hispanic) death rate was 3.7 per 10,000 live births, the Asian and Pacific Islander death rate was 8.0, while the Alaska Native maternal death rate soared to 19.2 per 10,000 (n= 55) live births.

## *Recommendations*

The Alaska Legislature should pass laws to ensure access to medically accurate, age-appropriate, comprehensive sexual health education for all public school students, and comprehensive reproductive health care, including a full range of contraceptive options, for *all* Alaskans.

# California

▶ The Alliance Study identified **179 crisis pregnancy centers** in California. The number of CPCs in California is 20% higher than the number of abortion care clinics (179 to 144).

## CPCs in California Get Public Funding

Unlike some other states in the Alliance Study, California does not permit state contracts with CPCs. But some CPCs in California still receive state funding, and some secured new federal funding during the Trump administration.

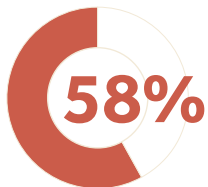
In 2019 the California-based Obria CPC network was awarded funding under Title X, a federal program to fund family planning services for low-income people, despite the fact that Obria clinics do not dispense contraception. Obria distributed Title X dollars to 15 CPCs in its California network before withdrawing from the Title X program in April 2021. In addition, 9 CPCs in California are documented as billing California's Medicaid system, Medi-Cal, for services provided, and receiving reimbursement through the state.

## Most Common Services Offered by CPCs in California

The services provided by California's CPCs align with data from other Study states. Most common services are pregnancy testing (90.5%), free/earned infant and maternity goods (83.2%), lay counseling (82.1%), and "non-diagnostic" ultrasounds (58.1%).

IN CALIFORNIA, CPCs  
(SHOWN ON THE MAP BELOW)  
OUTNUMBER ABORTION  
CARE CLINICS BY

5:4



### **"NON-DIAGNOSTIC" ULTRASOUNDS OFFERED BY OVER 1/2 OF CALIFORNIA CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.**

Also known as "keepsake" or "souvenir" ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in California Promote False & Biased Medical Claims

The majority of CPCs in California (65.9%) make false or biased medical claims, especially about pregnancy and abortion. The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, misstated or selectively cited to factual information, or used gratuitous or graphic language instead of clinical terms. The proportion of California CPCs making false claims about abortion is higher (43.6%) than the average across all Study states (31.8%). Examples of false CPCs claims include that abortion is associated with pre-term birth and can lead to "increased promiscuity," and that women suffer guilt, depression, and risk of substance abuse from "post abortion syndrome."

**CPCs in California also make deceptive and misleading claims on their websites**, including that abortion providers are profit-driven exploiters of pregnant people, that CPCs provide unbiased services because their services are free, and that CPCs provide full information to support a pregnant person's choice; some deceptively use "choice" or "options" in their names.



#### Will abortion affect my mind and heart?

Post-Abortion syndrome (PAS) is what some women experience following an abortion. While some can experience relief right after their abortion, emotions can "catch up" with them months or even years later. Many express that they wish they could go back and "undo" the abortion. Some typical symptoms include: guilt, anxiety, depression, thoughts of suicide, re-experiencing the abortion, fear of not being able to get pregnant again, survival guilt, eating disorders, alcohol or drug abuse. Click here to read about her abortion experience. Abortion isn't an "easy" solution by any means. If you are considering an abortion, please take the time to research all your options. visit our "Your Choices" page for more specific information about your choices.

▶ Screenshot from Confidence Pregnancy Center in Salinas, California: <https://pregnancysalinas.com/faqs>

## CPCs in California Promote “Abortion Pill Reversal”

Close to 40% of CPCs in California promote “abortion pill reversal” (APR), the injecting or prescribing of high-dose progesterone for pregnant people who have taken the first medicine in the two-step protocol for medication abortion. The claim behind APR is that a medication abortion can be reversed – junk science that is opposed by medical experts and harmful to pregnant people. The American College of Obstetricians and Gynecologists calls APR “unethical” and “not based on science.” This rogue practice has been called “unproven and experimental” in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinic trials.



CPCs that promote “abortion pill reversal” refer clients to this website run by global anti-abortion group Heartbeat International (HBI). As you can see, CPCs advertise APR with marketing that suggests it is a legitimate medical service, though all recognized medical experts oppose the practice as untested and unethical. Almost 40% of California CPCs promote this unregulated experimentation on pregnant people.

## Most CPCs in California Do Not Provide Medical Care

Only about 10% of California-based CPCs provide prenatal care, and only one of the 179 CPCs in California provides contraceptive care. Twenty CPCs (11.2%) promote “fertility awareness” or “abstinence only” programming. The majority of California CPCs offer no STI-related services (69.8%), no well-person care (89.9%), and no prenatal care (89.9%) or prenatal care referrals (52.5%).

IN CA:



**90%**  
OF CPCs OFFER NO  
PRENATAL CARE



**75%**  
OF CPCs SHOW NO  
PHYSICIAN ON STAFF

## CPCs in California Lack Licensed Medical Professionals

While many CPCs present themselves as medical offices, only one-quarter (25.1%) of California CPCs indicate they have a physician and only one-third (32.4%) indicate they have a registered nurse affiliated with their staff.

## CPCs & the Maternal Mortality Crisis in California

Overall, California has been a leader in reducing maternal mortality. In 2018, California had one of the lowest maternal mortality rates in the country at 4 out of 100,000 live births, which was nearly half the 2013 rate of 7.3 per live births. However, maternal mortality continues to disproportionately affect Black mothers in California, who had a mortality rate of 26.4 out of 100,000 live births between 2011 and 2013—nearly four times the state’s average. California must continue to address persistent racial disparities by investing in policy and programmatic solutions. CPC volunteers and staff without medical training who give pregnant people false and deceptive information directly undermine California’s ability to reduce maternal mortality rates.

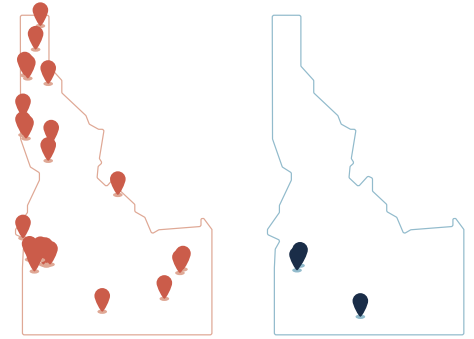
## Recommendations

The California Legislature and state agencies should seek to prohibit CPCs from stating or disseminating false or deceptive information about pregnancy-related services and prohibit the administration of, and referral for, abortion pill “reversal.” The legislature should also consider amending the state consumer protection statute to apply to providers of pregnancy-related services without regard to payment and explore the possibility of barring any state funding going to CPCs.

# Idaho

- ▶ The Alliance Study identified **21 crisis pregnancy centers** in Idaho.
- ▶ There are currently **3 abortion care clinics** left in the state.

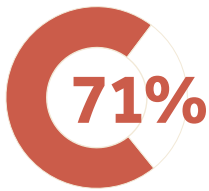
IN IDAHO, CPCs  
OUTNUMBER ABORTION CARE  
CLINICS BY MORE THAN  
**7:1**



Almost one-third (29%) of Idaho-based CPCs are affiliated with Heartbeat International, a global anti-abortion organization with strong ties to members of the former Trump administration. Almost one-quarter (23%) of Idaho CPCs are affiliated with a U.S.-based evangelist anti-abortion organization called Care Net, and 14% are affiliated with a Canada-based anti-abortion network called Birthright International.

## Most Common Services Offered by CPCs in Idaho

The services Idaho CPCs provide are similar to those offered by CPCs in other Alliance Study states. The most common services are support or counseling (100%), pregnancy testing (95.2%), free/earned goods (85.7%), and “non-diagnostic” ultrasounds (71.4%).



**“NON-DIAGNOSTIC” ULTRASOUNDS OFFERED BY ALMOST 3/4 OF IDAHO CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.**

Also known as “keepsake” or “souvenir” ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in Idaho Promote False & Biased Medical Claims

The majority of CPCs in Idaho (76.2%) make false and/or biased claims about reproductive health care and abortion.

The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, that misstated or selectively cited to factual information, or that used gratuitous or graphic language instead of clinical terms. For example, some CPCs falsely claim that abortions can lead to “increased promiscuity” and increase the risk of breast cancer and infertility.

**CPCs in Idaho also make deceptive and misleading claims on their websites**, including that they have no agenda because their services are free, and that they provide full and unbiased information to support a pregnant person’s choice. Almost half (10) of the CPCs in Idaho deceptively use the word “choice” in their name. This CPC in Lewiston makes misleading claims that lead pregnant people repeatedly to provide their contact information:

**CONFIDENTIAL ABORTION CONSULTATION - NO COST TO YOU**

★★★★★

Name \*

How may we contact you? \*

Call

Text

Email

**ABORTION INFORMATION FOR IDAHO**

**Life Choices Clinic in Lewiston, Idaho** understands the difficulty of facing an unexpected pregnancy. We believe that information empowers. We strive to provide you with objective pregnancy and sexual health education so you can make a confident decision. If you are considering abortion, your first step is to learn more about your options. We're here to help you no matter what choice you make. **All services are provided at no cost to you.**

▶ Screenshots from Life Choices CPC: <https://lifechoicesclinic.info/services/health-information/abortion-idaho/>



## CPCs in Idaho Promote “Abortion Pill Reversal”

Over half (57%) of CPCs in Idaho promote “abortion pill reversal” (APR), the unrecognized practice of injecting or prescribing high-dose progesterone for pregnant people who have taken the first medicine in the two-step protocol for medication abortion in an attempt to stop (“reverse”) the abortion. The American College of Obstetricians and Gynecologists calls APR “unethical” and “not based on science.” This rogue practice has been called “unproven and experimental” in *The New England Journal of Medicine*. Neither the safety nor effectiveness of APR has been proven in clinic trials.



It's not too late. There is hope.

Abortion Pill Rescue saves lives!

APR  
ABORTION PILL RESCUE

24/7 Helpline 1-877-558-0333 | AbortionPillReversal.com

### Abortion Pill Rescue

Women sometimes express feelings of regret after taking the first abortion pill. If this describes you or a friend, there is help available. Don't wait, call now for information about abortion pill reversal: (877) 558-0333. This helpline is open 24/7.

▶ Screenshots from Reach Choices Clinic of Ceour d'Alene, ID <https://realchoicesclinic.com/abortion-pill-rescue/>

**CPCs in Idaho promote unethical APR experimentation on vulnerable pregnant people in collusion with the Idaho state government.** The Idaho Department of Health and Welfare promotes a list of CPCs that engage in APR and requires abortion providers to give materials to patients about “reversal of a chemical abortion.” (“Chemical abortion” is what the anti-abortion movement calls medication abortion.)

## Most CPCs in Idaho Do Not Provide Medical Services

A majority of CPCs in Idaho offer no information about contraception (100%), no STI-related services (66.7%), no well-person care (90.5%) or referrals (85.7%), and no prenatal care (100%) or referrals (47.6%). None of the Idaho CPCs affiliated with the global anti-abortion group Heartbeat International provides prenatal care.

## CPCs in Idaho Lack Licensed Medical Professionals

While many CPCs present as medical offices, fewer than one-quarter (23.8%) indicate they have a registered nurse and only one-seventh (14.3%) say they have a licensed physician affiliated with the staff. This Boise CPC’s mention of “lab-quality” tests signals that it is a medical facility, which it is not:

You will be offered a **FREE** lab-quality, urine pregnancy test with quick results.

▶ Screenshot from Treasure Valley Path Pregnancy Clinic, Boise, Idaho <https://www.treasurevalley.org/new-page-1>

## CPCs & Maternal Mortality in Idaho

Idaho’s Department of Health & Welfare Maternal Mortality Review Committee reported 10 maternal mortality deaths (defined as death while pregnant or up to a year after pregnancy) in its 2018 annual report, and noted that all 10 deaths were preventable. Half of Idaho women who died did not enter prenatal care in the first trimester. When CPC volunteers and staff without medical training spread false and deceptive information that causes pregnant people to delay or forego seeking medical care, they directly undermine the state’s efforts to reduce the rate of maternal mortality. That the state of Idaho specifically refers pregnant people to organizations that offer no prenatal care is especially problematic given the well-documented correlation between a lack of prenatal care and maternal mortality. Women receiving no prenatal care are five times more likely to die of pregnancy-related causes.

## Recommendations

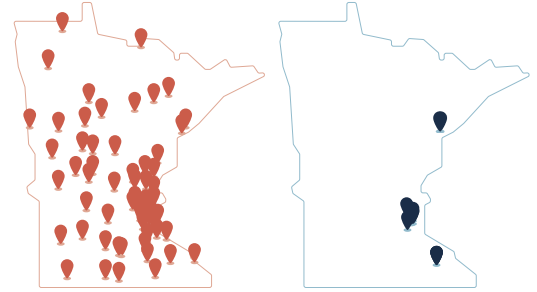
Idaho policymakers should require all public schools to provide medically accurate, age-appropriate, comprehensive sexual health education; and expand access to comprehensive reproductive health care, including a full range of contraceptive options, for *all* Idahoans. Instead of referring pregnant people to CPCs, the state of Idaho should follow the recommendations of its own Maternal Mortality Review Committee to expand insurance coverage for pregnant and postpartum women with substance abuse disorders and to expand Medicaid coverage for pregnant people to 12 months postpartum, regardless of pregnancy outcome.

# Minnesota

- ▶ The Alliance Study identified **90 crisis pregnancy centers** in Minnesota.
- ▶ There are currently **8 abortion care clinics left in the state**. Five of the abortion clinics are in the Twin Cities metro; one mobile clinic serves most rural regions of the state.

IN MINNESOTA, CPCs  
OUTNUMBER ABORTION  
CARE CLINICS BY

**11:1**



## Minnesota Taxpayers are Funding Questionable Practices & Wasteful Spending by CPCs

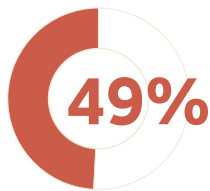
The Minnesota Positive Abortion Alternatives (PAA) statute was passed in 2005. It claims to promote healthy pregnancy outcomes but expressly requires grantees to encourage women to carry their pregnancies to term. Grantees, many of which are CPCs, must not refer to, discuss, or offer abortion services. As of 2021, this state program awards \$3,357 million per year to anti-abortion groups.

A Gender Justice investigation of the PAA program found egregious examples of over-funding some CPCs, inefficient expenditure of public funds, an unclear selection process for grant distribution, and questionable utilization of public funds by some grantees. One approved applicant for a \$75,000 grant allocated only 7% of its budget to services for pregnant people and 93% for "salary, utilities, expenses, and office supplies."

**Gender Justice found that Choices Pregnancy Center in Redwood Falls serves fewer than 20 clients per year and receives approximately \$65,000 per year under its state grant. The group's primary service is parenting classes, which are also offered by the local hospital. At a minimum cost to the taxpayer of \$3250 per client, why is such a large grant necessary for this CPC to offer parenting classes already available in the community?**

## Most Common Services Offered by CPCs in Minnesota

The most common CPC services are free/earned maternity or baby goods (96%), support or counseling (90%), pregnancy testing (89%), and "non-diagnostic" ultrasounds (49%).



**"NON-DIAGNOSTIC" ULTRASOUNDS OFFERED BY ALMOST 1/2 OF MINNESOTA CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.**

Also known as "keepsake" or "souvenir" ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in Minnesota Promote False & Biased Medical Claims

Over 63% of the CPCs in Minnesota make false and biased claims, and blatantly false statements about abortion at almost **double** the rate of CPCs in other states in the Alliance Study. The Study defined as false or biased any medical claim that is untrue or unsubstantiated, misstated or selectively cited to factual information, or used gratuitous or graphic language instead of clinical terms. Nearly **57%** of the Minnesota CPCs make false statements about abortion; 13 receive **taxpayer funding** through the PAA statute. **Minnesota CPCs also make deceptive and misleading claims**, including that they have no agenda because their services are free.

- ▶ Screenshot from Choices Pregnancy Center, Redwood Falls, Minnesota: <https://www.choicespregnancycenter.com/options/>



### Options

Like Tweet Save

If your pregnancy test is positive, your advocate will take time to talk with you about your personal situation and provide information which will help you make a plan for your pregnancy and afterwards.

Whether you are considering abortion, parenting or making an adoption plan, you need accurate information, time to think things through, and someone to support you along the way. You will have the opportunity to explore the pros and cons of all your options, to ask whatever questions you have, and to learn about the network of community resources and referrals available to you.



Many Minnesota CPCs deceptively claim to provide full and unbiased information to support a pregnant person's choice. Such false claims are typical of the CPC industry's messaging, in which they appropriate the language of choice, claim to be unbiased because their services are free, and vilify abortion providers as profit-driven exploiters of pregnant people. This state-funded CPC uses website language that is doubly misleading; their state Positive Alternatives funding expressly prohibits this CPC from using grant funds "to encourage or affirmatively counsel a woman to have an abortion."

▶ PAA statute

## CPCs in Minnesota Promote "Abortion Pill Reversal"

Twenty-two CPCs in Minnesota (29%) promote "abortion pill reversal" (APR). APR is the unrecognized practice of injecting or prescribing high-dose progesterone to pregnant people who have taken the first medicine in the two-step protocol for medication abortion in an attempt to stop ("reverse") the abortion. The American College of Obstetricians and Gynecologists calls APR "unethical" and "not based on science." This rogue practice has been called "unproven and experimental" in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinic trials.

Nine of the CPCs promoting this rogue high progesterone abortion pill reversal intervention receive state funding through the Minnesota PAA. Eight of these CPCs have a social media presence and disseminate this disinformation well beyond their physical location.

"Pregnant people deserve real choices and access to real medical care. It is disappointing that Minnesota focuses its resources on patronizing and coercive options when we should be investing in families and working to address maternal mortality and rural health care crises instead."

—CHRISTY HALL, Senior Staff Attorney, Gender Justice



## Most CPCs in Minnesota Do Not Provide Medical Services

None of the CPCs in Minnesota offer contraception (100%). Most provide no STI-related services (54.4%), no well-person care (97.8%) or referrals (60%), and no prenatal care (95.4%) or prenatal care referrals (54.4%). State-funded CPCs offer prenatal or wellness care referrals at an even lower rate: 57% provide no prenatal care referrals; 62% provide no wellness care referrals.

## CPCs in Minnesota Lack Licensed Medical Professionals

While many CPCs present as medical offices, only 9% of Minnesota CPCs claim to have a physician and only 20% indicate they have a registered nurse on staff. Research and reporting on licensed medical professionals at CPCs indicate that most are engaged part-time and/or as volunteers and are licensed, in some cases, in unrelated specialties. At least one Minnesota CPC's medical professional on staff is an optometrist.

## CPCs & the Maternal Mortality Crisis in Minnesota

Preliminary data on maternal mortality in Minnesota (2011-2017) shows that non-Hispanic Black women suffer maternal mortality at a rate 2.3 times higher than white mothers, and that the rate among Native Americans is approximately 4 times higher than that for white residents.<sup>8</sup> The correlation between lack of prenatal care and maternal mortality is well documented, so the failure of Minnesota CPCs to provide prenatal or wellness care to pregnant clients, while offering non-diagnostic ultrasounds by staff or volunteers unqualified to identify medical conditions that could affect a pregnancy, is a grave concern, especially amid a maternal mortality crisis driven by radical racial inequities in prenatal care, misdiagnosis, and missed warning signs.

## Recommendations

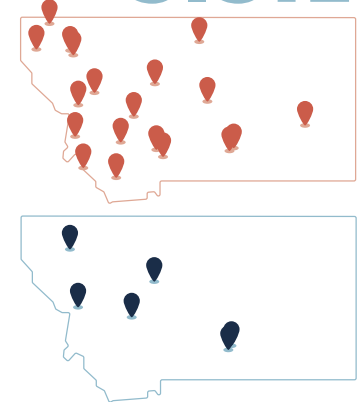
Minnesota policymakers should repeal the PAA statute and redistribute taxpayer-funded grant money to health care and direct service providers offering evidence-based health care and non-judgmental support for low-income pregnant people; repeal "informed consent" legislation that mandates doctors tell patients inaccurate medical claims linking abortion to infertility and breast cancer; and eliminate the 2-parent notification requirement for minors seeking abortion care.



# Montana

IN MONTANA, CPCs OUTNUMBER ABORTION CARE CLINICS BY

3.3:1

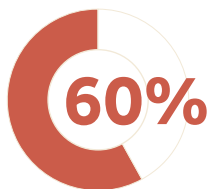


- ▶ The Alliance Study identified **20 crisis pregnancy centers** in Montana.
- ▶ There are currently **6 abortion care clinics** left in the state.

A full 35% of Montana CPCs are affiliated with a U.S.-based evangelical, anti-abortion organization called Care Net. Another 20% are affiliated with by Heartbeat International, an international anti-abortion organization with strong ties to the members of the former Trump administration.

## Most Common Services Offered By CPCs In Montana

The services Montana CPCs most often provide, as in other Alliance Study states, are free/earned goods (95%), support or counseling (95%), pregnancy testing (85%), and “non-diagnostic” ultrasounds (60%).



**“NON-DIAGNOSTIC” ULTRASOUNDS OFFERED BY OVER 1/2 OF MONTANA CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.**

Also known as “keepsake” or “souvenir” ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in Montana Promote False & Biased Medical Claims

The majority of CPCs in Montana (75%) make false and/or biased claims about pregnancy and abortion on their websites and social media. The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, that misstated or selectively cited to factual information, or that used gratuitous or graphic language instead of clinical terms. This Care Net CPC in Missoula promotes many patently false and exaggerated claims about the risks of abortion commonly made by CPCs:

### What are the risks?

Physical side effects may occur with induced abortion, whether surgical or by pill. These include abdominal pain and cramping, nausea, vomiting, and diarrhea. Abortion also carries the risk of significant complications such as bleeding, infection, and damage to organs. Serious complications occur in less than 1 out of 100 early abortions and in about 1 out of every 50 later abortions. Complications may include:

1. heavy bleeding
2. infection
3. incomplete abortion
4. sepsis
5. anesthesia
6. damage to the cervix
7. scarring of the uterine lining
8. perforation of the uterus
9. damage to internal organs
10. death

### Emotional & Psychological Impact

There is evidence that abortion is associated with a decrease in both emotional and physical health. For some women these negative emotions may be very strong, and can appear within days or after many years. Some women report the following:

1. eating disorders
2. relationship problems
3. guilt
4. depression
5. flashbacks of abortions
6. suicidal thoughts
7. sexual dysfunction
8. alcohol and drug abuse

▶ Screenshots from Care Net of Missoula: <https://www.carenetmissoula.org/abortion>

**Montana CPCs also make deceptive and misleading claims on their websites**, including that they have no agenda and provide full and unbiased information to support a pregnant people’s choice. Some CPCs in Montana deceptively use the word “choice” or “options” in their name. This CPC in Billings claims to empower women with abortion information but the only abortion-related services it provides are “abortion recovery” and “abortion pill reversal”:



### Abortion Information

Are you considering an abortion? We can help you understand the process, and provide options to aid your decision-making process.

▶ Screenshot from La Vie CPC: <https://laviebillings.com/>



## CPCs in Montana Promote “Abortion Pill Reversal”

A full 40% of Montana CPCs promote “abortion pill reversal” (APR), the unrecognized practice of injecting or prescribing high-dose progesterone to pregnant people who have taken the first medicine in the two-step protocol for medication abortion in an attempt to stop (“reverse”) the abortion. The American College of Obstetricians and Gynecologists calls APR “unethical” and “not based on science.” This rogue practice has been called “unproven and experimental” in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinic trials.

Abortion pill reversal is listed atop the services offered by the La Vie CPC in Billings, whose website links directly to the APR website run by global anti-abortion group Heartbeat International.

## Most CPCs in Montana Do Not Provide Medical Services

A majority of CPCs in Montana offer no information about contraception (100%), no prenatal care (90%) or referrals (80%), no STI-related services (65%), and no well-person care (80%) or referrals (60%). None of the Montana CPCs affiliated with the global anti-abortion group Heartbeat International provides prenatal care.



IN MT:



**90%**  
OF CPCs OFFER NO  
PRENATAL CARE



**70%**  
OF CPCs SHOW NO  
PHYSICIAN ON STAFF

## CPCs in Montana Lack Licensed Medical Professionals

While many CPCs present as a medical office, only half (50%) of Montana CPCs say they have a registered nurse and less than one-third (30%) say they have a physician on staff.

## CPCs & the Maternal Mortality Crisis in Montana

Over a 10-year period, Montana's maternal mortality ratio was similar to the national average, at 13.7 deaths per 100,000,<sup>9</sup> and the federal Centers for Disease Control and Prevention reports that 60% of pregnancy-related deaths were preventable. The correlation between a lack of prenatal care and maternal mortality is well-documented. Women who do not receive prenatal care are five times more likely to have a pregnancy-related death than women who do and the CDC finds that 25% of women in the U.S. received fewer than the recommended number of prenatal visits.

When CPC volunteers and staff without medical training spread false and deceptive information that causes pregnant people to delay or forego seeking prenatal care from legitimate health care providers, they put the lives of pregnant people at risk. Moreover, the failure of most Minnesota CPCs to provide prenatal or wellness care to pregnant clients, while offering non-diagnostic ultrasounds by staff or volunteers unqualified to identify medical conditions that could affect a pregnancy, is a grave concern, especially amid a maternal mortality crisis in the U.S. driven by inadequate and unequal access to prenatal care; misdiagnosis; and missed warning signs.

## Recommendations

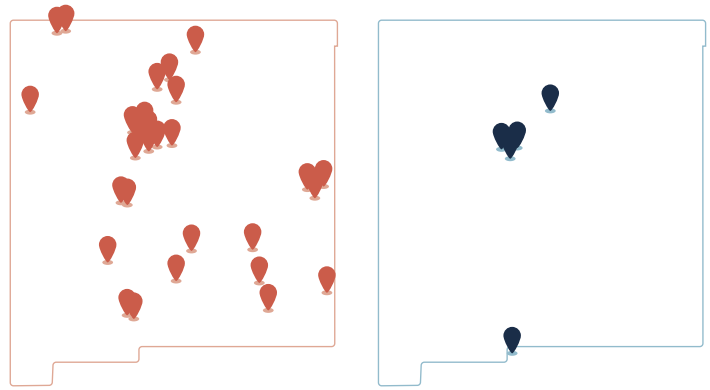
Montana policymakers should require all public schools to provide medically accurate, age-appropriate, comprehensive sexual health education and comprehensive reproductive health care, including a full range of contraceptive options, for all Montanans.

# New Mexico

- ▶ The Alliance Study identified **31 crisis pregnancy centers** in New Mexico.
- ▶ There are currently **5 abortion care clinics** left in the state.

IN NEW MEXICO, CPCs OUTNUMBER ABORTION CARE CLINICS BY

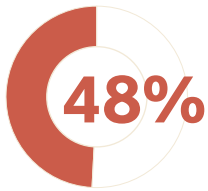
# 6.2:1



Over 38% of CPCs in New Mexico are run by a national evangelical Christian anti-abortion organization called Care Net and another 38% are run by the global anti-abortion network Heartbeat International.

## *Most Common Services Offered by CPCs in New Mexico*

The most common services offered by CPCs in New Mexico are free/earned goods (87%), pregnancy testing (87.1%) and non-diagnostic ultrasounds (48.4%). Many CPCs providing pregnancy testing offer a urine test available over the counter to pregnant people at any drugstore. The provision of “non-diagnostic” ultrasounds, which is condemned by the American Institute of Ultrasound in Medicine, is especially concerning in CPC settings that are designed to look like medical clinics. The pretense of medical legitimacy at CPCs could be deadly.



**“NON-DIAGNOSTIC” ULTRASOUNDS OFFERED BY ALMOST HALF OF NEW MEXICO CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.** Also known as “keepsake” or “souvenir” ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## *CPCs in New Mexico Promote False & Biased Medical Claims*

Almost half (48.4%) the CPCs in New Mexico make false and/or biased medical claims, including about emergency contraception, fetal pain, and medication abortion. The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, misstated or selectively cited to factual information, or used gratuitous or graphic language instead of clinical terms. For example, a Care Net facility in Albuquerque gives clients a publication called “Before You Decide,” which ignores scientific consensus that pregnancy begins when the fertilized egg implants in the uterus<sup>12</sup> and promotes the false claim that pregnancy begins at conception as “scientific reality.”

**New Mexico CPCs also make deceptive and misleading claims on their websites**, including that they have no agenda and provide full and unbiased information to support a pregnant person’s choice. Some CPCs in New Mexico deceptively use the word “choice” or “options” in their names.

## *CPCs in New Mexico Promote “Abortion Pill Reversal”*

Almost one-third (29%) of New Mexico CPCs promote the unrecognized practice of injecting or prescribing high-dose progesterone to pregnant people who have taken the first medicine (mifepristone) in the two-step protocol for medication abortion, in an attempt to stop (“reverse”) the abortion. The American College of Obstetricians and Gynecologists calls APR “unethical” and “not based on science.” This rogue practice has been called “unproven and experimental” in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in legitimate clinical trials.




Many CPCs that promote “abortion pill reversal” refer pregnant people to this “Abortion Pill Rescue” website run by the global anti-abortion organization, Heartbeat International.

As you can see, anti-abortion organizations advertise APR with marketing that suggests it is a legitimate medical service, though all recognized medical experts oppose the practice on the grounds it is untested and unethical. Nearly one third of CPCs in New Mexico either provide or refer for APR.

It is especially egregious that CPCs are promoting an experimental medical intervention in states like New Mexico, with numerous tribal communities and large Native American populations who, as recently as the 1970s, were targeted for experimental and coercive reproductive health interventions, including forced sterilizations and administration of the contraceptive Depo Provera long after it was found to be unsafe.

### *CPCs in New Mexico Do Not Provide Medical Services*

While many CPCs present themselves as medical clinics, we found none of the CPCs in New Mexico provide prenatal, wellness, or contraceptive care. While marketing themselves as “pregnancy resource” and “pregnancy help” centers, **New Mexico CPCs performed worse than any other Alliance Study state in the provision of the health care services pregnant people need.** Instead, the Alliance Study found New Mexico CPCs use manipulative messages to delay care and coerce people away from abortion and contraception, ranging from pro-choice rhetoric to evangelical 1950’s messages: “Married women seeking contraceptive information should be urged to seek counsel, along with their husbands, from their pastor or physician.” (<https://www.legacyprc.com/about-us>)



▶ Screenshot from Care Net Pregnancy Center of Santa Fe: <https://santafepregnancy.com/abortion/>

### *CPCs in New Mexico Lack Licensed Medical Professionals*

While many CPCs present as a medical office, only one CPC in New Mexico has a physician on staff and two CPCs have a registered nurse.

### *CPCs & the Maternal Mortality Crisis in New Mexico*

According to the New Mexico Department of Health and University of New Mexico Health Sciences, in 2015-2017 there were 58 maternal deaths in New Mexico, with people 20 and younger – the age group most likely to seek services at a CPC – accounting for 12% of those deaths. The correlation between lack of prenatal care and maternal mortality is well documented, so the failure of New Mexico CPCs to provide any prenatal or wellness care to pregnant clients, while offering non-diagnostic ultrasounds by staff or volunteers unqualified to identify medical conditions that could affect a pregnancy, is a grave concern. Amid a maternal mortality crisis driven by radical racial inequities in prenatal care, misdiagnosis, and missed warning signs, the implications for Native Americans, who are three times more likely than white women to die from a pregnancy-related cause, are particularly serious.<sup>13</sup>

### *Recommendations*

New Mexico policymakers should ban non-diagnostic aka “vanity” ultrasounds/sonography; create a mechanism to provide no or low-cost diapers to low-income New Mexicans; increase the number of months for post-partum Medicaid coverage from three to 12 months; include grief counseling as a mandatory mental health insurance benefit to any family who has lost a child, whether through stillbirth, SIDS, miscarriage or abortion; and make it easier to apply for health insurance through the Affordable Care Act by including a box to check on state tax forms giving permission to check financial eligibility.

# Oregon

- ▶ The Alliance Study identified **44 crisis pregnancy centers** in Oregon.
- ▶ There are currently **13 abortion care clinics** left in the state.

Almost half (48%) of CPCs in Oregon are affiliated with an evangelical, anti-abortion organization called Care Net. A fifth (20%) of Oregon CPCs are affiliated with Heartbeat International, an international anti-abortion organization with strong ties to the former Trump administration.

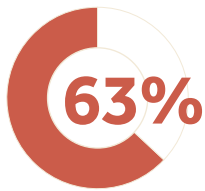
That large evangelical anti-abortion groups like Care Net and Heartbeat International focus resources on progressive states like Oregon is no surprise. Oregon is a leader among states across the nation in advancing comprehensive sexual health education and reproductive health care, which enjoy strong public support. The challenge for the anti-choice movement in Oregon, therefore, is to sway public opinion in the other direction: that is what crisis pregnancy centers do best. While CPCs are not effective in meeting their “stated goals of preventing abortion, promoting traditional gender roles and families, and converting clients to evangelical Christianity,”<sup>14</sup> they are an effective tool for building the anti-choice movement by radicalizing donors and volunteers.

## Most Common Services Offered by CPCs in Oregon

The most common Oregon CPC services are free/earned maternity and baby goods (95.5%), pregnancy testing (93.2%), and “non-diagnostic” ultrasounds (63.6%).

IN OREGON, CPCs  
OUTNUMBER ABORTION  
CARE CLINICS BY

**3.4:1**



### “NON-DIAGNOSTIC” ULTRASOUNDS OFFERED BY MORE ALMOST 2/3 OF OREGON CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.

Also known as “keepsake” or “souvenir” ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in Oregon Promote False & Biased Medical Claims

Almost half of the CPCs in Oregon (45.5%) make false and biased claims about reproductive health care and abortion. The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, misstated or selectively cited to factual information, or used gratuitous or graphic language instead of clinical terms. For example, some CPCs falsely claim that abortions can lead to “increased promiscuity” and other psychological issues, or that abortion increases the risk of breast cancer and infertility. In one typical example, this Cave Junction, OR CPC promotes alarmist disinformation about asymptomatic STIs and abortion:




An obstetric ultrasound is needed to confirm that yours is a viable pregnancy before making the decision to get an abortion. You’ll also need to get tested for sexually transmitted infections (STIs). STIs often go unnoticed since many infections have no obvious symptoms. Women who have an abortion with an untreated STI are at higher risk of developing Pelvic Inflammatory Disease following the abortion procedure, which can have serious consequences.

- ▶ Pregnancy Center Of The Illinois Valley: <https://www.pregnancycenteriv.org/abortion.htm>



**Oregon CPCs also make deceptive and misleading claims on their websites**, including that they have no agenda and provide full and unbiased information to support a pregnant person's choice. Some CPCs in Oregon deceptively use the word "choice" or "options" in their names, and many falsely claim to be the only resource that will provide unbiased information to pregnant people about all their options. This Prineville, Oregon CPC, for example, claims to be an unbiased resource for pregnant people that provides information on all options including abortion, but directly discourages pregnant teens from speaking with their school or doctor and infers that those professionals and abortion providers will not support pregnant teens to make their own choices:



**Your School May Not Be the Place to Ask Questions**

Your school (High School, OSU or COCC) won't have the resources or the training to help you. Unplanned pregnancy is all we do. Every day we talk with girls who are in the midst of trying to figure out what to do once she thinks she's pregnant. Most likely your school will encourage you to go to your doctor or to an abortion clinic to solve your problem. We do more than that. We care about you, about your future and believe you need to have enough information to make an informed choice.

▶ Screenshot from Pregnancy Resource Centers Of Central Oregon: <https://www.prcoco.org/for-students/>.

### *CPCs in Oregon Promote "Abortion Pill Reversal"*

Over one-quarter (27%) of CPCs in Oregon promote "abortion pill reversal" (APR), the unrecognized practice of injecting or prescribing high-dose progesterone to pregnant people who have taken the first medicine in the two-step protocol for medication abortion in an attempt to stop ("reverse") the abortion. The American College of Obstetricians and Gynecologists calls APR "unethical" and "not based on science." This rogue practice has been called "unproven and experimental" in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinic trials.

While there is no medical basis for the claim that the abortion pill can be reversed, the APR campaign does serve one goal that is critical to the anti-choice movement, which is to further stigmatize abortion care and send a message to pregnant people that if they have an abortion, they will (or should) regret it. From the perspective of the anti-choice movement, this message may be especially important in progressive states like Oregon where public opinion strongly favors access to abortion and contraception.

### *Most CPCs in Oregon Do Not Provide Medical Services*

CPCs in Oregon offer no information about contraception (100%), and most offer no STI-related services (72.7%), no well-person care (97.7%) or referrals (68.2%), and no prenatal care (97.7%) or prenatal care referrals (65.9%).



### *CPCs in Oregon Lack Licensed Medical Professionals*

While many CPCs present as a medical office, only half (50%) of Oregon CPCs claim to have a registered nurse and only a third (31.8%) say they have a physician affiliated with their staff.

### *CPCs & the Maternal Mortality Crisis in Oregon*

The rate of maternal mortality in Oregon is at or below the U.S. average, but the rate of pregnancy-related complications and deaths is disproportionately high among Black and Native American parents in the state.<sup>16</sup> When CPC volunteers and staff without medical training spread false and deceptive information that causes pregnant people to delay or forego seeking medical care from legitimate health care providers, they directly undermine the state's efforts to reduce the rate of maternal mortality and address this radical racial disparity.

### *Recommendations*

Oregon policymakers should consider passing a bill that would prohibit crisis pregnancy centers from making or disseminating any statement concerning any pregnancy-related service or the provision of any pregnancy-related service that is deceptive.

# Pennsylvania

- ▶ The Alliance Study identified **156 crisis pregnancy centers** in Pennsylvania.
- ▶ There are currently **17 abortion care clinics left in the state**; five provide only medication abortion.

## *Pennsylvania Directly Funds CPCs*

Twenty-seven of the state's 156 (17.3%) crisis pregnancy centers are publicly funded through Real Alternatives, an organization plagued by allegations of misuse of public funds, waste, and lack of transparency. So far, Pennsylvania has diverted more than \$100 million into CPCs.

Pennsylvania is also one of a handful of states that double-funds CPCs by diverting Temporary Assistance for Needy Families (TANF), safety-net funds earmarked for pregnant people and children in poverty, to Real Alternatives. In 2021, Pennsylvania siphoned these funds away from children and gave it instead to anti-abortion activists, despite stashing away billions of dollars from relief funds related to the pandemic, which exacerbated children's poverty. Thanks in part to public funding, the disparity between the number of CPCs and abortion providers in Pennsylvania is significantly higher than the national average.

## *Most Common Services Offered by CPCs in Pennsylvania*

The services provided by Pennsylvania CPCs align with data from other states. The most common services are free/earned goods (92.3%), pregnancy testing (88.5%), and "counseling" (82.1%). Among entities that receive public funding via Real Alternatives, 100% offer pregnancy testing, 96.3% offer free/earned goods, and 96.3% offer "counseling."

## *CPCs in Pennsylvania Promote False & Biased Medical Claims*

Most CPCs in Pennsylvania (64.7%) make false and biased claims, a rate that aligns with CPCs in other states examined in the Alliance Study. The Study defined as false or biased any medical claim that was untrue or unsubstantiated, misstated or selectively cited to factual information, or used gratuitous or graphic language instead of clinical terms. Most (63%) of CPCs in the Real Alternatives network make false and biased medical claims.

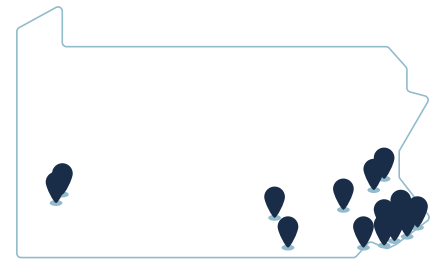
**Pennsylvania CPCs make deceptive and misleading claims on their websites**, including that they have no agenda and provide full and unbiased information to support a pregnant person's choice. Some CPCs in Pennsylvania deceptively use the word "choice" or "options" in their name, and many falsely claim to be the only resource that will provide unbiased information to pregnant people about all their options.

## *CPCs in Pennsylvania Promote "Abortion Pill Reversal"*

In Pennsylvania, 32.0% of CPCs provide, refer for, or promote "abortion pill reversal" (APR). APR is the unrecognized practice of injecting or prescribing high-dose progesterone to pregnant people who have taken the first medicine in the two-step protocol for medication abortion in an attempt to stop ("reverse") the abortion. The American College of Obstetricians and Gynecologists calls APR "unethical" and "not based on science." This rogue practice has been called "unproven and experimental" in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinical trials.

IN PENNSYLVANIA, CPCs  
OUTNUMBER ABORTION  
CARE CLINICS BY

9:1



*"We are just beginning to reckon with our country's long, shameful history of racist and sexist medical abuse. And now we're seeing a coordinated effort to promote a new form of racist and sexist experimentation on pregnant people."*

— CHRISTINE CASTRO,  
Women's Law Project

”

OPTION ULTRASOUND
APR: ABORTION PILL REVERSAL
LIFE SUPPORT
BREATHE, AFTER ABORTION CARE

MEN'S PROGRAMMING
PITTSBURGH ESSENTIAL SPEAKERS
STD AWARENESS

After you take the first pill, it's like the lights go out and Satan says, "Gotcha!"

Many women immediately regret their abortion decision. Within a three-day window of time, women can reverse their abortion pill affects with this safe, simple protocol.

▶ Screenshot from Women's Choice Network CPC, Pittsburgh: <https://mypregnancycenter.org/our-programs/>



### *Publicly Funded CPCs in Pennsylvania Promote "Abortion Pill Reversal" at Higher Rates*

Many CPCs in Pennsylvania promote unethical experimentation on vulnerable pregnant people in collusion with state government. Among CPCs supported with public funding via Real Alternatives, 40.7% refer for APR.

### *Most CPCs in Pennsylvania Do Not Provide Medical Care*

The vast majority of CPCs in Pennsylvania (98.7%) provide no prenatal care; only 29% even make referrals for prenatal care. Most Pennsylvania CPCs provide no well-person care (99.4%) or referrals (87.2%). None of the CPCs in Pennsylvania provides contraception.

### *Publicly Funded CPCs in Pennsylvania Provide No Prenatal Care*

None of the publicly funded CPCs in Pennsylvania provides prenatal care. Forty-eight percent of publicly funded CPCs refer for prenatal care.

### *CPCs & the Maternal Mortality Crisis in Pennsylvania*

Pennsylvania's maternal mortality rate skyrocketed 21.4% between 2013 and 2018. Black people accounted for 126 (23%) of pregnancy-associated deaths in Pennsylvania from 2013 to 2018 while only accounting for 14% of births in Pennsylvania during this time period. Nearly half of the women that experienced a pregnancy-associated death from 2013–2018 did not receive adequate prenatal care.

In 2019, one in six infants born in Pennsylvania were born to a parent who received inadequate prenatal care.

### *Extensive Allegations of Misuse of Public Funds by CPCs*

In 2017, a Pennsylvania official denounced Real Alternatives for "skimming" public funds. In July 2020, a watchdog group called Campaign for Accountability filed a 27-page public complaint alleging widespread misuse of public funds, waste, and lack of transparency by Real Alternatives, the organization that has received over \$100 million in public funding to oversee a network of Pennsylvania-based CPCs since the 1990s.

In 2019, Real Alternatives was defunded in Michigan in the wake of a similar public complaint. They continue to operate in Indiana as well as Pennsylvania. Pennsylvania refunded Real Alternatives in FY 2020–2021.

### *Recommendations*

- Stop funding crisis pregnancy centers with public dollars.
- Invest in evidence-based programs that promote healthy pregnancies, childbirths, and postpartum periods.
- Pass the Patient Trust Act to prevent the Commonwealth from forcing health care practitioners to provide medically inaccurate and/or medically inappropriate information
- Require all schools to provide inclusive, medically accurate, and evidence-based sex education.
- Pass legislation promoting equitable access to contraception.
- Pass legislation disallowing CPCs from teaching "sexuality education" in public schools.
- Amend the Pennsylvania Unfair Trade Practices and Consumer Protection Law to permit private enforcement even when no commercial transaction is involved.

#### IN PA:



**1 IN 6**

**INFANTS WERE BORN TO A PARENT WHO RECEIVED INADEQUATE PRENATAL CARE**



**0%**

**OF PUBLICLY FUNDED CPCs PROVIDE PRENATAL CARE**



# Washington

- ▶ The Alliance Study identified **55 crisis pregnancy centers** in Washington.
- ▶ There are currently **30 abortion care clinics** left in the state.

Almost half (45%) of CPCs in Washington are affiliates of a U.S.-based, evangelical anti-abortion organization called Care Net and one-fifth (20%) of CPCs in Washington are affiliates of Heartbeat International, an international anti-abortion organization with strong ties to the former Trump administration.

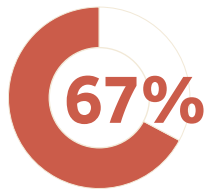
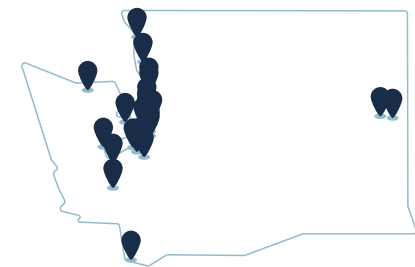
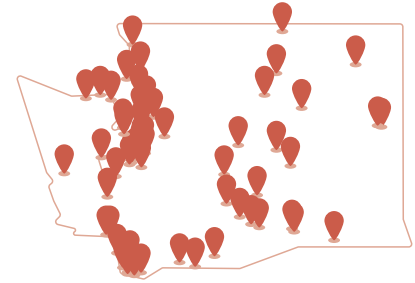
That large evangelical anti-abortion groups focus resources on progressive states like Washington is no surprise. Washington is a leader among states across the nation in advancing comprehensive sexual health education and reproductive health care, which enjoy strong public support in the state. The challenge for the anti-choice movement in Washington, therefore, is to sway public opinion in the other direction; that is what crisis pregnancy centers do best. While CPCs are not effective in meeting their “stated goals of preventing abortion, promoting traditional gender roles and families, and converting clients to evangelical Christianity,”<sup>17</sup> they are an effective tool for building the anti-choice movement by radicalizing donors and volunteers.

## Most Common Services Offered by CPCs in Washington

As in other Alliance Study states, the most common services Washington State CPC offer are pregnancy testing (89.3%), support or counseling (87.3%), free/earned goods (74.5%), and “non-diagnostic” ultrasounds (67.3%).

IN WASHINGTON, CPCs  
OUTNUMBER ABORTION  
CARE CLINICS BY ALMOST

2:1



### “NON-DIAGNOSTIC” ULTRASOUNDS OFFERED BY MORE THAN 2/3 OF WASHINGTON CPCs ARE NOT RECOGNIZED BY MEDICAL PROFESSIONALS AS A MEDICAL SERVICE.

Also known as “keepsake” or “souvenir” ultrasounds, they cannot determine gestational age, study placenta or amniotic fluid, or detect fetal abnormality, ectopic pregnancy, or fetal distress. It is unclear whether those performing CPC ultrasounds are trained to do so or to recognize any issues with a pregnancy. This CPC practice offers no medical benefit to the pregnant person or fetus, but may give pregnant people a false sense of security, and delay their search for legitimate prenatal care.

## CPCs in Washington Promote False & Biased Medical Claims

The majority of CPCs in Washington (60%) make false and/or biased claims on their websites. The Alliance Study defined as false or biased any medical claim that is untrue or unsubstantiated, misstated or selectively cited to factual information, or used gratuitous or graphic language instead of clinical terms. For example, some CPCs falsely claim that abortions can lead to “increased promiscuity” and increase the risk of breast cancer and infertility.

**Washington CPCs also make deceptive and misleading claims on their websites**, including that they have no agenda and provide full and unbiased information to support a pregnant person’s choice. Thirteen of the CPCs in Washington deceptively use the word “choice” or “options” in their name, and many falsely claim to be the only resource that will provide unbiased information to pregnant people about all their options.



### FERTILITY AWARENESS

Fertility charting for birth control has numerous health benefits. Studies show it can be 98% effective in preventing pregnancy. Learn more in a detailed one-on-one training with a registered nurse.



**This crisis pregnancy center in Vancouver, Washington provides no contraceptive health care and promotes this false claim about the effectiveness of “fertility awareness” on its website, which it seeks to legitimize by signaling it is a medical clinic staffed by licensed medical professionals.**

- ▶ Screenshot from Options 360 Pregnancy Clinic - I-205: <https://options360.org/patient-services/>

## *CPCs in Washington Promote “Abortion Pill Reversal”*

Over half (51%) of CPCs in Washington promote “abortion pill reversal” (APR), the unrecognized practice of injecting or prescribing high-dose progesterone to pregnant people who have taken the first medicine in the two-step protocol for medication abortion in an attempt to stop (“reverse”) the abortion. The American College of Obstetricians and Gynecologists calls APR “unethical” and “not based on science.” This rogue practice has been called “unproven and experimental” in *The New England Journal of Medicine* because neither the safety nor effectiveness of APR has been proven in clinic trials.

While there is no medical basis for the claim that the abortion pill can be reversed, the APR campaign does serve one goal that is critical to the anti-choice movement, which is to further stigmatize abortion care and send a message to pregnant people that if they have an abortion, they will (or should) regret it. Again, from the perspective of the anti-choice movement, this message may be especially important in progressive states like Washington where public opinion strongly favors access to abortion and contraception.

## *Most CPCs in Washington Do Not Provide Medical Services*

CPCs in Washington provide no contraception (100%), and most provide no STI-related services (58.2%), and no well-person care (98.2%) or referrals (60%). Most Washington CPCs provide no prenatal care (94.5%) and almost half (49.1%) provide no prenatal care referrals. None of the Washington CPCs affiliated with the global anti-abortion group Heartbeat International provides prenatal care.



## *CPCs in Washington Lack Licensed Medical Professionals*

While many CPCs present as a medical office, only one-third (32.7%) say they have a registered nurse and less than one-tenth (9.1%) say they have a physician on their staff.

## *CPCs & the Maternal Mortality Crisis in Washington*

From 2014-2016, the overall rate of maternal mortality in Washington was 37.3 deaths per 100,000 live births, but the ratio was much higher within the Native American, Alaska Native and non-Hispanic Black populations.<sup>18</sup> The rate of maternal mortality in the Native American or Alaska Native population was 290 deaths per 100,000 live births, and the rate in the non-Hispanic Black population was 67 deaths per 100,000 live births.

The correlation between lack of prenatal care and maternal mortality is well documented, so the failure of Washington CPCs to provide prenatal or wellness care to pregnant clients, while offering non-diagnostic ultrasounds by staff or volunteers unqualified to identify medical conditions that could affect a pregnancy, is a grave concern. Amid a maternal mortality crisis driven by radical racial inequities in prenatal care, misdiagnosis, and missed warning signs, the implications for American Indian, Alaska Native, and non-Hispanic Black populations are particularly grave. When CPCs volunteers and staff without medical training mislead pregnant people and cause them to delay or forego seeking medical care from legitimate health care providers, they directly undermine the state’s efforts to reduce the rate of maternal mortality and address radical racial disparities.

## *Recommendations*

The Washington Legislature should consider passing a bill that would prohibit crisis pregnancy centers from making or disseminating any statement concerning any pregnancy-related service or the provision of any pregnancy-related service that is deceptive.

# *The Alliance Organizations*

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**Gender Justice, [genderjustice.us](http://genderjustice.us)**

**Legal Voice, [legalvoice.org](http://legalvoice.org)**

**Southwest Women's Law Center, [swwomenslaw.org](http://swwomenslaw.org)**

**Women's Law Project, [womenslawproject.org](http://womenslawproject.org)**

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**GENDER JUSTICE** is a legal and policy advocacy organization dedicated to advancing gender equity through the law. We envision a world where all people can thrive regardless of their gender, gender expression, and sexual orientation. We strive to dismantle legal, structural, and cultural barriers to ensure people of all genders are safe, valued, and free. Founded in 2010, we pursue our mission through five core strategies: legal strategy thought leadership; impact litigation; policy and administrative advocacy; public education; and movement building and partnership. We provide legal representation to enforce and evolve the law. We develop and advocate for new policies to advance gender equality and engage cross-movement tables of allies in support in Minnesota and nationally, and educate people about their rights, changes in the law, and gender oppression. Current GJ programs focus on Economic Justice; Reproductive Freedom & Justice; Freedom from Gender-Based Violence; and Trans & LGBTQ Liberation.



**LEGAL VOICE** is a progressive feminist organization using the power of the law to make change for women and LGBTQ people in the five Northwest states: Alaska, Idaho, Montana, Oregon, and Washington. We use that power structure to dismantle sexism and oppression, specifically advocating for our region's most marginalized communities: women of color, lesbians, transgender and gender-nonconforming people, immigrants, people with disabilities, low-income women, and others affected by gender oppression and injustice. Current initiatives focus on: Ending Rape Myths in the Law; Advancing the Rights of Low-Wage Working Women & LGBTQ People to Economic Security and Freedom from Exploitation; Safeguarding Health Care as a Human Right; Honoring All Families; Eliminating Barriers to Safety for Survivors of Gender-Based Violence; Advancing the Civil Right to Freedom from Gender Discrimination; Honoring the Dignity and Autonomy of People Making Reproductive Decisions.



**SOUTHWEST WOMEN'S LAW CENTER** is a non-profit legal advocacy organization based in Albuquerque. The SWLC mission is to provide women in New Mexico with the opportunity to achieve their full economic and personal potential. Since our founding in 2005, SWLC has worked to eliminate gender bias, discrimination, and harassment; to lift women and their families out of poverty; and to ensure all women have full control over their reproductive lives through access to comprehensive reproductive health services, including abortion care. We work to advance the well-being, rights, and power of women in New Mexico through legal research, policy analysis, advocacy, community and stakeholder education, and coalition work at the local, state and national levels. Current priorities include eliminating old abortion restrictions and fighting new ones; securing paid family and medical leave; preserving the social safety net in Medicaid and other programs; and addressing the epidemic of sexual violence – and lack of adequate health services – in American Indian tribal communities.



**WOMEN'S LAW PROJECT** is a nonprofit public interest legal organization working to defend and advance the rights of women, girls, and LGBTQ+ people in Pennsylvania and beyond. We use an intersectional analysis to prioritize work on behalf of people facing multiple forms of oppression based on sex, gender, race, ethnicity, class, disability, incarceration, pregnancy, and immigration status. We leverage impact litigation, policy advocacy, public education, and direct assistance and representation to dismantle discriminatory laws, policies, and practices and eradicate institutional biases and unfair treatment based on sex or gender. We're proud to be a state-based organization with significant track record of national influence through our expertise in representing abortion providers, establishing legal precedents, enacting policy reforms, and leading innovative collaborations such as the Philadelphia Model, a nationally recognized initiative to hold police accountable for investigating sex crimes.

# Contact Us

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## *Alliance Study States*

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Legislation Text

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**File #:** Appt 02248, **Version:** 1


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Appointment of Kateri Joe as member, Families, Education, Preschool, and Promise Levy Oversight Committee, for a term to December 31, 2024.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> Kateri Joe		
<b>Board/Commission Name:</b> Families, Education, Preschool, and Promise Levy Oversight Committee		<b>Position Title:</b> Member
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment	<b>City Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Appointing Authority:</b> <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	<b>Term of Position: *</b> 1/1/2022 to 12/31/2024  <input type="checkbox"/> Serving remaining term of a vacant position	
<b>Residential Neighborhood:</b>	<b>Zip Code:</b> 98002	<b>Contact Phone No.:</b> [REDACTED]
<b>Background:</b> Currently, my professional role is a Tribal Engagement Manager at Treehouse. In this role I have worked to build relationships with the tribal communities across Washington state. We currently serve 4 tribes and aspiration to serve all 29 federally recognized in the future. Through my work I recognize how many different institutional structures/ pathways impact the tribal youth in the foster care system. This work has taught me, to serve our youth in a good way you have to work collaboratively with several departments, organizations and coalitions to build a community network.  I would love to discuss increase support for our Indigenous students in the public school system. I would love to see culturally appropriate training for school staff in public school systems. I know that there has been strides in the Since Time Immemorial curriculum for schools. I would love enhanced training for school staff to better understand historical trauma and how that can present in BIPOC and especially Indigenous students.		
<b>Authorizing Signature (original signature):</b>   <b>Date Signed (appointed):</b> 4/14/2022	<b>Appointing Signatory:</b> Bruce A. Harrell Mayor of Seattle	

\*Term begin and end date is fixed and tied to the position and not the appointment date.



# Kateri Joe

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## Education

2017- 2020 University of Washington Tacoma, WA

### **Master of Social Work**

graduated: June 2020

Cumulative GPA: 3.82

2010- 2013 Fort Lewis College Durango, Co

### **Bachelor in Sociology and Human Services, and Minor in Native American and Indigenous Studies**

- Graduated Magna Cum laude  
Dean's List 2012  
Secretary of Native American Honors Society 2012

## Professional

2/20- present Treehouse  
2100 24<sup>th</sup> Ave S #200, Seattle, WA 98144

## Experience

### **Tribal Engagement Manager**

Work to develop relationships with local tribal nations and tribal communities across Washington State. Provide culturally appropriate training to staff across organization. Develop programing to support educational opportunity for youth experiencing tribal foster care. Work collaboratively with other non-profits and organizations working to support youth in tribal jurisdiction.

## Professional

9/17- present Treehouse  
2100 24<sup>th</sup> Ave S #200, Seattle, WA 98144

## Experience

### **Senior Education Specialist**

- Maintain organization of personal caseload remotely, Monitor student patterns of attendance, behavior and performance. Build positive working relationship with students, social workers, caregiver and school staff. Refer and encourage resource coordination to meet student needs. Advocate for student educational rights are met in appropriate education services and discipline.

## Professional

1/15- 9/17 Catholic Family and Child Services  
145 S. Worthen st Wenatchee, WA 98801

## Experience

### **Mental Health Case Manager**

- Maintain organization of personal caseload, use evidence based counseling strategies (Illness Management and Recovery, Mindfulness Interviewing) and provides empathic listening to diverse cliental, complete reassessment paperwork, document with Avatar program about client sessions and progress, creating treatment plans



for recovery; connect clients and to appropriate community resources and coordinate client care with multiply agencies.

**Professional**

07/13-1/2015 Swinomish Tribe  
11404 Moorage Way La Conner, WA 98257

**Experience**

**Assistant to Cultural Director**

- Assisting Cultural Director with daily calls, meeting facilitation, paperwork, and general tasks. Creation of digital and paper forms, applications, data sheets, event advertisements, employee timesheet, etc. Managed event staff tasks, hours, and breaks. Maintained office and storage inventory while creating a friendly and efficient front office. Participated in Cultural, Language, Education, and Swinomish Days committees. Mentoring tribal youth in cultural practices, instruct traditional dancing and Pow Wow protocol.

05/10 - 06/13 Our Lady of Guadalupe School  
3401 SW Myrtle St, Seattle, WA 98126

**Experience**

**Daycare Counselor**

- Preparing and distributing healthy snacks to youth. Providing a happy and safe environment while multi-tasking to accomplish daily tasks. Creating fun and character building activities designed to build bonds between youth and staff. Teach youth diverse, and culturally sensitive activities.

05/07 – 09/09 Group Health Cooperative  
12401 E Marginal Way S, Tukwila, WA 98168

**Experience**

**Patient Care Representative**

- Answering and routing calls phone system in order to greet and schedule patients appointments depending up urgency and significance of symptoms of desired department, calling patients to remind them of appointments, handling billing, verifying patients insurance eligibility, maintain up to date patient registration and account billings

07/04 -10/07 I-Wa-Sil Boys and Girls Club  
Seattle, WA

**Experience**

**Education Specialist, Mentor Coordinator, and Cultural Specialist**

- Work and communicate effectively in an urban Native American Focus organization while building rapport with both at-risk youth and community. Recruit and match Native American mentors to Boys and Girls Club Youth. Hold club members accountable for completion of homework and daily tasks, and tutor those in need of extra assistance. Maintain calm and organization in high stress environment for the safety of child. Organize and chaperone daily outings and major fieldtrips. Teach Native American Pow-Wow culture including,

dancing, beading, protocol and history.

**Awards received**

Case Manager of the Month (Catholic Family 2015)

**Certifications**

Mindfulness (12 hour accreditation)

Suicide Prevention (6 hour accreditation)

Motivational Interviewing (12 hours accreditation)

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

17 Members: Pursuant to *Ordinance 125604*, 12 members subject to City Council confirmation, *staggered*-year terms:

- 6 City Council-appointed 3-year terms, subject to City Council confirmation
- 6 Mayor-appointed 3-year terms, subject to City Council confirmation
- 5 Other Appointing Authority-appointed (specify): *Ordinance 125604*

## Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
1	F	2	1.	Member	Erin Okuno	1/1/20	12/31/22	2	Council
		2	2.	Member	Vacant	1/1/20	12/31/22	1	Council
3	F	2	3.	Member	Manuela Slye	1/1/21	12/31/24	1	Council
6	F	1	4.	Member	Jennifer Matter	1/1/19	12/31/21	1	Council
2	M	2	5.	Member	Donald Felder	1/1/19	12/31/21	1	Council
2	F	N/A	6.	Member	Kimberly Walker	1/1/21	12/31/22	2	Council
		N/A	7.	Member	Kateri Joe	1/1/22	12/31/24	1	Mayor
		7	8.	Member	Linda Thompson Black	1/1/22	12/31/24	1	Mayor
1	F	N/A	9.	Member	Susan Lee	1/1/19	12/31/22	1	Mayor
2	M		10.	Member	Marques Gittens	1/1/21	12/31/22	1	Mayor
2	F	4	11.	Member	Stephanie Gardner	1/1/20	12/31/23	1	Mayor
			12.	Member	Evan M. Smith	1/1/22	12/31/24	1	Mayor
9	M	N/A	13.	Mayor	Bruce A. Harrell	N/A	N/A	1	Ordinance 125604
3	F	N/A	14.	Neighborhoods, Education, Civil Rights and Culture	Tammy Morales	N/A	N/A	1	Ordinance 125604
2	M	N/A	15.	School District Superintendent	Brent Jones	N/A	N/A	1	Ordinance 125604
1	F		16.	School District Board Member	Victoria Song Maritz	N/A	N/A	1	Ordinance 125604
1	M	5	17.	Chancellor of Seattle Colleges	Shouan Pan	N/A	N/A	1	Ordinance 125604

## SELF-IDENTIFIED DIVERSITY CHART

	SELF-IDENTIFIED DIVERSITY CHART				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Male	Female	Transgender	NB/ O/ U	Asian	Black/ African American	Hispanic/ Latino	American Indian/ Alaska Native	Other	Caucasian/ Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor	1	2			1	2							
Council	1	4			1	2	1			1			
Other	3	2			2	1	1						1
<b>Total</b>	<b>5</b>	<b>8</b>			<b>4</b>	<b>5</b>	<b>3</b>			<b>1</b>			<b>1</b>

### Key:

\*D List the corresponding *Diversity Chart* number (1 through 9)

\*\*G List gender, M= Male, F= Female, T= Transgender, NB= Non-Binary O= Other U= Unknown

RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*



Legislation Text

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**File #:** Appt 02249, **Version:** 1

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Appointment of Evan M. Smith as member, Families, Education, Preschool, and Promise Levy Oversight Committee, for a term to December 31, 2024.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Evan M. Smith</i>		
<b>Board/Commission Name:</b> <i>Families, Education, Preschool, and Promise Levy Oversight Committee</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>	<b>City Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Appointing Authority:</b> <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	<b>Term of Position: *</b> 1/1/2022 <b>to</b> 12/31/2024  <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
<b>Residential Neighborhood:</b> Leschi	<b>Zip Code:</b> 98122	<b>Contact Phone No.:</b> [REDACTED]
<b>Background:</b> My interest in joining a Seattle Commission is twofold. Professionally, I have had the opportunity to work across the public, non-profit, private and political sectors. I have a wealth of experiences that inform a broader perspective of how each of these worlds overlap to form a healthy and dynamic ecosystem. Personally, as a partner in a multi-racial marriage, a father of a multi-racial daughter and a citizen of Seattle, I am driven to serve my community today to continue to shape an even better and more equitable future for my family and my fellow citizens.		
<b>Authorizing Signature (original signature):</b>  <i>Bruce A. Harrell</i>  <b>Date Signed (appointed):</b> 4/14/2022	<b>Appointing Signatory:</b> <i>Bruce A. Harrell</i> <i>Mayor of Seattle</i>	

\*Term begin and end date is fixed and tied to the position and not the appointment date.

# EVAN M. SMITH

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## EXPERIENCE

- 2017 – Present**     **Starbucks**     **Seattle, W.A.**  
*Vice President, Technology Strategy and Business Transformation*
- Direct report to CTO, serving as Chief of Staff with responsibility for developing and integrating technology strategy, building business operations and communications (internal and external) support
  - Lead teams driving technology strategy, communications, vendor management, financial management and business transformation to define and integrate technology work with c-suite enterprise ambitions
  - Restructured technology organization around products and services delivery model, driving greater internal operational coherence and aligning technology work with Starbucks business outcomes
  - Built Inclusion and Diversity (I&D) strategy for technology group, standing up I&D council, team and driving forward strategy to increase talent pipeline and enhance current employee experience
  - Relunched communications strategy to deepen employee engagement of 1,500 technology employees
- General Manager, Starbucks Delivery*
- Operated Starbucks delivery program, owning day-to-day execution; directed partnership with Uber Eats, while coordinating 200+ Starbucks partners across marketing, retail operations, finance, product, packaging, R&D, technology, data and analytics departments to drive responsible, high-impact program footprint and revenue growth; recognized for performance with leadership award from Starbucks CEO
  - Scaled delivery channel from one market to national scale, developing and driving the technological, operational and marketing roadmaps to optimize program for enterprise execution and business impact, ultimately growing revenues from 0 to >5% of US business revenues
  - Designed near, medium and long-term delivery strategies and innovation, integrating with broader enterprise strategies to ensure long-term viability and effectiveness of delivery channel
  - Developed 5-year Starbucks Digital strategic vision on behalf of Digital Customer Experience SVP for Board of Directors presentation. Built supporting digital investment roadmap and strategy for the CMO and CTO to bring forward to the Executive Leadership Team for enterprise investment decisions; Vision and corresponding plans approved by company leadership and the board for historic investment levels
- Director, Global Corporate Strategy*
- Designed and executed end-to-end Starbucks delivery pilot from conception to launch; built and secured approval of business case from CEO, COO and CMO; drove from ideation to pilot launch in 75 days, managing and coordinating cross-functional team of 150+ Starbucks and Uber Eats partners; concept execution proved potential value of +\$1B for enterprise, leading CEO to fast-track national roll-out; as lead negotiator secured long-term partnership for national and international agreements; established the Starbucks Delivers team, transitioning pilot into normal course of Starbucks business
  - Created annual corporate strategic plan, managing team and process to develop and distill C-suite vision into 5-year enterprise strategy for presentation to Board of Directors and broader enterprise alignment
  - Led strategic re-think of the Sourcing Department, designing and directing cross-functional working teams of VP's to identify and ultimately capture 22% increase in annual sourcing savings
  - Managed 14-person team, reporting directly to SVP of Global Strategy, direct report to CEO
- 2016 – 2017**     **Educents**     **San Francisco, C.A.**  
*Director, Strategy and Business Operations*
- Member of 7-person executive team with a Series A, education products, e-commerce start-up
  - Drove market and customer insights, honing and articulating focused company strategy, aligning company growth targets and strategies across finance, marketing, data and operations functions
  - Designed and orchestrated company reorganization, including facilitation of co-founders stepping away from CEO and COO roles and eliminating my own role, while building marketplace operations function
  - Developed and directed quarterly KPI and OKR planning, target-setting and company-wide translation of goals to specific, actionable outcomes across departments and between employees
  - Led business development, devising and sourcing potential partnerships in public and private sectors
- 2012 - 2015**     **McKinsey and Company**     **Washington, D.C.**  
*Engagement Manager 2015*  
*Junior Engagement Manager 2014*  
*Associate 2012-2013*  
*Led McKinsey and client teams serving Fortune 500 corporations, nonprofits and local, state and national governments across technology, education, retail and health care industries, focusing on strategy and operations. Managed all aspects of engagements, including counseling client partners, building and developing teams, leading problem solving, recommending solutions and planning implementation*
- Operational improvement**
- Managed team of senior City and School District management teams in major urban school district to perform full operational and financial review, presenting opportunities to mayor and new superintendent

- Led client team at large, international retail chain to develop an optimized contractor purchasing strategy; leveraged data analysis of historical expenditures, forecasting of future needs, industry expert interviews and collaborative client problem solving, identifying tens of millions of dollars in savings
- Executed operational review of industrial manufacturing operations, identifying specific process improvements and systematic opportunities to improve output by up to 4x current production

**Strategy development**

- Led Dubai-based team to develop national education system strategy, aligning public budgets with labor market needs and opportunities with senior government leaders in a major Middle Eastern country
- Drove working teams of senior-most leaders of global services firm to rethink and reset approach to leveraging technology, specifically redesigning the end-to-end user experience
- Partnered with large hospital chain senior executives to develop strategy for organic and inorganic growth through review of corporate and operational performance and projection of future expectations

**Organizational design and transformation**

- Led CEO and executive team of national education nonprofit start-up to design dynamic organization and financial models, benchmarking best practices and developing financial model scenarios

**Due Diligence**

- Pressure-tested business cases for potential acquisition targets for private equity and corporate clients in military and health care industries, building market analyses, operational audits and financial models

2007-2010

**District of Columbia Public Schools**

**Washington, D.C.**

***Director, Office of School Operations***

- Managed staff of 50 to support day-to-day school security, facilities, budget and enrollment operations; developed strategic plans including overhaul and reorganization of student records management process
- Led senior district administrators to identify prior budgeting structural impediments; designed and implemented overhauled process, creating budget models through data analysis and building an automated online system to efficiently and accurately allocate \$617M across all DC public schools

***Director, School Opening***

- Created systems and managed team to plan and execute annual opening of system; led cross-functional working group to streamline critical operations, achieving opening described by *Washington Post* as “uncommonly quiet” and a 30% increase in third-party assessment of school opening readiness

***Manager, Capital Gains Program***

- Designed, launched and managed experimental pilot program in partnership with Harvard Labs for Education Inequality designed to enhance student academic achievement through financial incentives, achieving near perfect student and teacher adoption in year one

***Intergovernmental Liaison***

- Created and executed legislative strategies for engagement with City Council and federal agencies

2006

**Mitch Landrieu for Mayor, Deputy Press Secretary**

**New Orleans, LA**

- Designed and executed communications strategy; incorporated candidate and stakeholder goals to create and push daily messages and overarching campaign themes in election with high national visibility

2005

**Federal Emergency Management Agency, Manager, Disaster Recovery Center**

**Thibodaux, LA**

- Led 13-person team and on-site NGO’s to provide disaster assistance to Hurricane Katrina victims

2004-2005

**New Orleans Public Schools / Cohen Senior High School, Social Studies Teacher**

**New Orleans, LA**

- Taught Geography, Economics, American History, Law and Civics to ninth through twelfth graders

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**EDUCATION**

**Darden Graduate School of Business Administration, University of Virginia**

**Charlottesville, VA**

*Master of Business Administration, 2012*

- Elected President of Darden Student Government Association by classmates
- Recipient of C. Stewart Sheppard Distinguished Service Award

**University of Cambridge**

**Cambridge, England**

*Master of Philosophy in Economic and Social History, High First Degree, August 2007*

**University of Pennsylvania**

**Philadelphia, PA**

*Bachelor of Arts in History and Urban Studies, Cum Laude, May 2004*

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**OTHER**

- Board Director, College Success Foundation
- Governor-Appointed Member, Washington State STEM Education Innovation Alliance
- Leadership Tomorrow Fellowship, Class of 2022 – Competitive Seattle-based leadership fellowship
- Avid world traveler: visited 54 countries, 45 U.S. states and counting

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

17 Members: Pursuant to *Ordinance 125604*, 12 members subject to City Council confirmation, *staggered*-year terms:

- 6 City Council-appointed 3-year terms, subject to City Council confirmation
- 6 Mayor-appointed 3-year terms, subject to City Council confirmation
- 5 Other Appointing Authority-appointed (specify): *Ordinance 125604*

## Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
1	F	2	1.	Member	Erin Okuno	1/1/20	12/31/22	2	Council
		2	2.	Member	Vacant	1/1/20	12/31/22	1	Council
3	F	2	3.	Member	Manuela Slye	1/1/21	12/31/24	1	Council
6	F	1	4.	Member	Jennifer Matter	1/1/19	12/31/21	1	Council
2	M	2	5.	Member	Donald Felder	1/1/19	12/31/21	1	Council
2	F	N/A	6.	Member	Kimberly Walker	1/1/21	12/31/22	2	Council
		N/A	7.	Member	Kateri Joe	1/1/22	12/31/24	1	Mayor
		7	8.	Member	Linda Thompson Black	1/1/22	12/31/24	1	Mayor
1	F	N/A	9.	Member	Susan Lee	1/1/19	12/31/22	1	Mayor
2	M		10.	Member	Marques Gittens	1/1/21	12/31/22	1	Mayor
2	F	4	11.	Member	Stephanie Gardner	1/1/20	12/31/23	1	Mayor
			12.	Member	Evan M. Smith	1/1/22	12/31/24	1	Mayor
9	M	N/A	13.	Mayor	Bruce A. Harrell	N/A	N/A	1	Ordinance 125604
3	F	N/A	14.	Neighborhoods, Education, Civil Rights and Culture	Tammy Morales	N/A	N/A	1	Ordinance 125604
2	M	N/A	15.	School District Superintendent	Brent Jones	N/A	N/A	1	Ordinance 125604
1	F		16.	School District Board Member	Victoria Song Maritz	N/A	N/A	1	Ordinance 125604
1	M	5	17.	Chancellor of Seattle Colleges	Shouan Pan	N/A	N/A	1	Ordinance 125604

## SELF-IDENTIFIED DIVERSITY CHART

	SELF-IDENTIFIED DIVERSITY CHART				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Male	Female	Transgender	NB/ O/ U	Asian	Black/ African American	Hispanic/ Latino	American Indian/ Alaska Native	Other	Caucasian/ Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor	1	2			1	2							
Council	1	4			1	2	1			1			
Other	3	2			2	1	1						1
<b>Total</b>	<b>5</b>	<b>8</b>			<b>4</b>	<b>5</b>	<b>3</b>			<b>1</b>			<b>1</b>

### Key:

\*D List the corresponding *Diversity Chart* number (1 through 9)

\*\*G List gender, M= Male, F= Female, T= Transgender, NB= Non-Binary O= Other U= Unknown

RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*





Legislation Text

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**File #:** Appt 02334, **Version:** 1


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Appointment of Devon Breithart as member, Seattle Disability Commission, for a term to April 30, 2024.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Devon Breithart</i>		
<b>Board/Commission Name:</b> <i>Seattle Disability Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input checked="" type="checkbox"/> Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other:	<b>Date Appointed:</b>	<b>Term of Position: *</b> 5/1/2022 <b>to</b> 4/30/2024 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b> <i>Ballard</i>	<b>Zip Code:</b> <b>98107</b>	<b>Contact Phone No.:</b>
<b>Background:</b> <i>Devon Breithart is an occupational therapist who has worked in a variety of settings, including schools, outpatient pediatrics, early intervention, adult day programs, skilled nursing, and home health. In the role of a Seattle Disability Commissioner, she hopes to help make the city more accessible for people with a variety of disabilities. She is especially excited about projects focusing on children and their families to increase equity. She looks forward to connecting more deeply with community and taking time to learn from those with lived experiences of disability.</i>		
<b>Authorizing Signature (original signature):</b> 	<b>Appointing Signatory:</b> <i>Councilmember Tammy Morales</i> <i>Seattle City Council</i>	

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*

# Devon Breithart, OTR/L

Occupational Therapist

## Employment

- The Dynamic School OT** **Seattle, Washington**  
CEO April 2020 - Present
- Create continuing education for school-based OTs
  - Provide mentorship & training to enable OTs to be more effective in the school system
- AMN Healthcare** **Seattle, Washington**  
Lead Occupational Therapist (Remote) September 2021 - February 2022
- Supervise a team of COTAs and OTs
  - Provide school-based occupational therapy services for special education students at the preschool, elementary, middle, & high school levels
  - Aid in IEP development & implementation
  - Train teachers, staff, & parents in therapeutic techniques utilized with special education students
- Delta Healthcare, Pioneer Healthcare** **California, Washington**  
Travel Occupational Therapist & AT Specialist December 2017 - June 2021
- Provide early intervention & school-based occupational therapy services for special education students at the birth-3, preschool, elementary, middle, & high school levels
  - Provide assistive technology evaluations & services for school-age special education students
  - Aid in IEP/IFSP development & implementation
  - Train teachers, staff, & parents in therapeutic techniques utilized with special education students
  - Work under the RtI/MTSS models to develop proactive measures for the general education population
  - Consult with special education departments to improve processes & procedures
  - Provided services and assessments via teletherapy during the Covid-19 pandemic

**Dominican Hospital/Kindred Healthcare** **Santa Cruz, California**

Occupational Therapist (PRN) January 2019 - June 2019

- Provided clinic-based services for children with disabilities such as anxiety, ADHD, & sensory processing differences

**Associates in Pediatric Therapy** **Louisville, Kentucky**

Occupational Therapist August 2015 - December 2017

- Provided clinic-based & early intervention services for children with a variety of conditions, including autism, Down syndrome, & cerebral palsy
- Developed & facilitated social skills groups
- Co-treated patients with physical & speech therapists, including determining best methods of access, positioning, & placement for AAC devices
- Assisted PRN with adult home health contract
- Aided in developing policies & procedures
- Provided supervision for COTAs & Level I & II OT students

**D. Breithart Consulting** **Seattle, Washington**

CEO/Consultant February 2017 - Present

- Provide business & marketing consulting to enable therapy entrepreneurs to grow their business
- Write various pieces of content such as email campaigns, blog posts, & study materials related to occupational & other rehab therapies
- Manage social media strategy & analytics for therapy entrepreneurs

**Healthcare Therapy Services** **Louisville, Kentucky**

Occupational Therapist (PRN) September 2015 - February 2017

- Evaluated & treated adults with a variety of orthopedic, cardiopulmonary, & neurological conditions for OT services in subacute rehab settings

**Commonwealth Nursing Solutions** **Louisville, Kentucky**

Direct Support Professional Team Captain January 2014 - July 2015

- Provided supports for community living, personal care, homemaking, & respite services to children & adults with various physical & developmental disabilities

**Nonprofit & Volunteer Experience**

**Big Bad Con** **Oakland, California**

Event Volunteer October 2019

- Event staff for tabletop gaming convention run by nonprofit

**Nerd Louisville****Louisville, Kentucky**

Nonprofit Board Member &amp; Vice President

January 2017 - June 2020

- Plan and coordinate events to further organization goals of fostering community and empowering local youth
- Develop social media strategy to aid in organization fundraising goals
- Vice President 2017 - 2018

**Louisville Independent Business Alliance****Louisville, Kentucky**

Event Volunteer

October 2013 - May 2014

- Event staff for community events that supported local businesses

**Fieldwork Experience****HCR Manorcare****Denver, Colorado**

Level II Fieldwork Student

February 2015 - April 2015

- Under supervision, evaluated adults with a variety of orthopedic, cardiac, pulmonary, & neurologic conditions for occupational therapy services in a subacute rehab setting
- Developed & implemented treatment plans, including supervision of COTAs
- Managed caseload of 30-40 patients per week, meeting facility productivity standards

**Mattingly Center****Louisville, Kentucky**

Level II Fieldwork Student

October 2014 - January 2015

- Under supervision, planned & implemented occupational therapy interventions for adults with developmental disabilities including cerebral palsy, intellectual disability, & autism
- Worked with speech therapists to determine best methods of access, positioning, & placement for AAC devices & other assistive technology
- Supervised Level I OT student

**Education****Spalding University****Louisville, Kentucky**

Graduate School

January 2013 - July 2015

- Master of Science in Occupational Therapy
- Master's Research Topic: *Strategies to Promote Safe, Healthy, and Appropriate Sexual Behavior in Individuals with Disabilities*

- Bachelor of Science in Health Science

#### Skills & Certifications

- School-Based OT
- CEU Course Creation
- Consultation to OT/Special Education Departments
- Coaching & Mentorship
- AT & AAC
- IEP Development
- Supervision of COTAs & OT Students
- Outpatient Pediatric OT
- Early Intervention OT
- Copywriting
- Social Media Management
- Marketing
- Project Management
- Intermediate Spanish Skills
- First Aid/CPR Certified

# Seattle Disability Commission

## June 2022

21 Members: Pursuant to *SMC 3.14.920*, all members subject to City Council confirmation, 2-year terms:

- 8 City Council-appointed
- 9 Mayor-appointed (includes 1 Get-engaged Mayor position)
- 4 Other Appointing Authority-appointed (specify): Commission-appointed

### Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
			1.	Member	VACANT	5/01/21	4/30/23	1	Mayor
			2.	Member	VACANT	5/01/21	4/30/23	1	City Council
			3.	Member	VACANT	5/01/21	4/30/23	1	Mayor
6	F	6	4.	Member	Christine Lew	5/01/21	4/30/23	1	City Council
			5.	Member	VACANT	11/1/21	10/31/23	1	Mayor
			6.	Member	VACANT	11/1/21	10/31/23	1	City Council
			7.	Member	VACANT	11/1/21	10/31/23	1	Mayor
6	F		8.	Member	April Snow	11/1/21	10/31/23	1	Commission
4	F		9.	Member	Kristina M. Sawyckyj	5/01/22	4/30/24	3	City Council
			10.	Member	VACANT	5/01/22	4/30/24	1	Mayor
6	F	6	11.	Member	Devon Breithart	5/01/22	4/30/24	1	City Council
6	M	3	12.	Member	Silas T. James	5/01/22	4/30/24	1	Mayor
			13.	Member	VACANT	11/1/20	10/31/22	1	City Council
			14.	Member	VACANT	11/1/20	10/31/22	1	Mayor
	F	5	15.	Member	Taylor Woods	11/1/20	10/31/22	1	City Council
6	F	4	16.	Get Engaged	Taylor Ladd	9/1/21	8/31/22	1	Mayor
			17.	Member	Heyiwot Amare	5/01/22	4/30/24	1	City Council
			18.	Member	VACANT	11/1/20	10/31/22	1	Mayor
6	F	7	19.	Member	Shelby Dey	5/01/22	4/30/24	1	Commission
	F	3	20.	Member	Dawn Dailey	11/1/20	10/31/22	1	Commission
6	F	1	21.	Member	Kaitlin Skilton	11/1/20	10/31/22	1	Commission

### SELF-IDENTIFIED DIVERSITY CHART

			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
	Male	Female	Transgender	NB/ O/ U	Asian	Black/ African American	Hispanic/ Latino	American Indian/ Alaska Native	Other	Caucasian/ Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor	1	1								2			
Council		4								2			
Other		4								2			
<b>Total</b>	<b>2</b>	<b>9</b>								<b>6</b>			

### Key:

- \*D List the corresponding *Diversity Chart* number (1 through 9)
- \*\*G List *gender*, M= Male, F= Female, T= Transgender, NB= Non-Binary O= Other U= Unknown
- RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*



Legislation Text

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**File #:** Appt 02335, **Version:** 1

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Appointment of Shelby Dey as member, Seattle Disability Commission, for a term to April 30, 2024.

The Appointment Packet is provided as an attachment.





# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Shelby Dey</i>		
<b>Board/Commission Name:</b> <i>Seattle Disability Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input type="checkbox"/> Council <input type="checkbox"/> Mayor <input checked="" type="checkbox"/> Other: Commission	<b>Date Appointed:</b>	<b>Term of Position: *</b> 5/1/2022 <b>to</b> 4/30/2024  <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b> <i>Queen Anne</i>	<b>Zip Code:</b> <i>98109</i>	<b>Contact Phone No.:</b>
<b>Background:</b> <i>As a member of the Seattle Disability Commission, Shelby hopes to contribute to the health and well-being of this beautiful community. She believes we need better access to mental health services, especially for our community. The Disability Community is disproportionately affected by the rising rents. She wants to help increase access to affordable housing and take the time to listen to what the community needs and finding ways to help. She is excited to work behalf of this community to help improve lives in any way she can.</i>		
<b>Authorizing Signature (original signature):</b> 	<b>Appointing Signatory:</b> <i>April Snow</i> <i>Seattle Disability Commission, Co-Chair</i>	

\*Term begin and end date is fixed and tied to the position and not the appointment date.

# Shelby Dey

## QUALIFICATION SUMMARY

Microsoft Office, Salesforce, Statistics, Research, Analysis, Interpersonal Relationships, Client Relationship Management, Cashiering, Financial Information Systems, Adaptable, Integrity, Ability to Maintain Confidentiality

## EDUCATION

### **Skagit Valley College Continuing Education Courses**

Business English, Excel/Access Course

**Gonzaga University**, Spokane, WA

Master of Business Administration, Finance

**Pacific Lutheran University**, Tacoma, WA

Bachelor of Science in Financial Mathematics and a Bachelor of Arts in Economics with a Math Emphasis, Minor in Actuarial Science

- Graduated Cum Laude
- Investigated Women's Pay Disparity-used Minitab for regression analysis and Excel for forecasting
- Invited and joined Omicron Delta Epsilon in (Economics Honor Society)

## WORK EXPERIENCE

**Agricultural Aide**, *Washington State Department of Agriculture*, Seattle, WA

June 2020 – Sept 2020

- Collect Data on 800 - 1000 Gypsy Moth Traps.
- Alert supervisor of Gypsy Moth Specimens (Asian and European Gypsy Moths).
- Construct traps within guidelines. Set up traps and take down traps.
- Engage with public in providing information on the Gypsy Moth Program.

**Substitute Teacher**, *Sedro Woolley School District*, Sedro Woolley,

WA

Feb. 2016 – June 2020

- Teach a daily curriculum according to the teacher's guidelines and schedule.
- Facilitate classroom management to keep the learning environment inviting to all students.
- Supervise and direct paraprofessionals in my classroom to help students who need additional support.
- Keep well informed of current best teaching practices and classroom management skills.

**Client Associate**, *Merrill Lynch*, Spokane, WA

June 2012 – Apr. 2015

- Maintained interpersonal relationships internally and externally.
- First point of contact to determine customer needs via phone, in person, and fax inquiries.
- Managed branch operations including daily incoming/outgoing mail, records, and archiving.
- Branch Systems Administrator oversaw maintenance of information systems at branch level and coordinated vendor tickets and network troubleshooting of the mainframe.
- Keeping the office computer software and hardware safe and up to date; responsible for operations of internal monitoring of checks and client documents; administered confidential production of checks; and greeted incoming clients and provided information.

**Graduate Assistant**, *Gonzaga University*, Spokane, WA

Aug. 2011 – Feb. 2016

- Prepared and maintained business statistics grades for undergraduate students.
- Graded undergraduate homework, tests, and quizzes.
- Tutored and managed graduate students lesson plans in prerequisite courses to prepare for graduate level statistics.

- Conducted confidential statistical research for the Gonzaga Nursing and Business programs.
- Taught and administered tests/quizzes on the undergraduate and graduate level when the professor was away.
- Assisted professor in creating new questions, an answer key, and data indexes for her textbook.

**AVID/Math Tutor**, *Sedro-Woolley School District*, Sedro-Woolley,  
WA Jan. 2011 – June 2011

- Mentored and prepared students in need or who needed extra support for applying and going to college.
- Assisted and tutored students in understanding math concepts in the classroom.
- Managed and taught the after school math tutoring program for middle school students.

# Seattle Disability Commission

## June 2022

21 Members: Pursuant to *SMC 3.14.920*, all members subject to City Council confirmation, 2-year terms:

- 8 City Council-appointed
- 9 Mayor-appointed (includes 1 Get-engaged Mayor position)
- 4 Other Appointing Authority-appointed (specify): Commission-appointed

### Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
			1.	Member	VACANT	5/01/21	4/30/23	1	Mayor
			2.	Member	VACANT	5/01/21	4/30/23	1	City Council
			3.	Member	VACANT	5/01/21	4/30/23	1	Mayor
6	F	6	4.	Member	Christine Lew	5/01/21	4/30/23	1	City Council
			5.	Member	VACANT	11/1/21	10/31/23	1	Mayor
			6.	Member	VACANT	11/1/21	10/31/23	1	City Council
			7.	Member	VACANT	11/1/21	10/31/23	1	Mayor
6	F		8.	Member	April Snow	11/1/21	10/31/23	1	Commission
4	F		9.	Member	Kristina M. Sawyckyj	5/01/22	4/30/24	3	City Council
			10.	Member	VACANT	5/01/22	4/30/24	1	Mayor
6	F	6	11.	Member	Devon Breithart	5/01/22	4/30/24	1	City Council
6	M	3	12.	Member	Silas T. James	5/01/22	4/30/24	1	Mayor
			13.	Member	VACANT	11/1/20	10/31/22	1	City Council
			14.	Member	VACANT	11/1/20	10/31/22	1	Mayor
	F	5	15.	Member	Taylor Woods	11/1/20	10/31/22	1	City Council
6	F	4	16.	Get Engaged	Taylor Ladd	9/1/21	8/31/22	1	Mayor
			17.	Member	Heyiwot Amare	5/01/22	4/30/24	1	City Council
			18.	Member	VACANT	11/1/20	10/31/22	1	Mayor
6	F	7	19.	Member	Shelby Dey	5/01/22	4/30/24	1	Commission
	F	3	20.	Member	Dawn Dailey	11/1/20	10/31/22	1	Commission
6	F	1	21.	Member	Kaitlin Skilton	11/1/20	10/31/22	1	Commission

SELF-IDENTIFIED DIVERSITY CHART					(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Male	Female	Transgender	NB/ O/ U	Asian	Black/ African American	Hispanic/ Latino	American Indian/ Alaska Native	Other	Caucasian/ Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor	1	1								2			
Council		4								2			
Other		4								2			
<b>Total</b>	<b>2</b>	<b>9</b>								<b>6</b>			

### Key:

- \*D List the corresponding *Diversity Chart* number (1 through 9)
  - \*\*G List *gender*, M= Male, F= Female, T= Transgender, NB= Non-Binary O= Other U= Unknown
  - RD Residential Council District number 1 through 7 or N/A
- Diversity information is self-identified and is voluntary.*



Legislation Text

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**File #:** Appt 02336, **Version:** 1


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Appointment of Troika L. Braswell as member, Seattle LGBTQ Commission, for a term to April 30, 2024.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Troika L. Braswell</i>		
<b>Board/Commission Name:</b> <i>Seattle LGBTQ Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input checked="" type="checkbox"/> Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other:	<b>Date Appointed:</b>	<b>Term of Position: *</b> 5/1/2022 <b>to</b> 4/30/2024 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b>	<b>Zip Code:</b>	<b>Contact Phone No.:</b>
<b>Background:</b> <i>Troika Braswell is a Senior Human Resource professional with King County Metro. In addition to creating an inclusive work environment that welcomes diversity promotes creativity and innovation, Troika leads a team that leads with Diversity, Equity, and Inclusion in all aspects of Human Resources, including talent acquisition, employee engagement, and employee development. He advocates for LGBTQ and BIPOC communities, and is a believer in speaking out and spreading awareness for mental health and wellbeing for LGBTQ and BIPOC communities.</i>		
<b>Authorizing Signature (original signature):</b> 	<b>Appointing Signatory:</b> <i>Councilmember Tammy J. Morales</i> <i>Seattle City Council</i>	

\*Term begin and end date is fixed and tied to the position and not the appointment date.

## Troika L. Braswell

I pride myself on having a commitment to equality and social justice, collaboration, and customer-focused while working in a wide variety of specializations within Operations, Finance, and HR compliance. My work history details selection and recruitment design practices, classification/compensation, policy/procedure development and administration, workforce development, career planning, training, marketing/outreach, data analysis, budget, and operation management.

Additional Career Related Competencies includes:

- Human Resource Consulting
- Employee Relations
- Human Resource Project and Programs
- Operational Compliance
- Conflict Resolution

### SKILLS & ABILITIES

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- Organizational Strategic planning
- Employee benefits programs
- Excellent interpersonal and customer service skills.
- Organizational skills and attention to detail and strong analytical and problem-solving skills.
- Ability to comprehend, interpret, and apply appropriate sections of applicable laws, guidelines, regulations, ordinances, and policies.
- Manage and resolve employee relations issues through effective and objective investigations
- Guidance on business unit structures, workforce planning, and succession planning.
- Practitioner of diversity and inclusion within the workplace and community.
- Classification and Compensation.
- Fiscal and budget management.
- Providing HR services within a unionized environment.

Unions currently partnering with:

- Amalgamated Transit Union (ATU)
- Professional and Technical Employees (ProTec)
- Ferry Coalition
- International Brotherhood of Electrical Workers (IBEW)
- Technical Employees' Association (TEA)

Software management-

- Peoplesoft, NEOGOV, Workday, Oracle, Microsoft Power BI, Laserfiche, Tableau, SharePoint, Content Manager, and Microsoft Office Suites.

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*

## EXPERIENCE

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- January 2019- Present
- Senior Human Resource Analyst, King County Metro**
- Communicating effectively to large, cross-functional teams and business stakeholders to drive adoption and feedback collection
  - Monitor and oversee employee recruitment and selection processes in King County Metros – Rail, Marine, Facilities, and Vehicle Maintenance divisions.
  - Provide strategic direction and input to business leaders regarding overall people strategies that support the culture, company direction, and the growth needs of the business and its employees
  - Work collaboratively with the HR Crew HR support teams to ensure the effective development of transparent, meaningful, and accessible leadership training, tools, and resources to enable and support employee careers. Effectively partner with team members and stakeholders to achieve success in attracting, developing, and training top talent
  - Provide expert and objective advice, coaching, and counsel to leaders and employees on HR programs, policy, and procedures, employment/labor laws, conflict resolution, change management, diversity, and organizational development to promote a fair and equitable work environment
  - Assists management with developing position descriptions and performs job evaluations for classification and compensation.
  - Develops plans focusing on career development, performance concerns, and conflict management issues.
  - Development of specialized human resource tools, processes, and structures to ensure the quality, timeliness, and appropriateness of work and provide information and consultation on programs and procedures, as well as researching and responding to inquiries.
  - Works closely with senior management and employees to improve work relationships, build morale, increase productivity and retention.
  - Guides conflict resolution by assisting with direction and encouragement, working collaboratively with the parties to find creative ways to reach a mutually satisfying solution.
- December 2016- January 2019
- Regional Senior Human Resource Business Partner, YRC Freight**
- Supervise employees working on a human resource program including planning, organizing, and directing work and evaluating employee performance.
  - Provide advice, coaching, and counsel to managers and employees on HR Programs, policies, and procedures, employment, conflict resolution, change management, diversity, and organizational development and design to promote a fair and equitable working environment.
  - Worked closely with senior management and employees to improve work relationships, build morale, increase productivity and retention.

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*



- Facilitate programs and processes with management to plan, source, recruit and retain the highest quality employees.
- Partnered with Employee Relations Investigations and Office of Legal Compliance in investigations of serious cases and implemented appropriate remediation in conjunction with abusiness, region, and geography to assist with leading investigations for a business, region, orgeography where resources are limited.
- Collaborated with reviewal of local employment laws and HR best practice policies in the following state Washington, California, Colorado, Nevada, Idaho, Utah, Arizona, and Montana.
- Ensure compliance with all employment/labor laws through programs, practices, policies, investigations, training, and actions. Maintain a current and complete understanding of Federaland State employment laws such as (Title VII of the Civil Rights Act, FLSA, ADA, FMLA, ADEA, sexual harassment, and NLRA). Protect the company’s interests by ensuring all legal requirementsare met and complied with through proactive practices, investigations, and actions. Interpret and administer policies fairly and, consistently within legal boundaries.
- Developed and implemented diversity strategies.
- Partner with union business agents, legal, and compliance teams developing improved employee relations.
- Led the annual Affirmative Action Plan development process, providing guidance and recommendations to business heads on policy and standards of achievement in areas of affirmative action, equal employment opportunity, and diversity initiatives.
- In partnership with the appropriate support resources, responds to employee concerns regarding performance management, improvement, harassment, discrimination, misconduct, employee safety, teamwork, etc. The primary point of contact for the client is to ensure an optimal work environment, serve as an advocate for all employees, and enable and support employeecareer success

**February 2017-January 2018 – Regional Westcoast Operation Manager, YRC Freight**

- Directed and coordinated operations to obtain optimum use of equipment, facilities, and personnel to meet customer needs.
- Ensured necessary resources of labor, equipment, and time is available to all employees to allow maximum productivity of operations staff.
- Managed regional operations to budget and is responsible for achieving service growth and targeted goals.
- Recruited, developed, and retain qualified personnel to ensure effective operations in support.
  - Responsibilities included the selection, training, motivation, and correction of city terminal employees.
- Conducted performance reviews and focuses on the development and career planning.
- Established and maintained a good working relationship with union labor leadership (Teamster)
- Administered safety programs that encourage a safe work environment and focus on the prevention of accidents and injuries.

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*

- Ensured compliance with government and company regulations, policies, and procedures. – DOT and OSHA.
- Lead and tracked operation projects to provide status updates, deliverables, and milestones.
- Developed key processes, policies, tools, metrics, and performance indicators to measure overall annotation performance and provide the foundation for continuous and scalable improvement.

August  
2015-  
December  
2016

**International Senior Human Resource Business Partner, *Hines (Amazon-GREF)***

- Partner with leadership to develop and execute strategies and plans in HR-related fields such as talent management, leadership development, workforce planning, organization optimization, performance and career development, early-career innovation, and overall employee engagement.
- Partnered with developed training section of Human Resources to design and implementation of local Human Resource projects or programs, provided project guidance related to prioritization, timelines, budget, resourcing, and impact.
- Facilitate, coach, and execute talent, change, and performance management engagement strategies
- Collaboration with Amazon – GREF (Global Real Estate Facilities) team to adhere to employment laws.
- Partner with leadership to design and implement workforce strategies to meet organization objectives.
- Managed and maintained Diversity and Inclusions, resource groups.
  - Partnered with CFO and Controller to ensure accuracy of financial reporting and budgets.
  - Review and analyze financial records ensuring compliance with GAAP.
  - Assist in quarterly plan/budget preparation process, reviewing projections and variance analysis.

January  
2012-  
August  
2015

**Human Resource Operations Relations Consultant, *Coca Cola***

- Facilitate, coach, and execute talent, change, and performance management engagement strategies.
- Partner with leadership to design and implement workforce strategies to meet organization objectives.
- Manage and resolve employee relations issues, reducing risk and ensuring regulatory compliance.
- Partner with the appropriate support resources, respond to employee concerns regarding performance management, improvement, harassment, discrimination, misconduct, employee safety, and teamwork.
- The primary point of contact for the client to ensure an optimal work environment, serve as an advocate for all employees, and enable and support employee career success.

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*

January 2007-August 2012      **Marketing Consultant, Emerson Network Power**

- Develop and facilitate innovative marketing strategies for new products to ensure the company's continued success in new and withstanding marketing conglomerates.
- Acquire and retain new accounts set up face-to-face meetings with clients on average 6 per month to guarantee continued market profitability.
- Process and maintained client orders to maximize product sale efficiency with a goal of \$500,000 – \$750,000 monthly.

## EDUCATION

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2003-2007      Business- Marketing, Westerville, Ohio, *Otterbein University*

2021              Project Management Professional Certification (PMP)

## MEMBERSHIPS

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- *Seattle Diversity Equity and Inclusion.*
- *State of Washington Human Resources Association*
- *Seattle Recruiter Association.*
- *AFE- Association for Facilities Engineering.*
- *IFMA – International Facility Management Association.*
- *BOMA – Building Operation Management Association*
- *Pays – Veterans and transition active Military.*
- *True North PNW – Native American Employment Resource Group*
- *COMTO – Washington State Education Member*
- *National LGBTQ Task Force*
- *SHRM*

### Board of Directors

Seattle Counseling Services – LGBTQ (Human Resource Board)

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*

## Seattle Lesbian, Gay, Bisexual, Transgender and Queer Commission June 2022

Members: Pursuant to SMC 3.14.920, all members subject to City Council confirmation, 2-year terms:

- 8 City Council-appointed
- 9 Mayor-appointed
- 4 Other Appointing Authority-appointed: Commission-appointed

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
			1.	Member	VACANT	5/1/21	4/30/23	1	City Council
			2.	Member	VACANT	5/1/21	4/30/23	1	Mayor
			3.	Member	VACANT	5/1/21	4/30/23	1	City Council
			4.	Member	VACANT	5/1/21	4/30/23	1	Mayor
			5.	Member	VACANT	5/1/21	4/30/23	1	City Council
			6.	Member	VACANT	11/1/21	10/31/23	1	Mayor
			7.	Member	VACANT	11/1/21	10/31/23	1	Commission
			8.	Member	Steven Pray	11/1/21	10/31/23	1	Mayor
			9.	Member	Troika L. Braswell	5/1/22	4/30/24	1	City Council
			10.	Member	Nathaniel Higby	5/1/22	4/30/24	2	Mayor
		3	11.	Member	Alex Mielcarek	5/1/22	4/30/24	1	City Council
			12.	Member	Brett Pepowski	5/1/22	4/30/24	1	Mayor
			13.	Member	Raja Fouad	11/1/20	10/31/22	1	City Council
			14.	Member	VACANT	11/1/20	10/31/22	1	Mayor
			15.	Member	VACANT	11/1/21	10/31/23	1	City Council
			16.	Get Engaged	Lillian M. Williamson	9/1/21	8/31/22	1	Mayor
			17.	Member	Jackson Cooper	5/1/22	4/30/24	1	City Council
			18.	Member	VACANT	11/1/21	10/31/23	1	Mayor
			19.	Member	Victor Loo	11/1/21	10/31/23	2	Commission
			20.	Member	Andrew Ashiofu	5/1/22	4/30/24	1	Commission
		7	21.	Member	Juan Monroy	5/1/22	4/30/24	1	Commission

### SELF-IDENTIFIED DIVERSITY CHART

	(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)	
	Men	Women	Transgender	Unknown	Asian	Black/African American	Hispanic/Latino	American Indian/Alaska Native	Other	Caucasian/Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial					
Mayor																		1
Council																		
Comm																		
Total																		

Key:

\*D List the corresponding *Diversity Chart* number (1 through 9)

\*\*G List *gender*, M = Male, F= Female, T= Transgender, U= Unknown

RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*



Legislation Text

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**File #:** Appt 02337, **Version:** 1

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Appointment of Jackson Cooper as member, Seattle LGBTQ Commission, for a term to April 30, 2024.

The Appointment Packet is provided as an attachment.





# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Jackson Cooper</i>		
<b>Board/Commission Name:</b> <i>Seattle LGBTQ Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input checked="" type="checkbox"/> Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other:	<b>Date Appointed:</b>	<b>Term of Position: *</b> 5/1/2022 <b>to</b> 4/30/2024  <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b> <i>Eastlake</i>	<b>Zip Code:</b> <i>98109</i>	<b>Contact Phone No.:</b>
<b>Background:</b> <i>Jackson's professional background is in the arts nonprofit sector which is a sector built on creating community through the power of shared performances and creating access for citizens of cities, states, countries, to experience the universal power of ceremony and coming together. Serving as a member of the Seattle LGBTQ Commission, Jackson looks forward to advocating for visibility, safety, and justice for the entire LGBTQ+ community in Seattle. He looks forward to working with city officials and departments to integrate funding for LGBTQ+ related efforts and policies during the budget processes and advocate for city granting efforts to be more inclusive of LGBTQ+ populations in their granting cycles such as the Office of Arts and Culture &amp; others.</i>		
<b>Authorizing Signature (original signature):</b> 		<b>Appointing Signatory:</b> <i>Councilmember Tammy J. Morales</i> <i>Seattle City Council</i>

\*Term begin and end date is fixed and tied to the position and not the appointment date.

# Jackson Cooper

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## Professional Experience

- Pacific Northwest Ballet, Seattle, WA** **Present**  
*Major Gifts Officer*
- Responsible for identification, cultivation, solicitation and stewardship of a portfolio consisting of 100-150 major donors and prospects including planned giving donors and prospects.
  - Led and facilitated internal strategy sessions. Served on major Gifts Committee and Campaign Advancement Committee to advise Trustees and Executive Leadership on fundraising goals and future prospects for sponsorship opportunities
- Artful Living Consulting** **Feb 2019- Oct 2019**  
*Founder/Lead Consultant*
- Began full-time major gifts, strategy, and grant-writing consulting group for emerging artists, start-up nonprofits, and fundraising professionals aged 22-35
  - Develop Artistic/Programming, Fundraising plans, staff evaluations, data mining:
    - **Justice Theater Project**, Raleigh, NC
    - **Durham Symphony Orchestra**, Durham, NC
    - **PARK Productions**, Pittsburgh, PA
    - **Cadenza Artists/iCadenza**, Los Angeles, CA
- North Carolina Museum of Art, Raleigh, NC** **August 2018-Feb 2019**  
*Coordinator of Performing Arts and Film*
- Managed 78 Performing Arts and Film programs with aggressive revenue targets and audience engagement goals
  - Hired, trained, and managed nearly 30 contractors and one full-time employee
- Chamber Music Raleigh, Raleigh, NC** **May 2016- August 2018**  
*Executive Director*
- Managed portfolio of 300 individual donors, city and state arts council support, corporate sponsors, and foundation support. Grew supporters from 150 to 275 in first year, introduced pipeline management into major gifts and concert underwrites
  - Wrote and prepared grant applications, interim and final reports for government, city, corporate, and foundation grantors. Maintain grant calendar/tracking in collaboration with Bookkeeper and Treasurer. Oversaw 40+ contractors per fiscal year.
- Berkshire Theatre Festival, Pittsfield, MA** **May 2013- August 2013**  
*Audience Services Intern*
- Theatre Raleigh** **May 2012-August 2012**  
*General Management Intern*
- Carolina Ballet, Raleigh, NC** **October 2011-March 2012**  
*Board Relations/Special Events Intern\**
- North Carolina Theatre, Raleigh, NC** **June 2011-August 2011**  
*Assistant to President/CEO\**
- North Carolina Theatre, Raleigh, NC** **October 2010-May 2011**  
*Development Intern\**

\*: Indicates self-created positions; created position responsibilities, oversaw training, selection of successors. Details available upon request

\*Term begin and end date is fixed and tied to the position and not the appointment date.

## EDUCATION

M.F.A., Arts Leadership, Seattle University, 2020-2022 (current)  
B.A., Organizational Management/Theatre (Arts Administration), The University of North Carolina at Greensboro

Nominee, Forbes 30 Under 30, 2016  
Nominee, Triangle Business Journal 40 Under 40

Tar Heel of the Week, News and Observer

## COMMUNITY ORGANIZATIONS

Seattle Center Racial Equity Cohort, 2021  
Advisory Council Member  
Development Committee Member  
Association for Arts Administration Educators  
Conference Committee, 2021  
Justice Theater Project  
Chair, Artistic Committee 2017-2020  
Young NonProfit Professionals Network, NC  
Member, 2018  
Raleigh Business and Professional Network  
Raleigh's LGBT Chamber of Commerce  
Board Member at Large 2017-2019  
United Arts Council, Wake County, Raleigh, NC  
Panelist, Professional Development Grants, 2017, 2018

## TEACHING APPOINTMENTS

Adjunct Faculty, UNC Greensboro, Arts Administration Program  
"Fundraising The Arts", Fall 2021, Created/Developed Curriculum for Program  
Lecturer/Instructor, Osher Lifelong Learning Institute  
University of Washington, Spring 2020  
Duke University, Fall 2017-Spring 2019  
NC State University, Fall 2018-Spring 2019

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## PUBLICATIONS

*Critical Approaches to Arts Administration in the New Millenium*, Forthcoming  
Chapter: Decolonizing Fundraising Principles in Post-COVID Workforce.

*Alternative Careers in Performing Arts*, Routledge, 2022  
Chapter: Advice in Your First Year of Arts Fundraising

*Rehearsing Racial Equity*, Ed: Jasmine Mahoumod & Roxanne Hornbeck  
Body in Motion: Conversations with Amanda Morgan

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*



## Seattle Lesbian, Gay, Bisexual, Transgender and Queer Commission June 2022

Members: Pursuant to SMC 3.14.920, all members subject to City Council confirmation, 2-year terms:

- 8 City Council-appointed
- 9 Mayor-appointed
- 4 Other Appointing Authority-appointed: Commission-appointed

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
			1.	Member	VACANT	5/1/21	4/30/23	1	City Council
			2.	Member	VACANT	5/1/21	4/30/23	1	Mayor
			3.	Member	VACANT	5/1/21	4/30/23	1	City Council
			4.	Member	VACANT	5/1/21	4/30/23	1	Mayor
			5.	Member	VACANT	5/1/21	4/30/23	1	City Council
			6.	Member	VACANT	11/1/21	10/31/23	1	Mayor
			7.	Member	VACANT	11/1/21	10/31/23	1	Commission
			8.	Member	Steven Pray	11/1/21	10/31/23	1	Mayor
			9.	Member	Troika L. Braswell	5/1/22	4/30/24	1	City Council
			10.	Member	Nathaniel Higby	5/1/22	4/30/24	2	Mayor
		3	11.	Member	Alex Mielcarek	5/1/22	4/30/24	1	City Council
			12.	Member	Brett Pepowski	5/1/22	4/30/24	1	Mayor
			13.	Member	Raja Fouad	11/1/20	10/31/22	1	City Council
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			20.	Member	Andrew Ashiofu	5/1/22	4/30/24	1	Commission
		7	21.	Member	Juan Monroy	5/1/22	4/30/24	1	Commission

### SELF-IDENTIFIED DIVERSITY CHART

	(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)	
	Men	Women	Transgender	Unknown	Asian	Black/African American	Hispanic/Latino	American Indian/Alaska Native	Other	Caucasian/Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial					
Mayor																		1
Council																		
Comm																		
Total																		

Key:

\*D List the corresponding *Diversity Chart* number (1 through 9)

\*\*G List *gender*, M = Male, F= Female, T= Transgender, U= Unknown

RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*



Legislation Text

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**File #:** Appt 02338, **Version:** 1


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Appointment of Alex Mielcarek as member, Seattle LGBTQ Commission, for a term to April 30, 2024.

The Appointment Packet is provided as an attachment.



## City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Alex Mielcarek</i>		
<b>Board/Commission Name:</b> <i>Seattle LGBTQ Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input checked="" type="checkbox"/> Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other:	<b>Date Appointed:</b>	<b>Term of Position: *</b> 5/1/2022 <b>to</b> 4/30/2024  <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b> <i>Capitol Hill</i>	<b>Zip Code:</b> <b>98122</b>	<b>Contact Phone No.:</b>
<b>Background:</b> <i>Alex's undergraduate academic work focused on recording LGBTQ history and experiences with healthcare. In the process of this, she came to understand the importance of history and health and the power the local government has with respect to acting on these two fields. Upon moving to Seattle, she took initiative to learn about our local history and what kind of health services are available for LGBTQ persons in the city. Given her interest in these topics, she intends to advocate for preserving Seattle's LGBTQ history and increasing access to gender-affirming care as a member of the Seattle LGBTQ Commission.</i>		
<b>Authorizing Signature (original signature):</b> 	<b>Appointing Signatory:</b> <i>Councilmember Tammy J. Morales</i> <i>Seattle City Council</i>	

\*Term begin and end date is fixed and tied to the position and not the appointment date.

# ALEX MIELCAREK

## EDUCATION

### MFA in Arts Leadership

Seattle University, Seattle, WA  
Anticipated graduation in June 2022

### B.A. in Spanish & B.S. in Public Health

College of Charleston, Charleston, SC  
Honors College, Class of 2020

## EXPERIENCE

*August 2021 – Present*

### Production Intern • doubleXposure • Seattle, WA

Assisting in booking guests for the sister podcast, underXposed, researching for upcoming podcasts, doing graphic design and photography work, and assorted editing work.

*July 2021 – Present*

### Board Member: Artist Liaison • Living Artists Collective • Seattle, WA

Assisting in the establishment of 501©3 as a member of the inaugural board.  
• Advocates for artists and bridges gap between artist members and board members.

*April 2021 – June 2021*

### Consulting Intern • Seattle Art Post • Seattle, WA

• Surveyed and interviewed nine artists and stakeholders to assess Seattle Art Post's programming and identify needed improvements.  
• Evaluated current organizational model and aided in the transition from LLC to Social Purpose Corporation.

*November 2018 – September 2021*

### Co-Founder & Director • Green Haus Art • Charleston, SC

Co-founded independent, DIY gallery and artist collective for young, emerging artists in Charleston, SC that provided opportunities for professional development and arts showcasing.  
• Developed guidelines, mission, vision, and values.  
• Organized, curated, and produced art events (such as our one-year anniversary event, themed showcases, and partnered fundraisers).  
• Maintained community partnerships (with organizations such as The Rival at CofC, Redux Contemporary Art Center, and Carolina Youth Action Project).  
• Created posters, logo, and social media graphics.  
• Led PR campaigns to increase audience and respond to local events.

*January 2017 – January 2020*

### Researcher & Communication Intern • Women's Health Research Team • Charleston, SC

• Developed research project guidelines, networked to gather participants, interviewed participants, analyzed data using HyperResearch, and synthesized this to be presented at APHA. Paid during the 2019 summer and funded through a 2018 summer grant. Project focused on recording lived history of LGBTQ persons and their experiences with healthcare.  
• Managed social media accounts and developed social media graphics until 2018.

## KEY SKILLS

• Project Management • Event Production • Creative Problem Solving • Communication  
• Spanish (Language) • Graphic Design • Social Media Marketing • Research

*\*Term begin and end date is fixed and tied to the position and not the appointment date.*

## Seattle Lesbian, Gay, Bisexual, Transgender and Queer Commission June 2022

Members: Pursuant to SMC 3.14.920, all members subject to City Council confirmation, 2-year terms:

- 8 City Council-appointed
- 9 Mayor-appointed
- 4 Other Appointing Authority-appointed: Commission-appointed

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Legislation Text

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**File #:** Appt 02339, **Version:** 1


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Appointment of Juan Monroy as member, Seattle LGBTQ Commission, for a term to April 30, 2024.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Juan Monroy</i>		
<b>Board/Commission Name:</b> <i>Seattle LGBTQ Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input type="checkbox"/> Council <input type="checkbox"/> Mayor <input checked="" type="checkbox"/> Other: <i>Commission</i>	<b>Date Appointed:</b>	<b>Term of Position: *</b> <i>5/1/2022</i> <b>to</b> <i>4/30/2024</i> <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b> <i>Queen Anne</i>	<b>Zip Code:</b> <i>98119</i>	<b>Contact Phone No.:</b>
<b>Background:</b> <i>Juan Monroy is a queer Colombian immigrant who moved to the United States almost 9 years ago in search of furthering his studies in fine art. He spent his upbringing honing skills as a visual and performative artist, working in professional musical theatre through his teens all the way down to his current practice as a visual and performance artist. He has been lucky enough to find himself in positions of leadership among local queer creatives and believes serving the community. As a member of the Seattle LGBTQ Commission, he would advocate on behalf of the community while gaining further knowledge of the public systems to support those most need.</i>		
<b>Authorizing Signature (original signature):</b> 		<b>Appointing Signatory:</b> <i>Victor Loo</i> <i>Seattle LGBTQ Co-Chair</i>

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# JUAN MONROY / ONE

VISUAL AND PERFORMANCE ARTIST

## PROFILE

Queer Visual and Performance Artist with strong academic background and experience in social services and community outreach efforts. Born and raised in Bogota, Colombia with eighteen years of experience in LGBTQIA+ stages/spaces and extensive participation in cultural administration and event production.

## EXPERIENCE

**Drag and Performance Artist / 2011-Ongoing**  
FREELANCE

Multidisciplinary performer, visual artist and event producer. involved with multiple local productions. Best known as the current reigning Miss Bacon Strip, co-host of High F@ggotry, a variety show at The Unicorn and founding member and host of Glory Hole, a drag/art show, voted best show in town in 2019 at the Seattle Spotlight Awards.

**Counselor - Information Specialist / 2021-Ongoing**  
FRED HUTCHINSON CANCER RESEARCH CENTER

Smoking Cessation and Cancer Counselor within the National Cancer Alliance Network, providing counseling and information resources for patients and general public.

**Bilingual Youth Counselor / 2017-2019**

YOUTH CARE - CASA DE LOS AMIGOS HOME

Caretaker and counselor for latine youth home, providing every-day mental health care for detained undocumented youth awaiting for legal status resolution.

**Studio Assistant / 2017**

DE YOUNG MUSEUM - KIMBALL EDUCATION GALLERY

Studio Assistant for rotation of artists in residency program, public aid for interactive media and other public specific initiatives.

## EDUCATION

**Masters in Fine Art In Painting and Drawing**

Academy of Art University  
San Francisco, CA  
2013-2016

**Bachelors in Visual Arts**

Pontificia Universidad Javeriana  
Bogota, Colombia  
2006-2011

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