SEATTLE CITY COUNCIL

Governance and Education Committee

Agenda

Tuesday, June 8, 2021

2:00 PM

Remote Meeting. Call 253-215-8782; Meeting ID: 586 416 9164; or Seattle Channel online.

M. Lorena González, Chair
Debora Juarez, Vice-Chair
Teresa Mosqueda, Member
Kshama Sawant, Member
Dan Strauss, Member
Andrew J. Lewis, Alternate

Chair Info: 206-684-8809; Lorena.González@seattle.gov

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SEATTLE CITY COUNCIL

Governance and Education Committee

Agenda

June 8, 2021 - 2:00 PM

Meeting Location:
Remote Meeting. Call 253-215-8782; Meeting ID: 586 416 9164; or Seattle Channel online.

Committee Website:
http://www.seattle.gov/council/committees/governance-and-education

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.

In-person attendance is currently prohibited per Washington State Governor's Proclamation 20-28.15, until the COVID-19 State of Emergency is terminated or Proclamation 20-28 is rescinded by the Governor or State legislature. Meeting participation is limited to access by telephone conference line and online by the Seattle Channel.

Register online to speak during the Public Comment period at the 2:00 p.m. Governance and Education Committee meeting at http://www.seattle.gov/council/committees/public-comment.

Online registration to speak at the Governance and Education Committee meeting will begin two hours before the 2:00 p.m. 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.

Submit written comments to Councilmember Lorena Gonzalez at Lorena.Gonzalez@seattle.gov
Sign-up to provide Public Comment at the meeting at http://www.seattle.gov/council/committees/public-comment
Watch live streaming video of the meeting at http://www.seattle.gov/council/watch-council-live
Listen to the meeting by calling the Council Chamber Listen Line at 253-215-8782 Meeting ID: 586 416 9164
One Tap Mobile No. US: +12532158782,,5864169164#

Please Note: Times listed are estimated

A. Call To Order

B. Approval of the Agenda

C. Public Comment

(5 minutes)

D. Items of Business

1. Appt 01945 **Appointment of Rory O'Sullivan as member, Districting Commission.**

Attachments: Appointment Packet

Briefing, Discussion, and Possible Vote
(30 minutes for Items 1 and 2)

Presenter: Lish Whitson, Council Central Staff

2. Appt 01946 **Appointment of Eliseo Juarez as member, Districting Commission.**

Attachments: Appointment Packet

Briefing, Discussion, and Possible Vote
(30 minutes for Items 1 and 2)

Presenter: Lish Whitson, Council Central Staff

3. Appt 01939 **Appointment of Manuela Slye as member, Families, Education, Preschool and Promise Levy Oversight Committee, for a term to December 31, 2023.**

Attachments: Appointment Packet

Briefing, Discussion, and Possible Vote (5 minutes)

Presenter: Dr. Dwane Chappelle, Director, Department of Education and Early Learning (DEEL)

4. **Steps Towards an Equitable Recovery by the Seattle Immigrant and Refugee Commission**

Supporting Documents: Steps Towards an Equitable Recovery by Seattle IRC 06 08 2021

Briefing and Discussion (20 minutes)

Presenters: Naheed Aaftaab, Shelani Vanniasinkam, Elrohi Shuge, Seattle Immigrant and Refugee Commission; Peggy Liao, Office of Immigrant and Refugee Affairs

5. **Families, Education, Preschool and Promise Levy Update: K-12 and Seattle Preschool Program**

Supporting Documents: FEPP Year 1 Annual Report - Data Appendix
FEPP Year 1 Annual Report

Briefing and Discussion (30 minutes)

Presenters: Dr. Dwane Chappelle, Director, and Dr. Ismael Fajardo, DEEL

E. Adjournment

Legislation Text

File #: Appt 01945, **Version:** 1

Appointment of Rory O'Sullivan as member, Districting Commission.

The Appointment Packet is provided as an attachment.

City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: *Rory O'Sullivan*		
Board/Commission Name: *Districting Commission*		**Position Title:** *Member*
☒ **Appointment** ***OR*** ☐ **Reappointment**	**City Council Confirmation required?** ☒ Yes ☐ No	
Appointing Authority: ☒ City Council ☐ Mayor ☐ Other:	**Term of Position: *** City Council Confirmation **to** N/A ☐ *Serving remaining term of a vacant position*	
Residential Neighborhood: *Columbia City*	**Zip Code:** *98118*	**Contact Phone No.:** [redacted]

Background:

Rory O'Sullivan is an Administrative Law Judge with the Washington State Office of Administrative Hearings and an attorney who has worked to protect and advance civil right throughout his career. In addition, Rory has focused his advocacy and activism on ensuring that democratic and electoral systems are fair and effective. In 2003, he helped found the nonprofit organization Washington Public Campaigns, which is now known as Fix Democracy First, and in 2015, he was one of the authors of the initiative that created Seattle's innovative democracy voucher program. Rory earned a bachelor's degree from the University of Washington and a Juris Doctorate from Georgetown University School of Law.

Authorizing Signature (original signature): **Date Signed (appointed):** *June 2, 2021*	**Appointing Signatory:** *M. Lorena González* *Council President | Position 9*

**Term begin and end date is fixed and tied to the position and not the appointment date.*

Rory O'Sullivan

[redacted]

Work Experience

ASSOCIATE ATTORNEY | BLOOM LAW PLLC | MAY 2019 TO PRESENT

- Lead investigation and litigation of employment law cases, including assistance with a Zoom jury trial
- Draft pleadings and public records requests, prepare discovery
- Automating the client intake and document preparation process

DIRECTOR, STUDENT LEGAL SERVICES | UW | MAY 2017 TO APRIL 2020

- Managed a staff of twelve employees and provided legal advice and representation to UW students
- Implemented cloud-based case management system and online intake process

MANAGING ATTORNEY | KCBA HOUSING JUSTICE PROJECT | OCTOBER 2011 TO MAY 2017

- Managed a staff of six employees and more than 100 volunteers while also guiding KCBA policy initiatives relating to housing and initiative reform
- Appeared in court on hundreds of eviction cases including appellate advocacy

STAFF ATTORNEY | NORTHWEST JUSTICE PROJECT | SEPTEMBER 2007 TO OCTOBER 2011

- Helped develop Northwest Justice Project's foreclosure crisis response

CAMPAIGN MANAGER | STATE REPRESENTATIVE BROCK JACKLEY | APRIL 2002 TO NOVEMBER 2002

- Fundraising, canvasing, scheduling, and volunteer coordination

LEGISLATIVE ASSISTANT | CONGRESSMAN JIM MCDERMOTT | JULY 2001 TO APRIL 2002

- Drafted legislation, prepared speeches, attended hearings and bill markups

Education

JURIS DOCTOR | GEORGETOWN UNIVERSITY SCHOOL OF LAW | MAY 2006

- Georgetown Moot Court Team: Jessup Semi-finalist, Leahy Semi-finalist
- Editor-in-Chief: Eyes on the ICC (International Criminal Court)

BACHELOR OF SCIENCE AND BACHELOR OF ARTS | UNIVERSITY OF WASHINGTON | JUNE 2001

- Bachelor of Science, magna cum laude, with honors: Economics
- Bachelor of Arts, magna cum laude: International Studies
- Deans List, phi beta kappa, merit scholarships

Districting Commission

5 Members: Pursuant to the City Charter Amendment No. 19; 2 members subject to City Council confirmation; for a term ending upon the adoption of a new Council District plan:

- *2* City Council-appointed
- *2* Mayor-appointed
- *1* Commission-appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
3	M	1	1.	Member	Eliseo Juarez	City Council Confirmation	N/A	1	City Council
6	M	2	2.	Member	Rory O'Sullivan	City Council Confirmation	N/A	1	City Council
			3.						Mayor
			4.						Mayor
			5.						Commission

SELF-IDENTIFIED DIVERSITY CHART

	(1) Male	(2) Female	(3) Transgender	(4) NB/ O/ U	(5) Asian	(6) Black/ African American	(7) Hispanic/ Latino	(8) American Indian/ Alaska Native	(9) Other	Caucasian/ Non-Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor													
Council	2						1			1			
Other													
Total	2						1			1			

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

File #: Appt 01946, **Version:** 1

Appointment of Eliseo Juarez as member, Districting Commission.

The Appointment Packet is provided as an attachment.

City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: *Eliseo Juarez*		
Board/Commission Name: *Districting Commission*		**Position Title:** *Member*
☒ **Appointment** ***OR*** ☐ **Reappointment**	**City Council Confirmation required?** ☒ Yes ☐ No	
Appointing Authority: ☒ City Council ☐ Mayor ☐ Other:	**Term of Position: *** City Council Confirmation **to** N/A ☐ *Serving remaining term of a vacant position*	
Residential Neighborhood: *Westwood*	**Zip Code:** *98106*	**Contact Phone No.:** [redacted]
Background: *Eliseo (EJ) Juarez has dedicated his career to shaping systems and policies that allow for reflective democracy and maximum participation in governance. Eliseo has led stakeholder teams to create policy and rulemaking in the private and public sector, including in his current role as Public Policy Manager for the Group Health Foundation. Previously, he has managed processes that drafted complex proposals with community input in his roles with Solid Ground and United for Fair Representation. He has also served, by Gubernatorial appointment, on the Commission on Judicial Conduct and the Commission on Hispanic Affairs. Eliseo has a bachelor's degree from Saint Martin's University and a master's degree from the University of Washington – Bothell, where his research focus was in Civic Representation and Electoral Participation.*		
Authorizing Signature (original signature): **Date Signed (appointed):** *June 2, 2021*	**Appointing Signatory:** *M. Lorena González* *Council President | Position 9*	

**Term begin and end date is fixed and tied to the position and not the appointment date.*

ELISEO (EJ) JUÁREZ

[redacted]

CAREER SUMMARY

Recognized expert for inclusion and policy within non-profit agencies and political organizations. Has applied skill set across the non-profit, public, and political sectors for the past 10 years in cities across western US. Consistent "utility player" across the region helping guide institutions to mission driven government relations success. Frequent consultant, lecturer, and speaker on coalition building, and community centered-government relations. Fervent passion for access, equity and public institutions working to change systems and minds towards inclusion through policy and power building.

CORE COMPETENCIES

- **Gifted communicator.** Strong writer, presenter, trainer and public speaker; communications talent put to work in equity trainings, policy development, and broad organization-based coalition management.
- **Engagement and outreach specialist.** Authentic community engagement has been a career staple. In campaigns, local government, and non-profits, has built a diverse range of stakeholders on various projects and policy goals.
- **Talented strategist**. Experience across Washington across various non-profit and institutional settings provides me deep experience in managing institutions through systems change and strategic planning.
- **Skilled manager.** Passion for building relationships through systems and creating structures and policies that build on shared strengths and move teams and departments into meaningful change.

PROFESSIONAL EXPERIENCE

PHILANTHROPY

Public Policy Manager
Group Health Foundation *(Pacific Northwest),* **Feb 2019-Present**

- Member of the Senior Management team reporting to the CEO.
- Lead Public Affairs Department with 8 government relations and policy members.
- Lead Home Region Grant Portfolio focused on Black, Indigenous, People of Color, and LBGTQ communities across the Northwest.
- Manage organizational planning process to set the Foundation's public policy priorities and government relations strategies in WA, OR, ID and Federal agenda.
- Prepare research briefs, reports, and presentations for CEO, Board, stakeholders and elected officials.
- Advise the CEO, board of directors, and other team members on the federal, state, and local policy landscape and implications for the Foundation's goals.
- Cultivate and steward high-level partnerships that have potential to improve health and advance systems level policy change.
- Build Foundation's network of allies in government, sovereign tribal nations, and non-profit organizations.
- Steward the organization's compliance, and vetting of people, issues, and finances.

PUBLIC AGENCY

Community Partnerships & Government Relations Manager
The Seattle Public Library *(Seattle, WA),* **October 2017-Feb 2019**

- Recruited, maintained, and grew partnerships to decrease inequity, increase access, and position the agency as a core civic institution in the region.
- Member of the Management team reporting to the Director of Institutional Advancement and Chief Librarian.
- Served as liaison between public institutions, business groups, electeds, and Seattle City Council to advance the financial sustainability and future work of the agency.
- Researched and advanced public policy related to digital equity, health literacy, internet privacy, access, funding, and social services that impact agency operations.
- Advised Executive and Trustees on policy implications for the agency and our business model serving the public.

- Prepared briefing memos/presentations for stakeholders and Executive on trends and policy opportunities for internal and external audiences.
- Planned and executed all-agency All-Agency Conference with keynote, learning and training components for all employees and invited community members.

MANAGEMENT

Executive Director
Amplify- Formerly Progressive Majority *(Seattle, WA),* **April 2014-October 2017**

- Recruited, trained, and helped elect candidates to run for state and municipal public office.
- Supported elected officials in WA, OR, ID, WY, NV, MT, and AZ.
- Maintained average win rate of nearly 70% among non-incumbent candidates, bringing total wins for the organization to 281 elected officials.
- Served as liaison between political institutions, elected officials, and advocacy organizations to coordinate leadership ecosystem and leverage strengths across statewide landscape.
- Conducted trainings sessions in partnership with key issue organizations, with a focus on groups representing communities of color, youth, women and gays and lesbians.
- Led the organization through program changes, including leading organizational assessment.
- Developed multi-year partnerships with national and local organizations.
- Responsible for board and staff management.

ENGAGEMENT & ANALYSIS

Community Relations and Development Manager
SOLID GROUND *(Seattle, WA),* **Sept. 2011-April. 2014**

- Led Advocacy Department's non-profit communications and outreach strategies, including messaging, engagement, strategic planning, stakeholder management, etc.
- Worked across agency as Anti-Racism Initiative (ARI) Steering Committee Chair setting strategic vision on cross-department plans and full agency ARI Action Team.
- Worked within Advocacy program to strengthen networks between government agencies, and allied organizations to the primarily low-income, people of color members.
- Led department's inclusion plan and language access program and served on the interdepartmental cmte. for all direct service programs and administrative departments.
- Managed a grant portfolio with regional and national funders.
- Advocated on behalf of Solid Ground with elected and appointed officials, media, and community partners and represented the agency in public forums related to public policy.

OUTREACH & STRATEGY

Central Washington Director
WIN|WIN NETWORK *(Seattle, WA),* **Dec. 2008-July 2011**

- Managed diverse coalition of non-profits, churches, businesses, and community organizations around local and statewide policy objectives.
- Write, manage and raise $150,000 501c3 budget and a $65,0000 501c4 budget
- Initiated strategic planning to stabilize newly formed non-profit focused on inclusion at the county and municipal level for policy changes related to a growing immigrant and ethnic population, primarily Latino, Filipino, Native American, and Japanese residents.
- Initiated multiple campaigns aimed at increasing people of color's representation in local government decision making while managing a staff/contractors of up to 22 people.

INCLUSION IMPLEMENTATION

Reflective Democracy Campaign
COALITION PROJECTS *(WA, OR, ID, WY, NV, CA and MT)*

- Co-Developed multi-year campaign to increase language limited and ethnically underrepresented communities in local governance structures.
- Created county-wide (Yakima, Franklin) equity agenda for advocates with emphasis on language access, culturally appropriate service standards, and environ. hazard notification.
- Presented workshops on Redistricting process and non-partisan education "tool-kits" for non-profit organizations to inform clients on opportunities to participate and take action.

CAMPAIGNS & RESEARCH

Community Coalitions/Organizing *(increasing responsibility/leadership roles*, 2008-2014*)*
STATEWIDE POVERTY ACTION NETWORK & SEIU 1199NW/VARIOUS
(Yakima, Walla Walla, Wenatchee, Spokane, Mt. Vernon, Aberdeen, Moses Lake, Federal Way, WA)

- PowerMapping Analysis for labor unions, community groups, and clients in 8 counties to inform strategy and policy recommendations.
- Listening Session facilitation and recruitment with focus on public assistance program delivery and barriers to access and eligibility.
- "We Count" Campaign Manager; Building multi-platform, in-language outreach campaign for limited English language speaking residents across four WA counties.
- Strategic Planning and Organizational Development consultant for emerging non-profit groups in 9 states, including rural and urban organizations. (2015-present).

EDUCATION

University of Washington, *Bothell, WA*
Master of Arts: School of Interdisciplinary Arts and Sciences **May 2013**
Research Focus: Civic Representation and Electoral Participation
Saint Martin's University, *Lacey, WA*
Bachelor of Arts: College of Arts & Sciences **May 2008**
Major: Community Services
Cornell University, *Ithaca, NY*
Project Management Certification **In Progress**

GUBERNATORIAL APPOINTMENTS

- ***Washington State Commission on Judicial Conduct,*** Commissioner; Legislative Committee member.
- ***Washington State Commission on Hispanic Affairs,*** Commissioner; Executive Team member, Chair; Inclusive and Accountable Government Policy Workgroup.

SELECTED COMMUNITY INVOLVEMENT AND LEADERSHIP

Current

- ***King County (WA) Citizen's Elections Oversight Committee,*** Vice Chair.
- ***Saint Martin's University National Alumni Board,*** Member
- ***Win|Win Action,*** Board Member

Past

- ***Washington Low Income Housing Action Fund*** Board Member
- ***University of Washington- Bothell, School of Interdisciplinary Arts and Sciences,*** Board of Directors.
- ***Seattle Education Access,*** Board of Directors, Governance Committee.
- ***Language Access League***; Chair; coalition of Yakima County advocates making policy recommendations to improve services to Lower Yakima County residents (2012).
- ***Racial Equity Team***; Executive Committee (2014) Organization of lobbyists of color primarily serving people of color and immigrants, with emphasis on economic, criminal justice, and human services legislation in WA.
- ***The Washington Bus***, Board of Directors (2008-2014), Exec. Committee (2011), Organizational Development Chair (2012-2014), Equity Workgroup (2012-2013).
- ***Saint Martin's University Board of Trustees (***2006-2008), Strategic Planning Committee, President's Campus Development Council.
- ***City of Wenatchee,*** Arts Commissioner (1998-2003).

PROFESSIONAL DEVELOPMENT

- ***Cámbio Organizational and Leadership Development Program***: 2015 Cohort, systems change, organization development, group process, leadership awareness and evaluation.
- ***People's Institute Northwest Training:*** An intensive workshop designed to educate, challenge and empower people to "undo" the racist structures that hinder effective social change (2012, 2013, 2016)
- ***Western Institute for Leadership Development***: Class of 2010, Graduate (2009-2010), fellowship on inclusive organizing, communication, anti-racism management and project development.

Districting Commission

5 Members: Pursuant to the City Charter Amendment No. 19; 2 members subject to City Council confirmation; for a term ending upon the adoption of a new Council District plan:

- *2* City Council-appointed
- *2* Mayor-appointed
- *1* Commission-appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
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6	M	2	2.	Member	Rory O'Sullivan	City Council Confirmation	N/A	1	City Council
			3.						Mayor
			4.						Mayor
			5.						Commission

SELF-IDENTIFIED DIVERSITY CHART

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Mayor													
Council	2						1			1			
Other													
Total	2						1			1			

Key:

***D** List the corresponding *Diversity Chart* number (1 through 9)
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RD Residential Council District number 1 through 7 or N/A
Diversity information is self-identified and is voluntary.

Legislation Text

File #: Appt 01939, **Version:** 1

Appointment of Manuela Slye as member, Families, Education, Preschool and Promise Levy Oversight Committee, for a term to December 31, 2023.

The Appointment Packet is provided as an attachment.

City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: *Manuela Slye*		
Board/Commission Name: *Families Education Preschool and Promise Levy Oversight Committee*		**Position Title:** *Member*
☒ **Appointment** ***OR*** ☐ **Reappointment**	**City Council Confirmation required?** ☒ Yes ☐ No	
Appointing Authority: ☒ City Council ☐ Mayor ☐ Other: *Fill in appointing authority*	**Term of Position: *** 1/1/2021 **to** 12/31/2023 ☐ *Serving remaining term of a vacant position*	
Residential Neighborhood: *West Seattle*	**Zip Code:** *98116*	**Contact Phone No.:** [redacted]
Background: My lifelong passion is education. and education access for all. I believe we must make sure all children have the best opportunities for the best outcomes. I understand the weight of the committee responsibility to ensure decisions are made with integrity. My experience serving as a parent leaders has taught me the passion and conviction of educators, families and school leaders to serve our students. Our human capital and future of our world deserve our best work. As an educator I deeply understand the charge to support our children to become the best citizens they can by educating and celebrating them. In our current climate, an intentional emphasis must be placed in racial equity to overcome the terrible injustices in our system and to overcome the deep opportunity gap in our city		
Authorizing Signature (original signature): **Date Signed (appointed):** **5/12/2021**	**Appointing Signatory:** *M. Lorena González* *Seattle City Council President*	

**Term begin and end date is fixed and tied to the position and not the appointment date.*

MANUELA SLYE

CONTACT

[redacted]

HOBBIES

Traveling
Marathon running
Outdoor walks with family

LANGUAGE PROFICIENCY

English
Spanish
French

EDUCATION

North Seattle Community College
2008-2010
Early Childhood Certificate
4.0 GPA

Sound Discipline
2012
Positive Discipline Parent Trainer

WORK EXPERIENCE

Cometa Playschool, LLC – Founder and Director
Fall 2008 to Present
Envisioned and created the first Spanish Immersion Preschool in West Seattle. Expanded to a second location in Wallingford in 2012.

Antioch University – Community Advisor
Fall 2018 - Present
Provide guidance to students in the Education Department. Consult with faculty regarding culturally responsive practices and racial equity.

Seattle Council PTSA - President
Fall 2019 – Present
Leader of the largest advocacy association in Seattle Public Schools. Represent and elevate the voices of more than 53,000 students and their families. Coordinate the work of a 20-member Council board. Work in collaboration with Treasurer and Assistant Treasurer to create our Council Budget. Successfully connect families to district leadership, school board, public health officials and more.

Denny International Middle School - PTA Vice President
Fall 2017 – Summer 2019
Supported both parent leadership and school leadership in community building events. Served as parent trainer for the Spanish speaking community regarding student safety and well-being

John Stanford International School – BLT (Building Leadership Team) ELL Family Representative
Fall 2014 – Summer 2017
Served as a liaison between school PTA and BLT. Promoted better understanding of communities of color unique needs. Created the Spanish Speaking Family Network as a dedicated space for Latinx families.

AWARDS AND RECOGNITIONS

National PTA Race, Equity and Inclusion Advocacy Award
2021- granted to Seattle Council PTSA

Washington State PTA Golden Acorn Award
2020

Univision/Allstate Latino Community Award
2012

KCTS Exceptional Caregiver Award
2010

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	1	Council
2	F	2	2.	Member	Princess Shareef	1/1/20	12/31/22	1	Council
9	F	2	3.	Member	Manuela Slye	1/1/21	12/31/23	1	Council
		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	1/1/19	12/31/20	1	Council
2	F	N/A	7.	Member	Trish Dziko	1/1/19	12/31/21	1	Mayor
		7	8.	Member	Constance Rice	1/1/19	12/31/21	1	Mayor
3	F	N/A	9.	Member	Susan Lee	1/1/19	12/31/22	1	Mayor
			10.	Member		1/1/19	12/31/20	1	Mayor
6	F	4	11.	Member	Stephanie Gardner	1/1/20	12/31/23	1	Mayor
			12.	Member		1/1/19	12/31/20	1	Mayor
6	F	N/A	13.	Mayor	Jenny Durkan	N/A	N/A	1	Ordinance 125604
3	F	N/A	14.	Governance and Education Committee	Lorena Gonzalez	N/A	N/A	1	Ordinance 125604
4	F	N/A	15.	School District Superintendent	Denise Juneau	N/A	N/A	1	Ordinance 125604
			16.	School District Board Member	Leslie Harris	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

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Mayor	0	1				2	1			1			
Council	2	3			1	2	1						1
Other	2	3			1		1	1		2			
Total	4	7			2	4	3	1		3			1

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

File #: Inf 1825, **Version:** 1

Governance & Education Committee Meeting

City of Seattle Immigrant and Refugee Commission

June 8, 2021

The 3 things we need for our communities

- **Effective language access--the overall theme**
- **Institutionalize what we have learned from the vax rollout**
- **Support small businesses: Education on funding process & assistance in navigating the systems**
- **Lower restriction on how recovery funds can be used**

Institutionalize what we have learned from the vax rollout

- Recognize our success:
  - City's focus on BIPOC communities for vaccination
  - Partnering with community organizations
  - Language access
- Future efforts:
  - Disaggregate BIPOC data
  - Address health inequalities from the ground up and bolster relationships with CBOs
    - Undocumented
    - Access to affordable health-care
  - Support and fund language access programs with the City

Testimonial

“...In a matter of days we had to learn how to impart preschool and prekindergarten classes in a virtual format. If this was difficult for many adults, now imagine the same for small children... the majority of our families decided to support us, and give it a try to online classes for their children. Some others after seeing things were not improving decided to cancel their participation which made an impact on my payroll budget...There was a lot of confusion from the government on how they could support us. The only clarity they had was when they demanded that our childcare needed to remain open as we were considered "essential workers"...To be honest, I felt that even my work was essential, I, IxChel, was not.”

Translated from Spanish by Karina San Juan, IRC Commissioner

Support small businesses: Education on funding process & assistance in navigating the systems

- Again, recognize our success
  - COVID Immigrant fund & Small Business Stabilization Fund
  - Rental support through United Way
  - Language access
- Future efforts
  - Digital access: Our communities do not know about about or cannot complete PPP and other resources--can we replicate the pop-up vaccination clinics for similar programs
  - Financial literacy support
  - Mobile based application process
  - In person application opportunities

Testimonial

“My father is an immigrant, self-employed truck driver and had heard a lot about the Payment Protection Program. He reached out to me to ask for guidance and assistance, but even with a master’s in public administration, I found myself unsure about what to recommend, especially around it being a loan and not being clear on what parts of it could be forgivable. My father was thankfully able to connect with a financial advisor that knew more and gave sound information, but I can only imagine how challenging navigating this great program could be for other immigrants and refugees.” Anonymous

Lower restriction on access to funds & how recovery funds can be used by families & businesses

- Increase funding opportunities to vulnerable communities
- Limit restrictions on use, and who can apply
- Free internet access for lower income folx

Testimonial

"The lack of insistutional and legal support as an undocumented immigrant during the global pandemic was extremely challenging. Learning how to navigate my education in the midst of a global pandemic with no support from the federal government made my reality unbearable.

This past new year, when diagnosed with the COVID virus, along with my family, I was more than terrified. Due to our status, we have never been able to qualify for health care insurance. The pandemic made it extremely difficult for me to fully put my focus on my education as I was faced with the tremendous obstacles of legal, financial and social barriers."

Elrohi Shuge, IRC Commissioner

Legislation Text

File #: Inf 1826, **Version:** 1

Families, Education, Preschool and Promise Levy Update: K-12 and Seattle Preschool Program

Seattle Department of Education & Early Learning

FAMILIES EDUCATION PRESCHOOL & PROMISE

Families, Education, Preschool and Promise Levy

School Year 2019-2020 Annual Report -- Data Appendix

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Purpose

This document serves as a companion to the Department of Education and Early Learning's (DEEL) Families, Education, Preschool and Promise (FEPP) Levy annual report presentation to the FEPP Levy Oversight Committee and City of Seattle, City Council Governance and Education Committee. Content included in this data appendix are intended to serve the reporting requirements of ORD 125604 and ORD 125807.

COVID-19 Adaptations & Response

FEPP Levy investments adapted in response to COVID-19 safety measures and school closures beginning on March 12, 2020 when Governor Inslee announced that schools in King, Pierce, and Snohomish counties would close to limit COVID-19 exposure. Less than a month later, when the decision was made for schools to switch to online, remote learning for the remainder of the 2019-2020 school year, DEEL sustained these modifications and launched new initiatives to support the City's response to COVID-19. A summary of key adaptations and modifications to investments is below.

Early Learning Investment Area

Emergency Child Care Program

Seattle Preschool Program (SPP) investments pivoted in the early days of the pandemic to address the childcare needs of Seattle's essential workers in light of extended school closures. On March 27, 2020, Mayor Jenny Durkan issued an emergency order establishing the City's Emergency Child Care (ECC) program. On April 13, Ordinance 126067 was passed by City Council, with the support of the FEPP Levy Oversight Committee, to amend the FEPP Levy Implementation and Evaluation Plan and permit the use of FEPP Levy Early Learning funds to support ECC.

SPP community-based providers played a central role in launching the ECC program by adapting classrooms and programming to serve both preschoolers and school-age children for the remaining months of the school year. DEEL's Early Learning team distributed Personal Protective Equipment (PPE) supplies for 183 child care sites (ECC and Child Care Assistance Program) and 300+ SPP classrooms. ECC served 256 children representing 193 families. Parents who worked in health care made up the largest portion of families enrolled in ECC (59%) while nearly 10% of ECC children had parents who worked in child care.

Table 1. Emergency Childcare: Children Served by Parent's Industry

Industry	Number of Children	Percent of Children
Health Care	147	57%
Child Care	20	8%
Grocery	14	6%
Technology	13	5%
Housing	11	4%
Food Service	9	4%
Construction	4	2%

Transportation	4	2%
Fire	2	0%
Government	2	0%
Property	2	0%
Higher Ed	1	0%
Postal Service	1	0%
Other	19	7%
Unknown	7	3%
Total	**256**	**100%**

Data source: Department of Education and Early Learning

Quality Teaching and Comprehensive Support Strategies

DEEL's Quality Teaching and Comprehensive Support strategies were adapted to support the social and emotional wellbeing of educators, children, and families during the pandemic. These investments are led by DEEL staff in the Quality Practice and Professional Development (QPPD) unit. The QPPD team traditionally provides direct, in-person support to classroom educators. In spring of 2020, the training framework and coaching model was redesigned for a virtual format that could support teachers in the classroom as well as teachers who would offer remote preschool programming in fall 2020. Modified trainings for DEEL early learning partners focused on racial equity, trauma/social-emotional learning, and regular content and updates from Public Health – Seattle & King County (PHSKC).

K-12 School and Community Based

School-Based Investment Strategy

School-Based Investment (SBI) partners made rapid service delivery modifications in response to COVID-19 and adapted partnerships with community-based organizations (CBOs). SBI school staff immediately conducted student and family needs assessments through surveys, phone calls, and home visits. Family Support Workers (FSW), school counselors, and teachers mobilized resources to ensure families had access to food, housing, and technology necessary for learning. Schools also modified their CBO partnerships to provide remote learning supports, such as having tutors join Zoom classes to provide one-on-one and small group supports.

Opportunity and Access Strategy

The funding process for Opportunity and Access investments was scheduled for release just as the pandemic hit. DEEL staff were able to pivot to provide all-remote information sessions, technical assistance, applicant interviews and selection panel deliberations quickly and effectively. Applicants were asked not only to speak to their original implementation plan, but also how they would adapt their services in a COVID-impacted environment.

Wraparound Services Strategy

Community Based Family Support partners—Seattle Indian Health Board (SIHB), Chinese Information and Service Center (CISC), Refugee Women's Alliance (ReWA)—continued providing case management support to families through home visits, food bag distributions, and weekly outreach by phone and

email. As trusted advocates in their communities, these partners communicated critical public health information. Staff matched families with school district pick-up locations for food, delivered books and learning materials to students' homes, and offered academic and enrichment programming through virtual platforms.

Following a competitive selection and co-design process in Fall 2019, the Student Stability Program, administered by the YWCA to provide homelessness and housing support services, launched just as COVID-19 took root in Seattle. The YWCA quickly pivoted from focused programming at four schools to make services available to students and families citywide, regardless of the school they attended.

Culturally Specific and Responsive Strategy

Culturally Specific and Responsive services, including the Kingmakers program, mentoring, and programs to increase educator diversity, all adapted to remote learning contexts. Kingmakers opened online sessions to young black men in SPS schools citywide, mentors and mentees connected across virtual platforms, and aspiring educators continued college coursework remotely.

K-12 School Health

School Based Health Centers

School Based Health Center (SBHC) providers utilized telehealth platforms to provide medical, mental health, and other outreach and care coordination services to minimize disruptions to service delivery. COVID-related services, supports, and coordination included the redeployment of SBHC staff to other primary care and triage teams, school building telehealth and referral systems, coordinating with public health agencies on public messaging, continuing electronic medical record transition and reporting, and consultation and operations support to inform COVID-19 health and safety protocols.

School Nursing

School nurses supported the implementation of public health recommendations and guidelines for school-age childcare occurring in SPS building while schools were closed for in-person instruction during COVID-19. Nurses took on expanded roles both in schools and outside their typical duties including support of on-site food distribution, hospital shifts, Public Health Reserve Corps, and childcare health consultation services for essential staff and health care providers.

Oral Health

Given Governor Inslee's initial order halting elective surgeries and dental services to reserve critical equipment for COVID-19 health care workers, only emergency dental services were provided until the middle of May 2020. Students needing emergency dental care during this time were referred appropriately by medical providers and dental program staff.

Seattle Promise

The Seattle Colleges made several adjustments in spring and summer 2020 to adapt programming and student support to meet COVID-19 safety mandates and transition to remote student learning. Current and incoming Promise scholars received remote and online supports, virtual events, and technology resources to support their learning and engagement. Modifications to programming and services to support students included:

- New online web chat feature, new website content, Facebook Live sessions, increased remote appointments with their specialists, and Zoom workshops;
- English and math placement assessments options moved online and offered at no cost;

- Readiness Academy programming, where students meet their support specialists and register for fall courses, was adapted to an online model;
- Pre-recorded financial aid tutorials were made available for students and families in addition to one-to-one remote support;
- Incoming students and families received a welcome package to cover content typically addressed in the two-day in-person Summer Bridge event;
- A revised orientation event was abbreviated and held via Zoom.
- Increased virtual check-in options and Chromebook rentals were made available to currently enrolled Seattle Colleges-Promise students; and
- Colleges staff increased their efforts to support for students needing to access the appeal process to maintain their eligibility and meet the satisfactory academic progress requirement.

Procurement Processes

In the first year of FEPP Levy implementation, 11 funding processes were held as planned, one was delayed significantly due to COVID-19 impacts on planning and partners, and one RFI was modified to a direct award.

Table #. 2019-2020 School Year FEPP Levy Funding Process Updates				
Funding Opportunity	**Type of Funding Process**	**Anticipated Funding Process Release**	**Actual Funding Release Date**	**Timeliness of Release**
Preschool and Early Learning				
Facilities Pre-Development (Architectural Services)	RFQ	Q2 2019	May 2019	On-time
Family Child Care Mentorship and Quality Support	RFI	Q2 2019	N/A	Direct Award
SPP Provider Facilities Fund	RFI	Q2 2019	July 2019	On-time
Comprehensive Support Services	RFQ	Q3 2019	September 2019	On-time
SPP and other preschool providers	RFI	Q4 2019	November 2019	On-time
K-12 School and Community-Based				
Homelessness/Housing Support Services	RFI	Q2 2019	July 2019	On-time
Mentoring	RFQ	Q2 2019	July 2019	Delayed
School-Based	RFI	Q2 2019	September 2019	On-time
Culturally Specific Programming	RFI	Q4 2019	Q2 2021	Delayed; Delayed further due to COVID-19
Opportunity and Access	RFI	Q1 2020	March 2020	On-time
K-12 School Health				
School Based Health Centers (Meany MS, Robert Eagle Staff MS, and Lincoln HS)	RFA	Q2 2019	April 2019	On-time
School Based Health Centers (Nova HS)	RFA	Q3 2019	February 2020	Delayed
School Based Health Centers (all Elementary Schools)	RFA	Q1 2020	March 2020	On-time

Access to Services

Seattle Preschool Program

Seattle Preschool Program (SPP) served 1,828 children across 68 program sites. Approximately half of SPP program sites (56%) were located in City Council Districts 2 and 5. 77% (N=1,414) of SPP children were BIPOC, the largest share of which were Black/African American. Half (51%) of children enrolled in SPP came from families with incomes below 185% of the federal poverty line (FPL), and more than one-third (37%) were immigrant and refugee families. 5% of SPP children served (N=87) were homeless.

The COVID-19 pandemic significantly impacted the final four months of SY 19-20 SPP programming. Twenty-two sites, across 11 providers pivoted to offer Emergency Child Care (ECC) for essential workers. The remaining programs offered modified services including in-person with reduced capacity or 100% remote through the end of the school year; some sites experienced temporary closures due to COVID-19 exposure.

Table 3. Seattle Preschool Program: Access to Services by Council District

Council District	Children Served	Seattle Preschool Program Sites
District 1	344 (19%)	11 (16%)
District 2	532 (29%)	24 (35%)
District 3	213 (12%)	10 (15%)
District 4	151 (8%)	4 (6%)
District 5	382 (21%)	14 (21%)
District 6	80 (4%)	2 (3%)
District 7	58 (3%)	2 (3%)
Other*	68 (4%)	1 (1%)
Total	**1,828**	**68**

**Includes confidential addresses and private pay, and sites outside City limits*
Data source: Department of Education and Early Learning

Table 4. Seattle Preschool Program: Access to Services by Child/Family Characteristics		
	Number of Children Served	Percent of Children Served
Child Race/Ethnicity		
Black/ African-American	503	28%
White	400	22%
Asian	359	20%
Hispanic/Latino	247	14%
Two or more races	265	14%
American Indian/ Alaskan Native	12	1%
Unknown Race	14	1%
North African/ Middle Eastern	21	1%
Native Hawaiian/ Other Pacific Islander	7	<1%
Child Gender		
Male	930	51%
Female	890	49%
Unknown or Non-Binary	8	<1%
Family Income		
<185% FPL	929	51%
185-349% FPL	477	26%
350%+ FPL	427	23%
Other Characteristics		
Homeless	87	5%
Immigrant and Refugee Families	676	37%

Data source: Department of Education and Early Learning

K-12 School and Community-Based

K-12 School and Community-Based investments served 23,430 students citywide. SY 2019-20 was the "transition year" where many K-12 services transitioned from 2011 Families and Education Levy (FEL) investments to 2018 FEPP Levy investment models. SY 2019-20 investments included School-based Innovation and Linkage investments, Community-Based Family Support, Summer Learning, Family

Support Services, Sports & Transportation, and Culturally Specific and Responsive investments. K-12 school and community-based program sites were located citywide. Seventy-three percent of students served lived in Council Districts 1, 2, and 5. The majority of students served by K-12 school and community-based investments identified as BIPOC (15,419, 66%), and 21% identified as Black/African American. K-12 investments served a similar share of male- and female-identified students (52% and 48% respectively). Among students served, 30% were from immigrant and refugee families, 18% English Language Learners, 15% receiving special education services, and 6% experienced homelessness.

Table 5. K-12 School and Community: Access to Services by Council District

Council District	Students Served*	Levy-funded School Sites
District 1	4,853 (21%)	9 (22%)
District 2	8,075 (34%)	14 (34%)
District 3	1,874 (8%)	4 (10%)
District 4	2,476 (11%)	3 (7%)
District 5	4,221 (18%)	7 (17%)
District 6	1,291 (6%)	3 (7%)
District 7	630 (3%)	1 (2%)
Total	**23,430**	**41**

Data source: Seattle Public Schools; Analyzed by DEEL.
**Includes students served by community-based organizations and through SPS schools/programs.*

Table 6. K-12 School and Community: Access to Services by Student/Family Characteristics		
Student/Family Characteristics	**Number of Students Served**	**Percent of Students Served**
Student Race/Ethnicity		
White	8,011	34%
Black or African American	4,995	21%
Hispanic/ Latino	3,663	16%
Asian	3,854	16%
Two or More Races	2,633	11%
Native Hawaiian or Other Pacific Islander	139	1%
American Indian/ Alaskan Native	135	1%
Student Gender		
Male	12,076	52%
Female	11,326	48%
Non Binary	28	<1%
Other Characteristics		
Family Income <185% FPL (*Levy-funded Schools Only)*	10,036	46%
Immigrant and Refugee Families	6,968	30%
English Language Learner	4,253	18%
Special Education	3,467	15%
Homeless	1,406	6%

Data source: Seattle Public Schools; Analyzed by DEEL.

K-12 School Health

School Health investments served 9,398 students in SY 2019-20. Transition year health investments included School-Based Health Centers, school nurses, oral health, and health systems enhancements. City Council Districts 1, 2, and 3 contained the highest concentration of SBHCs and 68% of students served by school-based health centers lived in Districts 1-3. There were no SBHCs in District 7, though 1% of students served lived in District 7. Sixty-nine percent (N=6,333) of students served by school-based health centers were BIPOC, and 23% identified as Black/African American. Fifty-five percent of students served identified as female. Students from immigrant and refugee families represented 32% of students served, while 20% were English Language Learners, 15% received special education services, and 7% experienced homelessness.

Table 7. K-12 School Health: Access to Services by Council District		
Council District	**Students Served***	**School-Based Health Centers**
District 1	1,980 (21%)	7 (25%)
District 2	2,911 (31%)	9 (32%)
District 3	1,507 (16%)	6 (21%)
District 4	929 (10%)	2 (7%)
District 5	1,284 (14%)	3 (11%)
District 6	580 (6%)	1 (4%)
District 7	49 (1%)	0 (0%)
Unknown (*no SPS match*)	158 (2%)	n/a
Total	**9,398**	**28**

Data source: Seattle Public Schools; analyzed by DEEL.
**Includes unique students served by school based health centers or school nurses. Not included in this total are students receiving oral health services (N = 493) because DEEL receives aggregate data and cannot determine if they have also received SBHC or school nurse services.*

Table 8. K-12 School Health: Access to Services by Student/Family Characteristics		
Student/Family Characteristics	**Number of Students Served**	**Percent of Students Served**
Student Race/Ethnicity		
White	2,907	31%
Black or African American	2,159	23%
Asian	1,559	17%
Hispanic/ Latino	1,610	17%
Two or More Races	878	10%
Native Hawaiian or Other Pacific Islander	63	1%
American Indian/ Alaskan Native	64	1%
Student Gender		
Female	5,043	55%
Male	4,179	45%
Non Binary	18	<1%
Other Characteristics		
Immigrant and Refugee Families	2,972	32%
English Language Learner	1,831	20%
Special Education	1,432	15%
Homeless	657	7%

Data source: Seattle Public Schools; Analyzed by DEEL.

Seattle Promise

In fall 2019, a total of 397 students participated in the Seattle Promise. While Seattle Colleges are located in Council District 1, 3, and 5, Promise scholars lived in various Council Districts. In SY 2019-20, Seattle Promise scholars graduated from six eligible SPS high schools, Chief Sealth International, Cleveland STEM, Garfield, Ingraham, Rainier Beach, and West Seattle; therefore Promise scholars predominantly reside in Council Districts 1, 2, 3, and 5. Seventy-four percent of Seattle Promise participants enrolled in fall 2019 were BIPOC (N=293), and a majority (53%) identified as female. Using Seattle Public School (SPS) data, nearly half of Seattle Promise participants (44%) came from immigrant and refugee families and nearly one quarter (22%) of scholars were English language learners. Eight percent of Seattle Promise scholars (N=31) experienced homelessness during their time at SPS.

Table 9. Seattle Promise Access by Council District		
Council District	**By Former High School**	**By Seattle College**
District 1	117 (29%)	221 (56%)
District 2	109 (27%)	-
District 3	77 (19%)	89 (22%)
District 4	-	-
District 5	84 (21%)	87 (22%)
District 6	-	-
District 7	-	-
Unknown (*no SPS match*)	10 (3%)	-
Total	**397**	**397**

Data source: Seattle Public Schools and Seattle Colleges; Analyzed by DEEL.

Table 10. Seattle Promise Access by Student/Family Characteristics (Fall Enrollment SY 2019-2020)		
Student/Family Characteristics	**Number of Students Served**	**Percent of Students Served**
Student Race/Ethnicity		
Black or African American	96	24%
Asian	94	24%
Hispanic/ Latino	85	21%
White	80	20%
Unknown Race	24	6%
Alaskan Native/ American Indian	6	2%
Native Hawaiian or Other Pacific Islander	4	1%
Two or More Races	5	1%
Other Race	3	1%
Student Gender		
Female	209	53%
Male	186	47%
Unknown Gender	2	1%
Other Characteristics		
Immigrant and Refugee Families	175	44%
English Language Learner	86	22%
Special Education	48	12%
Homeless	31	8%

Data source: Seattle Public Schools and Seattle Colleges; Analyzed by DEEL.

Seattle Promise Reporting Requirements

Council specified annual reporting requirements for the Seattle Promise program that include the following: (a) demographic information and expenditures by strategy, (b) demographic information and number of participants who did not meet Satisfactory Academic Progress (SAP) requirements, (c) demographic information and numbers of participants who requested part-time enrollment, and (d) student referral rates to assistance programs.

A. Demographics and Expenditures by Strategy

In SY 2019-20, white and Asian students were more likely to receive tuition scholarships, while students of color were more likely to receive equity scholarships. DEEL does not receive high school support data by race/ethnicity.

Table 11. Seattle Promise Demographics by Strategy

Ethnicity	HS Supports (2020 Cohort)	Tuition Scholarship (2018 and 2019 Cohorts)	Equity Scholarship (2018 and 2019 Cohorts)	Persistence Supports (2018 and 2019 Cohorts)
White	--	52	15	80
Hispanic/Latino	--	36	19	85
Asian/Pacific Islander	--	48	22	<10
Black/African American	--	30	46	96
American Indian/ Alaska Native	--	< 10	< 10	<10
Other	--	< 10	< 10	<10
Missing/Unknown	--	11	< 10	24
Total	**1,739**	**182**	**117**	**397**

Data source: Seattle Colleges; Analyzed by DEEL.

Table 12. Seattle Promise 2019-2020 Expenditures by Strategy (in $M)

	Planned Spending	Actual Spending	Percent Spent
Tuition	$ 1.6	$ 1.7	106%
Equity Scholarship	$ 0.4	$ 0.3	75%
College Performance and Persistence Support	$ 2.5	$ 2.5	100%
Administration	$ 0.3	$ 0.3	100%
Total	**$ 4.8**	**$ 4.8**	**100%**

Data source: Seattle Colleges; Analyzed by DEEL.

B. Satisfactory Academic Progress

As a last dollar tuition program, students enrolled in Seattle Promise are required to meet Satisfactory Academic Progress[1] (SAP) each quarter to access state and federal financial aid and maintain Promise eligibility. DEEL does not receive SAP information from Seattle Colleges. DEEL used SAP criteria to create proxy information. To maintain SAP, students must receive a passing grade in all their classes and maintain a 2.0 minimum GPA.

During SY 19-20, 122 students (31% of total students enrolled) did not maintain a minimum 2.0 GPA. One-third of the students with cumulative GPAs below 2.0 were Black/African American and 25% were Hispanic/Latino.

Table 13. Promise Satisfactory Academic Progress by Ethnicity

Ethnicity	Number of Students with <2.0 Cumulative GPA
White	22 (18%)
Hispanic/Latino	30 (25%)
Asian/Pacific Islander	17 (14%)
Black/African American	40 (33%)
American Indian/ Alaska Native	<10
Other	<1
Missing/Unknown	<10
Total	**122**

Data source: Seattle Colleges. Analyzed by DEEL.

C. Part-Time Enrollment

Seattle Promise Scholars have the option to request part-time enrollment. Eighty-six Promise Students were enrolled part-time (<12 credits) at least one quarter in SY 19-20. The majority of students who enrolled part-time were either Black/African American (30%) or Hispanic/Latino (28%). DEEL does not have data on the number of part-time enrollment requests.

[1] Students receiving financial aid are required to maintain satisfactory academic progress by meeting the minimum academic standards in an eligible program of study per federal and state financial aid regulations. For more details: https://seattlecentral.edu/enrollment-and-funding/financial-aid-and-funding/financial-aid/student-responsibilities

Table 14. Seattle Promise Part-Time Enrollment by Ethnicity	
Ethnicity	**Number of Students Enrolled Part Time**
White	16 (19%)
Hispanic/Latino	24 (28%)
Asian/Pacific Islander	14 (16%)
Black/African American	26 (30%)
American Indian/ Alaska Native	<10
Other	<10
Missing/Unknown	<10
Total	**86**

Data source: Seattle Colleges. Analyzed by DEEL.

D. Assistance Program Referral Rates

As of the writing of this report, DEEL and the Colleges continue to collaborate to improve data collection systems and structures. Data on referral rates to community resources programs is unavailable at this time. Anecdotally, we know that Colleges staff regularly refer and connect students with expressed need to campus resources such as counseling, tutoring, technology support, and basic needs resources like food pantries.

Council Priorities

Council directed DEEL to include updates on two Council priorities in the FEPP annual report: (1) Progress made toward simplifying application processes and points of entry for preschool, childcare and children enrichment opportunities; (2) Coordination to leverage State investments and provide additional access to preschool programs for families (RES 31821; ORD 125807).

A. Simplifying Early Learning Applications

In the 2019-2020 School Year, DEEL continued streamlining the online application process for families, improved the layout of the paper application, simplified the document collection process (offering multiple ways to provide documentation, including taking a photo on the phone and texting it), and reduced the number of documents required overall. The SPP application was modified to better identify options for extended day and inclusive classrooms and identify children experiencing homelessness for priority enrollment. The SPP Parent Portal, where families register for SPP and pay tuition if requires, was also improved to offer more specific instructions on how to enroll at different agencies. Additionally, the SPP application process was synced to DEEL's Child Care Assistance Program (CCAP) and all SPP applicants are now prompted to apply for CCAP. Finally, DEEL overhauled all intake documentation to improve language access (translation in seven languages), readability, and standardization.

B. Coordination with State and Leveraged Resources

DEEL continues to leverage resources by blending City SPP funding with Early childhood Education and Assistance Program (ECEAP) and/or Head Start funding. SPP has adopted most ECEAP and Head Start performance standards to align direct services and simplify standards for providers, and SPP expansion continues to include ECEAP and Head Start providers. As the WA State Department of Children, Youth, and Families continues to expand across the state, the City continues applying for available ECEAP slots.

SY 2019-20 FEPP Levy Community, School, and Institutional Funded Partners

FEPP Levy investments and results are made possible by a large community of partners who provide direct services to Seattle's children, youth, families as well as professional development and systems-building support to our providers. The list below reflects our funded partners who bring this Levy to life.

1st Start Learning Family Home Center LLC
A Line in the Sand Consulting
Academy for Creating Excellence
Aki Kurose Middle School
Anaji Aman
Associated Recreation Council (ARC)
Aster Weldemichael
Bailey Gatzert Elementary
Ballard High School
Beacon Hill International School
Bella's Creative Learning Center
Boys and Girls Club
Broadview Thomson K-8
Catholic Community Services
Causey's Learning Center
Center for Linguistic and Cultural Democracy
Chief Sealth High School
Child Care Resources
Children's Home Society
Chinese Information Service Center
Cleveland High School
Community Day School Association
Concord Elementary
Country Doctor Community Health Centers
Creative Kids Learning Center
Dearborn Park Elementary
Denise Louie Education Center
Denny International Middle School
Eckstein Middle School
Edmund S. Meany Middle School
El Centro de la Raza
Emerson Elementary
Empowering Youth and Families Outreach
Evergreen Children's Association
Experimental Education Unit at UW
First Place
Franklin High School
Funda Pehlivanoglu Noyes Consulting
Garfield High School
Graham Hill Elementary
Hamilton Middle School
Hazel Wolf K-8
Hearing, Speech and Deafness Center
HighScope Foundation
Highland Park Elementary School
Ingraham High School
Interagency Academy
International Community Health Services
Jane Addams Middle School
John Muir Elementary
John Rogers Elementary
Kaiser Permanente Washington
Katherine Crichton Consulting
Kevin Baker Consulting
King County
Launch
Leschi Elementary
Life Enrichment Group
Lincoln High School
Lucy Yee Management Consulting LLC
Madison Middle School
Madrona Elementary
Marthe S Daix
Martin Luther King Jr. Elementary
McClure Middle School
Mercer Middle School
Mercy Housing
Nathan Hale High School
National Equity Project
Neighborcare Health
Northgate Elementary
Northwest Center Kids
Oakland Unified School District
Odessa Brown Children's Clinic (Seattle Children's Hospital)
Olympic Hills Elementary
One Family Learning Center
Orca K-8
Page Ahead
Pathfinder K-8
Primm ABC Child Care Center
Public Health - Seattle & King County
Puget Sound ESD – Educare
Rainier Beach High School
Refugee Women's Alliance
Rising Star Elementary
Robert Eagle Staff Middle School
Roosevelt High School

Roxhill Elementary
Sadiya Adem Omer
Salmon Bay K-8
Sand Point Elementary
Sanislo Elementary
Schools Out Washington
SeaMar Community Health Center
Seattle Colleges
Seattle Goodwill Industries
Seattle Human Services Department
Seattle Indian Health Board
Seattle Parks and Recreation
Seattle School District #1
Seattle World School
Seed of Life
STEM Paths Innovation Network (SPIN)
Sound Child Care Solutions
South Shore PreK-8
Southwest Youth and Family Services
Swedish Medical Center
Sylvan Learning Center
Tabitha Y Beaupain Consulting
Teaching Strategies
Team Read
Tiny Tots Early Learning Collaborative
Tiny Trees Preschool
United Indians of All Tribes Foundation
United Way of King County
University of Washington
Urban League of Metropolitan Seattle
Viewlands Elementary
Voices of Tomorrow
WA-Bloc
Washington Middle School
Wellspring Family Services
Westside Baby
West Seattle Elementary
West Seattle High School
Whitman Middle
Wing Luke Elementary
YMCA of Greater Seattle
Zeinab Mohamud

Department of Education and Early Learning

FEPP Levy Year 1 Annual Report

School Year 19-20

DEEL Results

All Seattle families have access to affordable, quality childcare.

All Seattle children are kindergarten ready.

All Seattle students graduate high school college and career ready.

All Seattle students attain a postsecondary degree, credential, or certificate.

DEEL Strategies

Equitable Educational Opportunities

Student & Family Supports

High Quality Learning Environments

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

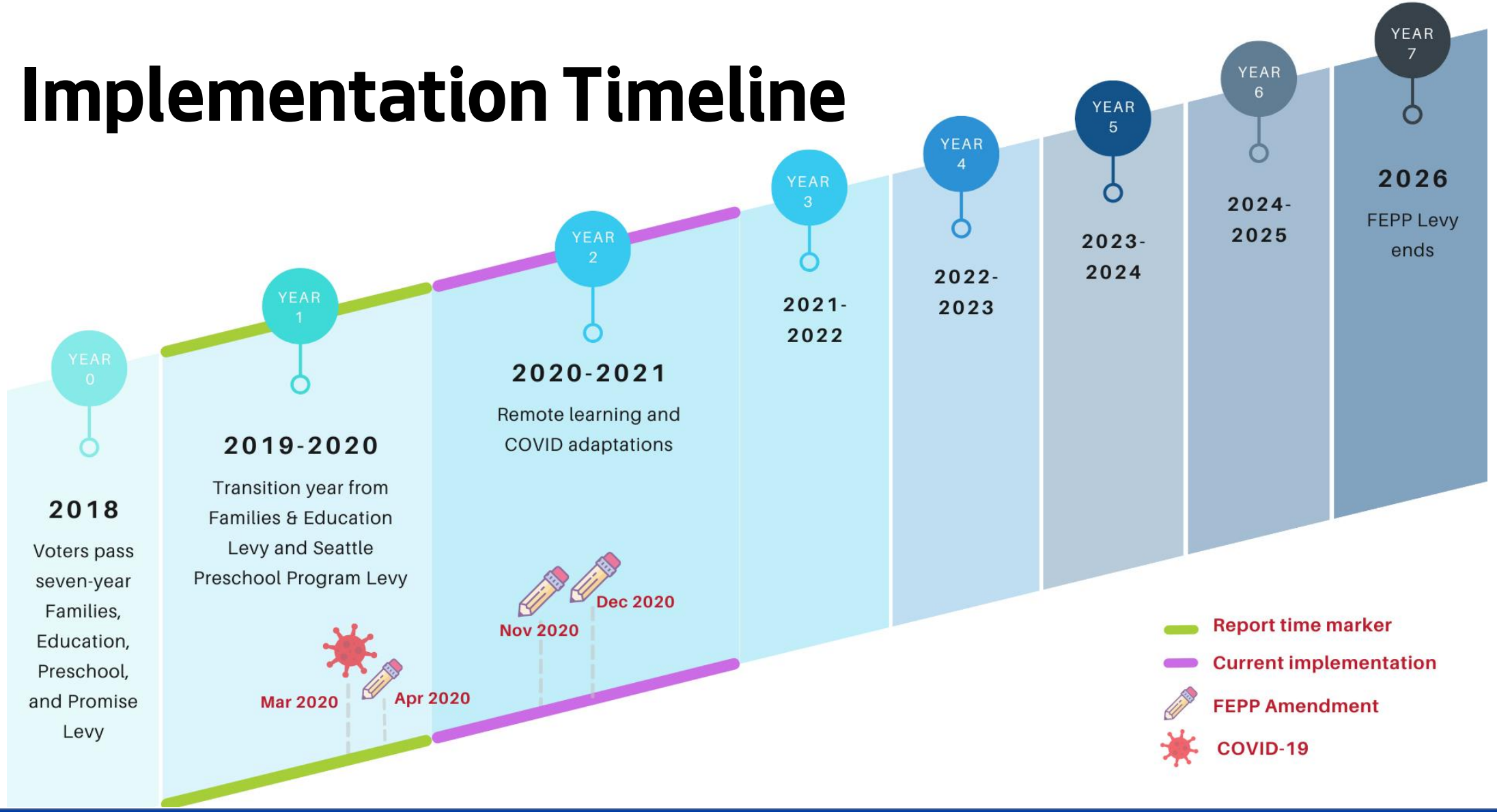
- Preschool and Early Learning
- K-12 School and Community-Based
- K-12 School Health
- Seattle Promise

FEPP Year 1 By-the-Numbers

$95.1M	30,000	129	60
Invested	Children & Youth Served	School and Community Partners	Educators Pursuing Advanced Degrees

10	40	6	3	6
Competitive funding processes	Community review panelists	Youth panelists	Racial Equity Toolkits Initiated or Completed	LOC member appointments

Implementation Timeline



Spring/Summer 2020 COVID Response

Emergency Child Care

Seattle Preschool Program Virtual Coaching Supports

Remote Instruction

Telehealth Services

Drive-through and Virtual Graduation

SY 2019-20 Results Summary

- Seattle Preschool Program participants were more **kindergarten ready** than previous years and race-based opportunities gaps are gradually closing
- **High school graduation** rates for partner schools increased compared to previous years
- Seattle Promise Cohort 2018 fall-to-fall retention was higher than Seattle Colleges students overall and **two-year completion rates** are comparable to last-dollar Promise programs

FEPP 2020 Budget Summary

2020 Spending Compared to Plan (in $M)

Investment Area	Plan	Spending	%
Preschool & Early Learning	$47.4	$37.5	79%
K-12 School & Community Based	$35.5	$34.0	96%
K-12 School Health	$12.6	$12.6	100%
Seattle Promise	$5.2	$5.2	100%
DEEL Administration	$5.8	$5.8	99%
Total	**$106.6**	**$95.1**	**89%**

Progress Toward Results

FEPP Year 1: 2019-2020 School Year

Reporting Requirements

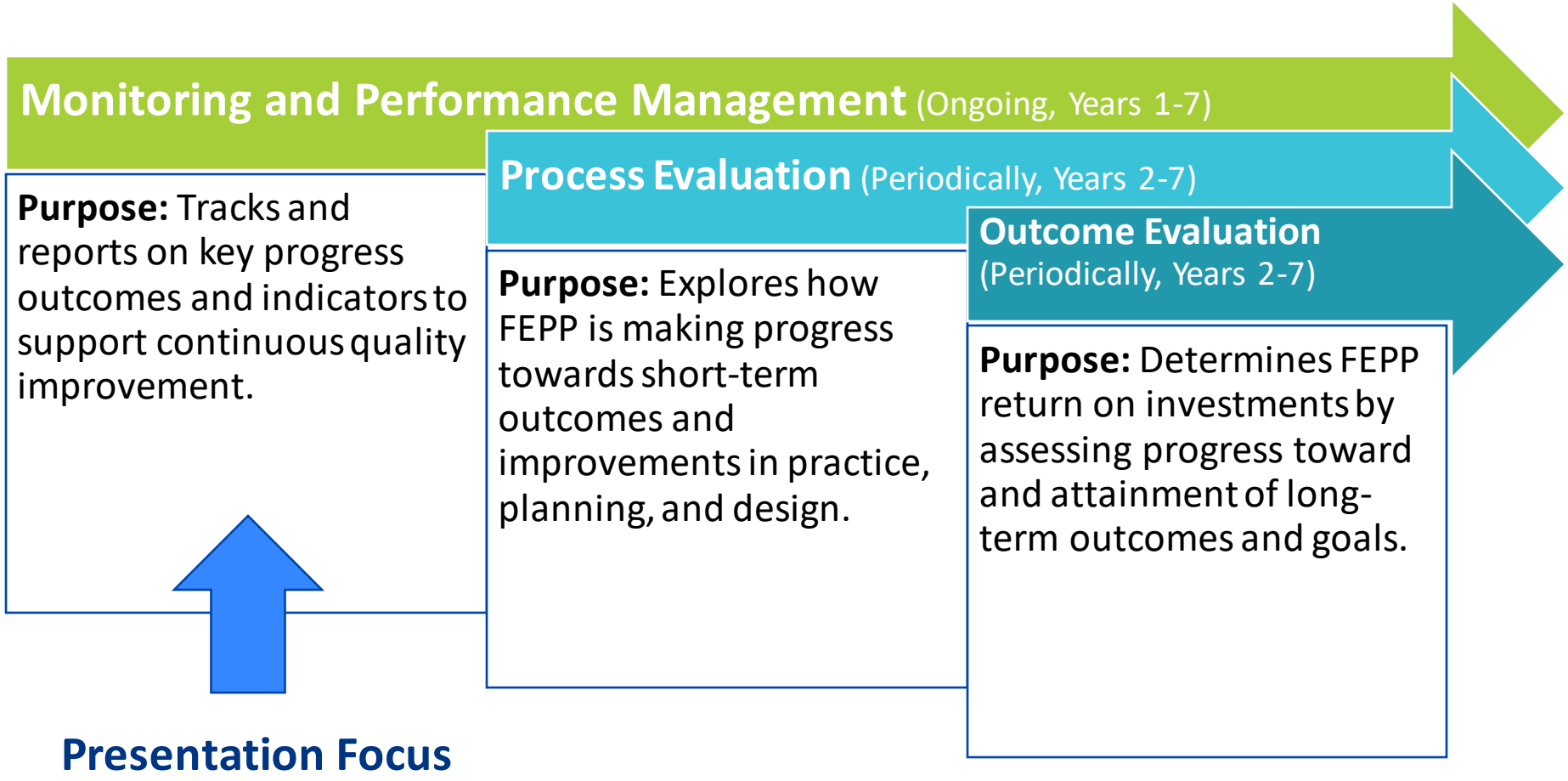
- Access to services and progress in meeting Levy goals
- Demographic data
- Seattle Promise participant experience (SAP, part-time, referrals)*
- Administrative decisions or modifications*
- Council priorities identified in Res 31821 (application processes, State ECEAP coordination; partner agreements)*

**Information provided in data appendix*

Data Limitations

- **Best available data:** Due to COVID, data collection was disrupted in spring/summer 2020 for Early Learning and K-12 investments
- **Historical trend analysis:** Historical comparisons to existing baselines are provided where appropriate
- **Student-level outcomes**: Analysis focused on the student-level goals and outcomes specified on page 11 of the FEPP Levy I&E Plan
- **Racial data disaggregation:** DEEL has multiple internal and external data systems across EL to Postsecondary; not all systems collect the same level of data disaggregation

Annual Performance Management



Presentation Focus

Preschool & Early Learning

The Emergency Child Care program enabled us to remain open during the pandemic, keep our staff employed, and ***provide continuity of care for the families we serve****, more than 60% of whom were identified as essential workers.*

Erica Linear, Director
Seed of Life Center for Early Learning

Preschool & Early Learning

GOAL

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

STRATEGIES

1. Preschool Services and tuition
2. Quality Teaching
3. Comprehensive Support
4. Organizational and Facilities Development
5. SPP Child Care Subsidies
6. Homeless Child Care Program
7. Family Child Care Mentorship and Quality Supports

PARTICIPANTS

1. 3-and-4-year-olds
2. Families
3. Providers
4. Coaches

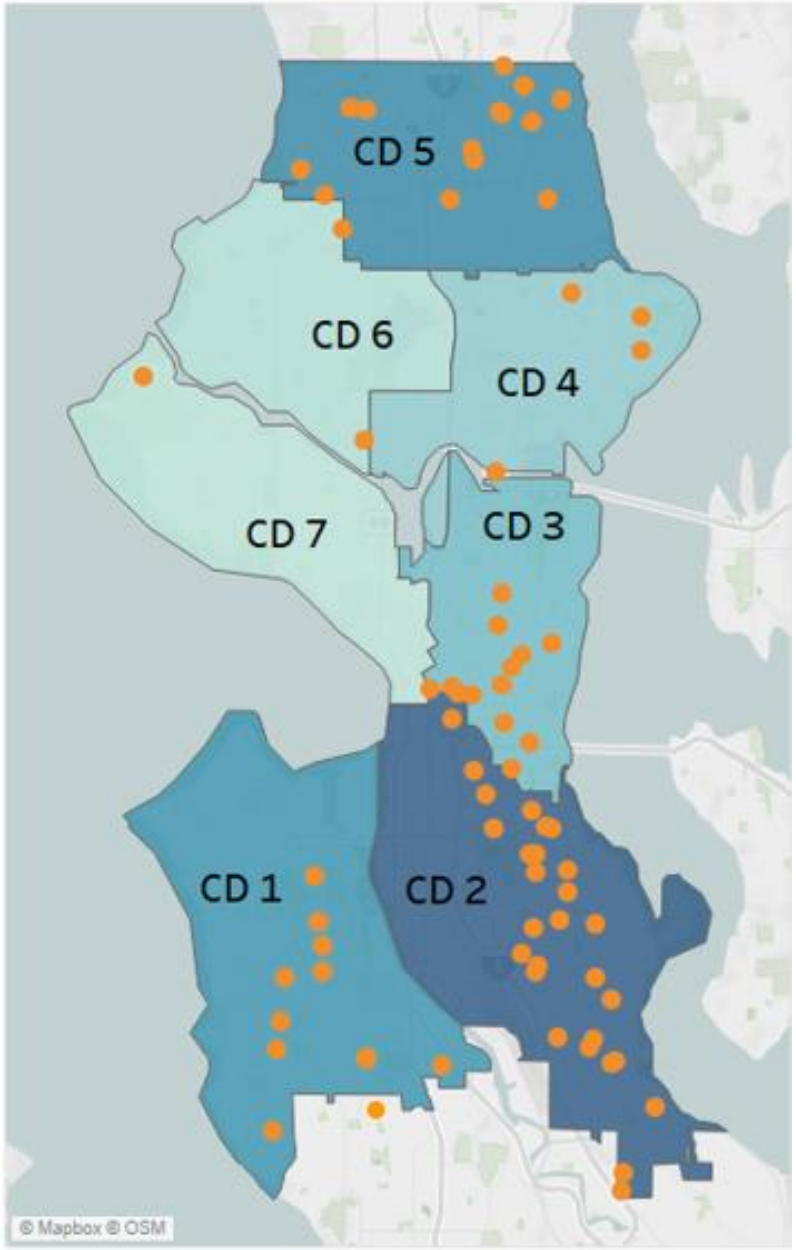
HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. % children meeting WaKids readiness standards

SUPPORTING INDICATORS*

1. % children meeting TSG expectations
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

**Not an exhaustive list of all supporting indicators*



Access: Seattle Preschool Program

1,828
Children served

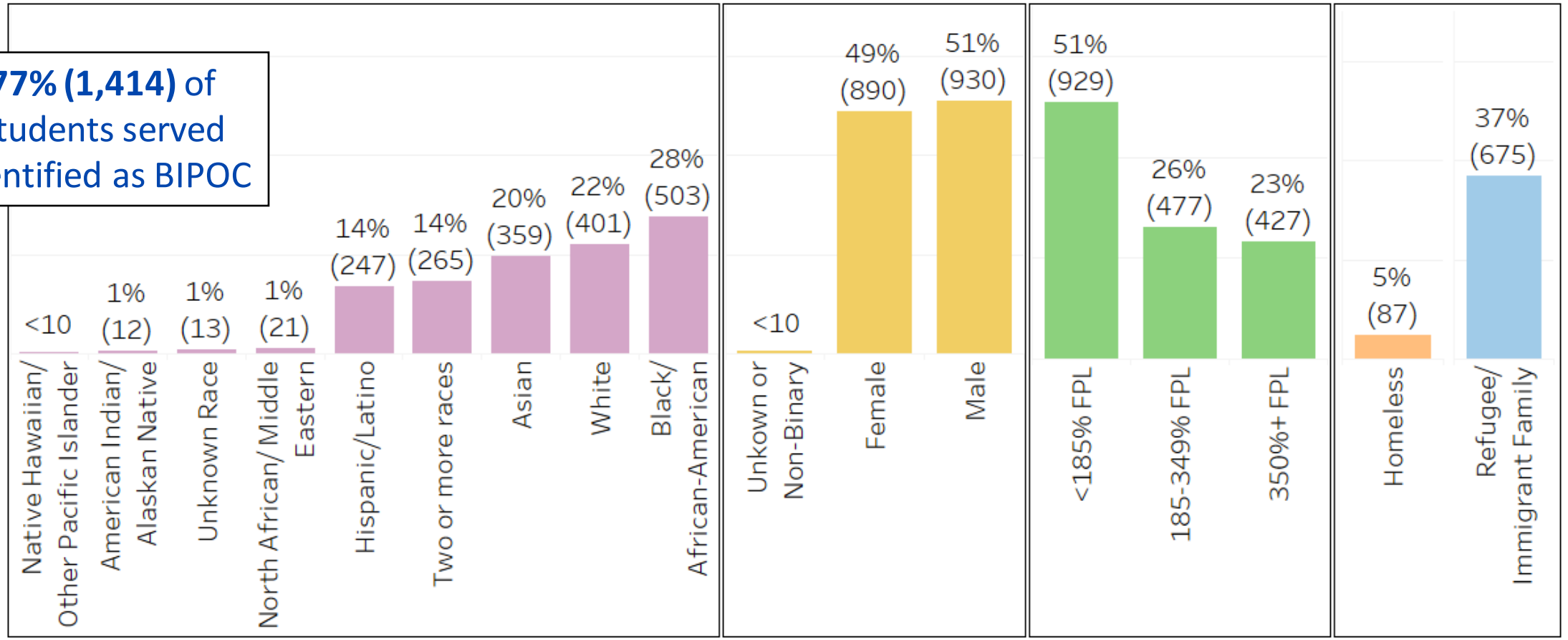
23
Provider Agencies

68
Sites

Orange dots are sites
Darker the blue, the more SPP children served in that council district.

Access: Seattle Preschool Program

77% (1,414) of students served identified as BIPOC



Result: Children are kindergarten ready

	How many children did we serve	Supporting Indicators	Headline Indicator	
Year	Served Sept-June	% of SPP children meeting TSG widely held expectations	% of SPP children meeting WaKIDS Readiness Standards	% Race-based opportunity gaps
2015-16	274	83%	N/A*	N/A*
2016-17	617	94%	58%	27% gap
2017-18	983	83%	54%	19% gap
2018-19	1,434	79%	59%	15% gap
2019-20	1,828	Not done-COVID	New data under review	--

**Data match agreement with SPS began in SY 16-17*

Equity: Kindergarten readiness gaps

SY 2018-2019 Analysis

Group	# SPS Kindergartners (% former SPP)	SPS % K-Ready (population level)	SPP % K-Ready*	Percentage Point Difference in WaKIDS
All	4493 (15%)	67%	59%	-8%
Native Hawaiian or Other Pacific Islander	13 (23%)	46%	<10	---
American Indian/ Alaskan Native	15 (7%)	47%	<10	---
Black or African American	572 (28%)	49%	59%	+10%
Hispanic/ Latino	531 (18%)	49%	50%	+1%
Asian	472 (27%)	59%	54%	-5%
Two or More Races	680 (14%)	73%	65%	-8%
White	2210 (8%)	77%	65%	-12%

**N= 674; 72% of 18-19 SPP 4–year-olds*

K-12 School & Community-Based

*Levy funds have directly **increased our capacity** for services to our students and families and allowed us to infuse our community with a diverse range of highly effective and uniquely skilled adults who **build caring relationships** with students and support their academic and social-emotional growth.*

Carol Mendoza, Principal
Wing Luke Elementary School, Seattle Public Schools

K-12 School & Community-Based

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

STRATEGIES

1. School-Based
2. Opportunity & Access
3. Wraparound Services
4. Culturally Specific and Responsive

PARTICIPANTS

1. K-12 students
2. Families
3. Aspiring educators
3. SPS
4. Community-based organizations + contracted partners

HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. % students graduating in four years

SUPPORTING INDICATORS*

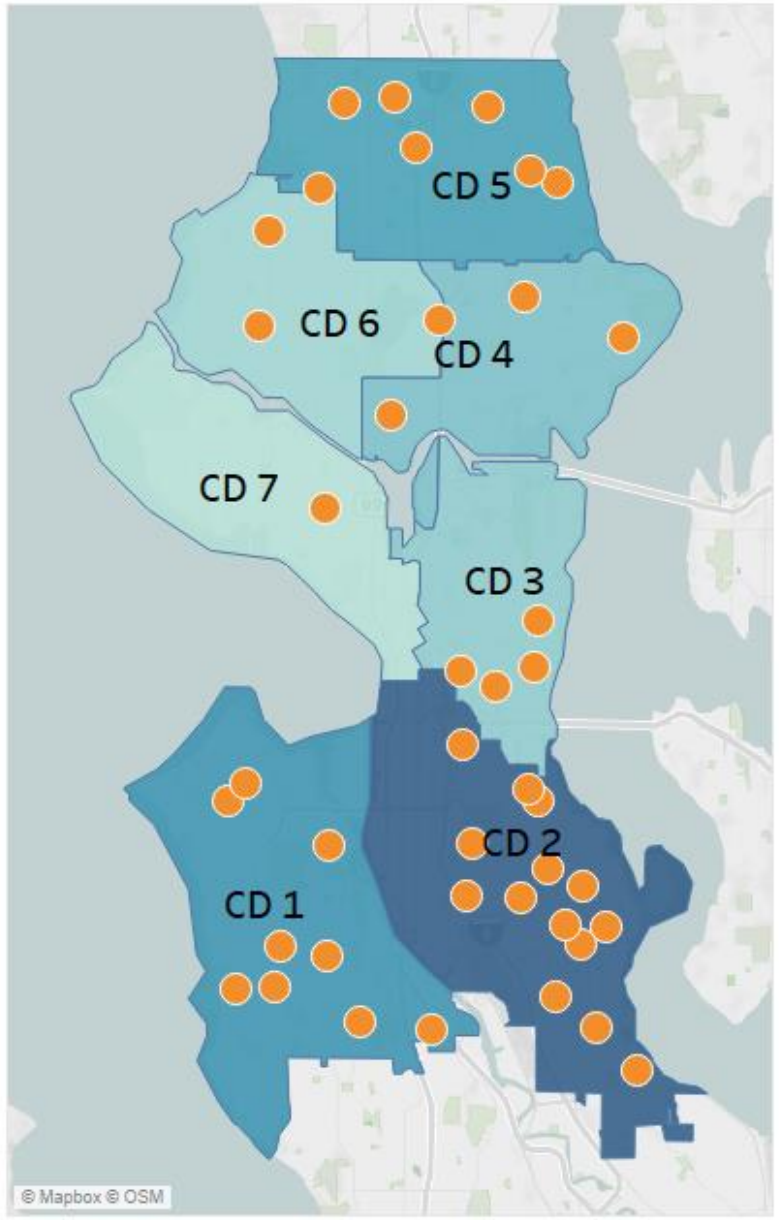
1. % students meeting 3rd-8th grade ELA proficiency standards
2. % students meeting 3rd-8th grade math proficiency standards
3. Contracted partners provide targeted, high-quality instruction and services
4. Students are educated by a more diverse workforce

**Not an exhaustive list of all supporting indicators*

Reminder: K-12 Transition Year

- Innovation & Linkage School Investments*
- Community-Based Family Support*
- Summer Learning*
- Family Support Services
- Culturally Specific and Responsive
- Sports & Transportation

**Family and Education Levy investments sustained in FEPP Year 1*



Access: K-12 Services

23,430
Students served

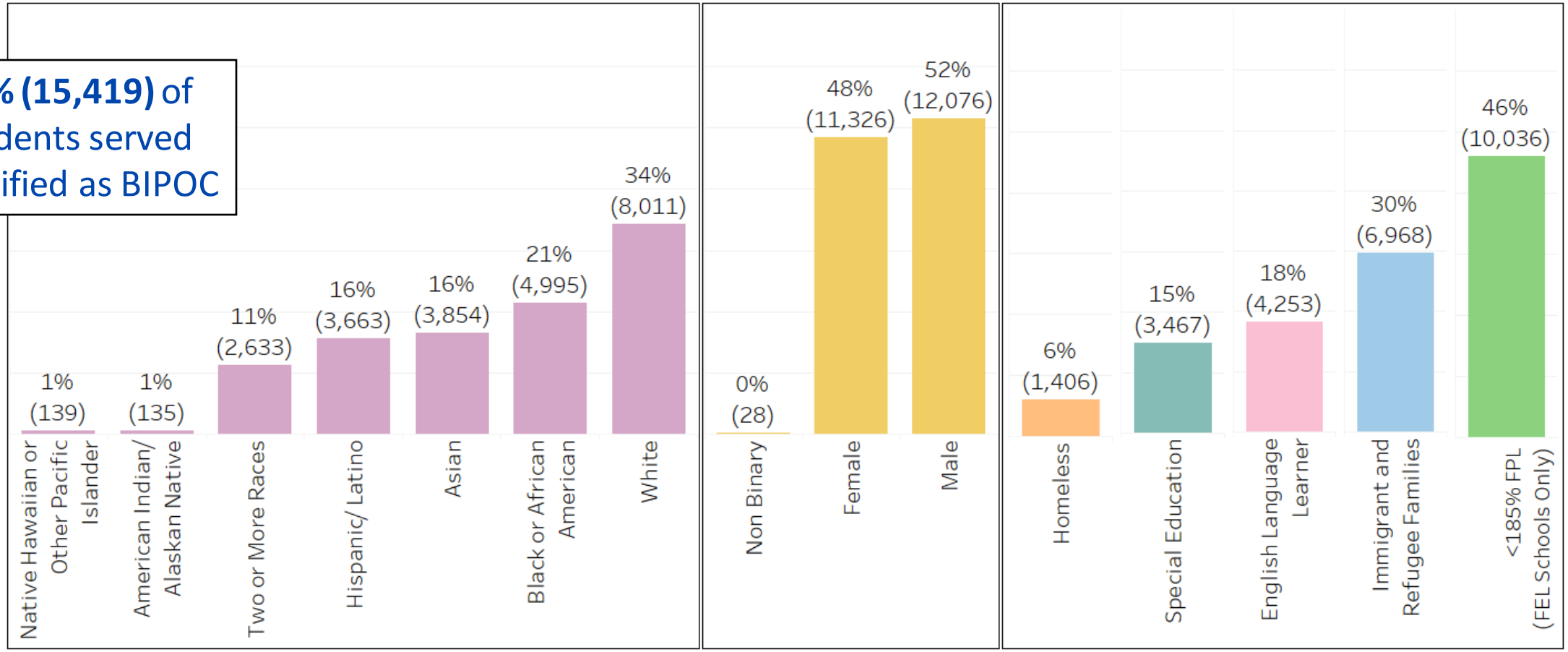
63
Grantees
(Schools + CBOs)

41
School Partners

Orange dots are Innovation & Linkage partner schools; the darker the blue, the more students attend school in that council district. Not all K-12 services occurred in partner schools.

Access: K-12 services

66% (15,419) of students served identified as BIPOC



Result: Students graduate high school in four-years

	Who did we serve	Supporting Indicators		Headline Indicator	
Year	**# K-12 Students Served**	**% Meeting 3rd-8th ELA proficiency Standards***	**% Meeting 3rd-8th math proficiency standards***	**% Graduating in 4-years** (Levy-funded High Schools only)	**% Race-based opportunity gaps**
2017-18	22,081	66%	62%	79%	31% pt gap
2018-19	23,338	66%	60%	81%	32% pt gap
2019-20	23,430	*COVID*	*COVID*	85%	24% pt gap

**includes all 3rd-8th students that participated in DEEL investments*

Equity: 4-Year graduation gaps

School-based investments, Class of 2020

Group (Lowest to Highest Rate)	**# SPS Class of 2020** (% Levy-funded school)	**SPS % Graduating On-Time** (Population level)	**Levy-funded School % Graduating On-Time** (N=1,342)	**Percentage Point Difference**
All	3709 (36%)	86%	85%	-1%
Hispanic/ Latino	499 (40%)	74%	70%	-4%
Black/ African American	618 (43%)	80%	78%	-2%
Asian	643 (50%)	86%	90%	+4%
American Indian/ Alaskan Native	27 (33%)	89%	<10	---
Two or More Races	313 (38%)	90%	94%	+4%
White	1598 (26%)	91%	92%	+1%
Native Hawaiian or Other Pacific Islander	15 (53%)	93%	<10	---

K-12 School Health

*Having access to medical, dental, and mental health services in the place where they **spend most of their time** is incredibly important, especially for students without insurance. Moreover, the wraparound services SBHCs provide give an **example of how our health care system should function**.*

Katharine Rosstitch, DDS
Neighborcare Health SBHC Dentist, Chief Sealth HS, Denny MS, and other SPS campuses

K-12 School Health

GOAL	Seattle students have access to and utilize physical and mental health services that support learning.

STRATEGIES

1. School Based Health Centers
2. School Nursing
3. Oral Health
4. Health System Enhancement

PARTICIPANTS

1. K-12 students
2. Families
3. PHSKC
4. SBHC staff

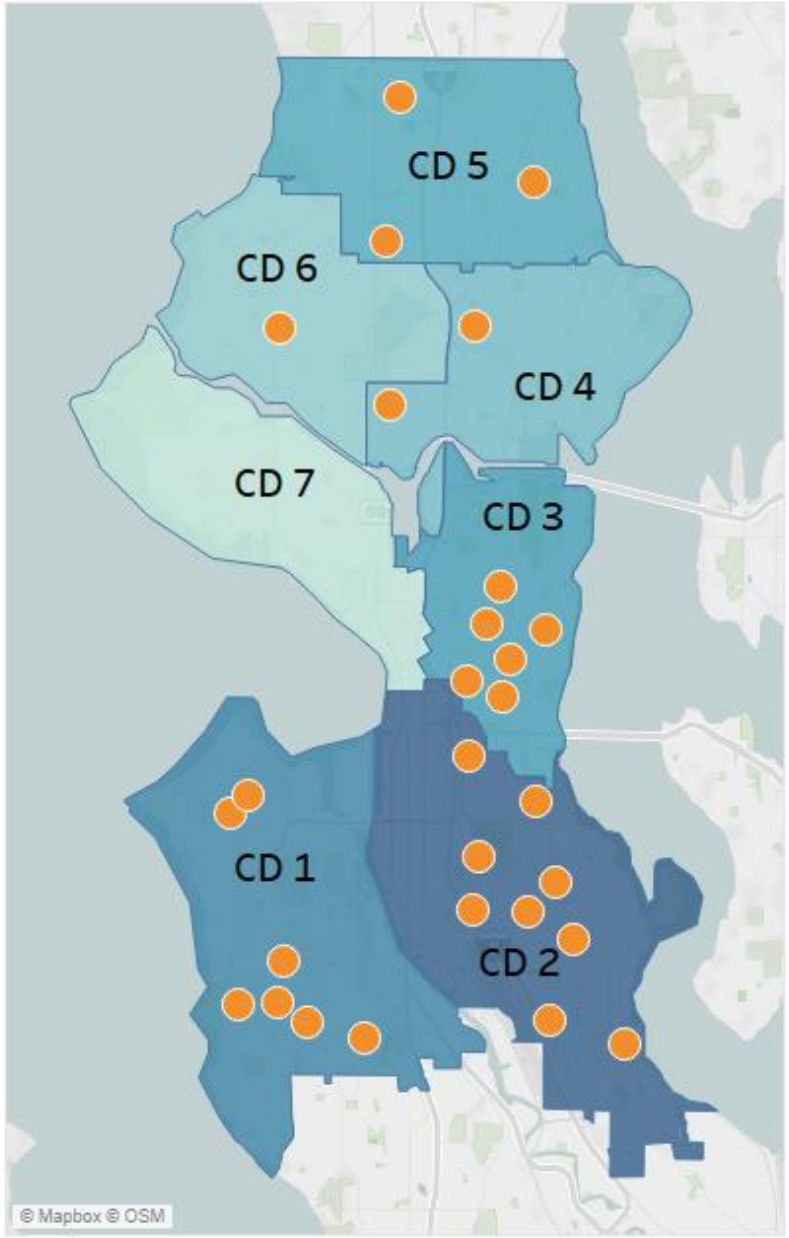
HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. % students graduating in four years
3. % students attending 90% or more school days

SUPPORTING INDICATORS*

1. # students receiving oral screening
2. % students fully immunized
3. # Strengths and Difficulties Questionnaire

**Not an exhaustive list of all supporting indicators*



Access: K-12 Health Services

9,398
Students served

7
Provider Agencies

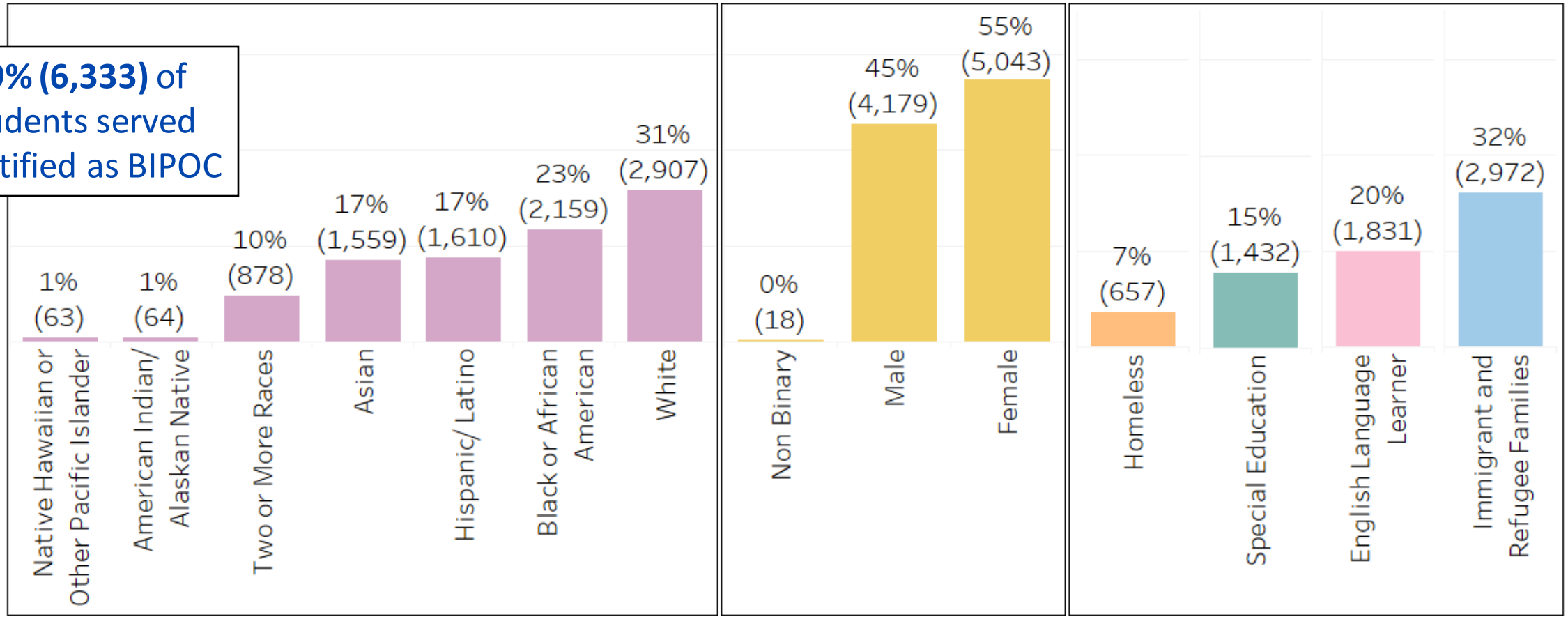
28
Sites

Orange dots are SBHC sites; the darker the blue, the more students attend school in that council district.

Access: K-12 health services

Transition year investments: School-Based Health Centers; School nurses

69% (6,333) of students served identified as BIPOC



*158 student ids could not be matched to SPS enrollment records

Result: Students are healthy and ready to learn

School-Based Health Centers

	Who did we serve	Supporting Indicators			Headline Indicators		
Year	**# K-12 Students Served**	**# Receiving oral screening**	**% Fully Immunized**	**# SDQ**	**Attending 90% or more school days**	**% Graduating in 4-years** (12th graders served)	**% Race-based opportunity gaps**
2017-18	14,794	733	85%	1,523	59%	85%	Att: 42 pts gap Grad: 46 pts gap
2018-19	15,202	435	88%	1,942	46%	85%	Att: 43 pts gap Grad: 30 pts gap
2019-20	9,398	493	95%	924	67%	90%	Att: 48 pts gap Grad: 14 pts gap

Includes students that received a SBHC and/or nurse visit

Equity: Attendance gaps

School-Based Health Centers, 2019-20

Group (Lowest to Highest Rate)	# SPS (% SBHC served)	SPS % Attending 90%+	SHBC % Attending 90%+ (N=9,240*)	Percentage Point Difference
All	56,851 (16%)	78%	67%	-11%
American Indian/ Alaskan Native	267 (24%)	54%	30%	-24%
Native Hawaiian or Other Pacific Islander	241 (**26%**)	61%	62%	**+1%**
Hispanic/ Latino	7466 (22%)	67%	57%	-10%
Black or African American	8447 (**26%**)	68%	63%	-5%
Two or More Races	6816 (13%)	79%	64%	-15%
Asian	7452 (21%)	83%	78%	-5%
White	26162 (11%)	84%	71%	-13%

**158 student IDs could not be matched to attendance records*

Equity: On-time graduation gaps

School-Based Health Centers, 2019-20

Group (Lowest to Highest Rate)	# SPS Class of 2020 (% SBHC/Nurse Served in 19-20)	SPS % Graduating On-Time	SBHC % Graduating On-Time (N=1,250)	Percentage Point Difference
All	3709 (34%)	86%	90%	+4%
Hispanic/ Latino	499 (40%)	74%	81%	+7%
Black/ African American	618 (37%)	80%	86%	+6%
Asian	643 (36%)	86%	88%	+2%
American Indian/ Alaskan Native	27 (41%)	89%	100%	+11%
Two or More Races	313 (36%)	90%	93%	+3%
White	1598 (29%)	91%	95%	+4%
Native Hawaiian or Other Pacific Islander	15 (N<10)	93%	<10	---

Includes 12th grade students only.

Seattle Promise

*Tuition-free college can have a **transformative effect** on students' futures, giving them the freedom to pursue their interests instead of what will pay off debt fastest.*

Alex Gray, Promise Scholar
Seattle Central College

Seattle Promise

GOAL	Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree

STRATEGIES

1. Tuition Support
2. Equity Scholarship
3. College Preparation and Persistence Support

HEADLINE INDICATORS

1. Race-based opportunity gaps are closed
2. Promise Scholar completion rate

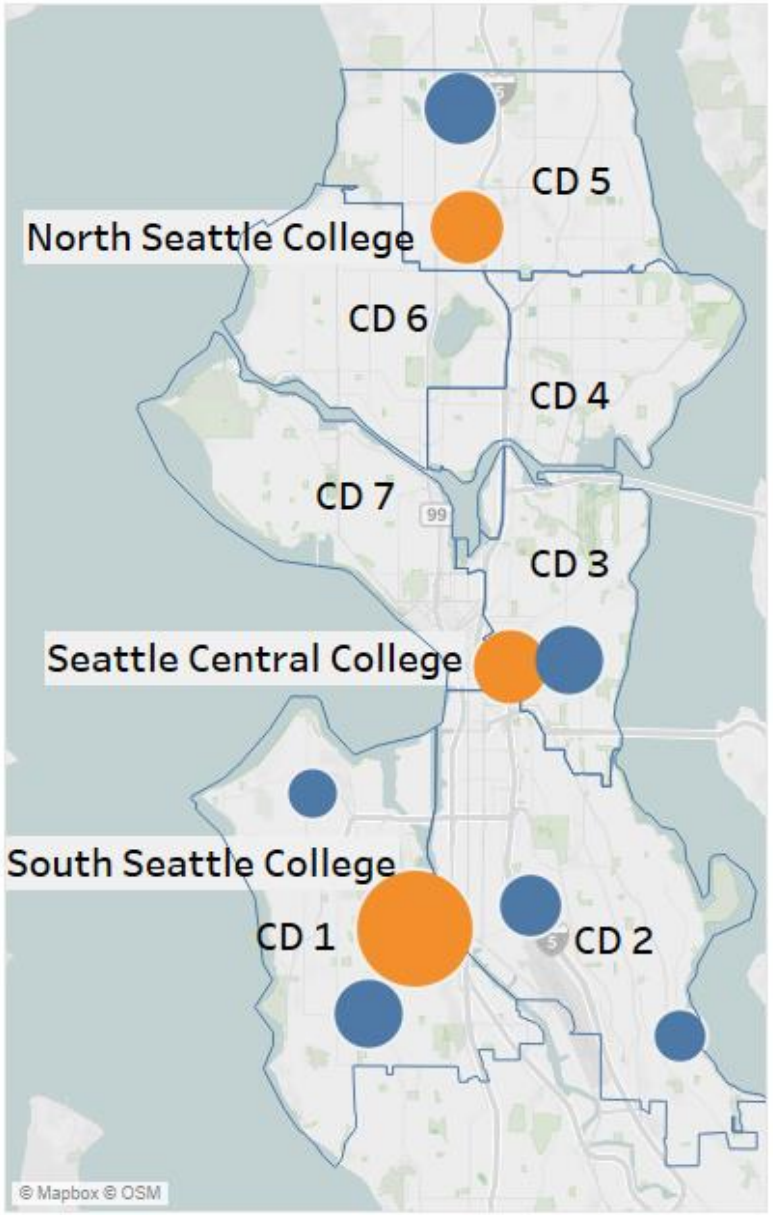
PARTICIPANTS

1. Seattle Promise scholars
2. High school seniors
3. Families
4. Seattle Colleges
5. Seattle Public Schools

SUPPORTING INDICATORS*

1. Fall enrollment
2. Fall-to-fall persistence rate
3. Seattle Promise delivers high-quality services and clear pathways to success

**Not an exhaustive list of all supporting indicators*



Access: Seattle Promise Program

397
Promise scholars enrolled

3
Seattle Colleges

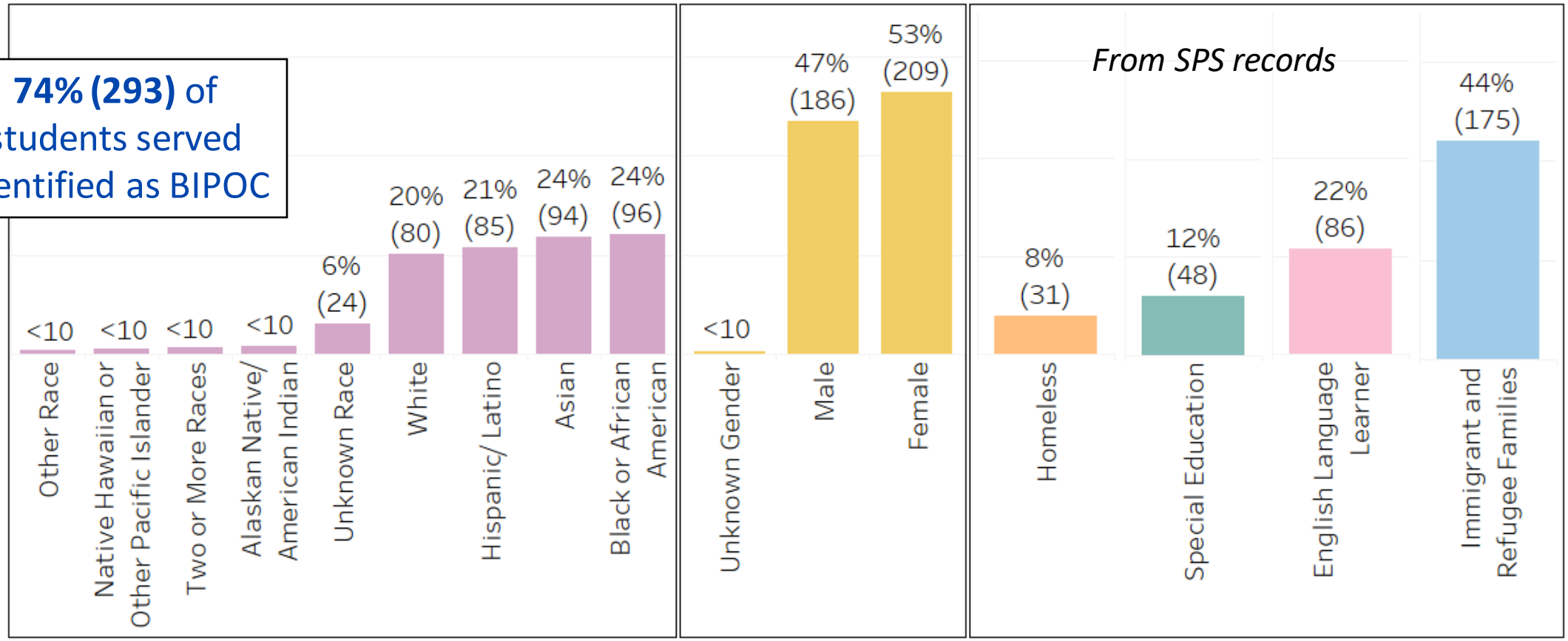
6
Eligible High Schools

Orange dots are colleges the Fall 2019 Promise scholars attended. Blue dots are the high schools they graduated from. Size indicates number of students.

Access: Seattle Colleges Enrollment

Seattle Promise, Fall 2019 Enrollment

74% (293) of students served identified as BIPOC



Includes Students from Cohorts 2018 (2nd year) and 2019 (1st year).

Result: Students complete postsecondary program

	Who did we serve		Supporting indicators	Headline Indicator	
Year	**# Students Enrolled**	**Fall 2019 Enrollment**	**Persistence rate** (fall-to-fall)	**2-year Completion**	**% Race-based opportunity gap**
2018 Cohort	194	107	61%*	24%	30%
2019 Cohort	290	290	60%	Expected Summer 2021	Expected Summer 2021

**Includes 11 early graduates*

Equity: Students attain certificate, credential, or degree

Seattle Promise, 2018 Cohort

Group (lowest to highest)	**Seattle Colleges*** (# Seattle Promise)	**Seattle Colleges 2-year and 3-year completion rate** (population level)	**Seattle Promise 2-year and 3-year completion rate** (N= 194)	**Difference**
Total	583 (194)	-- / 31%	24% / --	--/--
American Indian/ Alaska Native	N<10 (N<10)	-- / N<10	N<10 / --	--/--
Black/African American	83 (56)	-- / 11%	16% / --	--/--
Pacific Islander	10 (N<10)	-- / 20%	N<10 / --	--/--
Two or More Races	53 (N<10)	-- / 25%	N<10 / --	--/--
White	229 (40)	-- / 29%	28% / --	--/--
Hispanic/Latino	55 (37)	-- / 31%	16% / --	--/--
Asian	85 (37)	-- / 35%	46% / --	--/--
Missing/ unknown	60 (N<10)	-- / 35%	N<10 / --	--/--

**Data source: IPEDS. Includes North, Central, and South Seattle. First time, full-time, degree-seeking students entering in 2014.*

Questions & Discussion