



CITY OF SEATTLE

City Council

Agenda

Tuesday, September 20, 2022

2:00 PM

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

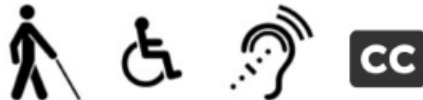
Debora Juarez, Council President
Lisa Herbold, Member
Andrew J. Lewis, Member
Tammy J. Morales, Member
Teresa Mosqueda, Member
Sara Nelson, Member
Alex Pedersen, Member
Kshama Sawant, Member
Dan Strauss, Member

Chair Info: 206-684-8805; Debora.Juarez@seattle.gov

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CITY OF SEATTLE

City Council Agenda

September 20, 2022 - 2:00 PM

Meeting Location:

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

Committee Website:

<http://www.seattle.gov/council>

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 2:00 p.m. City Council meeting at <http://www.seattle.gov/council/committees/public-comment>. Online registration to speak 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.

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 all Councilmembers at Council@seattle.gov

A. CALL TO ORDER

B. ROLL CALL

C. PRESENTATIONS

D. PUBLIC COMMENT

Members of the public may sign up to address the Council for up to 2 minutes on matters on this agenda; total time allotted to public comment at this meeting is 20 minutes.

E. ADOPTION OF INTRODUCTION AND REFERRAL CALENDAR:

Introduction and referral to Council committees of Council Bills (CB), Resolutions (Res), Appointments (Appt), and Clerk Files (CF) for committee recommendation.

[IRC 365](#)

September 20, 2022

Attachments: [Introduction and Referral Calendar](#)

F. APPROVAL OF THE AGENDA**G. APPROVAL OF CONSENT CALENDAR**

The Consent Calendar consists of routine items. A Councilmember may request that an item be removed from the Consent Calendar and placed on the regular agenda.

Journal:

1. [Min 398](#) September 13, 2022

Attachments: [Minutes](#)

Bills:

2. [CB 120420](#) AN ORDINANCE appropriating money to pay certain claims for the week of September 5, 2022 through September 9, 2022 and ordering the payment thereof; and ratifying and confirming certain prior acts.

Appointments:**ECONOMIC DEVELOPMENT, TECHNOLOGY, AND CITY LIGHT COMMITTEE:**

3. [Appt 02369](#) Reappointment of Denise Burnside as member, Seattle Music Commission, for a term to August 31, 2025.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

4. [Appt 02370](#) Reappointment of Caseyann McKay as member, Seattle Music Commission, for a term to August 31, 2025.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

5. [Appt 02371](#) Reappointment of Anne Ayre as member, City Light Review Panel, for a term to September 30, 2025.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

6. [Appt 02372](#) Reappointment of Leo L. Lam as member, City Light Review Panel, for a term to September 30, 2025.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

7. [Appt 02373](#) Reappointment of John Putz as member, City Light Review Panel, for a term to September 30, 2025.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

GOVERNANCE, NATIVE COMMUNITIES, AND TRIBAL GOVERNMENTS COMMITTEE:

8. [Appt 02267](#) Appointment of Summer Hepburn as member, Joint Apprenticeship Training Committee, for a term to December 31, 2023.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Juarez, Pedersen, Mosqueda, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

NEIGHBORHOODS, EDUCATION, CIVIL RIGHTS, AND CULTURE COMMITTEE:

9. [Appt 02340](#) Appointment of Silas T. James as member, Seattle Disability Commission, for a term to April 30, 2024.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss

Opposed: None

Attachments: [Appointment Packet](#)

10. [Appt 02341](#) Appointment of Padraic Slattery as member, Landmarks Preservation Board, for a term to August 14, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None
- Attachments:** [Appointment Packet](#)
11. [Appt 02342](#) Appointment of Sohyun Kim as member, Pioneer Square Preservation Board, for a term to March 1, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None
- Attachments:** [Appointment Packet](#)
12. [Appt 02343](#) Appointment of Karl Mueller as member, Pioneer Square Preservation Board, for a term to March 1, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None
- Attachments:** [Appointment Packet](#)
13. [Appt 02344](#) Appointment of Steven D. Sparks as member, Pioneer Square Preservation Board, for a term to March 1, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None
- Attachments:** [Appointment Packet](#)

14. [Appt 02345](#) Appointment of Henry Watson as member, Pioneer Square Preservation Board, for a term to March 1, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None

Attachments: [Appointment Packet](#)

15. [Appt 02346](#) Reappointment of Maureen R. Elenga as member, Pioneer Square Preservation Board, for a term to March 1, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None

Attachments: [Appointment Packet](#)

16. [Appt 02347](#) Reappointment of Lauren Kush as member, Pioneer Square Preservation Board, for a term to March 1, 2025.
- The Committee recommends that City Council confirm the Appointment (Appt).**
In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss
Opposed: None

Attachments: [Appointment Packet](#)

H. COMMITTEE REPORTS

Discussion and vote on Council Bills (CB), Resolutions (Res), Appointments (Appt), and Clerk Files (CF).

CITY COUNCIL:

1. [CF 314504](#) Report of the City Clerk on the Certificate of Sufficiency for Initiative No. 135, concerning the establishment of the Seattle Social Housing Public Development Authority (PDA).

Attachments: [Report of the City Clerk](#)
[Att 1 - Certificate of Sufficiency](#)
[Att 2 - Petition \(Clerk File 322249\)](#)
[Updated - Att 2 Petition \(Clerk File 322249\)](#)

2. [Res 32069](#) A RESOLUTION regarding Initiative 135 concerning developing and maintaining affordable social housing in Seattle; authorizing the City Clerk and the Executive Director of the Ethics and Elections Commission to take those actions necessary to enable the proposed Initiative Measure to appear on the February 14, 2023, ballot and the local voters' pamphlet; requesting the King County Elections Director to place the proposed Initiative Measure on the February 14, 2023, ballot; and providing for the publication of such proposed Initiative Measure.

Attachments: [Att A - City of Seattle Initiative Measure No. 135 \(from Clerk File 322249\)](#)

Supporting Documents: [Summary and Fiscal Note](#)

3. [Appt 02332](#) Appointment of Gino Betts Jr. as Director of the Office of Police Accountability, for a term to December 31, 2022.

The Committee confirmed the Appointment (Appt).
In Favor: 4 - Herbold, Lewis, Nelson, Pedersen
Opposed: None
Abstain: 1 - Mosqueda

Attachments: [Appointment Packet](#)
[Q&A for OPA Director](#)
[Committee Chair Memo](#)

4. [Appt 02381](#) Appointment of Faisal Khan as Director of Public Health Seattle and King County.

Supporting Documents: [Appointment Packet](#)
[Q&A for Director of Public Health](#)

GOVERNANCE, NATIVE COMMUNITIES, AND TRIBAL GOVERNMENTS COMMITTEE:

5. [Appt 02348](#) Appointment of Kimberly Loving as Director of the Seattle Department of Human Resources, for a term to September 1, 2026.

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Juarez, Pedersen, Mosqueda, Sawant, Strauss

Opposed: None

Attachments: [Appointment Packet](#)
[Written Questions and Answers](#)

ECONOMIC DEVELOPMENT, TECHNOLOGY, AND CITY LIGHT COMMITTEE:

6. [CB 120411](#) AN ORDINANCE relating to the City Light Department; amending rates, terms, and conditions for the use and sale of electricity supplied by the City Light Department for 2022, 2023, and 2024; amending Sections 21.49.020, 21.49.030, 21.49.052, 21.49.055, 21.49.057, 21.49.058, 21.49.060, 21.49.065, 21.49.083, 21.49.085, and 21.49.086 of the Seattle Municipal Code.

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Supporting Documents: [Summary and Fiscal Note](#)

7. [CB 120412](#) AN ORDINANCE relating to the establishment of the Seattle Film Commission; adding a new Chapter 3.71 to the Seattle Municipal Code; and amending Section 3.14.600 of the Seattle Municipal Code.

The Committee recommends that City Council pass as amended the Council Bill (CB).

In Favor: 5 - Nelson, Juarez, Herbold, Sawant, Strauss

Opposed: None

Supporting Documents: [Summary and Fiscal Note](#)

LAND USE COMMITTEE:

8. [Res 32068](#) A RESOLUTION relating to proposed Comprehensive Plan amendments proposed to be considered for possible adoption in 2023; requesting that the Office of Planning and Community Development and the Seattle Department of Transportation consider the proposed amendments as part of the development of the One Seattle update to the Comprehensive Plan and the Seattle Transportation Plan.

The Committee recommends that City Council adopt the Resolution (Res).

In Favor: 5 - Strauss, Morales, Mosqueda, Nelson, Pedersen

Opposed: None

Supporting Documents: [Summary and Fiscal Note](#)

NEIGHBORHOODS, EDUCATION, CIVIL RIGHTS, AND CULTURE COMMITTEE:

9. [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.

The Committee recommends that City Council pass as amended the Council Bill (CB).

In Favor: 5 - Morales, Sawant, Lewis, Nelson, Strauss

Opposed: None

Attachments: [Att 1 - FEPP IE Plan](#)
[Att 2 - FEPP IE Plan Amended v2](#)

Supporting Documents: [Summary and Fiscal Note](#)
[Summary Att 1 - FEPP LOC Recommendation Letter](#)
[Summary Att 2 - SY 2022-2023 SPP Sliding Scale](#)

I. ITEMS REMOVED FROM CONSENT CALENDAR

J. ADOPTION OF OTHER RESOLUTIONS

K. OTHER BUSINESS

L. ADJOURNMENT



Legislation Text

File #: IRC 365, Version: 1

September 20, 2022



Introduction and Referral Calendar

List of proposed Council Bills (CB), Resolutions (Res), Appointments (Appt) and Clerk Files (CF) to be introduced and referred to a City Council committee

Record No.	Title	Committee Referral
<u>By: Mosqueda</u>		
1. CB 120420	AN ORDINANCE appropriating money to pay certain claims for the week of September 5, 2022 through September 9, 2022 and ordering the payment thereof; and ratifying and confirming certain prior acts.	City Council
<u>By: Pedersen</u>		
2. CB 120421	AN ORDINANCE relating to wastewater services of Seattle Public Utilities; adjusting wastewater rates code to automatically pass-through changes to treatment rates charged by external wastewater treatment providers; amending Section 21.28.040 of the Seattle Municipal Code to enable automatic adjustment of treatment rates; and amending Section 21.76.040 of the Seattle Municipal Code to enable automatic adjustment of credits to low-income wastewater customers.	City Council
<u>By: Herbold</u>		
3. CB 120423	AN ORDINANCE relating to the City's traffic code; conforming the Seattle Municipal Code with changes in state law and making technical corrections; amending Sections 11.31.050, 11.31.120, 11.40.220, 11.40.240, 11.56.020, 11.56.320, 11.58.005, 11.58.272, and 11.58.435 of the Seattle Municipal Code; and adding a new Section 11.14.081 to the Seattle Municipal Code.	City Council
<u>By: Herbold</u>		
4. Appt 02332	Appointment of Gino Betts Jr. as Director of the Office of Police Accountability, for a term to December 31, 2022.	City Council
<u>By: Nelson</u>		
5. CF 314503	Seattle Police Department (SPD) request for a six-month extension for the filing of the Surveillance Impact Reports for Callyo, and the Hostage Negotiation Throw Phone, due on March 1, 2023 .	City Council

By: Nelson

6. [Appt 02384](#) Reappointment of Jovino Santos Neto as member, Seattle Music Commission, for a term to August 31, 2025. Economic Development, Technology, and City Light Committee

By: Nelson

7. [Appt 02385](#) Reappointment of Jessica Toon as member, Seattle Music Commission, for a term to August 31, 2025. Economic Development, Technology, and City Light Committee

By: Nelson

8. [Appt 02386](#) Reappointment of Nick Vaerewyck as member, Seattle Music Commission, for a term to August 31, 2025. Economic Development, Technology, and City Light Committee

By: Nelson

9. [Appt 02387](#) Reappointment of Shannon Welles as member, Seattle Music Commission, for a term to August 31, 2025. Economic Development, Technology, and City Light Committee

By: Morales

10. [Appt 02388](#) Appointment of Jeff Scott Abdullah as member, Seattle Human Rights Commission, for a term to July 22, 2023. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Morales

11. [Appt 02389](#) Appointment of Jo Bechtold as member, Seattle Human Rights Commission, for a term to July 22, 2023. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Morales

12. [Appt 02390](#) Appointment of Andrea Dailey-Michaux as member, Seattle Human Rights Commission, for a term to July 22, 2024. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Morales

13. [Appt 02391](#) Appointment of Tricia Diamond as member, Seattle Human Rights Commission, for a term to January 22, 2024. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Morales

14. [Appt 02392](#) Appointment of Matthew Mitnick as member, Seattle Human Rights Commission, for a term to July 22, 2024. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Morales

15. [Appt 02393](#) Appointment of Mark Rogers as member, Seattle Human Rights Commission, for a term to July 22, 2024. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Morales

16. [Appt 02394](#) Appointment of Heyiwot Amare as member, Seattle Disability Commission, for a term to April 30, 2024. Neighborhoods, Education, Civil Rights, and Culture Committee

By: Herbold

17. [CB 120422](#) AN ORDINANCE relating to crimes and punishment; conforming the Seattle Municipal Code with changes in state law and making technical corrections; amending Sections 9.25.030, 9.25.100, 12A.02.050, 12A.02.150, 12A.06.045, 12A.09.020, 12A.10.150, 12A.12.010, 12A.14.010, 12A.14.160, 12A.14.170, 12A.16.040, and 12A.16.080 of the Seattle Municipal Code; adding new Sections 12A.04.215, 12A.06.047, 12A.14.175, 12A.14.177, 12A.14.230, 12A.14.240, and 12A.14.260 to the Seattle Municipal Code; and repealing Sections 12A.06.120, 12A.06.130, 12A.06.150, 12A.06.155, 12A.06.160, 12A.06.165, 12A.06.170, 12A.06.175, 12A.06.185, and 12A.06.190 of the Seattle Municipal Code. Public Safety and Human Services Committee

By: Herbold

18. [CB 120424](#) AN ORDINANCE relating to the Seattle Municipal Court; authorizing the Judges and Directors of the Seattle Municipal Court to accept a grant and execute related agreements; amending Ordinance 126490, which adopted the 2022 Budget; changing appropriations to various departments; and ratifying and confirming certain prior acts. Public Safety and Human Services Committee



Legislation Text

File #: Min 398, **Version:** 1

September 13, 2022

SEATTLE CITY COUNCIL

600 Fourth Ave. 2nd Floor
Seattle, WA 98104



Journal of the Proceedings of the Seattle City Council

Tuesday, September 13, 2022

2:00 PM

Revised

Council Chamber, City Hall

600 4th Avenue

Seattle, WA 98104

City Council

Debora Juarez, Council President

Lisa Herbold, Member

Andrew J. Lewis, Member

Tammy J. Morales, Member

Teresa Mosqueda, Member

Sara Nelson, Member

Alex Pedersen, Member

Kshama Sawant, Member

Dan Strauss, Member

Chair Info: 206-684-8805; Debora.Juarez@seattle.gov

A. CALL TO ORDER

The City Council of The City of Seattle met in the Council Chamber in Seattle, Washington, on September 13, 2022, pursuant to the provisions of the City Charter. The meeting was called to order at 2:01 p.m., with Council President Juarez presiding

B. ROLL CALL

Present: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

C. PRESENTATIONS

There were none.

D. PUBLIC COMMENT

The following individuals addressed the City Council:

Howard Gale
Christopher Persons
David Haines
Alex Tsimerman
Marguerite Richard

By unanimous consent, the City Council meeting recessed from 2:21 p.m. until 2:23 p.m.

At 2:23 p.m, the City Council meeting came back to order and proceeding with its business.

The following individuals addressed the City Council:

Sami Abdalla Saad
Joseph Boc
Black Cadess

E. ADOPTION OF INTRODUCTION AND REFERRAL CALENDAR:

[IRC 364](#) **September 13, 2022**

Motion was made, duly seconded and carried, to adopt the Introduction & Referral Calendar (IRC) by the following vote:

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

F. APPROVAL OF THE AGENDA

Motion was made, duly seconded and carried, to adopt the Agenda.

G. APPROVAL OF CONSENT CALENDAR

Motion was made, duly seconded and carried, to adopt the Consent Calendar.

Journal:

[Min 397](#) **September 6, 2022**

The item was adopted on the Consent Calendar by the following vote, and the President signed the Minutes:

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

Bills:

[CB 120416](#) **AN ORDINANCE appropriating money to pay certain claims for the week of August 29, 2022 through September 2, 2022 and ordering the payment thereof; and ratifying and confirming certain prior acts.**

The item was passed on the Consent Calendar by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

H. COMMITTEE REPORTS

CITY COUNCIL:

1. [CF 314504](#) **Report of the City Clerk on the Certificate of Sufficiency for Initiative No. 135, concerning the establishment of the Seattle Social Housing Public Development Authority (PDA).**

Motion was made and duly seconded to postpone Clerk File 314504 until September 20, 2022.

The Motion carried, and the Clerk File (CF) was postponed until September 20, 2022 by the following vote:

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

2. [CF 314501](#) **Office of Inspector General request for an extension for the filing of September 2022 Annual Surveillance Technologies review reports.**

Motion was made and duly seconded to approve and file Clerk File 314501.

The Motion carried, and the Clerk File was approved and filed by the following vote:

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

3. [Res 32066](#) **A RESOLUTION celebrating the fiftieth anniversary of the adoption of the Discovery Park Master Plan.**

Motion was made and duly seconded to adopt Resolution 32066.

The Motion carried, the Resolution (Res) was adopted by the following vote, and the President signed the Resolution (Res):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

FINANCE AND HOUSING COMMITTEE:

4. [CB 120414](#) **AN ORDINANCE** relating to the redevelopment of Yesler Terrace by the Housing Authority of The City of Seattle; authorizing the Mayor to execute an amendment to the Yesler Terrace Cooperative Agreement with the Housing Authority of the City of Seattle that was authorized by Ordinance 123961; authorizing the Director of Housing to implement the Cooperative Agreement as amended; and ratifying and confirming certain prior acts.

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Mosqueda, Pedersen, Nelson, Lewis

Opposed: None

Abstain: 1 - Herbold

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

5. [CB 120413](#) **AN ORDINANCE** amending Ordinance 126490, which adopted the 2022 Budget; changing appropriations to various departments and budget control levels, and from various funds in the Budget; in order to advance the Seattle Green New Deal by funding actions to reduce greenhouse gas emissions, funding climate-resilient community spaces, and investing in net-zero affordable housing; and ratifying and confirming certain prior acts.

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 5 - Mosqueda, Herbold, Pedersen, Nelson, Lewis

Opposed: None

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

PUBLIC ASSETS AND HOMELESSNESS COMMITTEE:

6. [CB 120415](#) **AN ORDINANCE relating to Seattle Parks and Recreation (SPR); authorizing the acquisition of a Conservation and Recreation Easement at the Turner-Koepf House and Garden, commonly known as the Garden House, located at 2336 15th Avenue South; authorizing acceptance of a recording of the Conservation and Recreation Easement for open space, park, and recreation purposes; and ratifying and confirming certain prior acts.**

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Lewis, Herbold, Juarez, Morales

Opposed: None

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

TRANSPORTATION AND SEATTLE PUBLIC UTILITIES COMMITTEE:

7. [Appt 02333](#) **Appointment of Greg Spotts, Director of Seattle Department of Transportation, for a term to August 1, 2026.**

The Committee recommends that City Council confirm the Appointment (Appt).

In Favor: 5 - Pedersen, Strauss, Herbold, Morales, Sawant

Opposed: None

The Appointment (Appt) was confirmed by the following vote:

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

The Council President invited Director Spotts to provide brief remarks to the Council.

8. [CB 120380](#) **AN ORDINANCE accepting various deeds for street or alley purposes; laying off, opening, widening, extending, and establishing portions of rights-of-way; placing the real property conveyed by said deeds under the jurisdiction of the Seattle Department of Transportation; and ratifying and confirming certain prior acts. (This ordinance concerns the following rights-of-way: the alley in Block 94, D.T. Denny's First Addition to North Seattle; the alley in Lots 01 through 06 and Lots 15 through 22, Central Addition to Columbia; the alley in Block 40, Second Addition to the Town of Seattle as laid off by the Heirs of Sarah A. Bell (deceased) (Commonly known as Heirs of Sarah A. Bell's 2nd Addition to the City of Seattle); Garfield Street abutting Block 7, Union Lake Addition Supplemental to the City of Seattle; 30th Avenue Northeast abutting Block 1, Kenwood Division Two; the alley in Block 13, Pontius Fourth Addition to the City of Seattle; the alley in Block V, Bell's 6th Addition to the City of Seattle; the alleys in Parcel A and Parcel B, City of Seattle Lot Boundary Adjustment Number 3029414 recorded under King County Recording Number 20180212900012 (previously known as Block 4, Sea View Park); the alley in Block 7, Queen Addition to the City of Seattle; the alley in Block 32, South Park; the alley in Block 20, North Seattle; the alley in Block 36, Second Addition to that part of the City of Seattle, as laid off by A.A. Denny and W.N. Bell (Commonly known as Bell & Denny's 2nd Addition to the City of Seattle); the alley in Block 103, David T. Denny's First Addition to North Seattle; the alley in Block 10, Westlake Boulevard Addition to the City of Seattle; the alley in Unit 7, 516-528 Valley Street, a condominium, according to the Declaration thereof recorded under King County Recording Number 20191030000832, located in Survey Map and Plans filed in Volume 306 of Condominiums, pages 38 through 40 (previously known as Block 46, Replat of Blocks 44 to 53 inclusive Mercer's Second Addition to North Seattle); and the alley in Parcels A, B, and C, City of Seattle Lot Boundary Adjustment Number 3032062-LU, recorded under King County Recording Number 20190109900005 (previously known as Block 10, Greenwood Park 2nd Addition to the City of Seattle.)**

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Pedersen, Herbold, Morales, Sawant

Opposed: None

Absent(NV): 1 - Strauss

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

9. [CB 120381](#) **AN ORDINANCE accepting 21 limited purpose easements for public sidewalk and alley turn-around purposes; placing the real property conveyed by such easements under the jurisdiction of the Seattle Department of Transportation; and ratifying and confirming prior acts. (This ordinance concerns the following rights of way: the sidewalk adjoining Block 19, North Seattle; the sidewalk adjoining Lot 1, John Oh Short Plat, City of Seattle Short Subdivision No. 9802503, recorded under King County Recording No. 9811139005; the alley in Block 6, Addition to the Town of Seattle, as laid out by A.A. Denny (Commonly known as A.A. Denny's 2nd Addition to the City of Seattle); the sidewalk adjoining Parcel A, City of Seattle Lot Boundary Adjustment No. 3031810-LU, recorded under King County Recording Number 20180725900001 (previously known as Block 173, Gilman Park); the sidewalk adjoining Block 53, Second Addition to the Town of Seattle as laid off by the Heirs of Sarah A. Bell, (deceased) (Commonly known as Heirs of Sarah A. Bell's 2nd Addition to the City of Seattle); the sidewalk adjoining Block 2, Werett's Addition to the City of Seattle; the sidewalk adjoining Block 9, Assessor's Plat of University Heights; the sidewalk adjoining Parcel A, City of Seattle Short Subdivision No. 3026630, recorded under King County Recording No. 20171214900005 (previously known as Block 9, Assessor's Plat of University Heights); the sidewalk adjoining Section 8, Township 25 North, Range 4 East, Willamette Meridian; the sidewalk adjoining Parcel X, City of Seattle Short Subdivision No. 3033211-LU, recorded under Recording No. 20190625900001, as amended, (previously known as Tract 51, Maple Leaf Addition to Green Lake Circle); the sidewalk adjoining Block 12, Hillman City Division No. 6 (also known as Parcel B, City of Seattle Boundary Line Adjustment No. 8708146, as recorded under King County Recording Number 8804070228); the sidewalk adjoining Block 8, Lake View Addition to the City of Seattle; the sidewalk adjoining Block 9, Supplemental Plat of G. Kinnear's Addition to the City of Seattle; the sidewalk adjoining Block A, Greene's Replat of Block 10, Squire Park Add. to the City of Seattle; the sidewalk adjoining the Southwest quarter of Section 16, Township 25 North, Range 4 East, Willamette Meridian; the sidewalk adjoining Block 7, University Heights; the sidewalk adjoining Parcels A and B, City of Seattle Lot Boundary Adjustment No. 3033818-LU, recorded under King County Recording Number 20200928900010 (previously known as Block 3, Capitol Hill Addition to the City of Seattle, Division No. 1); the sidewalk adjoining Block 13, Westholme; the sidewalk adjoining**

Lots 4 and 5, Turk’s Addition to Columbia; the sidewalk adjoining the Southeast quarter of Section 16, Township 24 North, Range 4 East, Willamette Meridian; the sidewalk adjoining Block 2, Fruitvale Addition to the City of Seattle; and the sidewalk adjoining Block 12, Brooklyn Addition to Seattle.)

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Pedersen, Herbold, Morales, Sawant

Opposed: None

Absent(NV): 1 - Strauss

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

10. [CB 120382](#) **AN ORDINANCE accepting various deeds for street or alley purposes; laying off, opening, widening, extending, and establishing portions of rights of way; placing the real property conveyed by said deeds under the jurisdiction of the Seattle Department of Transportation; and ratifying and confirming certain prior acts. (This ordinance concerns the following rights of way: the alley in Block 5, The Byron Addition to the City of Seattle; the alley in Parcel A and B, City of Seattle Lot Boundary Adjustment Number 3027604, recorded under King County Recording Number 20170915900006 (previously known as Lots 1 through 6, Block V, Bell's 6th Addition to the City of Seattle); the alley in Block 26, North Seattle; the alley in Block 5, South Park; Phinney Avenue North abutting Block 8, Osner's Suburban Homes; the alley in Block 19, North Seattle; the alley in Block 24, D.T. Denny's Home Addition to the City of Seattle; the alley in Block 1, Northholme; the alley in Block 2, West Seattle Land and Improvement Co.'s Fourth Plat; the alley in Block 92, Gilman Park; the alley in Block 9, Francies R., Day's LaGrande; the alley in Block 15, Brooklyn Addition to Seattle; the alley in Block 5, Highland View; Union Bay Place Northeast abutting Block 9, Exposition Heights; the alley in Block 49, The Boston Co's Plat of West Seattle; Northwest 100th Street abutting Tract 24, Berkeley Heights; the alley in Block 7, University Heights; the alley in Block 9, Assessor's Plat of University Heights, Parcel A, City of Seattle Short Subdivision Number 3026630, recorded under King County Recording Number 20171214900005 (previously known as Block 9, Assessor's Plat of University Heights), and a portion of Section 8, Township 25 North, Range 4 East, Willamette Meridian; Brooklyn Avenue Northeast abutting Block 9, Assessor's Plat of University Heights, Parcel A, City of Seattle Short Subdivision Number 3026630, recorded under King County Recording Number 20171214900005 (previously known as Block 9, Assessor's Plat of University Heights), and a portion of Section 8, Township 25 North, Range 4 East, Willamette Meridian; and South Rose Street abutting Block 2, Fruitvale Addition to the City of Seattle.)**

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Pedersen, Herbold, Morales, Sawant

Opposed: None

Absent(NV): 1 - Strauss

The Council Bill (CB) was passed by the following vote, and the

President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen,
Sawant, Strauss

Opposed: None

11. [CB 120383](#) **AN ORDINANCE accepting various deeds for street or alley purposes; laying off, opening, widening, extending, and establishing portions of rights-of-way; placing the real property conveyed by said deeds under the jurisdiction of the Seattle Department of Transportation; and ratifying and confirming certain prior acts. (This ordinance concerns the following rights of way: the alley in Block 60, D.T. Denny's Park Addition to North Seattle; the alley in Block 56, Gilman Park; Airport Way South abutting Parcels D and F, City of Seattle Lot Boundary Adjustment Number 3033668-LU, Volume 435 of Surveys at Pages 38-43, recorded under King County Recording Number 20201105900023 (previously known as Timothy Grow's D L.C. and Government Lot 1 in Section 3, Township 23 North, Range 4 East, Willamette Meridian); the alley in Block 8, University Heights; the alley in Block 4, Rainier Boulevard Addition to the City of Seattle; the alley in Block 80, D.T. Denny's Park Addition to North Seattle; the alley in Parcels A, B, and C, City of Seattle Lot Boundary Adjustment Number 3033269-LU, recorded under King County Recording Number 20190412900023 (previously known as Block 8, Queen Addition to the City of Seattle); South Holgate Street abutting Block 14, Jos. C. Kinnear's Addition to the City of Seattle; the alley in Block 20, North Park; 46th Avenue South abutting Block 1, Dunlap's Half Acre Tracts; South Director Street in Tract 7, Excelsior Acre Tracts; the alley in Block 16, Licton Springs Park; the alley in Block 133, Gilman Park; the alley in Block 90, Woodlawn Addition to Green Lake; the alley in Block 49, H.W. Treat's 1st Addition to the City of Ballard; the alley in Block 11, Pettit's University Addition to the City of Seattle; 11th Avenue Northeast abutting Block 11, Pettit's University Addition to the City of Seattle; the alley in Block 12, Pettit's University Addition to the City of Seattle; the alley in Block 7, South Park Heights; the alley in Block 1, Green Lake Circle Railroad Addition to the City of Seattle; Brooklyn Avenue Northeast abutting Block 8, University Heights; 7th Avenue South abutting Parcel C, City of Seattle Short Subdivision Number 3008635, recorded under King County Recording Number 20090617900005 (previously known as Tract 1, Excelsior Acre Tracts); South Pilgrim Street abutting Parcel C, City of Seattle Lot Boundary Adjustment 8900415, recorded under King County Recording Number 9107220324 (previously known as Lot 35, The First Addition to Rainier Beach); and the alley in Block 22, South Park.)**

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Pedersen, Herbold, Morales, Sawant

Opposed: None

Absent(NV): 1 - Strauss

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

12. [CB 120403](#) **AN ORDINANCE accepting various deeds for street or alley purposes; laying off, opening, widening, extending, and establishing portions of rights-of-way; placing the real property conveyed by said deeds under the jurisdiction of the Seattle Department of Transportation; and ratifying and confirming certain prior acts. (This ordinance concerns the following rights-of-way: the alley in Block 41, Addition to the Town of Seattle, as laid out by A.A. Denny (commonly known as A.A. Denny's 6th Addition to the City of Seattle); 23rd Avenue Southwest abutting Block 42, Homecroft; the alley in Block 16, Claremont Addition to the City of Seattle; the alley in Block 67, Denny & Hoyt's Addition to the City of Seattle; South Pearl Street abutting Lots 6 through 10, McCormick's Addition to the City of Seattle (also known as City of Seattle Lot Boundary Adjustment Number 3033048-LU, Volume 426 of Surveys at Pages 79-83, recorded under King County Recording Number 20200625900018); the alley in Block 32, Supplemental Plat to Maynard's Plat of the Town of Seattle; the alley in Block 32, Town of Seattle, as laid out by D.S. Maynard, commonly known as D.S. Maynard's Plat of Seattle; the alley in Block 10, Brooklyn Addition to Seattle; the alley in Parcels A and B, City of Seattle Lot Boundary Adjustment Number 3036088-LU, Volume 425 of Surveys at Pages 183-185, recorded under King County Recording Number 20200617900007 (previously known as Block 14, South Park); the alley in Block 13, Eastern Addition to the Town of Seattle; South Rose Street abutting a portion of the Northeast quarter of Section 34, Township 24 North, Range 4 East, Willamette Meridian; the alley in Block 56, Gilman Park; South Myrtle Street abutting Block 10, Horton's 2nd Addition to the City of Seattle; the alley in Block 40 and Block 52, Second Addition to the Town of Seattle as laid off by the Heirs of Sarah A. Bell, (deceased) (commonly known as Heirs of Sarah A. Bell's 2nd Addition to the City of Seattle); the alley in Block 4, South Park; the alley in Block 25, D.T. Denny's Home Addition to the City of Seattle; the alley in Parcel A, City of Seattle Lot Boundary Adjustment Number 3034930-LU, Volume 422 of Surveys at Pages 073-074, recorded under King County Recording Number 20200409900002 (previously known as Block 7, Town of Seattle as laid out on the Claims of C.D. Boren and A.A. Denny (commonly known as Boren & Denny's Addition to the City of Seattle); the alley in Block 12, Brooklyn Addition to Seattle; the alley in Block 4, Rainier Boulevard Addition to the City of Seattle; 13th Avenue abutting Block 2, Struve's Addition to the City of Seattle; the alley**

in Block 102, Gilman Park; the alley in Block K, Bell’s 5th Addition to the City of Seattle; the alley in Block 12, Assessor’s Plat of University Heights; and the alley in Block 32, South Park.)

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Pedersen, Herbold, Morales, Sawant

Opposed: None

Absent(NV): 1 - Strauss

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

13. [CB 120404](#) **AN ORDINANCE accepting twenty-five limited purpose easements for public sidewalk and alley turn-around purposes; placing the real property conveyed by such easements under the jurisdiction of the Seattle Department of Transportation; and ratifying and confirming certain prior acts. (This ordinance concerns the following: rights of way: the sidewalk adjoining Block 3, Joseph R. McLaughlin's Water Front Addition to the City of Seattle; the sidewalk adjoining Parcels B and C, City of Seattle Short Subdivision No. 3012368, recorded under King County Recording Number 20111108900011 (previously known as Block 4, Joseph R. McLaughlin's Water Front Addition to the City of Seattle); the sidewalk adjoining Lots 16 through 25, Holtfreter's Addition to the City of Seattle; the sidewalk adjoining Parcel B, City of Seattle Lot Boundary Adjustment No. 2103502, recorded under King County Recording Number 20011015900001 (previously known as Block 14, Eden Addition No. 2 to the City of Seattle); the alley abutting Lots 1 and 2, Central Addition to Columbia; the sidewalk adjoining a portion of the Northeast quarter of the Southwest quarter of Section 12, Township 25 North, Range 3 East, Willamette Meridian; the sidewalk adjoining Block 30, Boulevard Place Addition to the City of Seattle; the sidewalk adjoining Parcel Z, City of Seattle Lot Boundary Adjustment No. 3035659-LU, recorded under King County Recording Number 20210111900005 (previously known as Parcel A, City of Seattle Lot Boundary Adjustment No. 3032687-LU, recorded under King County Recording Number 20190710900006, and Tracts 7 and 8, Rainier Beach Acre Tracts); the sidewalk adjoining Parcels A and B, City of Seattle Lot Boundary Adjustment No. 3032311-LU, recorded under King County Recording Number 20190125900004 (previously known as Block 182, Seattle Tide Lands); the sidewalk adjoining Parcel A, City of Seattle Lot Boundary Adjustment No. 3036813-LU, recorded under King County Recording Number 20210114900010 (previously known as Block 20, Osner's Second Addition to Seattle); the sidewalk adjoining Block 55, Town of Seattle, as laid out by D. S. Maynard, Commonly known as D. S. Maynard's Plat of Seattle; the sidewalk adjoining Block 8, Exposition Heights; the sidewalk adjoining Block 3, Denny-Fuhrman Addition to the City of Seattle; the sidewalk adjoining Lots A, B, and C, City of Seattle Unit Lot Subdivision No. 3034089-LU, recorded under King County Recording Number 20200213900014 (previously known as Block 5, University Heights); the sidewalk adjoining Block 1, Sturtevant's Rainier Beach Lake Park Cottage Tracts; the**

sidewalk adjoining Lot 9, Haleakala Addition; the sidewalk adjoining Blocks 29 and 30, Boulevard Place Addition to the City of Seattle; the sidewalk adjoining Block 8, Oak Lake Villa Tracts; the sidewalk adjoining Block 44, Central Seattle; the sidewalk adjoining Parcels A and B, City of Seattle Lot Boundary Adjustment No. 3036465-LU recorded under King County Recording Number 20210915900006 (previously known as Block 4, James' Division of Green Lake Addition to Seattle); the sidewalk adjoining Block 1, B. F. Day's Eldorado; the sidewalk adjoining Parcel X, Seattle Lot Segregation, recorded under King County Recording Number 20071129900001 (situated in a portion of the Southeast quarter of the Northeast quarter of Section 30, Township 26 North, Range 4 East, Willamette Meridian); the sidewalk adjoining a portion of the Northwest quarter of the Southeast quarter of Section 29, Township 26 North, Range 4 East, Willamette Meridian; the sidewalk adjoining Parcel X, City of Seattle Lot Boundary Adjustment No. 3037167-LU, recorded under King County Recording Number 20211110900005 (previously known as Block 8, Cedar Park); the sidewalk adjoining Block 11, Mercer's Addition to North Seattle; and the sidewalk adjoining Block 12, Pettit's University Addition to the City of Seattle).

The Committee recommends that City Council pass the Council Bill (CB).

In Favor: 4 - Pedersen, Herbold, Morales, Sawant

Opposed: None

Absent(NV): 1 - Strauss

The Council Bill (CB) was passed by the following vote, and the President signed the Council Bill (CB):

In Favor: 9 - Juarez, Herbold, Lewis, Morales, Mosqueda, Nelson, Pedersen, Sawant, Strauss

Opposed: None

I. ITEMS REMOVED FROM CONSENT CALENDAR

There were none.

J. ADOPTION OF OTHER RESOLUTIONS

There were none.

K. OTHER BUSINESS

There was none.

L. ADJOURNMENT

There being no further business to come before the Council, the meeting was adjourned at 3:20 p.m.

Emilia M. Sanchez, Deputy City Clerk

Signed by me in Open Session, upon approval of the Council, on September 20, 2022.

Debora Juarez, Council President of the City Council

Elizabeth M. Adkisson, Interim City Clerk



Legislation Text

File #: CB 120420, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE appropriating money to pay certain claims for the week of September 5, 2022 through September 9, 2022 and ordering the payment thereof; and ratifying and confirming certain prior acts.
BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Payment of the sum of \$16,799,628.62 on PeopleSoft 9.2 mechanical warrants numbered 4100608974 - 4100610944 plus manual or cancellation issues for claims, e-payables of \$19,667.09 on PeopleSoft 9.2 9100012382 - 9100012406 and electronic financial transactions (EFT) in the amount of \$20,933,542.91 are presented to the City Council under RCW 42.24.180 and approved consistent with remaining appropriations in the current Budget as amended.

Section 2. RCW 35.32A.090(1) states, “There shall be no orders, authorizations, allowances, contracts or payments made or attempted to be made in excess of the expenditure allowances authorized in the final budget as adopted or modified as provided in this chapter, and any such attempted excess expenditure shall be void and shall never be the foundation of a claim against the city.”

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 20th day of September, 2022, and signed by me in open session in authentication of its passage this 20th day of September, 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)



Legislation Text


File #: Appt 02369, **Version:** 1

Reappointment of Denise Burnside as member, Seattle Music Commission, for a term to August 31, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Denise Burnside		
Board/Commission Name: Seattle Music Commission		Position Title: Member
<input checked="" type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input checked="" type="checkbox"/> City Council	Term of Position: * 9/1/2022 to 8/31/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: Matthews Beach	Zip Code: 98125	Contact Phone No.: [REDACTED]
Background: Denise Burnside was born in Seattle and grew up across the water in Bremerton. By 13, she was taking the ferry over to Seattle to go to Skoochies and Gorilla Gardens. She attended Concordia University in Montreal, studying contemporary dance, performing in a touring dance troupe, and playing bass in an all-girl punk band called Bite. In the mid-90s, Denise returned to Seattle. Working at the Pike Place Market and playing music led her to meet the crew that were re-opening The Showbox as a music venue. She stuck around doing whatever odd job she could until they hired her full time. Denise worked her way up (box office, security, production, booking) to General Manager. After building The Showbox into a flourishing venue over almost 9 years, she did freelance bookkeeping for entities including the Vera Project, which brought her to KEXP. Over her 11.5 years at KEXP, Denise built their business and finance departments, events department (notably co-creating Concerts at the Mural with Seattle Center), and directed the vision, design, and construction of KEXP's new home at Seattle Center. Denise co-founded the Clock-Out Lounge, addressing a gap in entertainment venues on Beacon Hill. The venue has quickly turned into a cultural cornerstone for community and musicians alike. While bringing the Clock-Out to life, Denise earned a Leadership Executive MBA from Seattle University. Now Executive Director of SMASH, Seattle Musicians Access to Sustainable Healthcare, Denise is growing the movement the help musicians lead healthy and creative lives in Seattle and the Puget Sound region, preserving our unique local culture, through access to health and well-being services for musicians.		
Authorizing Signature (original signature):  Date Signed (appointed): Aug. 24, 2022	Appointing Signatory: Sara Nelson Councilmember Sara Nelson, Citywide (District 9)	

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

DENISE BURNSIDE

Business Leader | Operations Management | Growth Strategy

SUMMARY

Strategic business leader with expertise in operational management, identifying business and customer needs, and partnering with stakeholders. Directs teams across finance, HR, IT, and business intelligence. Proven ability to define organizational vision and strategy while leading cross-functional teams into achieving goals. Tested in process improvements to reduce costs while enhancing efficiency, revenue, and growth.

CORE COMPETENCIES

- Strategic Planning
- Strategic Initiatives
- Staff Development
- Revenue Growth
- Business Plan Development
- Process Improvements
- Executive Advising
- Cross-Team Collaboration
- Project/Program Management
- Change Management
- Financial Oversight
- Team Leadership

CAREER PROGRESSION

SMASH/SEATTLE MUSICIANS ACCESS TO SUSTAINABLE HEALTHCARE – SEATTLE, WA

EXECUTIVE DIRECTOR ■ 2020 – PRESENT

Inaugural Executive Director for start up non-profit supporting limited income working musicians access medical, dental, and mental health services. Developing partnerships, health services, funding sources, information management and administrative structure.

- **Business builder:** Served 267% more musicians and increased revenue 98% in first year.
- **Researched and launched** mental health therapy services quickly in response to the pandemic.
- Developed **collaborative vision building**, goal setting and budget creation to drive growth and keep the organization on track.
- **Creative problem solver:** took the virtual fundraising concept to a new level by creating a mission driven showcase of diverse local musicians by collaborating with a large team of creatives, including music directors, curators, audio producers and film directors and lifted up the voices of a wide range of artists while raising critical funds for the organization.

CLOCK-OUT LOUNGE – SEATTLE, WA

FOUNDER/CO-OWNER ■ 2016 – PRESENT

Founder of regionally innovative business model. Establish operational systems, hire & train employees, direct management team and monitor progress to ensure achievement of organizational goals.

- **Business founder** and developer of **business plan and strategy** and pitch. Secured \$270K seed investment.
- **Research and negotiations:** Secured favorable negotiation results for business location and price, securing 20 year lease with set rent escalation.
- **Demonstrated strong industry knowledge and vision**, receiving excellent opening reviews from the Seattle Times, City Arts, Seattle Weekly, and The Stranger.
- Produce internal reports to **track and monitor** performance, revenue, and expenses.

KEXP – SEATTLE, WA

CHIEF OPERATING OFFICER & CHIEF FINANCIAL OFFICER ■ 2015 – 2016

DIRECTOR, BUSINESS & OPERATIONS ■ 2005 – 2015

Cross-managed senior management team in developing annual budgets, organizational strategy, and strategic initiatives including facility vision, design, and execution.

- **Grew revenue by \$10.4M** with 18% operating and capital budget compound annual growth rate.
- Leader of **\$15M** multi-faceted strategic program from concept to grand opening.

- › Improved operational and financial performance by collaborating cross-departmentally to enhance workflows and establish business intelligence department.
- › Oversaw restructure of **donor information management** through a partnership with Microsoft and external partners to develop, design, and execute custom CRM solutions for Development and Business Support Departments.
- › Built and maintained **strong business relationships** with partners, governments, and vendors to manage key negotiations and achieve positive outcomes for the organization.
- › Presented quarterly reports to Board of Directors featuring customer usage analytics, revenue margin, expenses, sales, and donations.
- › Strategized with departments on KPIs and collected data to utilize internally and externally to further organizational mission.
- › Established all financial, HR, and compensation systems.
- › Mediated issues between employees and managers to maintain successful working partnerships.

BURNSIDE CONSULTING— SEATTLE, WA
PRESIDENT, CONSULTANT ■ 2003 – 2005

Consultant to firms in areas of legal, retail, wholesale, and non-profit. Assisted organizations in achieving goals through accounting, payroll, and HR management.

- › Secured high-profile client, Seattle radio network KEXP, establishing and executing accounting, human resources, payroll, data processing, and audit procedures.
- › Provided bookkeeping services for the Vera Project

THE SHOWBOX – SEATTLE, WA
GENERAL MANAGER ■ 1999 – 2003
JILL OF ALL TRADES ■ 1996 – 1998

Part of the team that built The Showbox as it reemerged as a music and entertainment venue into the historic space it is now.

EDUCATION

SEATTLE UNIVERSITY
Leadership Executive MBA

UNIVERSITY OF WASHINGTON
Certificate in Program Management

CITY UNIVERSITY
Certificate in Leadership

SKILLS

- | | | |
|--------------------------|---------------|---------------------------|
| • Microsoft Office Suite | • QuickBooks | • GSuite |
| • Upserve POS | • Tableau | • ADP Payroll System |
| • Slack | • CRM Systems | • Budgeting & Forecasting |
| • Effective Negotiations | • Reporting | • Data Analysis |

Seattle Music Commission

21 Members: Pursuant to *Ordinance 124422*, all members subject to City Council confirmation, 3-year terms:

- 10 City Council-appointed
- 11 Mayor-appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
6	F	1	1.	Commissioner	Joleen Hughes	9/1/20	8/31/23	2	Mayor
6	F	5	2.	Commissioner	Sue Ennis	9/1/20	8/31/23	2	City Council
6	M	n/a	3.	Commissioner	Andrew Joslyn	9/1/20	8/31/23	1	Mayor
6	M	2	4.	Commissioner	Jason Clackley	9/1/20	8/31/23	1	City Council
6	F	2	5.	Commissioner	Anne O'Dowd	9/1/20	8/31/23	1	Mayor
9	M	n/a	6.	Commissioner	Eric Lilavois	9/1/20	8/31/23	1	City Council
2	M	5	7.	Commissioner	Terry Morgan	9/1/21	8/31/24	2	Mayor
2	F	2	8.	Commissioner	Bunnie Moore	9/1/21	8/31/24	1	City Council
3	F	6	9.	Commissioner	Paula Nava Madrigal	9/1/21	8/31/24	2	Mayor
2	F	3	10.	Chair	Sharlese J. Metcalf	9/1/18	8/31/21	2	City Council
3	F	3	11.	Commissioner	Kitty Wu	9/1/21	8/31/24	2	Mayor
2	F	1	12.	Commissioner	Adra Boo	9/1/21	8/31/24	1	City Council
7	M	2	13.	Commissioner	Keola Kama	9/1/21	8/31/24	1	Mayor
1	M	7	14.	Commissioner	Nate Omdal	9/1/21	8/31/24	2	City Council
6	F	7	15.	Commissioner	Shannon Welles	9/1/19	8/31/22	1	Mayor
1	F	2	16.	Commissioner	Caseyann McKay	9/1/22	8/31/25	1	City Council
3	M	3	17.	Commissioner	Jovino Santos Neto	9/1/19	8/31/22	1	Mayor
1	M	2	18.	Commissioner	Daniel D. Pak	9/1/19	8/31/22	2	City Council
6	F	6	19.	Commissioner	Jessica Toon	9/1/19	8/31/22	1	Mayor
6	F	5	20.	Commissioner	Denise Burnside	9/1/22	8/31/25	1	City Council
6	M	6	21.	Commissioner	Nick Vaerewyck	9/1/19	8/31/22	1	Mayor

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	5	6			0	1	3			6	1		0
Council	4	6			3	3	0			3	0		1
Other													
Total	9	12			3	4	3			9	1		1

Key:

- *D List the corresponding *Diversity Chart* number (1 through 9)
 - **G List gender identity, 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 voluntary.*



Legislation Text


File #: Appt 02370, **Version:** 1

Reappointment of Caseyann McKay as member, Seattle Music Commission, for a term to August 31, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Caseyann McKay (aka Casey Carter)		
Board/Commission Name: Seattle Music Commission		Position Title: Member
<input type="checkbox"/> Appointment OR <input checked="" type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input checked="" type="checkbox"/> City Council <input type="checkbox"/>	Term of Position: * 9/1/2022 to 8/31/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: Skyway	Zip Code: 98178	Contact Phone No.: [REDACTED]
Background: Miss Casey Carter has spent the last 10+ years working within the independent music scene. From interviews to creative direction, marketing, MCC has devoted countless hours to supporting up and coming talent in the NW and beyond. Startup projects include TheBlowUp.co, an independent music blog that successfully ran for 3 years and “The Glow Up”, a weekly podcast highlighting art and entrepreneurship. Events have been a huge part of the MCC brand as well. Casey has produced live concerts, pop-up shops featuring local businesses, networking events and dance parties. Casey also had a short-lived career in radio as she served as the host and producer of KUBE 93.3’s “The Come Up” where she played new and local music. She has now switched gears and is focusing on supporting artists and small businesses with their branding and communications. With her extensive resume, she is determined to provide guidance to those who most need it.		
Authorizing Signature (original signature):  Date Signed (appointed): Aug. 24, 2022	Appointing Signatory: Sara Nelson Seattle City Councilmember, Citywide (District 9)	

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

CASEYANN

MCKAY

aka

MISS CASEY CARTER

CONTACT

SEATTLE, WA

(Redacted)

(Redacted)

SKILLS & HIGHLIGHTS

- A "Jane of All Trades" and always up for any task or challenge.
- 10+ years of diverse experience in digital media, event production, digital and physical marketing and content creation.
- Exceptional strength in performing leadership and managerial practices.
- Profound work ethic and familiarity with brand management and professional business representation.
- Exceptional organizational skills and strategic planning.
- An easy communicator and great team player.
- Proficient in Microsoft Office, G Suite, Twitter, Instagram & Facebook.

PROFESSIONAL EXPERIENCE

FOUNDER / MANAGER

MISSCASEY CARTER.COM | 2009 - PRESENT

- Created and manage personal brand that services media, events, marketing, & promotions.
- Develop, evolve and execute business processes across marketing channels to support business needs.
- Communication with talent point of contact for interviews and events.
- Produce, film and edit creative content and interviews.
- Train and mentor various interns in online media, event productions and digital marketing.
- Producer of over 50+ events ranging from concerts, dance parties, grand openings, pop-ups and more.

OFFICE MANAGER / OPERATIONS ASSISTANT

MIXPANEL | 2017 - 2020

- Manage entire office operations including relationships with vendors, catering, safety procedures, keeping office supplies and tech in stock, and communicating all building issues with maintenance.
- Assisted IT with technical issues with AV and meeting equipment.
- Organized and executed company events, meetings and off-sites.
- Managed office calendar and communications with team.

ON-AIR PERSONALITY / DIGITAL MEDIA

IHEARTMEDIA (KUBE 93.3 FM) | 2018- 2020

- Produce and edit segments and content creation including on-camera artist interviews.
- Curate music and produce/edit segments for 2-6 hour radio show.
- Headed social media marketing and blogging for digital platforms.
- Contribute to creative projects and content.

EVENTS MANAGER / MARKETING ASSISTANT

HYSECURITY | 2015- 2017

- Oversaw all trade show logistics including: design, booking travel for team and executives, event itinerary, shipping and budget.
- Managed marketing and events calendar.
- Manager of mass printing of marketing materials including brochures, product literature and price books.
- Serve as assistant to 4 person marketing team and 10+ international sales team.

OFFICE MANAGER / MARKETING & PROMOTIONS

4VERGREEN GROUP | 2012- 2014

STORE ADMINISTRATOR

KICKS & TEES | 2009 - 2011

Seattle Music Commission

21 Members: Pursuant to *Ordinance 124422*, all members subject to City Council confirmation, 3-year terms:

- 10 City Council-appointed
- 11 Mayor-appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
6	F	1	1.	Commissioner	Joleen Hughes	9/1/20	8/31/23	2	Mayor
6	F	5	2.	Commissioner	Sue Ennis	9/1/20	8/31/23	2	City Council
6	M	n/a	3.	Commissioner	Andrew Joslyn	9/1/20	8/31/23	1	Mayor
6	M	2	4.	Commissioner	Jason Clackley	9/1/20	8/31/23	1	City Council
6	F	2	5.	Commissioner	Anne O’Dowd	9/1/20	8/31/23	1	Mayor
9	M	n/a	6.	Commissioner	Eric Lilavois	9/1/20	8/31/23	1	City Council
2	M	5	7.	Commissioner	Terry Morgan	9/1/21	8/31/24	2	Mayor
2	F	2	8.	Commissioner	Bunnie Moore	9/1/21	8/31/24	1	City Council
3	F	6	9.	Commissioner	Paula Nava Madrigal	9/1/21	8/31/24	2	Mayor
2	F	3	10.	Chair	Sharlese J. Metcalf	9/1/18	8/31/21	2	City Council
3	F	3	11.	Commissioner	Kitty Wu	9/1/21	8/31/24	2	Mayor
2	F	1	12.	Commissioner	Adra Boo	9/1/21	8/31/24	1	City Council
7	M	2	13.	Commissioner	Keola Kama	9/1/21	8/31/24	1	Mayor
1	M	7	14.	Commissioner	Nate Omdal	9/1/21	8/31/24	2	City Council
6	F	7	15.	Commissioner	Shannon Welles	9/1/19	8/31/22	1	Mayor
1	F	2	16.	Commissioner	Caseyann McKay	9/1/22	8/31/25	1	City Council
3	M	3	17.	Commissioner	Jovino Santos Neto	9/1/19	8/31/22	1	Mayor
1	M	2	18.	Commissioner	Daniel D. Pak	9/1/19	8/31/22	2	City Council
6	F	6	19.	Commissioner	Jessica Toon	9/1/19	8/31/22	1	Mayor
6	F	5	20.	Commissioner	Denise Burnside	9/1/22	8/31/25	1	City Council
6	M	6	21.	Commissioner	Nick Vaerewyck	9/1/19	8/31/22	1	Mayor

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	5	6			0	1	3			6	1		0					
Council	4	6			3	3	0			3	0		1					
Other																		
Total	9	12			3	4	3			9	1		1					

Key:

- *D List the corresponding *Diversity Chart* number (1 through 9)
 - **G List gender identity, 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 voluntary.*



Legislation Text


File #: Appt 02371, **Version:** 1

Reappointment of Anne Ayre as member, City Light Review Panel, for a term to September 30, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Anne Ayre		
Board/Commission Name: City Light Review Panel		Position Title: Industrial Customer Rep Position 6
<input type="checkbox"/> Appointment <i>OR</i> <input checked="" type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input checked="" type="checkbox"/> City Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Term of Position: * 10/1/2022 to 9/30/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: Broadview	Zip Code: 98177	Contact Phone No.: [REDACTED]
Background: Environmental Manager, CalPortland (Concrete producer & distributor). Anne manages the environmental compliance and permitting for CalPortland's Northwest Region. This region spans twenty-six active facilities including ready mix plants, cement terminals and mines.		
Authorizing Signature (original signature):  Date Signed (appointed): Aug. 24, 2022	Appointing Signatory: Sara Nelson Councilmember – District 9	

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

Anne Ayre

Skills & Abilities

SPCC | SWPPP | WATER MANAGEMENT | ROCK/SOIL/WATER SAMPLING | TECHNICAL WRITING | EPCRA TIER II | RCRA | TRI | PERMITTING | PHASE 1 AND PHASE 2 | MAPPING | AUTOCAD | SEPA

ENVIRONMENTAL MANAGER | CALPORTLAND | 2017 - PRESENT | SEATTLE, WA

- Manage the environmental compliance and permitting for CalPortland's Northwest Region. This region spans twenty-six active facilities including ready mix plants, cement terminals and mines.
- Detailed knowledge of permitting actions through multiple agencies across several states including air permits, stormwater permits, and dredging permits. Experience in wetland delineation, noise mitigation and emissions modeling.
- Manage sampling programs and reporting including DMR and TRI, write stormwater and air management plans, draft facility maps and design water management plants.
- Develop new hire and ongoing training programs and tailor training according to position.

ENVIRONMENTAL SCIENTIST | ADAPT ENGINEERING | 2017 | SEATTLE, WA

- Collected rock, sock, and water samples, performed construction monitoring, wrote geotechnical reports, and completed phase 1 and 2 projects for clients.

ADJUNCT INSTRUCTOR | ROCKY MOUNTAIN COLLEGE | 2016-2017 | BILLINGS, MT

- Taught three semesters of college level Algebra and Statistics.
- Developed coursework for varying learning methods and levels to meet student needs.

GEOLOGIST | STILLWATER MINING COMPANY | 2012-2014 | NYE, MT

- Minimized dilution and guided mining.
- Drafted geologic maps, took representative samples, logged core, created drilling proposals and used 3D modeling software and AutoCAD to model subsurface geology.
- Communicated face geology with underground miners and shift supervisors to collaboratively develop drilling strategy.

Education

GRADUATE | GEOLOGY | 2013-2015 | INDIANA UNIVERSITY

- Major: Economic Geology
- Related coursework: Geochemistry, Hydrology
- Publications: *Sulfates in Indiana Substrates; Multiple S isotope studies of the Stillwater Complex and country rocks: An assessment of the role of crustal S in the origin of PGE enrichment found in the J-M Reef and related rocks*

UNDERGRADUATE | GEOLOGY | 2008-2012 | ROCKY MOUNTAIN COLLEGE

- Major: Geology
- Related coursework: GIS, Geologic Mapping, Field Course

City Light Review Panel

9 Members: Pursuant to Ordinance 123256, all members subject to City Council confirmation, 3-year terms:

- 4 City Council- appointed
- 6 City Council- appointed
- 8 City Council- appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
6	M	3	1.	Economist	Timothy Skeel	4/11/20	4/10/23	1	Mayor
6	M	4	2.	Financial Analyst	Scott Haskins	4/12/20	4/11/23	1	City Council
6	F		3.	Non-Profit Representative	Kerry Meade	5/1/21	4/30/24	1	Mayor
1	M	6	4.	Residential Customer Representative	Leo L. Lam	10/1/22	9/30/25	1	City Council
6	M		5.	Commercial Customer Representative	Mikel Hansen	4/13/21	4/12/24	2	Mayor
6	F	4	6.	Industrial Customer Representative	Anne Ayre	10/1/22	9/30/25	1	City Council
2	F		7.	Low-Income Customer Representative	Michelle Mitchell-Brannon	4/12/21	4/12/24	1	Mayor
6	M	4	8.	Member at Large	John Putz	10/1/22	9/30/25	2	City Council
6	M		9.	Suburban Franchise Representative	Joel Paisner	5/1/21	4/30/24	1	Mayor

SELF-IDENTIFIED DIVERSITY CHART

	<div style="display: flex; justify-content: space-around; font-weight: bold;"> (1) (2) (3) (4) (5) (6) (7) (8) (9) </div>												
	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	3	2				1				4			
Council	3	1			1					3			
Other													
Total	6	3			1	1				7			

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 02372, **Version:** 1

Reappointment of Leo L. Lam as member, City Light Review Panel, for a term to September 30, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Leo L. Lam		
Board/Commission Name: City Light Review Panel		Position Title: Residential Customer Representative, Position 4
<input type="checkbox"/> Appointment OR <input checked="" type="checkbox"/> Reappointment		City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input checked="" type="checkbox"/> City Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>		Term of Position: * 10/1/2022 to 9/30/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: Fremont	Zip Code: 98103	Contact Phone No.: [REDACTED]
Background: Mr. Lam has been a Seattleite for over 20 years, and as a former electrical engineering faculty at the University of Washington and a keen researcher in sustainability, he cares deeply about Seattle’s energy supply chain. Mr. Lam strongly believes that City Light and the energy culture of the country must be part of the solutions to both climate change and equality issues faced by the City and the nation. Mr. Lam is an innovative executive leader with expertise in multiple arenas ranging from multi- discipline engineering, product design, and strategic consulting to business development and process improvement. He has strong background in market research and scientific communications. Mr. Lam excels in leading organizations through strategic planning, creative solution development, and implementation of large, complex initiatives that dramatically improve performance through a unique skill set. He has proven the ability to lead, motivate, and integrate cross-functional teams and to initiate transformational solutions creating a high-performing workforce and accelerating strategic growth		
Authorizing Signature (original signature):  Date Signed (appointed): Aug. 24, 2022		Appointing Signatory: Sara Nelson Councilmember – District 9

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

LEO L. LAM, Ph.D.

SCIENTIFIC & BUSINESS DEVELOPMENT LEADERSHIP

Innovative executive leader with expertise in multiple arenas ranging from multi-discipline engineering, product design, and strategic consulting to business development and process improvement. Strong background in market research and scientific communications. Adept in design and creative endeavors including fashion photography, user experience design and commercial productions. Excel in leading organizations through strategic planning, creative solution development, and implementation of large, complex initiatives that dramatically improve performance through a unique skill set. Proven ability to lead, motivate, and integrate cross-functional teams and to initiate transformational solutions creating a high-performing workforce and accelerating strategic growth.

Core Competencies:

Management/Leadership • Program Management • Business Change and Adoption • Teaching/Mentoring • Public Speaking and Communication • Finance Strategic Planning and Analysis • Market Research • Financial Modeling • Entrepreneurship

PROFESSIONAL EXPERIENCE

WEVE Design, Seattle, WA

2018-Present

Established to acquire one of the oldest luxury brands in Seattle, Lawrence & Scott.

CEO

- Acquired and thoroughly updated the 61 year-old luxury lighting and interior design product company, rescued it from a six figure loss to profitability, saving good paying jobs in the process.
- Re-designed the full-line of product, introduced 30+ new items in the first year, and changed the sales experience focusing on the customers. Increasing brand presence through multiple online platforms resulting in new sales to 42 States and now shipping to over 30 countries.
- Re-imagined the sale process during COVID-19, developed the Exact Color Support™ program to facilitate interior designers working remotely, leading to a 69% increase in revenue in 2020 despite shutdown.
- Optimized manufacturing processes and reduced lead time from 4 weeks to 5 days, an industry leading record, while increasing employees pay to \$50k minimum, with 100% employee retention.
- Won multiple product design awards from 2019 to 2020 from the APEX Design Award and the Design Journals for the fully sustainably, and locally produced Malmo line of lighting products.
- With a new focus in sustainability, achieved Envirostar Tier 3 certification in under 1 year.

FOLILO, Strategic Consulting, Seattle, WA

2013-present

Principal

- Value and empathy-based sales consulting for multiple product launches (SQL Server, Azure, Azure Stack etc.), affecting over \$2 billion+ in revenue. Tool developed used by enterprise sales teams at Microsoft.
- Consulted in areas from technology (MEMS, medical software, hardware, sensors) to consumer products and services.
- Advised and coached four award winning companies in the University of Washington Business Plan Competition.

Womens Business Incubator, Seattle, WA

2015-present

Founding Board Member, Treasurer

A non-profit with a mission to achieve gender equity in entrepreneurship, in the workplace, and at home.

- Co-founded WBI and its subsidiary The Inc. Coworking + Playschool with a team of professional women to address the inequality in workplace due to motherhood.
- Co-developed and designed the vision and mission of the organization, and setting up a sustainable business and financing model, with 30% YoY growth in services rendered before COVID-19.
- Led financial mitigation and pivoting initiatives during the COVID-19 crisis to maintain services to over 100 essential, and underserved, workers families in the North Seattle area.

SANSAIRE, Seattle, WA

2014-2016

Sansaire was the #1 food product launched on Kickstarter in 2013, with \$800k in their initial campaign.

Director of Engineering/Sales

- Brought in to provide leadership in defining and developing the next generation of products bringing it to the realm of the Internet of Things ecosystem.
- As the product visionary in conjunction with the CEO, produced a product roadmap for the next five years, providing fundamental research and validation for the next generation of products, using forward looking technology forecasts, IP positions and market trends.
- As the Director of Sales for three months, based on global sales trend data, established and built the distributorship network in strategic regions, specifically in Scandinavia, Europe and Asia, providing access to the largest retailers in the region, with new sale volume at over \$1.5 M in 2015.
- Assisted in hiring Sansaire's first sales manager, providing mentorship, and training.

UNIVERSITY OF WASHINGTON, DEPT. OF ELECTRICAL ENGINEERING, Seattle, WA 2005-2014

Lecturer

- Award-winning lecturer for sophomore and junior level analog circuit, signal processing, semiconductor devices courses and mentoring undergraduate researchers, consistently achieving the highest teaching rating in the College of Engineering and was nominated for 13 teaching awards at the department, college and university levels.
- Assisted in graduate level microfabrication and semiconductor device physics classes. Helped department revise the curriculum and course material to better students' understanding of the core materials.
- Judged and mentored over 50 teams in the senior level Entrepreneurship class (Create a Company) for the past five years at the Foster School of Business. Regular Coach and Judge for the Business Plan Competition for the past 9 years.

FASHION PHOTOGRAPHER & ART DIRECTOR, Seattle, WA

2004-Present

- Award winning fashion photographer published globally on four continents including projects on fashion campaigns, commercial productions, corporate rebranding, and magazine editorials.
- Clients include AT&T, Condé Nast, Random House, Tamron USA, Vogue, Sotheby's and more.

ADDITIONAL WORK EXPERIENCE:

IS4D – Seattle, WA, Vice President, Business Development

Esys - Bakersfield, CA, Sales Engineer

FEI Company - Hillsboro, OR & Japan, Application Development Engineer, Product Marketing Group

HiFi World Magazine - London, UK, Contributing Editor

MEMBERSHIP

CoMotion @ UNIVERSITY OF WASHINGTON, Mentor & Judge

2016-Present

- Mentor academic entrepreneurs in forming startups and assist in fundraising through grants and articulating their scientific innovations into commercially viable products or services.

- Judge for multiple CoMotion grants and awarded over \$500,000 in grant money.

FOSTER SCHOOL OF BUSINESS @ UNIVERSITY OF WASHINGTON, Mentor & Judge 2007-Present

- Mentor and Judge for the “Create a Company” capstone class, providing both advice and funding for Entrepreneurship Seniors start and run two-quarter long companies. Over \$200,000 awarded, and earned back with 100%+ profits via the mentored teams.
- Mentor and Judge for both the Dempsey Business Plan Competition and the Environmental Innovation Competition, providing assistance and expertise focusing on the medical, energy sustainability and e-Commerce sectors.

JOURNAL OF POWER SOURCES, Reviewer 2015-2019

KEIRETSU FORUM, Due Diligence & Resource Member, Seattle, WA 2015-2017

- Providing expertise, develop due diligence reports for fellow investing members of the investment network’s process.

FARMER FROG, Board Member, Everett, WA 2014-2016

- Working with the Director in strategic planning, communication strategy and fundraising pitches.

STUFFMAPPER, Board Member, Seattle, WA 2014-2016

- Advising the Founder on product development, go to market strategy and financial modeling.

SEATTLE CENTRAL COLLEGE, CREATIVE ACADEMY, Advisory Board Member 2012-2015

- Advising faculty in curriculum development to match the latest industry needs.

PROFESSIONAL DEVELOPMENT

Ph.D.: Electrical Engineering, University of Washington

MSEE: Electrical Engineering, University of Washington

B.Eng. (Hon.): ACGI, Electrical and Electronic Engineering, Imperial College London

Technology Entrepreneurship Certificate, Foster School of Business, University of Washington
Management Certificates, Delegation, Management, Employees retention, AMA

PUBLICATIONS

Time for an Evolution in Anesthesia Drug Delivery - Sep 12, 2020 Journal of Clinical Engineering

DETERMINING THE OPTIMAL DISCHARGE STRATEGY FOR A LITHIUM-ION BATTERY USING A PHYSICS-BASED MODEL – 2011 JOURNAL OF POWER SOURCES

SEQUENTIAL SIMULATION IN COMSOL USING DIFFERENTIAL EQUATIONS TO PERFORM DIGITAL SWITCHING - 2011 - COMSOL CONFERENCE 2011

AWARDS

Best of 2020 Award (2020) in lighting, for the Lawrence & Scott Malmo Glass Pendant

ADEX Design Awards (2019), one Platinum, one Silver for two Lawrence & Scott table lamp designs

Best Fashion Photographer Award (2015), D-List Magazine

Teaching Innovator Award (2010), College of Engineering, University of Washington.

Best Technology Award for IS4D, Inc. Business Plan Competition (2007), University of Washington.

OTHER LANGUAGES

Cantonese (Fluent), Mandarin (Fluent), French (Advanced Diploma), Japanese (Beginner)

City Light Review Panel

9 Members: Pursuant to Ordinance 123256, all members subject to City Council confirmation, 3-year terms:

- 4 City Council- appointed
- 6 City Council- appointed
- 8 City Council- appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
6	M	3	1.	Economist	Timothy Skeel	4/11/20	4/10/23	1	Mayor
6	M	4	2.	Financial Analyst	Scott Haskins	4/12/20	4/11/23	1	City Council
6	F		3.	Non-Profit Representative	Kerry Meade	5/1/21	4/30/24	1	Mayor
1	M	6	4.	Residential Customer Representative	Leo L. Lam	10/1/22	9/30/25	1	City Council
6	M		5.	Commercial Customer Representative	Mikel Hansen	4/13/21	4/12/24	2	Mayor
6	F	4	6.	Industrial Customer Representative	Anne Ayre	10/1/22	9/30/25	1	City Council
2	F		7.	Low-Income Customer Representative	Michelle Mitchell-Brannon	4/12/21	4/12/24	1	Mayor
6	M	4	8.	Member at Large	John Putz	10/1/22	9/30/25	2	City Council
6	M		9.	Suburban Franchise Representative	Joel Paisner	5/1/21	4/30/24	1	Mayor

SELF-IDENTIFIED DIVERSITY CHART

	<div style="display: flex; justify-content: space-around; font-weight: normal;"> (1) (2) (3) (4) (5) (6) (7) (8) (9) </div>												
	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	3	2				1				4			
Council	3	1			1					3			
Other													
Total	6	3			1	1				7			

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 02373, **Version:** 1

Reappointment of John Putz as member, City Light Review Panel, for a term to September 30, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: John Putz		
Board/Commission Name: City Light Review Panel		Position Title: At Large Position 8
<input type="checkbox"/> Appointment OR <input checked="" type="checkbox"/> Reappointment		City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input checked="" type="checkbox"/> City Council <input type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>		Term of Position: * 10/1/2022 to 9/30/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: District 4	Zip Code: 98115	Contact Phone No.: [REDACTED]
Background: Dr. John Putz is a fifteen -year veteran of the energy, energy software and trading industries. John has experience in a wide variety of areas including strategic consulting, risk management, trading, energy software, asset and portfolio optimization, trade and asset valuation, and hydro-generation optimization. John received his PhD in experimental particle physics from the University of Washington. John is an experienced energy and energy software industry professional. PhD physicist with strong knowledge of power and gas markets. Varied experience as a principal quantitative analyst at a wholesale trading and risk management company for regional utilities and at a macro hedge fund. Managed an enterprise software team. Consultant to many Western and Texas-based utilities. Innovator with deep understanding of bilateral and organized energy markets.		
Authorizing Signature (original signature):  Date Signed (appointed): Aug. 24, 2022		Appointing Signatory: Sara Nelson Councilmember – District 9

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

JOHN PUTZ



SUMMARY

Experienced energy and energy software industry professional. PhD physicist with strong knowledge of power and gas markets. Varied experience as a principal quantitative analyst at a wholesale trading and risk management company for regional utilities and at a macro hedge fund. Managed an enterprise software team. Consultant to many Western and Texas-based utilities. Innovator with deep understanding of bilateral and organized energy markets.

EXPERIENCE

The Energy Authority (2007-Present)

Research Scientist

Broad-based analysis, project management, procurement and strategic consulting as part of national energy company focused on Western power and gas markets. Projects include:

- ***Strategic Advising – Lead Consultant***
 - Project manager and designer of feasibility studies and consultant to California entities pursuing Community Choice Aggregation
 - Advising a California utility on long-term portfolio construction and managing non-standard risks related to renewables build-outs.
 - Advising a group of utilities in California on decision of whether and which organized market to join including developing self-build options.
- ***Renewables Procurement*** – Developed valuation methodology and worked with small team on RFP and procurement of two solar projects in California.
- ***Developed Thermal Delta Hedging Program*** – Created and implemented a dynamic delta hedging program for a thermal plant to extract extrinsic option value of plant.
- ***California Utility Analysis*** – Managed project to assist a California entity to join the CAISO market.
- ***Designed and Managed Development of Hydro Optimization System*** – Project managed and designed a state of the art serial hydro optimization solution to provide flexible, risk-adjusted hydro dispatch tool for Northwest utilities.
- ***Designed and Built Risk Management System*** – Designed and built system to deliver risk management services to NW utilities. Developed correlated Monte Carlo simulation for gas prices, market heat rates, hydro generation and customer load using R. Built cash flow model to calculate risk metric and portfolio valuations using VBA (currently converting to .Net).
- ***Structuring and Valuation*** – Experience valuing variety of spread positions – basis, calendar, spark – variable gen (wind, hydro) assets, as well as plain vanilla options.
- ***Trading Strategy Development and Analysis*** – Ongoing work with west coast forward traders to analyze strategies, identify opportunities, and develop tools to facilitate implementation.
- ***Trading*** – Developed tools and traded Henry Hub volatility (*vega* position). Also originated and developed profitable programmatic mean-reverting heat-rate trading strategy.
- ***Assorted Quantitative Analysis*** – Built variety of quantitative models and tools including: price forecast models and forward curve models.
- ***MRTU Lead*** – Wrote an overview White Paper comparing current and future market design and business practices.

- **Founded Quant Group** – Founded and lead a group to discuss quantitative topics relevant to power and gas markets across North America.
- **Originated Internal Think Tank / Incubator** – Originated and lead an internal incubator to develop proposals for new business opportunities, as well as to provide strategic guidance to senior TEA executives.

Tahoma Capital (2006)

Senior Analyst for Commodities, and Interest Rate and Credit Derivative Gamma/Vega Portfolios

- Senior analyst at macro / multi-strategy start-up hedge fund, for a wide-ranging commodities portfolio and an interest rate gamma-vega and credit derivatives portfolio.
- Primarily focused on analysis and trading on medium/long-term directional commodities portfolio. Conducted fundamental and technical market analysis.
- Assisted with research and StatArb modeling for the interest rate gamma-vega portfolios. Jointly responsible for coding, maintaining, and enhancing the functionality of the commodities, gamma-vega, and credit derivatives portfolios.

Sungard Energy Systems (2000-2005)

Chief Strategist and Architect for Power Scheduling (2005)

Led effort to strategize and scope out design for next generation physical power system. Solicited and incorporated feedback from large customer base, including leading large customer gathering in Houston to brainstorm requirements. Aggregated, formulated and presented design options to senior management team at Sungard for review and decision.

Director - Product Development (2003-2004)

Responsible for all aspects of the ACES wholesale power trading and asset management system. Led a team of 15. Primary point of contact for a widely diversified customer base including marketers, IOUs, municipalities, transmission providers and scheduling agencies. Managed remote office and interactions with senior management in Houston. Responsible for identifying and translating strategic direction based on customer interactions and communicating to and managing development team's efforts. Assisted sales team in positioning and pitching products to potential customers. Customer base almost exclusively west of the Rockies, including many California utilities.

Managing Consultant (2000-2003)

Managed large, six to eighteen-month long, enterprise-wide software system implementations for regulated and unregulated electricity marketers, and transmission providers. As project manager, worked to identify stakeholders, scope out requirements, manage team, timeline and budget, communicate project status, manage expectations and changes of scope, and deliver final product.

University of Washington (1990-1994; 1995-2000)

Researcher and Teaching Assistant

Research – Pursued research in high energy particle physics through the University of Washington at the European Center for Particle Physics Research (*CERN*) in Geneva, Switzerland. Research was on aspects of the electro-weak and nuclear forces. The data was collected at the Large Electron-Positron collider and consisted of 4 million electron-positron collisions.

Teaching – Served as teaching assistant for both introductory and advanced classes and laboratories.

EDUCATION

University of Washington, Department of Physics – PhD 2000

Thesis – “A Measurement of the Branching Fraction of the D_s Meson to a Muon and a Neutrino”

Additionally – Designed test system for new silicon vertex detector for the Aleph detector on the LEP collider at CERN.

University of Washington, Department of Physics – M.S. 1991

Research – Conducted research in theoretical condensed matter physics on the wetting phase transition in oil-water-amphiphile system. Also, assisted in research on a discrete grid theory of gravity.

University of Pennsylvania, B.A., Physics – 1988

City Light Review Panel

9 Members: Pursuant to Ordinance 123256, all members subject to City Council confirmation, 3-year terms:

- 4 City Council- appointed
- 6 City Council- appointed
- 8 City Council- appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
6	M	3	1.	Economist	Timothy Skeel	4/11/20	4/10/23	1	Mayor
6	M	4	2.	Financial Analyst	Scott Haskins	4/12/20	4/11/23	1	City Council
6	F		3.	Non-Profit Representative	Kerry Meade	5/1/21	4/30/24	1	Mayor
1	M	6	4.	Residential Customer Representative	Leo L. Lam	10/1/22	9/30/25	1	City Council
6	M		5.	Commercial Customer Representative	Mikel Hansen	4/13/21	4/12/24	2	Mayor
6	F	4	6.	Industrial Customer Representative	Anne Ayre	10/1/22	9/30/25	1	City Council
2	F		7.	Low-Income Customer Representative	Michelle Mitchell-Brannon	4/12/21	4/12/24	1	Mayor
6	M	4	8.	Member at Large	John Putz	10/1/22	9/30/25	2	City Council
6	M		9.	Suburban Franchise Representative	Joel Paisner	5/1/21	4/30/24	1	Mayor

SELF-IDENTIFIED DIVERSITY CHART

	<div style="display: flex; justify-content: space-around; font-weight: normal;"> (1) (2) (3) (4) (5) (6) (7) (8) (9) </div>												
	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	3	2				1				4			
Council	3	1			1					3			
Other													
Total	6	3			1	1				7			

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 02267, **Version:** 1

Appointment of Summer Hepburn as member, Joint Apprenticeship Training 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: Summer Hepburn		
Board/Commission Name: Joint Apprenticeship Training Committee (JATC)		Position Member
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment		Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Date Appointed: 7/16/2017	Term of Position: * 1/1/2021 to 12/31/2023 <i>X filling remainder of vacant position</i>
Residential Neighborhood: SEATAC/ MCKMICKEN HEIGHTS	Zip Code: 98188	Contact Phone No.: <div style="background-color: black; width: 100px; height: 15px;"></div>
<p>To Whom it May Concern,</p> <p>I would like to formally request that I be considered for the current opening as a member of the JATC. I have a bachelor's degree in Anthropology/Sociology, and I am confident that I have accumulated the skills and experience necessary for me to be an excellent representative for my local 32 brothers and sisters, and the Seattle Public Utilities Water Line of Business. In my 8-year tenure as a member of the SPU water distribution team, I have completed the SPU Water Pipe Worker Apprenticeship program, performed duties as a journey level worker since October 2015, operated as an Out of Class Crew Chief (OOC CC) on several crews, and I am currently working as a Lead Water Pipe Worker (Sr. WPW) on the All-City Hydrants crew. I have a WDM2 certification, and I have a current WA State CDL.</p> <p>Beginning October 2020, I was chosen to represent my work group as a trainer for the current Water Pipe Worker apprenticeship class, and I was personally tasked in developing and delivering curriculum centered specifically on gender disparity and allyship within the trades. I have continued to support the current apprenticeship group in my role as chairperson for the Water Pipe Worker Apprenticeship Subcommittee (WPAC), a role which I have held since October 2019, as well as participate in the SPU Race and Social Justice Initiative as a Change Team member. Most recently, I also had an opportunity to write and help produce an instructional video for the Fire Department on how to properly operate and test a hydrant.</p> <p>Thank you for your time and consideration. I have enclosed my resume for your reference. Please let me know if you have questions or need any further information.</p> <p>Respectfully, Summer Hepburn</p>		
Authorizing Signature (original signature):  Date: 7/1/2022	Appointing Signatory: Bruce A. Harrell Mayor of Seattle	

*Term begin and end date is fixed and tied to the position and not appointment date or appointee.
August 30, 2016

Last revised

SUMMER HEPBURN

Education

- 1995-2002 University of California at Santa Cruz. B.A. Physical Anthropology with an emphasis on human behavior, forensics, and sociology.
- 2013-2015 Seattle Public Utilities Apprenticeship and subsequent supplemental instruction.

License/ Certifications

- Current WA State Commercial Driver's License CDL Class B License
- Water Distribution Manager II Certification

Profile / Skills / Abilities:

Strong Leadership Skills	Communicative
Well Organized with Attention to Detail	Friendly/ Professional/ Team Oriented
Reliable, Timely, and Flexible	MAXIMO, DataSplice, GIS, FOMS Competent
Creative, Inventive, and Resourceful	Respectful of Diverse Environments
Committed to Personal/ Professional Development	Excellent Customer Service Background
Focused on Workplace Safety Laws & Regulations	Upholds SPU Standards, and Practices

Professional Experience:

OOC Crew Chief **Seattle Public Utilities** **Seattle, WA**

- Supervise, coach and mentor employees in the water pipe worker series
- Review and complete work orders
- Plan and schedule work assignments
- Conduct necessary inspections to ensure public safety, job quality, customer satisfaction, and environmental controls are addressed
- Ensure that work is performed in accordance with departmental, City and State safety laws
- Respond to emergency on an as needed basis.

Sr. Water Pipe Worker **Seattle Public Utilities** **Seattle, WA**

2/19 – Present (720 hrs)

- Accountable for adhering to all workplace safety laws, regulations, standards, and practices.
- Responsible for managing a job site, a crew of 3 – 12 members, and equipment from start to finish.
- Coordinate daily with crew chief to plan, schedule, and distribute work assignments of crew and equipment.
- Review and interpret construction and design blueprints to determine how to accomplish the job safely and according to standard plan.
- Use Maximo and Data Splice to manage crew time and review/ complete work orders daily.
- Maintain strong lines of communication on site with contractors, engineers, crew members, and other utilities. Problem solve in abnormal and emergency situations while adhering to work standards and procedures. Provide excellent customer service to the community that we serve as a representative of Seattle Public Utilities.
- Develop, and ensure the success of new Journey Level workers through on the job training, performance reviews, and upholding SPU standard plans and best management practices.

OOC Sr. Water Pipe Worker **Seattle Public Utilities** **Seattle, WA**

3/17 – 2/19 (2825 hrs)

- Responsibilities as outlined above.

SUMMER HEPBURN

Water Pipe Worker
10/15 – 3/17 (3175 hrs)

Seattle Public Utilities

Seattle, WA

- Install/ repair water mains, services and related appurtenances using a variety of large equipment and tools.
- Visually scan and/or compare documents, forms or other materials for accuracy and completeness, including truck and tool inventory, pick sheets / parts lists, and daily truck inspections.
- Respond to and provide support during emergencies, inclement weather events, holidays, weekends, and continuation shifts.

Water Pipe Worker Apprentice
09/13 – 10/15 (4552 hrs)

Seattle Public Utilities

Seattle, WA

- Assisted Journey Level Water Pipe Workers in the construction, installation, maintenance, repair, and operation of water mains, transmission pipelines, valves, fire hydrants and water services.
- Learned to properly operate tools and work around heavy equipment.
- Developed communication skills and played an active role in resolving customer concerns.
- Completed all supplemental educational requirements.

Laborer/ Carpenter Apprentice
03/12 – 09/13

Capitol Hill Remodel

Seattle, WA

- General construction / repair & remodel.
- Maintain open and effective communication with crew, distributors, and subcontractors.
- Foster lasting and meaningful customer-client relations.
- Material takeoff, inventory, ordering, pick up / delivery, mobilization and demobilization, inspection prep, project management, reading blueprints, adhering to job site safety protocols.

Café Manager
04/06 – 12/10

Grand Central Bakery

Seattle, WA

- Responsible for managing multiple locations and crews of 8 to 24 employees at one of the oldest and most revered bakeries in the city.
- Accountable for employee scheduling, hiring, reviewing, firing, customer care, problem solving, quality control, adherence to timelines, daily reconciliation, labor reporting, inventory analysis, reporting to and working with other locations and direct managers on a daily / monthly basis, crisis prevention, building and equipment knowledge and maintenance / cleanliness, distribution of duties, yearly budget performance, and observance to company values and long term goals.
- Developed and implemented procedural training programs for new employees, seasoned staff, and managers.
- Streamlined business processes and re-trained staff to improve efficiency after store leadership transition.
- Opened a new store location including hiring and training new staff, and ordering and setting up sales floor and back bakery equipment and supplies.

Supplemental Education:

- City of Seattle Emerging Leaders Program
- City of Seattle Conflict Resolution Course
- City of Seattle How to Receive Feedback Course

Professional Affiliations and Memberships

- WPAC Chairperson/ Secretary
- Apprenticeship Hiring Committee/ First Class Trainer
- SPU Change Team Member

Joint Apprenticeship Training Committee (JATC)

6 Members with three year terms. Pursuant to Resolution 16820, 29680, and Ordinance 107790. All members subject to City Council confirmation:

- # City Council-appointed
- 6 Mayor-appointed
- # Other Appointing Authority-appointed (specify):

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
5	F	N/A	1.	City Service	Michiko Starks	1/1/22	12/31/24	1	Mayor
6	F	N/A	2.	Organized	Summer Hepburn	1/1/21	12/31/23	1	Mayor
9	M	N/A	3.	City Service	Todd Snider	1/1/21	12/31/23	1	Mayor
6	F	N/A	4.	City Service	Lisa Reager	1/1/22	12/31/24	1	Mayor
6	M	N/A	5.	Organized	Tom Kelly	1/1/22	12/31/24	1	Mayor
2	M	N/A	6.	Organized	Jeffrey G. Berry	1/1/22	12/31/24	1	Mayor

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 (Specification Optional)	Caucasian/ Non- Hispanic	Pacific Islander	Middle Eastern	Multiracial
Mayor	4	2				1			1	3			1
Council													
Other													
Total	4	2				1			1	3			1

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.*



Legislation Text

File #: Appt 02340, **Version:** 1

Appointment of Silas T. James 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

Appointee Name: <i>Silas T. James</i>		
Board/Commission Name: <i>Seattle Disability Commission</i>		Position Title: <i>Member</i>
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment		Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other:	Date Appointed:	Term of Position: * 5/1/2022 to 4/30/2024 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood:	Zip Code:	Contact Phone No.:
Background: <i>Silas would like to contribute to compiling a dynamic directory of the resources available to people experiencing disability in the Seattle area. There are quite a few resources that people in circumstances of low income or chronic disability can benefit from. These range from health coverage, rental, and cash assistance to museum, entertainment, and some consumer discounts; qualifications can be confusing or complicated, which can prevent eligible people from gaining access. Silas hopes to contribute to an effort to consolidate an up-to-date list of different resource available, the qualifications needed to be eligible, and the most direct ways to access. He hopes to be a voice calling for meaningful action to increase accessible housing, improve resources and pathways to financial independence, and innovate public transportation with creative solutions for disabled folks.</i>		
Authorizing Signature (original signature): <i>Bruce A. Harrell</i> Date: 6/16/2022		Appointing Signatory: <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.

SILAS T. JAMES

ACADEMIC SUMMARY

I am interested in activities that serve the goal of social justice for an underrepresented or at risk population or demographic, either through direct action, shaping policy, contributing to meaningful research, knowledge translation, or a combination of these activities.

EDUCATION

University of Washington, Seattle, WA MPA, Evans School of Public Affairs --Shipman Fellow	2015
The Evergreen State College, Olympia, WA Liberal Arts, -- Gilman Scholar	2008 BA in
Seattle Central Community College, Seattle, WA AAS in Opticianry	2001

EXPERIENCE

UWMC, Department of Rehab Medicine, Seattle, WA. 2012 – present
Project Manager, Traumatic Brain Injury Model System Study (TBIMS) - In this position I: lead a small team, coordinate and adhere to project budgets and time lines; conduct literature reviews and human research; construct cognitive frameworks; translate a variety of different forms of knowledge; identify optimal narratives; write or collaborate on grant applications; set project timelines; coordinate contractors; evaluate project outcomes; engage and manage stake holder relationships.

PROJECTS

- **Traumatic Brain Injury and Chronic Pain** – I researched, created, and evaluated an educational comic series and equivalent factsheet teaching people with TBI, caregivers, and providers about chronic pain and non-pharmaceutical methods to manage it after TBI.
- **Understanding Concussion** – I translated the R.E.A.P. document, a tool kit for parents and teachers managing a child’s concussion and return to normal activities, into a comic that teaches children the best practices for concussion recovery before they have sustained one.
- **Understanding TBI** – I identified a narrative arc that allowed for the perspectives of all stakeholders, relative to TBI, to be empathetically conveyed. I then translated information about TBI, its symptoms and strategies for mitigation into an educational comic series.
- Other knowledge translation projects: **TBI and Headache, TBI and Sleep, Emotional Changes after TBI**

UWMC, Department of Rehab Medicine, Seattle, WA. 2008 – present
Research Assistant: TBIMS

- Tracked study subjects 5 and 10 years post-injury and maintained over a 90% follow up rate.
- Used publicly accessible databases and other sources; paid investigation tools; and inductive reasoning; to locate difficult to find subjects or draw other conclusions.
- Conducted hundreds of hours of interviews some of which we used as part of a training tool.
- Wrote a best practices guide for how to locate subjects, reducing the time for new hire training.
- Worked with principal investigators on cross-channel marketing to increase attendance at informational forums

Volunteer, Advocate/Mentor for People Experiencing Chronic Health Conditions 2016 - present

- I help people set goals, anticipate likely challenges, and strategize solutions for different contingencies.
- I provide case management/advocacy in the context of public benefit eligibility and health systems navigation.
- Analyze medical records and other sources to identify relevant themes in health conditions or provider practices that could affect eligibility for public benefits or other resources.
- I have acted as an advocate for people in medical appointments and in the context of attaining eligibility for public benefits.
- I have acted as representative for people who were not capable of advocating for themselves in *pro se* administrative hearings.

- I have conducted review of the stipulations related to receipt of public benefits, maintaining eligibility for these benefits, and when necessary helped people file and argue appeals contesting denial of eligibility.

Young Adults with Traumatic Brain Injuries Group (YAWTBI), Seattle, WA 2010 – 2012
 Facilitator – I realized through my work at UWMC that there was a need for a supportive community to help youth with TBI navigate the transition from adolescence into young adulthood. I organized the group; secured seed funding; structured meetings; arranged guest speakers; advertised meetings; tracked attrition, worked with service providers to recruit new members and create external activities:

- **Feed Your Recovery** was a four week series of cooking classes focused on brain healthy nutrition. The program was a collaboration between YAWTBI, Whole Foods, and The Brain Injury Alliance of Washington (BIAW); it was funded as part of a DSHS grant.
- **Gentle Yoga for People with TBI** was a weekly low impact yoga class organized as a collaboration between YAWTBI, BIAW, and another support group.

Office of the Governor, Communications Office, Olympia WA 2007
 Communications Intern, Governor Gregoire’s office

- Wrote press releases and scripted the governor’s constituent video greetings
- Prepared the governors daily news brief
- Strategized with director of communications and other communications staff regarding language and content of official statements.

The Twice Monthly Show, Seattle Community Access Network, Seattle, WA 2003 – 2004
 Producer/Director - Casted actors, recruited writers, and scouted music and other guests.

- Lead a collaborative creative team of writers and content producers to structure each show and develop live segments.
- Provided direction to four live production teams in studio. with a crew of up to 16 volunteers.

LEADERSHIP & SERVICE

Brain Injury Support Group Network Newsletter, Reoccurring Columnist	2010 – 2011
Washington State TBI Conference, Planning Committee Board Member	2009 – 2010
UW School of Occupational Therapy, Consultant, Support Group Facilitator Tool Kit	2009 – 2010
TBI Clubhouse Proposal, Independent DSHS Bid Evaluator	2009
Seattle Children’s Hospital, Volunteer (875 hours of service)	1996 – 1997

PRESENTATIONS

James, S., (2021) Ableism to Fascism: Implicit Biases in Policy. Guest Lecturer. Disability Studies 230. University of Washington, Comparative History of Ideas. Presented Remotely

James, S., (2021) Why Use Comics for Knowledge Translation? Presenter. Spring 2021 Lecture Series. Pittsburgh Dissemination and Implementation Science Collaborative. Presented Remotely

James, S., (2020). Disability Advocacy: How, When, and Why. Presenter. Brain Injury Alliance of Washington and Traumatic Brain Injury Model System Study, Presented Remotely

James, S., (2020). Why Use Comics for Knowledge Translation? Presenter. Qualitative Research Consult Group. Center of innovation for Veteran-Centered and Value Driven Care. Presented Remotely.

James, S., (2019). Why Use Comics for Knowledge Translation? Presenter. Center on Knowledge Translation for Disability & Rehabilitation Research. 2019 online KT Conference.

James, S., (2019). Disability Advocacy: How, When, and Why. Presenter. Brain Injury Alliance of Washington and Traumatic Brain Injury Model System Study, Harborview Medical Center, Seattle WA

James, S., (2018). Communicating with people who have disabilities. Panel member. Physical medicine and rehabilitation student group. University of Washington, School of Medicine, Seattle WA.

James, S., (2013). Special Topics in Rehab: Interdisciplinary Case Seminar, Rehab 566. University of Washington, School of Medicine, Seattle WA.

James, S., (2012). Special Topics in Rehab: Interdisciplinary Case Seminar, Rehab 566. University of Washington, School of Medicine, Seattle WA.

James, S., (2011). Chronic Care Clerkship: Patient Interviewing, Conjoint 690. University of Washington, School of Medicine, Seattle WA.

James, S., (2011). Special Topics in Rehab: Interdisciplinary Case Seminar, Rehab 566. University of Washington, School of Medicine, Seattle WA.

James, S., (2009). Reconnecting with your community after TBI. Panel Leader. Washington State TBI Conference, Seattle WA.

James, S., (2008). The business of selling eyewear. Ophthalmic Dispensing Business, Oph 295. Seattle Central Community College, School of Opticianry, Seattle, WA.

James, S., (2006). Special Topics in Rehab: Cognitive Disabilities, Rehab 566. University of Washington, School of Medicine, Seattle WA.

Publications

James, S., Jacob, A., Lasky, D., (2019). Why Comics For Knowledge Translation (Unpublished *In Process*)

James, S., Jacob, A., Lasky, D., Dougherty, T.,. (2018). Traumatic Brain Injury and chronic pain, 1-4. Retrieved from <http://comics.tbi.washington.edu/tbi-and-chronic-pain-part-1>

James, S., Hoffman, J., Lucas, S., Moessner, A., Bell, K., Walker, W., Plummer, C. J.,... Hurwitz, M.,. (2018). TBI and chronic pain, 1-2. Retrieved from <http://comics.tbi.washington.edu/tbi-and-chronic-pain-part-1>

James, S., Jacob, A., Lasky, D.,. (2017). Understanding concussion. Retrieved from <http://comics.tbi.washington.edu/recovering-from-concussion>

James, S.,. (2015). *Comics: A Radical Tool for Traumatic Brain Injury Education* (Unpublished MPA thesis). University of Washington, Evans School of Public Policy and Governance.

James, S., Jacob, A., Lasky, D.,. (2014). Understanding Traumatic Brain Injury. Retrieved from <http://comics.tbi.washington.edu/recovering-from-concussion>

James, S., Jacob, A., Lasky, D.,. (2014). Traumatic Brain Injury and headaches. Retrieved from <http://comics.tbi.washington.edu/tbi-and-headaches>

James, S., Jacob, A., Cory, M.,. (2013). Traumatic Brain Injury and sleep. Retrieved from <http://comics.tbi.washington.edu/tbi-and-sleep>

James, S., Jacob, A., Cory, M.,. (2012). Emotional changes after Traumatic Brain Injury. Retrieved from <http://comics.tbi.washington.edu/emotional-changes-after-tbi>

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			
Total	2	9								6			

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 02341, **Version:** 1

Appointment of Padraic Slattery as member, Landmarks Preservation Board, for a term to August 14, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: <i>Padraic Slattery</i>		
Board/Commission Name: <i>Landmarks Preservation Board</i>		Position Title: <i>Finance</i>
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment		Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Date Appointed: <i>mm/dd/yy.</i>	Term of Position: * <i>8/15/2022</i> to <i>8/14/2025</i> <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: <i>Fauntleroy</i>	Zip Code: <i>98136</i>	Contact Phone No.: [REDACTED]
Background: <i>Mr. Slattery holds Bachelor degrees in finance and accounting, as well as a Master of Business Administration. He worked for ten years in commercial real estate and small business lending before launching his current business in historic building rehabilitation eight years ago. He has been honored by both Historic Seattle and NAOIP for his building renovation projects, and his work includes commercial and residential properties including recent projects centered in workforce and affordable housing. Mr. Slattery is personally invested in saving and repurposing old buildings, and we welcome his passion for history, architecture and sustainability.</i>		
Authorizing Signature (original signature): <i>Bruce A. Harrell</i> Date: 6/30/2022		Appointing Signatory: <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.

April 5, 2022

Erin,

Please excuse the informal nature of my resume. I think this introductory email will serve as a more effective tool to assess my historical experience and gauge my abilities rather than a conventional resume.

I'm a lifelong Seattle resident with undergraduate degrees in finance and accounting from WSU reinforced by an MBA from Northeastern University. I spent 10 years in commercial real estate and small business lending before launching into historic preservation/development approximately eight years ago. I'm a two-time Historic Seattle award winning preservationist and a 2021 NAIOP Night of the Stars winner. Three of my projects have been featured in Atomic Ranch (international mid-century modern design magazine) with another feature later this year. I do all of my own design work and I have been contracting my own renovation work for the past two years. I have a developed skill set in all facets of historic preservation reinforced by unrelenting passion. I'm on an artistic crusade to overthrow dead culture and influence society through my historic renovation work that can be enjoyed by all walks of life.

Some of my recent apartment renovation work has been centered in workforce and affordable housing. My current historic restoration project in South Park is under contract to sell to a non-profit for affordable housing. I typically perform studs out renovations and rebuild with long-term aspirations. Many of my projects are inundated with custom design features illustrating a consistent theme throughout the property that are reflective of boutique hotels. My desire to expand my skill set and push myself to new levels is my driving force. I'm a relentless supporter of historic preservation. Everyone one of these preservation projects that I do, takes a piece out of me, that I will never get back. However, despite the hardship, I'm motivated to take on more projects because I love it. Love makes you do crazy things.

I want to fight for these remaining historic structures that deserve to be preserved and given a new life. Thank you for your time and consideration.

Regards,

Padraic Slattery

A few examples of my work on the following pages.

South Park Yacht Club - 13 unit mid-century modern apartment building in South Park. Fully reconstructed building with all new systems. 2020 Historic Seattle Neighborhood Preservation Award winner. Featured in Atomic Ranch 2021.



Full restoration of a MCM house in West Seattle - 2,200 sqft home - renovation down to stud.



MCM house in West Seattle; continued



Fantasy Shop - 4,500 sqft historic retail building in White Center. Former adult store with theater to be the new Lumberyard LBGTQ+ bar. Full change of use including seismic retrofit. Historic Seattle Community Investment Award Winner 2021. NAIOP Community Investment Award Winner 2021.



Riverside Lodge - 15 unit mid-century modern apartment building in South Park (under construction). Studs out renovation. Currently in negotiation to sell the building to a non-profit for affordable housing.



The Hurricane - 18 unit mid-century modern apartment in West Seattle. Featured in Atomic Ranch 2021. Substantial renovation including new plumbing.



Aloha house - 10 unit mid-century apartment building in Lake City. Full studs out renovation.



Landmarks Preservation Board

12 Members: Pursuant to *Ordinance No. 106348*, all members subject to City Council confirmation, 3-year term for 11 members, and 1-year term for Get Engaged Member:

- 12 Mayor-appointed

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
2	M	5	1.	At- Large	Dean E. Barnes	08-15-22	08-14-25	2nd	Mayor
2	M	3	2.	At-Large	Lawrence Norman	08-15-21	08-14-24	1st	Mayor
1	F	2	3.	Structural Engineer	Roi Chang	08-15-22	08-14-25	2nd	Mayor
6	M	7	4.	Get Engaged	Marc Schmitt	09-01-20	08-31-22	1st	Mayor
6	F	4	5.	Architect	Taber Caton	08-15-21	08-14-24	1st	Mayor
6	M	2	6.	Urban Planning	Ian Macleod	08-15-21	08-14-24	1st	Mayor
-	-	-	7.	Real Estate	vacant	08-15-19	08-14-22	1st	Mayor
6	F	3	8.	At-Large	Harriet Wasserman	08-15-21	08-14-24	2nd	Mayor
2	F	N/A	9.	Historian	Lora-Ellen McKinney	08-15-21	08-14-24	1st	Mayor
6	F	6	10.	Architect	Kristen Johnson	08-15-19	08-14-22	2nd	Mayor
6	M	1	11.	Finance	Padraic Slattery	08-15-22	08-14-25	1st	Mayor
1	M	6	12.	Historian	Matt Inpanbutr	08-15-22	08-14-25	2nd	Mayor

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	6	5			2	3				6			
Council													
Other													
Total													

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 02342, **Version:** 1

Appointment of Sohyun Kim as member, Pioneer Square Preservation Board, for a term to March 1, 2025.

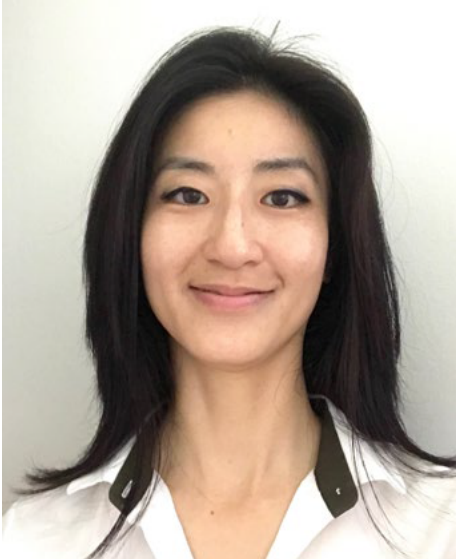
The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Sohyun Kim		
Board/Commission Name: Pioneer Square Preservation Board		Position Title: architect member
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Term of Position: * 3/2/2022 to 3/1/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: na	Zip Code: 98124	Contact Phone No.: [REDACTED]
Background: Sohyun (Sage) Kim is a Korean- American architect with a Master’s in historic preservation from Columbia. She works for Bassetti Architects in Pioneer Square. For Sage, preservation is not just about physical restoration of buildings but also the stories that go with the building -the social, cultural, placemaking, identity and life telling stories. She focuses on sustainability, and architectural heritage and its underrepresented cultural values in order to uphold equity, diversity and inclusion.		
Authorizing Signature (original signature):  Date Signed (appointed): 6/22/2022	Appointing Signatory: Bruce A. Harrell Mayor of Seattle	

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



SOHYUN (SAGE) KIM LEED AP

Staff Architect – Bassetti Architects

EDUCATION

Master of Science in Historic Preservation
Columbia University

Ewha Womans University (South Korea)
Bachelor of Architecture

AWARDS

The 19th KIA (Korean Institute of Architects)
International Competition

Gahoe-dong Guesthouse (Graduate Thesis)

EMPLOYMENT HISTORY

Bassetti Architects, 2022 - present
Obra Architects / Jones & Jones Architects
and Landscape Architects, 2021
Timothy Haahs and Associates, 2006 - 2018
ARC Architects, 2004
Group One, 2001

As an architect who is particularly interested in the sustainable design and the architectural heritage practices. My next chapter will focus on revitalization of historic or abandoned structures to contribute to sustainability of our built environment and my own extended studies toward a variety of architectural heritage and its underrepresented cultural values in an effort to uphold the EDI (Equity, Diversity, and Inclusion) initiative.

RECENT PROJECTS/ EXPERIENCE

Talaris Site Development Master Plan, Seattle, WA*
Tuition-Free Montessori-inspired Preschool Tenant Improvement Projects
(confidential client), Various Sites, WA*
Brownsville & Van Dyke Community Centers, Brooklyn, NY*>
Chief Seattle Club Mixed-Use & Expansion, Seattle, WA*>
Old Korean Legation, Washington, DC*>
Philip Jaisohn Memorial Center, Media, PA >

MAIN RESEARCH/ DESIGN PROJECTS

Korean Hanok Into American Architecture*>
Examined how the traditional Korean architecture can be transformed to accommodate large commercial programs in the U.S. and how the effort to achieve its critical preservation can contribute to the identity of Korean-American society.

Tong-II-Chon in the Area of Korean Demilitarized Zone*>

Columbia University GSAPP

Graduate Thesis that analyzed values of a civilian village in the Korean DMZ area, evaluated previous initiatives and results, and proposed applicable management plans with new preservation methods.

Link to Old & New, Link to Breuer & Escher*>

Columbia University GSAPP

Advanced HP + ARCH Joint Studio III project for adaptive re-modulation of Marcel Breuer's US Embassy in The Hague. Archived into GSAPP Abstract with High Pass grade.

Top right: Tuition-Free Montessori-inspired Preschool Tenant Improvement project.

> Experience Prior to Bassetti

* Historic Preservation and/ or Renovation Project

Pioneer Square Preservation Board

Ten Members: Pursuant to 110058, **all** members subject to City Council confirmation, **3**-year terms:

- **#** City Council-appointed
- **10** Mayor-appointed
- **#** Other Appointing Authority-appointed (specify):

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
8	F	2	1.	Property Owner	Kianoush Curran	3/2/20	3/1/23	2	Mayor
6	F	7	2.	Historian	Maureen R. Elenga	3/2/22	3/1/25	2	Mayor
6	M		3.	Property Owner	Henry Watson	3/2/22	3/1/25	1	Mayor
			4.	Get Engaged	Vacant (No candidate)	9/1/21	8/31/22	1	Mayor
5	NB	2	5.	At Large	Lauren Kush	3/2/22	3/1/25	2	Mayor
3	M		6.	Architect	Jose Lorenzo-Tores	3/2/21	3/1/24	1	Mayor
2	M	N/A	7.	Human Services	Steven D. Sparks	3/2/22	3/1/25	1	Mayor
6	F	2	8.	Attorney	Lindsey Pflugrath	3/2/20	3/1/23	1	Mayor
6	M	2	9.	Retail	Karl Mueller	3/2/22	3/1/25	1	Mayor
1	F	N/A	10.	Architect	Sohyun Kim	3/2/22	3/1/25	1	Mayor

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	4	4		1	1	1	1		1	4		1	
Council													
Other													
Total	4	4		1	1	1	1		1	4		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 02343, **Version:** 1

Appointment of Karl Mueller as member, Pioneer Square Preservation Board, for a term to March 1, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: <i>Karl Mueller</i>		
Board/Commission Name: <i>Pioneer Square Preservation Board</i>		Position Title: <i>Retail member</i>
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment		City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>		Term of Position: * <i>3/2/2022</i> to <i>3/1/2025</i> <input checked="" type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: <i>na</i>	Zip Code: <i>98104</i>	Contact Phone No.: [REDACTED]
Background: Karl Mueller is a co-owner of Intrigue Chocolate Co in Pioneer Square. He has lived in the District for the last 7 years and worked in the district since 2007. He participates in volunteer activities with the Alliance for Pioneer Square and formerly serving and treasurer for Historic South Downtown from 2014-2015. He said it is important to recognize the importance of storytelling to understand what we are trying to preserve. As a business owner he offers his insight to both the applicants and the business owner regarding the challenges of owning a business and meeting aesthetic requirements important to the unique and precious neighborhood.		
Authorizing Signature (original signature): <i>Bruce A. Harrell</i> Date Signed (appointed): 6/22/2025		Appointing Signatory: <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.

Karl Mueller

Marketing Director

WORK EXPERIENCE

Co-Founder – Intrigue Chocolate Co, Seattle WA

Feb 2007 - Present

Intrigue Chocolate is a small, artisanal company that celebrates the discovery of flavor through chocolate. My role as co-founder is to focus on growth by understanding the customer, encouraging them to stop by one of our two retail locations to taste chocolate, and set company vision by emphasizing Intrigue's core customer value: unique chocolate experiences that can be shared.

Marketing

- Customer engagement – by working directly with the customer in retail stores and by engaging them on social media channels and review sites, I obsessed over customer feedback which helped prioritize internal projects that attract more of our ideal customer, develop customer “A-Ha!” moments, and set company vision that supports our core value.
- In a rebrand, I set creative pillars, logo and messaging strategy, retail interior design guidelines, and invented custom packaging to meet customer needs.
- Launched 3 successful crowd-sourced funding campaigns, raising a total of \$75,000 from over 600 backers, requiring creative assets (video, photography), and communication strategies (social media, PR) to earn trust.

Project Management & Retail

- Project-managed the construction of 3 food-preparation locations - a production kitchen (2010), a boutique chocolate retail shop (2015), and a coffeehouse (2018).

Business Admin & Management

- Maintained a staff of 14 high-performing individuals. Every member of the team is customer facing, and participates in the creation of chocolate products to encourage a sense of ownership.
- Wrote and presented business plans to secure bank loans.
- Grew revenue from 40,000 annual sales in 2014 to over \$600,000 in sales (est) for 2019.

Digital Marketing Consultant, Lazar Marketing, Seattle WA

May 2014 – Feb 2016

Lazar Marketing is a digital advertising agency. My specialty in SEM was beneficial to B2B, B2C, and app companies such as Amazon, TDWI, and Dolly app. I constructed advertising frameworks that enabled these brands to launch new products and campaigns, sell event tickets, generate leads, and promote app downloads on mobile. (part time)

Marketing Manager, Redfin, Seattle WA

Aug 2011 – Apr 2014

Redfin is a real estate brokerage powered by a search website. My role was to own the development of internal tracking and testing platforms that ensured successful advertising campaigns. I focused on the ability to measure and optimize, and then educated stake holders in what we learned about the customer lifecycle for real estate, and re-branded messaging. I launched the first paid marketing campaigns using paid search, mobile display, radio, mailers, and YouTube television commercials.

Director of Paid Search Marketing, EducationDynamics, Seattle WA

Feb 2007 – Apr 2011

EducationDynamics, based in Hoboken NJ, finds individuals looking to improve their education and connects them with online schools that best match their interests. I managed teams in 3 separate geographical locations responsible for a combined \$2m advertising spend. When I inherited the department our team was a cost leader in the organization. By the end of my term, the department was profitable, producing more leads, and I was later recognized by the CEO with the 2010 company MVP award.

EDUCATION

B.A., Business Administration and Marketing, Cal Poly Pomona in 2005

VOLUNTEER ACTIVITIES

Grant Review and Approval Board for Seattle Historic Districts (February 2019 – Ongoing)

Treasurer for Historic South Downtown (December 2014 – December 2016)

Pioneer Square Preservation Board

Ten Members: Pursuant to 110058, **all** members subject to City Council confirmation, **3**-year terms:

- **#** City Council-appointed
- **10** Mayor-appointed
- **#** Other Appointing Authority-appointed (specify):

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
8	F	2	1.	Property Owner	Kianoush Curran	3/2/20	3/1/23	2	Mayor
6	F	7	2.	Historian	Maureen R. Elenga	3/2/22	3/1/25	2	Mayor
6	M		3.	Property Owner	Henry Watson	3/2/22	3/1/25	1	Mayor
			4.	Get Engaged	Vacant (No candidate)	9/1/21	8/31/22	1	Mayor
5	NB	2	5.	At Large	Lauren Kush	3/2/22	3/1/25	2	Mayor
3	M		6.	Architect	Jose Lorenzo-Tores	3/2/21	3/1/24	1	Mayor
2	M	N/A	7.	Human Services	Steven D. Sparks	3/2/22	3/1/25	1	Mayor
6	F	2	8.	Attorney	Lindsey Pflugrath	3/2/20	3/1/23	1	Mayor
6	M	2	9.	Retail	Karl Mueller	3/2/22	3/1/25	1	Mayor
1	F	N/A	10.	Architect	Sohyun Kim	3/2/22	3/1/25	1	Mayor

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	4	4		1	1	1	1		1	4		1	
Council													
Other													
Total	4	4		1	1	1	1		1	4		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 02344, **Version:** 1

Appointment of Steven D. Sparks as member, Pioneer Square Preservation Board, for a term to March 1, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: <i>Steven D. Sparks</i>		
Board/Commission Name: <i>Pioneer Square Preservation Board</i>		Position Title: <i>Human Services member</i>
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment		City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>		Term of Position: * <i>3/2/2022</i> to <i>3/1/2025</i> <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: <i>na</i>	Zip Code: <i>98104</i>	Contact Phone No.: [REDACTED]
Background: Steven Sparks is the Program Coordinator at the Bread of Life Mission in Pioneer Square. He has experience on boards and committees within his spiritual community. He shared concerns of homelessness, crime, and graffiti, but he sees the value in Pioneer Square and the “100 years of tales” of history, he said it is unique and adds value to the city of Seattle.		
Authorizing Signature (original signature): <i>Bruce A. Harrell</i> Date Signed (appointed): 6/22/2022		Appointing Signatory: <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.

STEVEN D. SPARKS



PROFESSIONAL SUMMARY

Accomplished Program Coordinator offering an excellent track record of success in managing high quality Christian based recovery programs in the Urban Missions field. Articulate, resourceful and dedicated to the service of helping impaired individuals.

SKILLS

- Biblical Counseling
- Teaching
- Administrative skills
- Excellent organizational skills
- Good Communication skills
- Case management
- Program management
- Budgeting
- Grant writing

WORK HISTORY

Program Coordinator, 06/2019 to Current

Bread Of Life Mission – Seattle, WA

- Assisted in development and implementation of Christ centered addiction recovery programs
- Provided mentoring, discipleship training, case management and recovery support
- Carried full case load of men for spiritual counseling
- Facilitated support groups such as Genesis and Peer Support groups in men's twelve month inpatient residential setting
- Coordinated program scheduling and work therapy development
- Developed reentry transitional and after care programs
- Coordinated communication among volunteers, staff and Life Change Program to foster high degree of understanding of missions core value

Education Coordinator, 10/2017 to 06/2019

The Pacific NW Adult And Teen Challenge – Renton, WA

- Managed operations and programs of Teen Challenges Adult Men's Education Center
- Developed education curriculum for twelve month Drug and Alcohol Program
- Planned, formulated and assessed goals, policies and activities designed to implement educational objectives and performance standards
- Taught classes in employment readiness, interviewing skills
- Modified and prepared class curricula and targeted lesson plans based on subject matter requirements
- Taught various classes on Theology, Christology, Ecclesiology and other doctrines of Bible

House Manager, 01/2014 to 01/2015

Bread Of Life Mission – Seattle, WA.

- Maintained positive living environment by providing residents with healthy and drug free environment
- Communicated effectively with residents, staff and other by listening, being respectful and promoting positive demeanor
- Created all Life Change Program work schedules so that every area essential for smooth operation of facility was covered
- Enforced policies and safety standards through building and residents rooms
- Facilitated floor meetings to discuss concerns, review complaints and convey information about policy changes
- Conducted daily welfare checks and ensured that all resident needs were met by coordinating with facility staff

EDUCATION

Urban Missions Studies, 2017

The Urban Missions Institute - Wasilla, Ak.

Received certification by enrolling in a various classes that would enable me to be more effective in Urban Missions field.

Christian Counseling, 2009

University of Christian Studis And Seminary - Eagle River, AK

Received certificates of completion in various Graduates studies towards a Masters in Christian Counseling.

Study of The Bible, 2000

Interdenominational Theological Center - Atlanta, GA

Entered the Seminary to study for a Master in Divinty, completed one year before leaving.

Bachelor of Science: Economics And Business Adminstartion, 1975

Defiance College - Defiance, OH

CERTIFICATIONS

- Certified Genesis Alcohol and Drug Counselor.
- Certified Peer Counselor.
- Certificates from the Emmaus Correspondence School in Bible studies.
- CPR, AED, and Basic First Aid Certification

Pioneer Square Preservation Board

Ten Members: Pursuant to 110058, **all** members subject to City Council confirmation, **3**-year terms:

- # City Council-appointed
- 10 Mayor-appointed
- # Other Appointing Authority-appointed (specify):

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
8	F	2	1.	Property Owner	Kianoush Curran	3/2/20	3/1/23	2	Mayor
6	F	7	2.	Historian	Maureen R. Elenga	3/2/22	3/1/25	2	Mayor
6	M		3.	Property Owner	Henry Watson	3/2/22	3/1/25	1	Mayor
			4.	Get Engaged	Vacant (No candidate)	9/1/21	8/31/22	1	Mayor
5	NB	2	5.	At Large	Lauren Kush	3/2/22	3/1/25	2	Mayor
3	M		6.	Architect	Jose Lorenzo-Tores	3/2/21	3/1/24	1	Mayor
2	M	N/A	7.	Human Services	Steven D. Sparks	3/2/22	3/1/25	1	Mayor
6	F	2	8.	Attorney	Lindsey Pflugrath	3/2/20	3/1/23	1	Mayor
6	M	2	9.	Retail	Karl Mueller	3/2/22	3/1/25	1	Mayor
1	F	N/A	10.	Architect	Sohyun Kim	3/2/22	3/1/25	1	Mayor

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	4	4		1	1	1	1		1	4		1	
Council													
Other													
Total	4	4		1	1	1	1		1	4		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 02345, **Version:** 1

Appointment of Henry Watson as member, Pioneer Square Preservation Board, for a term to March 1, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: <i>Henry Watson</i>		
Board/Commission Name: <i>Pioneer Square Preservation Board</i>		Position Title: <i>Property owner member</i>
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment		City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>		Term of Position: * <i>3/2/2022</i> to <i>3/1/2025</i> <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
Residential Neighborhood: <i>na</i>	Zip Code: <i>98104</i>	Contact Phone No.: [REDACTED]
Background: Henry Watson works for Urban Villages managing the rehabilitation of three buildings on one block in Pioneer Square – the RailSpur project. He previously worked on the rehabilitation of Larimer Square in Denver prior to moving to Seattle for the RailSpur project. He has a Bachelor of Business from Gonzaga. He sees the Pioneer Square preservation district as a neighborhood voice and that diversity in the community makes it stronger.		
Authorizing Signature (original signature):  Date Signed (appointed): 6/22/2022		Appointing Signatory: <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.

Henry Watson

Objective:

To serve as a member of the Pioneer Square Preservation Board. Through this position, I hope to collaborate with other historic preservationists to make Pioneer Square one of the most celebrated historic districts in the country.

Education:

Gonzaga University, Spokane, WA Graduated May 2018

- Bachelor of Business Administration
- Concentrations: Economics and Sustainability
- Minor: Hogan Entrepreneurial Leadership Program (Honors)
- Study Abroad: Universidad Argentina de la Empresa, Buenos Aires, Argentina.

Work Experience:

Urban Villages, Denver, CO / Seattle, WA October 2019 – Present

Property Manager

- Relocated to Seattle, WA in March 2020 as the sole Seattle-based employee to manage RailSpur, Urban Village's newest mixed-use project consisting of the restoration of three historic buildings in Pioneer Square.
- Represent the project on daily basis in construction, operations, and permit processes.
- Work in coordination with brokers for all retail and office leasing.
- Assist in selection of architecture and interior design firms for buildout of tenant improvements.
- Tasked to grow Urban Village's brand and raise project awareness by establishing strategic relationships with key stakeholders including Downtown Seattle Association, The Alliance for Pioneer Square, and BOMA.
- Previously managed Larimer Square, Denver's largest historic block. Assisted in the selling of this asset to Asana Partners in December 2020.
- In collaboration with the City of Denver, worked to transition Larimer Square into Denver's first pedestrianized street closure in response to the COVID-19 pandemic. Generated key placemaking initiatives resulting in the highest foot traffic counts in the city while still maintaining safe social distancing protocols.
- Maintained a 95% retail occupancy rate throughout the pandemic through creative lease negotiations and pop-up concepts.
- Led process in the approval of 400-foot mural on Larimer Street. Efforts included artist selection, securing funding, navigating approval process from Colorado Department of Transportation, City of Denver, Property Owners, and Tenants. This, amongst other placemaking initiatives by our team, led to support from Denverites and Denver City Officials to pedestrianize the block long term.

Confluent Development, Denver, CO / Spokane, WA July 2017 – August 2019

Owner Representative and Project Manager

- Local representative for mixed-use historic restoration project in Spokane, WA.
- Identified and recruited tenants with a grass roots, boots-on-the-ground approach. Negotiated LOIs, leases, and Landlord work letters with market hall tenants. Assisted tenants with business plans and helped refine food concepts and space layouts.
- Developed pro forma, operating budget, and other financial models for market hall. Led underwriting for buildout investments of vendor spaces, and vetted bidding process from various contracts for buildout.
- Conducted RFP process for interviewing and hiring marketing and interior design teams.
- Weighed-in on all design-related decisions on Ownership's behalf in all OAC meetings.

Jeremy Hansen Restaurant Group, Spokane, WA August 2018- August 2019

- Submerged myself in numerous front-of-house fine dining restaurant roles (server, busser, bar-back, host) to gain valuable industry experience and develop key relationships for the market hall project mentioned above.
- Viewed as "utility guy" for the restaurant group because of my ability to seamlessly transition between different roles in fine dining and cocktail bar concepts.

Cielos Patagonicos, Santa Cruz Province, Argentina November 2016- February 2017

Gaucha Y Cocinero (Ranch-hand & Cook)

- Lived and worked on Estancia Menelik and Estancia El Condor, two conservation projects that preserve over 150 square miles in Patagonia, as a bilingual excursion guide, ranch hand, and cook.
- Accommodated guests, led pack trips, tended to cattle, captured and broke wild horses.

San Isabel Land Protection Trust, Westcliffe, CO May 2015 - August 2015

Conservation Easement Management Intern

- Monitored 40,000 acres of conservation easements of ranches and small farms in Southern Colorado.
- Reviewed and updated easement contracts based on observations from site visits and wrote reports that were later presented to colleagues and the board of trustees.

Pioneer Square Preservation Board

Ten Members: Pursuant to 110058, all members subject to City Council confirmation, 3-year terms:

- # City Council-appointed
- 10 Mayor-appointed
- # Other Appointing Authority-appointed (specify):

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
8	F	2	1.	Property Owner	Kianoush Curran	3/2/20	3/1/23	2	Mayor
6	F	7	2.	Historian	Maureen R. Elenga	3/2/22	3/1/25	2	Mayor
6	M		3.	Property Owner	Henry Watson	3/2/22	3/1/25	1	Mayor
			4.	Get Engaged	Vacant (No candidate)	9/1/21	8/31/22	1	Mayor
5	NB	2	5.	At Large	Lauren Kush	3/2/22	3/1/25	2	Mayor
3	M		6.	Architect	Jose Lorenzo-Tores	3/2/21	3/1/24	1	Mayor
2	M	N/A	7.	Human Services	Steven D. Sparks	3/2/22	3/1/25	1	Mayor
6	F	2	8.	Attorney	Lindsey Pflugrath	3/2/20	3/1/23	1	Mayor
6	M	2	9.	Retail	Karl Mueller	3/2/22	3/1/25	1	Mayor
1	F	N/A	10.	Architect	Sohyun Kim	3/2/22	3/1/25	1	Mayor

SELF-IDENTIFIED DIVERSITY CHART (1) (2) (3) (4) (5) (6) (7) (8) (9)

	Male	Female	Transgender	NB/ O/ U	(1) Asian	(2) Black/ African American	(3) Hispanic/ Latino	(4) American Indian/ Alaska Native	(5) Other	(6) Caucasian/ Non-Hispanic	(7) Pacific Islander	(8) Middle Eastern	(9) Multiracial
Mayor	4	4		1	1	1	1		1	4		1	
Council													
Other													
Total	4	4		1	1	1	1		1	4		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 02346, **Version:** 1

Reappointment of Maureen R. Elenga as member, Pioneer Square Preservation Board, for a term to March 1, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Maureen R. Elenga		
Board/Commission Name: <i>Pioneer Square Preservation Board</i>		Position Title: <i>Historian member</i>
<input type="checkbox"/> Appointment OR <input checked="" type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Term of Position: * 3/2/2022 to 3/1/2025 <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: Queen Anne	Zip Code: 98119	Contact Phone No.: --
Background: Maureen is the author of <i>Seattle Architecture: A Walking Guide to Downtown</i> , and <i>Bridges of Seattle</i> as well as a content writer for Seattle Architecture Foundation and a freelance architectural historian. She has a Master of Arts in Architectural History from the University of Washington. Maureen also volunteers as Board Vice President of the Queen Anne Historical Society. Maureen has knowledge of Seattle and Pioneer Square history and the details that contribute to the character of the District. She has knowledge of the historic preservation and the Board review process from participating in Landmarks Board reviews.		
Authorizing Signature (original signature):  Date Signed (appointed): 6/22/2022	Appointing Signatory: <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.

Maureen R. Elenga



Experience

Author

Seattle Architecture: A Walking Guide to Downtown, 2008 Seattle Architecture Foundation, Seattle, WA

I worked closely with the Seattle Architecture Foundation's Executive Director and a board-member advisory team in managing the production of this award-winning guidebook. I distilled two years of detailed research into a concise and engaging local bestseller that is the authoritative resource on downtown Seattle architecture to date.

Bridges of Seattle, 2020 Arcadia Publishing, Mount Pleasant, SC

Writing *Bridges of Seattle* further enriched my broad base of knowledge about the history and development of Seattle and the Pacific Northwest region.

Queen Anne Historical Society

Board of Directors, Vice President

2017-present

I have served Vice President of the board of directors since 2019 in addition to serving on the preservation and archives committees and writing regular features for our website. The Queen Anne Historical Society board is made up of volunteer members dedicated to preserving the historic fabric of one of Seattle's oldest neighborhoods.

Seattle Architecture Foundation

2018-2019

App content writer

I updated content from my book *Seattle Architecture: a Walking Guide to Downtown* and developed new content for use in a mobile app in development by the Seattle Architecture Foundation. The app is an effort to broaden the foundation's reach in educating tourists and locals about Seattle's architectural past, present and future. This experience has strengthened my skills in digital communications and brand marketing.

Chartwell, Inc.

Case study writer

2011-2014

Drawing from interviews and inhouse documents, I wrote testimonials detailing successful programs implemented by utilities companies across the nation concerning problems ranging from encouraging customer use of high-efficiency products to outage communication during Super Storm Sandy. My case studies were published in the monthly journal produced by

Chartwell Inc., a membership-based forum for the exchange of best practices in the public utilities industry.

Architectural Historian

2008-present

Seattle, Washington

As a freelance architectural historian, I have created reports on historic properties for use in honing concepts for their adaptive re-use. Projects I have contributed to include The Queen Anne Beerhall, American Hotel Hostel and Melrose Market.

My work has also involved evaluation of the historical and architectural significance of properties for property owners to present to design boards and neighborhood or city councils in advance of redevelopment.

ARCADE Journal

Business Manager & Advertising Manager

2002-2004

Seattle, Washington

Development was the main focus of my work, for which I prepared grants, maintained the donor database, drafted funding solicitation letters and initiated contact with potential donors. I oversaw advertising sales and drove a significant increase in revenue.

I managed ARCADE's books and records, working with the board treasurer to produce financial statements and budget reports for presentation to the monthly board meetings of this non-profit organization.

University of Washington School of Art

2001-2003

Technical Manager, Cities and Buildings Database

Seattle, Washington

I managed the database in the early stages of its development and directed a team of 6 undergraduate interns to vastly broaden its content.

The Cities and Buildings Database is part of the University of Washington's Digital Collections, providing digitized images of buildings and cities from around to world to students, researchers and educators.

Portland Institute for Contemporary Art (PICA)

1999-2000

Development Intern

Portland, Oregon

My internship with PICA included assisting grant proposal preparation, fundraiser event planning, membership coordination, maintaining database of 10,000 + members, and corresponding with artists in preparation for exhibits.

BORA Architects, Inc.

1998-1999

Archivist

Portland, OR

I implemented time saving procedures to BORA's filing and archiving system while preparing a 40-year archive of files and drawings for digitization and offsite storage.

My experience at BORA provided me a solid understanding of the business of architecture and offered many opportunities to strengthen my organizational skills while maintaining the daily paperwork and correspondence of each project and the firm's 100 employees.

Education

University of Washington 2007
Seattle, Washington
Master of Arts in Architectural History, School of Art History

University of Oregon 1998
Eugene, Oregon
Bachelor of Arts in Art History; Minor in Communications

**Languages
& Skills**

English (native) · **German** (proficient)
MS word, Excel, Photoshop, CONTENTdm

Honors

2009 Historic Seattle Preservation Awards winner for Preservation Education & Publications:
Seattle Architecture: A Walking Guide to Downtown

Pioneer Square Preservation Board

Ten Members: Pursuant to 110058, all members subject to City Council confirmation, 3-year terms:

- # City Council-appointed
- 10 Mayor-appointed
- # Other Appointing Authority-appointed (specify):

Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
8	F	2	1.	Property Owner	Kianoush Curran	3/2/20	3/1/23	2	Mayor
6	F	7	2.	Historian	Maureen R. Elenga	3/2/22	3/1/25	2	Mayor
6	M		3.	Property Owner	Henry Watson	3/2/22	3/1/25	1	Mayor
			4.	Get Engaged	Vacant (No candidate)	9/1/21	8/31/22	1	Mayor
5	NB	2	5.	At Large	Lauren Kush	3/2/22	3/1/25	2	Mayor
3	M		6.	Architect	Jose Lorenzo-Tores	3/2/21	3/1/24	1	Mayor
2	M	N/A	7.	Human Services	Steven D. Sparks	3/2/22	3/1/25	1	Mayor
6	F	2	8.	Attorney	Lindsey Pflugrath	3/2/20	3/1/23	1	Mayor
6	M	2	9.	Retail	Karl Mueller	3/2/22	3/1/25	1	Mayor
1	F	N/A	10.	Architect	Sohyun Kim	3/2/22	3/1/25	1	Mayor

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Mayor	4	4		1	1	1	1		1	4		1	
Council													
Other													
Total	4	4		1	1	1	1		1	4		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 02347, **Version:** 1

Reappointment of Lauren Kush as member, Pioneer Square Preservation Board, for a term to March 1, 2025.

The Appointment Packet is provided as an attachment.



City of Seattle Boards & Commissions Notice of Appointment

Appointee Name: Lauren Kush		
Board/Commission Name: <i>Pioneer Square Preservation Board</i>		Position Title: <i>At Large member</i>
<input type="checkbox"/> Appointment OR <input checked="" type="checkbox"/> Reappointment	City Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input type="checkbox"/> City Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	Term of Position: * 3/2/2022 to 3/1/2025 <input checked="" type="checkbox"/> <i>Serving remaining term of a vacant position</i>	
Residential Neighborhood: <i>Pioneer Square</i>	Zip Code: <i>98104</i>	Contact Phone No.:
Background: Lauren was appointed to the at Large position on the Board mid term. Lauren lives in Pioneer Square. Lauren is a technical sourcer for Uber Technologies. Lauren has a BA in Communications. Lauren volunteers at Great Hopper Org supporting women in tech. Lauren said that when she moved to Pioneer Square, she sought to find out why Pioneer Square was preserved so beautifully and wanted to be part of it. Lauren recognized that different groups have priorities and perspectives but envisions the Board is where there is the “meeting of the minds” and all need/want Pioneer Square to be successful. Lauren also recognizes the challenges that are present in Pioneer Square. Lauren said “I believe that my life experience as a queer, non-binary, college educated brown woman makes me uniquely qualified to hold a position on this board.” Lauren also discussed her perspective as a formerly displaced person.		
Authorizing Signature (original signature): <i>Bruce A. Harrell</i> Date Signed (appointed): 6/22/2022	Appointing Signatory: <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.

LAUREN KUSH



BACKGROUND

TECHNICAL SOURCER, UBER; SEATTLE, WA – 2020-PRESENT

- Trained through Uber's first-ever Talent Acquisition Program over the course of 6 months
- Averaged 3.1 sourced offer extends per month against a goal of 2 per month.
- Supported 5 different lines of business over a one year period (Uber Freight, Uber ATG, Uber India Mobile, Uber for Core Business, & Machine Learning)
- Maintained a 40% cumulative LinkedIn InMail response rate for passive outreach

WEB DEVELOPER, ST. JOSEPH'S CENTER CODETALK; VENICE, CA – 2019-2020

- Built fully responsive website without any previous coding experience
- Project Manager on design team and deployment of code over agile method
- Scrum master and peer mentor; framework specialist
- JAVASCRIPT, CSS, HTML, MYSQL tech stack

DRIVER, UBER & LYFT; CALIFORNIA – 2017-2020

- 5 star driver on both platforms
- Maintained the highest level of customer service for all riders
- Supported riders with special needs and requests; accepted all riders according to American Disabilities Act
- Highest level of safety and security for riders

EDUCATION

NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF, ARIZONA – B.S. COMMUNICATION

Pioneer Square Preservation Board

Ten Members: Pursuant to 110058, all members subject to City Council confirmation, 3-year terms:

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- 10 Mayor-appointed
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Roster:

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			4.	Get Engaged	Vacant (No candidate)	9/1/21	8/31/22	1	Mayor
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6	M	2	9.	Retail	Karl Mueller	3/2/22	3/1/25	1	Mayor
1	F	N/A	10.	Architect	Sohyun Kim	3/2/22	3/1/25	1	Mayor

SELF-IDENTIFIED DIVERSITY CHART (1) (2) (3) (4) (5) (6) (7) (8) (9)

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Mayor	4	4		1	1	1	1		1	4		1	
Council													
Other													
Total	4	4		1	1	1	1		1	4		1	

Key:

- *D List the corresponding Diversity Chart number (1 through 9)
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Legislation Text

File #: CF 314504, **Version:** 1

Report of the City Clerk on the Certificate of Sufficiency for Initiative No. 135, concerning the establishment of the Seattle Social Housing Public Development Authority (PDA).

The Report is provided as an Attachment.



ELIZABETH ADKISSON, INTERIM CITY CLERK
OFFICE OF THE CITY CLERK

Date: August 29, 2022

To: Seattle City Councilmembers
via E-mail: Council@seattle.gov

From: Elizabeth M. Adkisson, Interim City Clerk

Subject: *Report on Sufficiency of Signatures for Proposed Initiative Measure No. 135, in re: the establishment of the Seattle Social Housing Public Development Authority (PDA), proposed by Real Change*

Please be advised that on August 26, 2022, King County Department of Elections transmitted to the Office of the City Clerk a Certificate of Sufficiency notification for Initiative Measure No. 135, concerning the establishment of the Seattle Social Housing Public Development Authority (PDA), proposed by Real Change.

Upon completion of the petition signature verification process, in accordance with the provisions of Revised Code of Washington 35.21.005, King County Elections determined the required number of 26,520 to be registered voters and the petition was determined to be sufficient. The Certificate of Sufficiency is attached herewith, and the Petition is filed under Clerk File No. 322249.

Pursuant to Article IV(1)(B) of the Seattle City Charter, the City Clerk is required to transmit the verification of sufficiency, together with her report thereon to the City Council at a regular meeting not more than twenty (20) days after the City Clerk has received verification of the sufficiency of such petition signatures, and such transmission shall be the introduction of the Initiative Bill or measure to the City Council.

Please do not hesitate to contact me with any questions regarding this matter.

Attachments: 1. *Certificate of Sufficiency*
2. *Petition (Clerk File No. 322249)*

cc: Mayor Bruce Harrell
Wayne Barnett, Executive Director, Seattle Ethics and Elections Commission
Ann Davison, City Attorney
Gary Smith, Assistant City Attorney
Esther Handy, Central Staff Director



August 26, 2022

Sent via email

Elizabeth M. Adkisson
Interim City Clerk
City of Seattle Office of the City Clerk
Elizabeth.Adkisson@seattle.gov

RE: Sufficiency of Signatures – City of Seattle Initiative Measure No. 135

Dear Ms. Adkisson:

King County Elections has completed verification of the signatures submitted to our office for City of Seattle Initiative Measure No. 135.

Of the signatures that were compared against those on file with our office, it was determined that the required number of 26,520 are those of eligible registered voters. Therefore, this petition is deemed sufficient. A certificate of sufficiency is enclosed.

If you have any questions, please do not hesitate to contact me directly or my staff.

Sincerely,

Julie Wise
Director of Elections

cc: Tiffani McCoy, petitioner
Janice Case, Deputy Director, King County Elections
Jacob Lodge, Voter Services Manager, King County Elections



MONICA MARTINEZ SIMMONS
SEATTLE CITY CLERK

PROPOSED INITIATIVE PETITION SUBMITTAL RECEIPT

Initiative No. 135

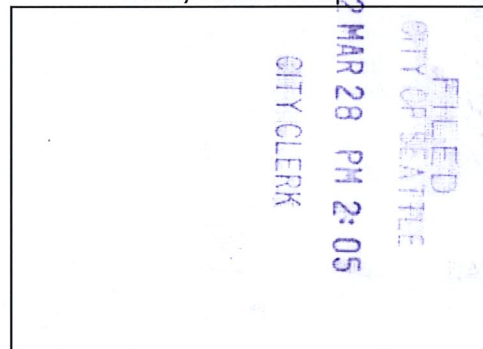
On March 28, 2022, 2022 at 2:05 a.m./p.m., I filed one paper and one electronic copy of a proposed Initiative Petition with the Seattle City Clerk.

Signed [Signature]

Print Name Tiffani McElroy

OFFICE OF THE CITY CLERK ACKNOWLEDGEMENT OF RECEIPT

Date/Time Stamp:



Received by [Signature]
Janet Polata



Homeless Empowerment Project
Jobs, Journalism, Justice

FILED
CITY OF SEATTLE
22 MAR 28 PM 2:05
CITY CLERK

March 28, 2022

Dear City Clerk Janet Polata,

We are hereby submitting the attached ballot initiative concerning the creating of a public development authority to develop, own, and oversee social housing in the City of Seattle. For any questions and concerns please contact me at:

Real Change
ATTN: House Our Neighbors!
219 1st Ave S Suite 215
Seattle, WA 98104

Best Regards,

A handwritten signature in black ink, appearing to read "Tiffani McCoy", with a long horizontal line extending to the right.

Tiffani McCoy
Advocacy Director, Real Change
tiffanim@realchangenews.org

Board of Directors: President Yolanda Altamirano, Vice President Matthew Hayashi, Treasurer Mary Riski, Secretary Hannah Hunthausen, Shelly Cohen, Lorenzo Dabanzo, Antoinette Daniel, Jim Lauinger, Maria Elena Ramirez, Felicia Salcedo, Chukundi Salisbury, Breanne Schuster

Leadership Team: Editor Ashley Archibald, Volunteer Manager Katie Comboy, Vendor Program Director Rebecca Marriott, Advocacy Director Tiffani McCoy, Operations Director Tye Reed, Executive Director Camilla Walter



PLACE HOLDER FOR LOGO AND CONTACT INFO

FILED
CITY OF SEATTLE
22 MAR 28 PM 2: 05
CITY CLERK

INITIATIVE PETITION FOR SUBMISSION TO THE SEATTLE CITY COUNCIL. To City Council of the City of Seattle:

We, the undersigned registered voters of The City of Seattle, State of Washington, propose and ask for the enactment as an ordinance of the measure known as Initiative Measure No. entitled:

(here set forth the established ballot title of the measure)

Should this measure be enacted into law?

Yes

No

a full, true and correct copy of which is included herein, and we petition the Council to enact said measure as an ordinance; and, if not enacted within forty-five (45) days from the time of receipt thereof by the City Council, then to be submitted to the qualified electors of The City of Seattle for approval or rejection at the next regular election or at a special election in accordance with Article IV, Section 1 of the City Charter; and each of us for himself or herself says: I have personally signed this petition; I am a registered voter of The City of Seattle, State of Washington, and my residence address is correctly stated.

WARNING: [Ordinance 94289](#) provides as follows: Section 1. It is unlawful for any person 1. To sign or decline to sign any petition for a City initiative, referendum, or Charter amendment, in exchange for any consideration or gratuity or promise thereof; or 2. To give or offer any consideration or gratuity to anyone to induce him or her to sign or not to sign a petition for a City initiative, referendum, or Charter amendment; or 3. To interfere with or attempt to interfere with the right of any voter to sign or not to sign a petition for a City initiative, referendum, or Charter amendment by threat, intimidation or any other corrupt means or practice; or 4. To sign a petition for a City initiative, referendum, or Charter amendment with any other than his or her true name, or to knowingly sign more than one (1) petition for the same initiative, referendum or Charter amendment measure, or to sign any such petition knowing that he or she is not a registered voter of The City of Seattle. Section 2. Any person violating any of the provisions of this ordinance shall upon conviction thereof be punishable by a fine of not more than Five Hundred Dollars (\$500) or by imprisonment in the City Jail for a period not to exceed six (6) months, or by both such fine and imprisonment.

	Petitioner's Signature	Printed Name	Residence Address Street and Number	Date Signed
1				
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AN ORDINANCE forming a Public Development Authority to develop, own, and maintain social housing developments; providing it startup resources; authorizing and adopting its charter; and establishing how it shall conduct its affairs.

BE IT ENACTED BY THE PEOPLE OF THE CITY OF SEATTLE.

This initiative will establish the “Seattle Social Housing Developer,” a Public Development Authority (PDA) responsible for developing, owning, and maintaining social housing in Seattle. Social housing is publicly owned, publicly financed, mixed-income housing, removed from market forces and speculation, and built with the express aim of housing people equitably and affordably. Under public control and oversight, social housing is sustainable and remains affordable in perpetuity. The housing developed under this ordinance shall be permanently protected for public use, dedicated to workforce and community housing, and will thereby increase the supply of permanent, truly affordable housing for Seattle residents. While social housing is a newer model for addressing housing affordability in the United States, it spans multiple countries and continents, including but not limited to: Toronto, Britain, Singapore, France, Vienna, and Uruguay.

NOW, THEREFORE, THE CITY OF SEATTLE, WASHINGTON, DOES ORDAIN AS FOLLOWS:

Section 1: Authority Created – City Liability Limited.

A. **Authority Created.** A public development authority to be known as the Seattle Social Housing Developer (“Social Housing Developer” or “Public Developer”) is hereby created to develop, own, and maintain social housing developments in the City of Seattle and for all related lawful purposes or public functions within the limits of the City of Seattle and outside of the City to the extent provided by state law.

B. **City Liability Limited.** The Public Developer is an independent legal entity exclusively responsible for its own debts, obligations, and liability. All liabilities it incurs shall be satisfied exclusively from its own assets and credit; no creditor or other persons shall have any recourse to the assets, credit or services of the City on account of any debts, obligations, liability, acts, or omissions of the Public Developer.

Section 2. Name. The name of the public authority shall be the Seattle Social Housing Developer.

Section 3. Definitions.

“Board” or “Board of Directors” means the group of persons vested with the management of the affairs of the Public Developer, which shall have the same meaning as “council” under Seattle Municipal Code 3.110.

“Charter” means the articles of organization of the Public Developer adopted by this ordinance and all subsequent Amendments thereto.

“City” means the City of Seattle, Washington.

“City Council” means the legislative authority of the City.

“Restorative justice” means a process of allowing tenants who are causing harm in the community to address root causes; avoiding any behaviors that take autonomy away from someone who is harming community in any way; ultimately striving to restore all parties to the state prior to the harm.

“The Public Developer” or “Social Housing Developer” means the Seattle Social Housing Developer.

“Social Housing Development” or “Development” means one or more buildings that are built or acquired by the Public Developer and used for social housing.

“State” means the State of Washington.

Section 4. Powers—Generally. Except as otherwise limited by the State Constitution, state statutes, this ordinance, or the Charter, the Public Developer shall have and may exercise all lawful power necessary or convenient to carry out the purposes for which the Public Developer is organized.

Section 5. Limitations.

A. The Public Developer is subject to the limitations established by the State Constitution, state statutes, this ordinance, and the Charter.

B. Chapter 3.110 of the Seattle Municipal Code does not apply to the Public Developer except to the extent stated in the Charter. The Public Developer shall be governed by this ordinance and by the Charter.

Section 6. Charter. The Charter, attached hereto and incorporated herein, is hereby approved. Upon the effective date of this ordinance, the Charter shall be issued in duplicate originals, each bearing the City seal attested by the City Clerk. One original shall be retained by the City Clerk and filed as a public record; a duplicate original shall be provided to the Public Developer. The City Clerk shall give notice of the issuance of the Charter to the Secretary of State.

Section 7. Board of Directors. A board of directors (the “Board of Directors” or “Board”) is hereby established to govern the affairs of the Public Developer, and shall be composed as set forth in the Charter. All corporate powers of the Public Developer shall be exercised by or under the authority of the

Board and the business, property and affairs of the Public Developer shall be managed under the direction of the Board, except as may be otherwise provided for by law or in the Charter.

Section 8. Organization Meeting. The City Council shall call a meeting of the Board, to occur within thirty (30) days after selection of the Board members, giving at least seven (7) days advance written notice to each Board member, unless waived in writing. At such a meeting, the Board shall organize itself and begin the process of adopting bylaws, which shall be adopted within ninety (90) days after the initial meeting of the Board.

Section 9. Audits and Inspections. The Public Developer shall, at any time during normal business hours and as often as the City Council or the State Auditor may deem necessary, make available to the City Council and the State Auditor for examination all of its financial records, and perform audits. The City Council and State Auditor shall have no right, power or duty to supervise the daily operations of the Public Developer, but shall exercise its audit and inspection power and other powers under the ordinance and Charter for the purpose of correcting any deficiency and assuring that the purposes of the Public Developer are reasonably accomplished.

Section 10. Insurance. The Public Developer shall maintain in full force and effect public liability insurance in an amount sufficient to cover potential claims for bodily injury, death or disability and for property damage, which may arise from or be related to projects and activities of the Public Developer, provided, however, the City may, pursuant to a lease or contract with the Public Developer, agree to provide all or part of such insurance.

Section 11. Ancillary Authority. The Mayor, City Council, appropriate City committees, and City Clerk are granted all such power and authority as reasonably necessary or convenient to enable them to administer this ordinance efficiently and to perform the duties imposed in this ordinance.

Section 12. City Startup Support. The City shall provide the Public Developer limited in-kind assistance as necessary for the first 18 months of startup, including but not limited to office space, staffing, supplies, insurance and bonding, and legal services. This in-kind support shall include hiring and retaining the Public Developer’s chief executive officer and chief financial officer. This in-kind support shall not derive from any existing housing funding or reduce any City support for other housing projects. The City Council will decide the amount of subsequent City support for the Public Developer, which may include funds from any source available to do so including, without limitation, the general fund, grant funds, and by issuing Councilmanic Revenue Bonds.

Section 13. Use of Surplus City Land for Housing. Whenever the City considers the sale or gift of public lands for a private or non-public use, it shall prepare a feasibility study to consider whether such public lands should be transferred to the Public Developer for social housing. The City Council shall evaluate the feasibility study and the housing needs of the City before transferring such public land for private or non-public use. The Public Developer may also request that real or other property held by any public agency within the city limits of Seattle which is unused, under-used or surplus, be made available to the Public Developer for social housing.

Section 14. City Council Authority. This ordinance does not concern homelessness housing and nothing in this ordinance may be interpreted to interfere with or exercise the City Council’s powers under RCW Chapter 43.185(C) or other state laws. Should a court determine that any provision of this measure does so, the voters intend for such provision to be null and void and severable, and for the remainder of this ordinance to continue in full force.

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EXHIBIT A

**CHARTER OF THE SEATTLE SOCIAL HOUSING
PUBLIC DEVELOPMENT AUTHORITY**

ARTICLE I. NAME. The name of this corporation shall be the Seattle Social Housing Developer (“Public Developer”)

ARTICLE II. PURPOSE, DIRECTIVES, AND GOALS.

(1) The core mission of the Seattle Social Housing Developer shall be to develop, own, and maintain social housing developments, as well as lease units of said developments.

(2) In carrying out its purpose, the Public Developer MUST adhere to the following:

1. The housing MUST be owned exclusively by the Public Developer;
2. To the extent possible, all developments MUST contain housing units that accommodate a mix of household income ranges, including extremely low-income (0-30% Area Median Income (“AMI”)), very low-income (30-50% AMI), low-income (50-80% AMI), and moderate-income (80-120% AMI), and a mix of household sizes. If the Public Developer takes over a building, existing residential tenants will not be displaced, and these targets will be achieved as tenants turnover in the building;
3. Tenancy MUST not be revoked based on changes to household income;
4. Rental rates MUST be dedicated to permanent affordability and set based on the amount needed for operations, maintenance, and loan service on the building or development containing the unit;

5. Residents MUST be afforded opportunities for restorative justice conflict resolution prior to being subject to eviction procedures;
6. Developments MUST be permanently protected from being sold or transferred to a private entity or public-private partnership;
7. Residents MUST have opportunities to participate directly and meaningfully in decision-making; and
8. New developments MUST meet green building and Passive House Standards.

(3) In carrying out its purpose, and to the extent legally allowed, the Public Developer should strive to achieve the following goals:

1. The Public Developer should use a lottery-based, minimal barrier application process, free of required rental references, co-signers, background checks, and application fees, and which does not discriminate based upon citizenship or immigration status;
2. The Public Developer should provide housing to those who live or work in Seattle;
3. The Public Developer should explore tenant unit ownership options as modeled by international social housing models;
4. The Public Developer should retrofit acquired buildings to meet Passive House Retrofit Standards under the EnerPHit Retrofit Plan and meet Americans with Disabilities Act standards;
5. The Public Developer should limit rent to no more than 30% of income;
6. New developments should include daycare, communal kitchens, affordable co-op working spaces, and/or common areas;
7. The Public Developer should construct new developments using union labor; and
8. The Public Developer should establish a labor harmony agreement.

ARTICLE III. AUTHORITY AND LIMIT ON LIABILITY.

Section 1. Legal Authority. The Social Housing PDA is a public corporation organized pursuant to RCW 35.21.660, RCW 35.21.670, and RCW 35.21.730-.755. This Charter is subject to the constitutions and laws of the United States and the State of Washington and regulations adopted under those laws. Chapter 3.110 of the Seattle Municipal Code does not apply to the Public Developer and this Charter except to the extent stated herein. As a public corporation organized under said State and local laws, it is a political subdivision of the State with an area of operation limited to the City of Seattle.

Section 2. Limit on Liability. All liabilities incurred by the Public Developer shall be satisfied exclusively from the assets and properties of the Public Developer and no creditor or other person shall have any right of action against the City of Seattle on account of any debts, obligations or liabilities of the Public Developer.

Section 3. Mandatory Disclaimer. The following disclaimer shall be posted in a prominent place where the public may readily see it in the Public Developer's principal and other offices. It shall also be printed or stamped on all contracts, bonds, and other documents that may entail any debt or liability by the Public Developer. The Public Developer is organized pursuant to RCW 35.21.660, 35.21.670, and 35.21.730-.755. RCW 35.21.750 provides as follows: "[A]ll liabilities incurred by such public corporation, commission, or authority shall be satisfied exclusively from the assets and properties of such public corporation, commission, or authority and no creditor or other person shall have any right of action against the city, town, or county creating such corporation, commission or authority on account of any debts, obligations, or liabilities of such public corporation, commission, or authority."

ARTICLE IV. DURATION. The duration of the Public Developer shall be perpetual.

ARTICLE V. POWERS. The Public Developer shall have all powers available to public corporations under state and local law. In addition, the Public Developer is empowered to perform all manner and types of community services and activities relating to the purpose of the Social Housing PDA utilizing local, state, federal, or private funds, or real property.

ARTICLE VI. LIMITS. The Public Developer, in all activities and transactions, shall be limited as set forth in SMC 3.110.080 at the time of enactment. In addition, the Public Developer shall not issue shares of stock, pay dividends, or make loans, and shall remain the sole owner of all of its assets, and the Public Developer shall not merge with another corporation or organization unless the developments being transferred continue to be governed in perpetuity according to the requirements of this Charter.

ARTICLE VII. THE SOCIAL HOUSING PDA BOARD.

Section 1. The permanent management of the Social Housing Developer shall rest with the Board. There shall be thirteen (13) members:

1. Seven (7) members shall be initially appointed by the Seattle Renters' Commission, which is hereby given such authority. The initial seven (7) members appointed by the Seattle Renters' Commission shall include at least one (1) member who has experienced housing insecurity; at least one (1) member who has experienced financial eviction; and at least one (1) member who has been displaced. In addition, they shall represent a range of incomes, including three (3) members living at 0-50% AMI; two (2) members living at 50-80% AMI; two (2) members living at 80-100% AMI. The Seattle Renters' Commission shall appoint replacements, except that once the Public Developer has begun operation of social housing, the positions will be appointed by and filled with residents of social housing ("Constituency").
2. One (1) member shall be a rank-and-file union member appointed by the Martin Luther King, Jr. County Labor Council, which shall also appoint replacements.

3. One (1) member shall be a leader from a community organization that provides housing to marginalized communities. El Centro De La Raza shall appoint the first member to fill this position. The Board shall select replacements for this position after a public call for self-nominations.
4. Two (2) members shall be appointed by the City Council and one (1) member shall be appointed by the Mayor. As terms expire, the City Council and Mayor shall appoint the replacements for their appointed members. Of the members appointed by the Mayor and City Council, there must be members with expertise in public housing finance, urban planning, and nonprofit housing development.
5. One (1) member with expertise in green development appointed by the Green New Deal Oversight Board, which shall also appoint replacements.

Section 2. These persons and entities must appoint the first members of the Board within 60 days of the effective date of this Ordinance, and shall promptly appoint a replacement upon the expiration of members' terms or when a replacement is otherwise required. Board members must have a commitment to the goals of social housing.

Section 3. The terms of members of the Board shall be four years, except for the initial designation of Board positions to achieve staggered terms, as described below. No person shall serve more than eight (8) consecutive years on the Board. At the first meeting of the Board, the Board positions shall be divided into three categories, by random drawing. The first three names drawn shall be in Category One. The term of office of Category One positions shall be that which most closely coincides with the second anniversary of the formation of the permanent Board. The second three names drawn shall be in Category Two. The term of office for Category Two shall be that which most closely coincides with the third anniversary of the formation of the permanent Board. The remaining members shall be in Category Three. Their term of office shall be that which most closely coincides with the fourth anniversary of the formation of the permanent Board.

Section 4. The Board may create committees by resolution with a minimum of three (3) members and a maximum of six (6) members.

Section 5. Board Concurrence Required. The requirement for Board concurrence shall be that established by SMC 3.110.200, except that the donation of money, property, and assets is prohibited. The Board is prohibited from gifting money, property, or assets belonging to the Public Developer.

Section 6. Board Review. The Board shall meet at least once each month. The Board shall review monthly statements of income and expenses which compare budgeted expenditures to actual expenditures. The Board shall also review balance sheets each month. The Board shall review all such information at open public meetings, the minutes of which shall specifically note such reviews, and include such information. If possible, all Board meetings shall be broadcast and, except for executive or closed sessions authorized under RCW 42.30.110 or RCW 42.30.140, all Board meetings shall be public and transparent. All public records of the Board and the Public Developer may be requested in accordance with RCW Chapter 42.56 and may not be withheld unless exempt or confidential under state law.

Section 7. Quorum Defined. A quorum to commence a Board meeting shall be no fewer than seven (7) members of the Board.

Section 8. Officers and Division of Duties. The Board shall have at least four (4) or more officers. The initial officers shall be the Chair, Vice-Chair, Secretary, and Treasurer. Officers shall be elected from among the members of the Board by the Board for a term of one year, and members of the Board may serve additional terms as officers if elected by the Board.

Section 9. Removal of Board Members. If any Board member resigns, or becomes ineligible to serve, or misses three (3) or more consecutive Board meetings or two-thirds ($\frac{2}{3}$) of scheduled Board meetings in six (6) consecutive months, they shall be replaced, unless the absences have been excused by the Board. The replacement member shall be selected in the same manner as the departing Board member.

Section 10. The Public Developer shall, at a minimum, pay Board members representing residents, community organizations, and the labor representative for their time conducting Board business, as well as providing them with staff support as needed for them to successfully serve. The Board may choose to pay other members for their time.

ARTICLE VIII. CONSTITUENCY.

Section 1. Composition. Once the Public Developer begins operation of social housing, the Constituency of the Social Housing PDA shall consist of residents living within its developments and shall be governed by this Article. The Rules and Regulations shall provide for meetings, including notice, quorum, and other provisions dealing with the Constituency. The Constituency must have regularly scheduled meetings and an annual meeting when it elects position(s) to the Board.

Section 2. The concurrence of the Constituency shall also be required on the following matters: (1) any proposed amendments to the Charter; (2) any proposed amendments to the Rules and Regulations of the Social Housing PDA if said amendment deals with matters which are within the power and responsibility of the Constituency as set forth in this section; (3) proposed amendments to the provisions of the Rules and Regulations governing procedures for meetings of the Constituency; (4) annually fixing the compensation of Board members and adopting Board reimbursement policies; and (5) selection of an independent auditor. Such concurrence shall require an affirmative vote of a majority of the constituents voting on the issue.

Section 3. The Constituency shall elect a person or persons to serve on the Board in seven (7) of the thirteen (13) positions as provided herein and any Rules and Regulations adopted by the Constituency. If no candidate receives a majority affirmative vote, a run-off election between the top two candidates shall be held not later than one month following the first election.

Section 4. Each multifamily social housing development owned by the Public Developer shall form a governance council. The Board shall establish appropriate size limitations for governance councils based on the size of the developments that they represent.

A governance council shall have the following powers and responsibilities:

- (a) Host regular meetings to gather feedback and perspective of residents.
- (b) Provide the resident perspective to property management.
- (c) Represent the interests of the development in biannual meetings with the board.
- (d) Determine how to spend the building or development's allotted annual budget for common room amenities and social events.
- (e) Participate in the approval of renovation projects.
- (f) Other responsibilities as determined by the Board.

A governance council and the Board may consult with a mission-driven nonprofit corporation or community land trust with appropriate experience for the purpose of establishing managerial policies and practices that align with the requirements of social housing and the need to provide suitable renter protections.

ARTICLE IX. MEETINGS.

Section 1. Open Public Meetings. All Board meetings shall be open to the public to the extent required by RCW 42.30.010, et seq. Efforts to open meetings above and beyond the letter of the law are to be encouraged and applauded.

Section 2. Parliamentary Authority. The Board may adopt rules of procedure to govern its meetings and the meetings of any subcommittee or committee of the Board. Such rules of procedure shall be consistent with the Charter and state and local law.

Section 3. Minutes. Meeting minutes shall be made publicly available.

ARTICLE X. RULES AND REGULATIONS.

The Board shall adopt Rules and Regulations to govern the Public Developer that are consistent with this Charter.

ARTICLE XI. AMENDMENTS TO CHARTER.

Amendments to the Charter shall be recommended by the Board, and take effect upon City Council approval.

ARTICLE XII. RECORDS AND REPORTING REQUIREMENTS.

Records and reporting requirements shall be governed by SMC 3.110.390, 3.110.400, and 3.110.410 as existing on the date this ordinance was enacted.

ARTICLE XIII. COMMENCEMENT.

The Public Developer shall come into existence upon the certification of passage of this initiative.

ARTICLE XIV. DISSOLUTION.

Dissolution of the Public Developer shall be in the form and manner required by law, City ordinance, and the Rules and Regulations. Upon dissolution of the Public Developer and the winding up of its affairs, all of the rights, assets and property of the Public Developer shall pass to and be distributed according to the terms of binding agreements or to a qualified entity specified in SMC 3.110.490.

ARTICLE XV. MISCELLANEOUS.

Section 1. Bonding. The members of the Board and any other officers or officials with the responsibility for handling accounts and finances shall file fidelity bonds in an amount determined adequate and appropriate by the Board. The Public Developer shall pay the premium for such bonds. The Public Developer shall identify these officers and officials and the amounts of their bonds in its annual report.

Section 2. Safeguarding of Funds. The Public Developer's funds shall be deposited into a depository acceptable to the Mayor and be otherwise safeguarded pursuant to such instructions as the Mayor may from time to time issue.

Section 3. Insurance. The Public Developer shall maintain in full force and effect liability insurance in an amount sufficient to cover potential claims for bodily injuries, death or disability, and for property damage, which may arise from or be related to its projects and activities. The Public Developer shall also maintain appropriate insurance to protect staff, officers, and Board members.

Section 4. Code of Ethics. No official or employee of the Public Developer shall engage in conduct prohibited under state or local law. Uncompensated officials and employees designated compensated employees shall annually by April 15 file statements of economic interest as required under SMC 3.110.570. The Board shall enforce the provisions of SMC 3.110.580. Additionally, all final Board determinations under SMC 3.110.580 shall be provided to the Seattle Ethics and Elections Commission for its information. The City Board of Ethics, in its discretion, may comment on any determinations and provide its comments to the Social Housing PDA Council.

Section 5. Discrimination Prohibited. Neither Board, Constituency, nor governance council membership may be directly or indirectly based upon or limited by age, race, color, religion, sex, national origin, marital status, sexual orientation, gender identity, political ideology, or the physical handicap of a capable person. Use of City funds shall be subject to the requirements of SMC 20.46 (City Contracting—Fair Business Practices).

Section 6. Severability. If any part of this Charter is found by a court to be illegal or unconstitutional, according to either the Federal or State Constitution or laws, the remaining parts shall remain in force. The Charter shall be interpreted in the broadest sense in order that the Social Housing PDA may carry out its mandate.



Please return your petition forms to:

Real Change
 Attn: House Our Neighbors!
 219 1st Ave. S. Suite 215
 Seattle, WA 98104

Telephone: 206-441-3247 x122

E-mail: info@houseourneighbors.org

WARNING: Ordinance 94289⁽¹⁾ provides as follows: Section 1. It is unlawful for any person 1. To sign or decline to sign any petition for a City initiative, referendum, or Charter amendment, in exchange for any consideration or gratuity or promise thereof; or 2. To give or offer any consideration or gratuity to anyone to induce him or her to sign or not to sign a petition for a City initiative, referendum, or Charter amendment; or 3. To interfere with or attempt to interfere with the right of any voter to sign or not to sign a petition for a City initiative, referendum, or Charter amendment by threat, intimidation or any other corrupt means or practice; or 4. To sign a petition for a City initiative, referendum, or Charter amendment with any other than his or her true name, or to knowingly sign more than one (1) petition for the same initiative, referendum or Charter amendment measure, or to sign any such petition knowing that he or she is not a registered voter of The City of Seattle. The provisions of this ordinance shall be printed as a warning on every petition for a City initiative, referendum, or Charter amendment. Section 2. Any person violating any of the provisions of this ordinance shall upon conviction thereof be punishable by a fine of not more than Five Hundred Dollars (\$500) or by imprisonment in the City Jail for a period not to exceed six (6) months, or by both such fine and imprisonment.

INITIATIVE PETITION FOR SUBMISSION TO THE SEATTLE CITY COUNCIL

To City Council of the City of Seattle:

We, the undersigned registered voters of The City of Seattle, State of Washington, propose and ask for the enactment as an ordinance of the measure known as Initiative Measure No. 135 entitled:

City of Seattle Initiative Measure 135 concerns developing and maintaining affordable social housing in Seattle.

This measure would create a public development authority (PDA) to develop, own, and maintain publicly financed mixed-income social housing developments. The City would provide start-up support for the PDA. The City Council would determine the amount of ongoing City support. Before it transfers any public lands for nonpublic use, the City would be required to consider a transfer to the PDA. The PDA's Charter would govern the election, composition, and duties of the PDA's Board of Directors.

Should this measure be approved?

Yes

No

a full, true and correct copy of which is included herein, and we petition the Council to enact said measure as an ordinance; and, if not enacted within forty-five (45) days from the time of receipt thereof by the City Council, then to be submitted to the qualified electors of The City of Seattle for approval or rejection at the next regular election or at a special election in accordance with Article IV, Section 1 of the City Charter; and each of us for himself or herself says: I have personally signed this petition; I am a registered voter of The City of Seattle, State of Washington, and my residence address is correctly stated.

Only registered Seattle Voters can sign this petition

	Petitioner's Signature	Printed Name	Residence Address, Street and Number	Date Signed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

AN ORDINANCE forming a Public Development Authority to develop, own, and maintain social housing developments; providing it startup resources; authorizing and adopting its charter; and establishing how it shall conduct its affairs.

BE IT ENACTED BY THE PEOPLE OF THE CITY OF SEATTLE.

This initiative will establish the “Seattle Social Housing Developer,” a Public Development Authority (PDA) responsible for developing, owning, and maintaining social housing in Seattle. Social housing is publicly owned, publicly financed, mixed-income housing, removed from market forces and speculation, and built with the express aim of housing people equitably and affordably. Under public control and oversight, social housing is sustainable and remains affordable in perpetuity. The housing developed under this ordinance shall be permanently protected for public use, dedicated to workforce and community housing, and will thereby increase the supply of permanent, truly affordable housing for Seattle residents. While social housing is a newer model for addressing housing affordability in the United States, it spans multiple countries and continents, including but not limited to: Toronto, Britain, Singapore, France, Vienna, and Uruguay.

NOW, THEREFORE, THE CITY OF SEATTLE, WASHINGTON, DOES ORDAIN AS FOLLOWS:

Section 1: Authority Created – City Liability Limited.

A. Authority Created. A public development authority to be known as the Seattle Social Housing Developer (“Social Housing Developer” or “Public Developer”) is hereby created to develop, own, and maintain social housing developments in the City of Seattle and for all related lawful purposes or public functions within the limits of the City of Seattle and outside of the City to the extent provided by state law.

B. City Liability Limited. The Public Developer is an independent legal entity exclusively responsible for its own debts, obligations, and liability. All liabilities it incurs shall be satisfied exclusively from its own assets and credit; no creditor or other persons shall have any recourse to the assets, credit or services of the City on account of any debts, obligations, liability, acts, or omissions of the Public Developer.

Section 2. Name. The name of the public authority shall be the Seattle Social Housing Developer.

Section 3. Definitions.

“Board” or “Board of Directors” means the group of persons vested with the management of the affairs of the Public Developer, which shall have the same meaning as “council” under Seattle Municipal Code 3.110.

“Charter” means the articles of organization of the Public Developer adopted by this ordinance and all subsequent Amendments thereto.

“City” means the City of Seattle, Washington.

“City Council” means the legislative authority of the City.

“Restorative justice” means a process of allowing tenants who are causing harm in the community to address root causes; avoiding any behaviors that take autonomy away from someone who is harming community in any way; ultimately striving to restore all parties to the state prior to the harm.

“The Public Developer” or “Social Housing Developer” means the Seattle Social Housing Developer.

“Social Housing Development” or “Development” means one or more buildings that are built or acquired by the Public Developer and used for social housing.

“State” means the State of Washington.

Section 4. Powers—Generally. Except as otherwise limited by the State Constitution, state statutes, this ordinance, or the Charter, the Public Developer shall have and may exercise all lawful power necessary or convenient to carry out the purposes for which the Public Developer is organized.

Section 5. Limitations.

A. The Public Developer is subject to the limitations established by the State Constitution, state statutes, this ordinance, and the Charter.

B. Chapter 3.110 of the Seattle Municipal Code does not apply to the Public Developer except to the extent stated in the Charter. The Public Developer shall be governed by this ordinance and by the Charter.

Section 6. Charter. The Charter, attached hereto and incorporated herein, is hereby approved. Upon the effective date of this ordinance, the Charter shall be issued in duplicate originals, each bearing the City seal attested by the City Clerk. One original shall be retained by the City Clerk and filed as a public record; a duplicate original shall be provided to the Public Developer. The City Clerk shall give notice of the issuance of the Charter to the Secretary of State.

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8. The Public Developer should establish a labor harmony agreement.

ARTICLE III. AUTHORITY AND LIMIT ON LIABILITY.

Section 1. Legal Authority. The Social Housing PDA is a public corporation organized pursuant to RCW 35.21.660, RCW 35.21.670, and RCW 35.21.730-.755. This Charter is subject to the constitutions and laws of the United States and the State of Washington and regulations adopted under those laws. Chapter 3.110 of the Seattle Municipal Code does not apply to the Public Developer and this Charter except to the extent stated herein. As a public corporation organized under said State and local laws, it is a political subdivision of the State with an area of operation limited to the City of Seattle.

Section 2. Limit on Liability. All liabilities incurred by the Public Developer shall be satisfied exclusively from the assets and properties of the Public Developer and no creditor or other person shall have any right of action against the City of Seattle on account of any debts, obligations or liabilities of the Public Developer.

Section 3. Mandatory Disclaimer. The following disclaimer shall be posted in a prominent place where the public may readily see it in the Public Developer's principal and other offices. It shall also be printed or stamped on all contracts, bonds, and other documents that may entail any debt or liability by the Public Developer. The Public Developer is organized pursuant to RCW 35.21.660, 35.21.670, and 35.21.730-.755. RCW 35.21.750 provides as follows: "[A]ll liabilities incurred by such public corporation, commission, or authority shall be satisfied exclusively from the assets and properties of such public corporation, commission, or authority and no creditor or other person shall have any right of action against the city, town, or county creating such corporation, commission or authority on account of any debts, obligations, or liabilities of such public corporation, commission, or authority."

ARTICLE IV. DURATION. The duration of the Public Developer shall be perpetual.

ARTICLE V. POWERS. The Public Developer shall have all powers available to public corporations under state and local law. In addition, the Public Developer is empowered to perform all manner and types of community services and activities relating to the purpose of the Social Housing PDA utilizing local, state, federal, or private funds, or real property.

ARTICLE VI. LIMITS. The Public Developer, in all activities and transactions, shall be limited as set forth in SMC 3.110.080 at the time of enactment. In addition, the Public Developer shall not issue shares of stock, pay dividends, or make loans, and shall remain the sole owner of all of its assets, and the Public Developer shall not merge with another corporation or organization unless the developments being transferred continue to be governed in perpetuity according to the requirements of this Charter.

ARTICLE VII. THE SOCIAL HOUSING PDA BOARD.

Section 1. The permanent management of the Social Housing Developer shall rest with the Board. There shall be thirteen (13) members:

1. Seven (7) members shall be initially appointed by the Seattle Renters' Commission, which is hereby given such authority. The initial seven (7) members appointed by the Seattle Renters' Commission shall include at least one (1) member who has experienced housing insecurity; at least one (1) member who has experienced financial eviction; and at least one (1) member who has been displaced. In addition, they shall represent a range of incomes, including three (3) members living at 0-50% AMI; two (2) members living at 50-80% AMI; two (2) members living at 80-100% AMI. The Seattle Renters' Commission shall appoint replacements, except that once the Public Developer has begun operation of social housing, the positions will be appointed by and filled with residents of social housing ("Constituency").
2. One (1) member shall be a rank-and-file union member appointed by the Martin Luther King, Jr. County Labor Council, which shall also appoint replacements.
3. One (1) member shall be a leader from a community organization that provides housing to marginalized communities. El Centro De La Raza shall appoint the first member to fill this position. The Board shall select replacements for this position after a public call for self-nominations.
4. Two (2) members shall be appointed by the City Council and one (1) member shall be appointed by the Mayor. As terms expire, the City Council and Mayor shall appoint the replacements for their appointed members. Of the members appointed by the Mayor and City Council, there must be members with expertise in public housing finance, urban planning, and nonprofit housing development.
5. One (1) member with expertise in green development appointed by the Green New Deal Oversight Board, which shall also appoint replacements.

Section 2. These persons and entities must appoint the first members of the Board within 60 days of the effective date of this Ordinance, and shall promptly appoint a replacement upon the expiration of members' terms or when a replacement is otherwise required. Board members must have a commitment to the goals of social housing.

Section 3. The terms of members of the Board shall be four years, except for the initial designation of Board positions to achieve staggered terms, as described below. No person shall serve more than eight (8) consecutive years on the Board. At the first meeting of the Board, the Board positions shall be divided into three categories, by random drawing. The first three names drawn shall be in Category One. The term of office of Category One positions shall be that which most closely coincides with the second anniversary of the formation of the permanent Board. The second three names drawn shall be in Category Two. The term of office for Category Two shall be that which most closely coincides with the third anniversary of the formation of the permanent Board. The remaining members shall be in Category Three. Their term of office shall be that which most closely coincides with the fourth anniversary of the formation of the permanent Board.

Section 4. The Board may create committees by resolution with a minimum of three (3) members and a maximum of six (6) members.

Section 5. Board Concurrence Required. The requirement for Board concurrence shall be that established by SMC 3.110.200, except that the donation of money, property, and assets is prohibited. The Board is prohibited from gifting money, property, or assets belonging to the Public Developer.

Section 6. Board Review. The Board shall meet at least once each month. The Board shall review monthly statements of income and expenses which compare budgeted expenditures to actual expenditures. The Board shall also review balance sheets each month. The Board shall review all such information at open public meetings, the minutes of which shall specifically note such reviews, and include such information. If possible, all Board meetings shall be broadcast and, except for executive or closed sessions authorized under RCW 42.30.110 or RCW 42.30.140, all Board meetings shall be public and transparent. All public records of the Board and the Public Developer may be requested in accordance with RCW Chapter 42.56 and may not be withheld unless exempt or confidential under state law.

Section 7. Quorum Defined. A quorum to commence a Board meeting shall be no fewer than seven (7) members of the Board.

Section 8. Officers and Division of Duties. The Board shall have at least four (4) or more officers. The initial officers shall be the Chair, Vice-Chair, Secretary, and Treasurer. Officers shall be elected from among the members of the Board by the Board for a term of one year, and members of the Board may serve additional terms as officers if elected by the Board.

Section 9. Removal of Board Members. If any Board member resigns, or becomes ineligible to serve, or misses three (3) or more consecutive Board meetings or two-thirds ($\frac{2}{3}$) of scheduled Board meetings in six (6) consecutive months, they shall be replaced, unless the absences have been excused by the Board. The replacement member shall be selected in the same manner as the departing Board member.

Section 10. The Public Developer shall, at a minimum, pay Board members representing residents, community organizations, and the labor representative for their time conducting Board business, as well as providing them with staff support as needed for them to successfully serve. The Board may choose to pay other members for their time.

ARTICLE VIII. CONSTITUENCY.

Section 1. Composition. Once the Public Developer begins operation of social housing, the Constituency of the Social Housing PDA shall consist of residents living within its developments and shall be governed by this Article. The Rules and Regulations shall provide for meetings, including notice, quorum, and other provisions dealing with the Constituency. The Constituency must have regularly scheduled meetings and an annual meeting when it elects position(s) to the Board.

Section 2. The concurrence of the Constituency shall also be required on the following matters: (1) any proposed amendments to the Charter; (2) any proposed amendments to the Rules and Regulations of the Social Housing PDA if said amendment deals with matters which are within the power and responsibility of the Constituency as set forth in this section; (3) proposed amendments to the provisions of the Rules and Regulations governing procedures for meetings of the Constituency; (4) annually fixing the compensation of Board members and adopting Board reimbursement policies; and (5) selection of an independent auditor. Such concurrence shall require an affirmative vote of a majority of the constituents voting on the issue.

Section 3. The Constituency shall elect a person or persons to serve on the Board in seven (7) of the thirteen (13) positions as provided herein and any Rules and Regulations adopted by the Constituency. If no candidate receives a majority affirmative vote, a run-off election between the top two candidates shall be held not later than one month following the first election.

Section 4. Each multifamily social housing development owned by the Public Developer shall form a governance council. The Board shall establish appropriate size limitations for governance councils based on the size of the developments that they represent.

A governance council shall have the following powers and responsibilities:

- (a) Host regular meetings to gather feedback and perspective of residents.
- (b) Provide the resident perspective to property management.
- (c) Represent the interests of the development in biannual meetings with the board.
- (d) Determine how to spend the building or development's allotted annual budget for common room amenities and social events.
- (e) Participate in the approval of renovation projects.
- (f) Other responsibilities as determined by the Board.

A governance council and the Board may consult with a mission-driven nonprofit corporation or community land trust with appropriate experience for the purpose of establishing managerial policies and practices that align with the requirements of social housing and the need to provide suitable renter protections.

ARTICLE IX. MEETINGS.

Section 1. Open Public Meetings. All Board meetings shall be open to the public to the extent required by RCW 42.30.010, et seq. Efforts to open meetings above and beyond the letter of the law are to be encouraged and applauded.

Section 2. Parliamentary Authority. The Board may adopt rules of procedure to govern its meetings and the meetings of any subcommittee or committee of the Board. Such rules of procedure shall be consistent with the Charter and state and local law.

Section 3. Minutes. Meeting minutes shall be made publicly available.

ARTICLE X. RULES AND REGULATIONS.

The Board shall adopt Rules and Regulations to govern the Public Developer that are consistent with this Charter.

ARTICLE XI. AMENDMENTS TO CHARTER.

Amendments to the Charter shall be recommended by the Board, and take effect upon City Council approval.

ARTICLE XII. RECORDS AND REPORTING REQUIREMENTS.

Records and reporting requirements shall be governed by SMC 3.110.390, 3.110.400, and 3.110.410 as existing on the date this ordinance was enacted.

ARTICLE XIII. COMMENCEMENT.

The Public Developer shall come into existence upon the certification of passage of this initiative.

ARTICLE XIV. DISSOLUTION.

Dissolution of the Public Developer shall be in the form and manner required by law, City ordinance, and the Rules and Regulations. Upon dissolution of the Public Developer and the winding up of its affairs, all of the rights, assets and property of the Public Developer shall pass to and be distributed according to the terms of binding agreements or to a qualified entity specified in SMC 3.110.490.

ARTICLE XV. MISCELLANEOUS.

Section 1. Bonding. The members of the Board and any other officers or officials with the responsibility for handling accounts and finances shall file fidelity bonds in an amount determined adequate and appropriate by the Board. The Public Developer shall pay the premium for such bonds. The Public Developer shall identify these officers and officials and the amounts of their bonds in its annual report.

Section 2. Safeguarding of Funds. The Public Developer's funds shall be deposited into a depository acceptable to the Mayor and be otherwise safeguarded pursuant to such instructions as the Mayor may from time to time issue.

Section 3. Insurance. The Public Developer shall maintain in full force and effect liability insurance in an amount sufficient to cover potential claims for bodily injuries, death or disability, and for property damage, which may arise from or be related to its projects and activities. The Public Developer shall also maintain appropriate insurance to protect staff, officers, and Board members.

Section 4. Code of Ethics. No official or employee of the Public Developer shall engage in conduct prohibited under state or local law. Uncompensated officials and employees designated compensated employees shall annually by April 15 file statements of economic interest as required under SMC 3.110.570. The Board shall enforce the provisions of SMC 3.110.580. Additionally, all final Board determinations under SMC 3.110.580 shall be provided to the Seattle Ethics and Elections Commission for its information. The City Board of Ethics, in its discretion, may comment on any determinations and provide its comments to the Social Housing PDA Council.

Section 5. Discrimination Prohibited. Neither Board, Constituency, nor governance council membership may be directly or indirectly based upon or limited by age, race, color, religion, sex, national origin, marital status, sexual orientation, gender identity, political ideology, or the physical handicap of a capable person. Use of City funds shall be subject to the requirements of SMC 20.46 (City Contracting—Fair Business Practices).

Section 6. Severability. If any part of this Charter is found by a court to be illegal or unconstitutional, according to either the Federal or State Constitution or laws, the remaining parts shall remain in force. The Charter shall be interpreted in the broadest sense in order that the Social Housing PDA may carry out its mandate.



Legislation Text

File #: Res 32069, **Version:** 1

CITY OF SEATTLE

RESOLUTION _____

A RESOLUTION regarding Initiative 135 concerning developing and maintaining affordable social housing in Seattle; authorizing the City Clerk and the Executive Director of the Ethics and Elections Commission to take those actions necessary to enable the proposed Initiative Measure to appear on the February 14, 2023, ballot and the local voters' pamphlet; requesting the King County Elections Director to place the proposed Initiative Measure on the February 14, 2023, ballot; and providing for the publication of such proposed Initiative Measure.

WHEREAS, proponents submitted to the City Clerk a ballot measure petition concerning developing and maintaining affordable social housing in Seattle (which the City Clerk designated as Seattle Initiative No. 135 in Clerk File No. 322249); and

WHEREAS, the City Clerk forwarded the petition to the Director of King County Elections for certification of whether the petition bears a sufficient number of valid signatures to qualify for introduction to the City Council as provided in Seattle City Charter Article IV, Section 1; and

WHEREAS, the Director of King County Elections has certified that the Initiative No. 135 petition bears sufficient valid signatures to qualify for introduction to the City Council as provided in Seattle City Charter Article IV, Section 1; and

WHEREAS, Seattle City Charter Article IV, Section 1 provides that, if the City Council does not enact an initiative bill or measure bearing a sufficient number of signatures, it shall be the duty of the City Council to submit the initiative measure to the voters of the City for their ratification or rejection; NOW, THEREFORE,

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE THAT:

Section 1. The City Clerk is authorized and directed to take those actions necessary to place City of

Seattle Initiative No. 135 in Clerk File No. 322249, a copy of which is attached as Attachment A to this resolution, on the February 14, 2023, ballot, including but not limited to publishing the proposed Initiative Measure as provided by the City Charter.

Section 2. The Executive Director of the Ethics and Elections Commission is authorized and requested to take those actions necessary to place information regarding City of Seattle Initiative Measure 135 in the February 14, 2023, voters' pamphlet.

Section 3. The Director of Elections of King County, Washington, as ex officio supervisor of elections, is requested to call for a special election and place City of Seattle Initiative Measure 135 on the February 14, 2023, ballot, with the following ballot title approved by the Seattle City Attorney:

City of Seattle Initiative Measure 135 concerns developing and maintaining affordable social housing in Seattle.

This measure would create a public development authority (PDA) to develop, own, and maintain publicly financed mixed-income social housing developments. The City would provide start-up support for the PDA. The City Council would determine the amount of ongoing City support. Before it transfers any public lands for nonpublic use, the City would be required to consider a transfer to the PDA. The PDA's Charter would govern the election, composition, and duties of the PDA's Board of Directors.

Should this measure be approved?

Yes

No

Adopted by the City Council the _____ day of _____, 2022, and signed by me in open session in authentication of its adoption this _____ day of _____, 2022.

President _____ of the City Council

Filed by me this _____ day of _____, 2022.

Elizabeth M. Adkisson, Interim City Clerk

(Seal)

Attachments:

Attachment A - City of Seattle Initiative Measure No. 135 (from Clerk File 322249)



Please return your petition forms to:

Real Change
 Attn: House Our Neighbors!
 219 1st Ave. S. Suite 215
 Seattle, WA 98104

Telephone: 206-441-3247 x122

E-mail: info@houseourneighbors.org

WARNING: Ordinance 94289⁽¹⁾ provides as follows: Section 1. It is unlawful for any person 1. To sign or decline to sign any petition for a City initiative, referendum, or Charter amendment, in exchange for any consideration or gratuity or promise thereof; or 2. To give or offer any consideration or gratuity to anyone to induce him or her to sign or not to sign a petition for a City initiative, referendum, or Charter amendment; or 3. To interfere with or attempt to interfere with the right of any voter to sign or not to sign a petition for a City initiative, referendum, or Charter amendment by threat, intimidation or any other corrupt means or practice; or 4. To sign a petition for a City initiative, referendum, or Charter amendment with any other than his or her true name, or to knowingly sign more than one (1) petition for the same initiative, referendum or Charter amendment measure, or to sign any such petition knowing that he or she is not a registered voter of The City of Seattle. The provisions of this ordinance shall be printed as a warning on every petition for a City initiative, referendum, or Charter amendment. Section 2. Any person violating any of the provisions of this ordinance shall upon conviction thereof be punishable by a fine of not more than Five Hundred Dollars (\$500) or by imprisonment in the City Jail for a period not to exceed six (6) months, or by both such fine and imprisonment.

INITIATIVE PETITION FOR SUBMISSION TO THE SEATTLE CITY COUNCIL

To City Council of the City of Seattle:

We, the undersigned registered voters of The City of Seattle, State of Washington, propose and ask for the enactment as an ordinance of the measure known as Initiative Measure No. 135 entitled:

City of Seattle Initiative Measure 135 concerns developing and maintaining affordable social housing in Seattle.

This measure would create a public development authority (PDA) to develop, own, and maintain publicly financed mixed-income social housing developments. The City would provide start-up support for the PDA. The City Council would determine the amount of ongoing City support. Before it transfers any public lands for nonpublic use, the City would be required to consider a transfer to the PDA. The PDA's Charter would govern the election, composition, and duties of the PDA's Board of Directors.

Should this measure be approved?

Yes

No

a full, true and correct copy of which is included herein, and we petition the Council to enact said measure as an ordinance; and, if not enacted within forty-five (45) days from the time of receipt thereof by the City Council, then to be submitted to the qualified electors of The City of Seattle for approval or rejection at the next regular election or at a special election in accordance with Article IV, Section 1 of the City Charter; and each of us for himself or herself says: I have personally signed this petition; I am a registered voter of The City of Seattle, State of Washington, and my residence address is correctly stated.

Only registered Seattle Voters can sign this petition

	Petitioner's Signature	Printed Name	Residence Address, Street and Number	Date Signed
1				
2				
3				
4				
5				
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AN ORDINANCE forming a Public Development Authority to develop, own, and maintain social housing developments; providing it startup resources; authorizing and adopting its charter; and establishing how it shall conduct its affairs.

BE IT ENACTED BY THE PEOPLE OF THE CITY OF SEATTLE.

This initiative will establish the “Seattle Social Housing Developer,” a Public Development Authority (PDA) responsible for developing, owning, and maintaining social housing in Seattle. Social housing is publicly owned, publicly financed, mixed-income housing, removed from market forces and speculation, and built with the express aim of housing people equitably and affordably. Under public control and oversight, social housing is sustainable and remains affordable in perpetuity. The housing developed under this ordinance shall be permanently protected for public use, dedicated to workforce and community housing, and will thereby increase the supply of permanent, truly affordable housing for Seattle residents. While social housing is a newer model for addressing housing affordability in the United States, it spans multiple countries and continents, including but not limited to: Toronto, Britain, Singapore, France, Vienna, and Uruguay.

NOW, THEREFORE, THE CITY OF SEATTLE, WASHINGTON, DOES ORDAIN AS FOLLOWS:

Section 1: Authority Created – City Liability Limited.

A. Authority Created. A public development authority to be known as the Seattle Social Housing Developer (“Social Housing Developer” or “Public Developer”) is hereby created to develop, own, and maintain social housing developments in the City of Seattle and for all related lawful purposes or public functions within the limits of the City of Seattle and outside of the City to the extent provided by state law.

B. City Liability Limited. The Public Developer is an independent legal entity exclusively responsible for its own debts, obligations, and liability. All liabilities it incurs shall be satisfied exclusively from its own assets and credit; no creditor or other persons shall have any recourse to the assets, credit or services of the City on account of any debts, obligations, liability, acts, or omissions of the Public Developer.

Section 2. Name. The name of the public authority shall be the Seattle Social Housing Developer.

Section 3. Definitions.

“Board” or “Board of Directors” means the group of persons vested with the management of the affairs of the Public Developer, which shall have the same meaning as “council” under Seattle Municipal Code 3.110.

“Charter” means the articles of organization of the Public Developer adopted by this ordinance and all subsequent Amendments thereto.

“City” means the City of Seattle, Washington.

“City Council” means the legislative authority of the City.

“Restorative justice” means a process of allowing tenants who are causing harm in the community to address root causes; avoiding any behaviors that take autonomy away from someone who is harming community in any way; ultimately striving to restore all parties to the state prior to the harm.

“The Public Developer” or “Social Housing Developer” means the Seattle Social Housing Developer.

“Social Housing Development” or “Development” means one or more buildings that are built or acquired by the Public Developer and used for social housing.

“State” means the State of Washington.

Section 4. Powers—Generally. Except as otherwise limited by the State Constitution, state statutes, this ordinance, or the Charter, the Public Developer shall have and may exercise all lawful power necessary or convenient to carry out the purposes for which the Public Developer is organized.

Section 5. Limitations.

A. The Public Developer is subject to the limitations established by the State Constitution, state statutes, this ordinance, and the Charter.

B. Chapter 3.110 of the Seattle Municipal Code does not apply to the Public Developer except to the extent stated in the Charter. The Public Developer shall be governed by this ordinance and by the Charter.

Section 6. Charter. The Charter, attached hereto and incorporated herein, is hereby approved. Upon the effective date of this ordinance, the Charter shall be issued in duplicate originals, each bearing the City seal attested by the City Clerk. One original shall be retained by the City Clerk and filed as a public record; a duplicate original shall be provided to the Public Developer. The City Clerk shall give notice of the issuance of the Charter to the Secretary of State.

Section 7. Board of Directors. A board of directors (the “Board of Directors” or “Board”) is hereby established to govern the affairs of the Public Developer, and shall be composed as set forth in the Charter. All corporate powers of the Public Developer shall be exercised by or under the authority of the Board and the business, property and affairs of the Public Developer shall be managed under the direction of the Board, except as may be otherwise provided for by law or in the Charter.

Section 8. Organization Meeting. The City Council shall call a meeting of the Board, to occur within thirty (30) days after selection of the Board members, giving at least seven (7) days advance written notice to each Board member, unless waived in writing. At such a meeting, the Board shall organize itself and begin the process of adopting bylaws, which shall be adopted within ninety (90) days after the initial meeting of the Board.

Section 9. Audits and Inspections. The Public Developer shall, at any time during normal business hours and as often as the City Council or the State Auditor may deem necessary, make available to the City Council and the State Auditor for examination all of its financial records, and perform audits. The City Council and State Auditor shall have no right, power or duty to supervise the daily operations of the Public Developer, but shall exercise its audit and inspection power and other powers under the ordinance and Charter for the purpose of correcting any deficiency and assuring that the purposes of the Public Developer are reasonably accomplished.

Section 10. Insurance. The Public Developer shall maintain in full force and effect public liability insurance in an amount sufficient to cover potential claims for bodily injury, death or disability and for property damage, which may arise from or be related to projects and activities of the Public Developer, provided, however, the City may, pursuant to a lease or contract with the Public Developer, agree to provide all or part of such insurance.

Section 11. Ancillary Authority. The Mayor, City Council, appropriate City committees, and City Clerk are granted all such power and authority as reasonably necessary or convenient to enable them to administer this ordinance efficiently and to perform the duties imposed in this ordinance.

Section 12. City Startup Support. The City shall provide the Public Developer limited in-kind assistance as necessary for the first 18 months of startup, including but not limited to office space, staffing, supplies, insurance and bonding, and legal services. This in-kind support shall include hiring and retaining the Public Developer’s chief executive officer and chief financial officer. This in-kind support shall not derive from any existing housing funding or reduce any City support for other housing projects. The City Council will decide the amount of subsequent City support for the Public Developer, which may include funds from any source available to do so including, without limitation, the general fund, grant funds, and by issuing Councilmanic Revenue Bonds.

Section 13. Use of Surplus City Land for Housing. Whenever the City considers the sale or gift of public lands for a private or non-public use, it shall prepare a feasibility study to consider whether such public lands should be transferred to the Public Developer for social housing. The City Council shall evaluate the feasibility study and the housing needs of the City before transferring such public land for private or non-public use. The Public Developer may also request that real or other property held by any public agency within the city limits of Seattle which is unused, under-used or surplus, be made available to the Public Developer for social housing.

Section 14. City Council Authority. This ordinance does not concern homelessness housing and nothing in this ordinance may be interpreted to interfere with or exercise the City Council’s powers under RCW Chapter 43.185(C) or other state laws. Should a court determine that any provision of this measure does so, the voters intend for such provision to be null and void and severable, and for the remainder of this ordinance to continue in full force.

Section 15. Severability. The provisions of this Chapter are declared to be separate and severable. If any clause, sentence, paragraph, section, or portion of this ordinance, or the application thereof to any person or circumstances, is held to be invalid, it shall not affect the validity of the remainder of this ordinance, or the validity of its application to other persons or circumstances.

EXHIBIT A

**CHARTER OF THE SEATTLE SOCIAL HOUSING
PUBLIC DEVELOPMENT AUTHORITY**

ARTICLE I. NAME. The name of this corporation shall be the Seattle Social Housing Developer (“Public Developer”)

ARTICLE II. PURPOSE, DIRECTIVES, AND GOALS.

(1) The core mission of the Seattle Social Housing Developer shall be to develop, own, and maintain social housing developments, as well as lease units of said developments.

(2) In carrying out its purpose, the Public Developer MUST adhere to the following:

1. The housing MUST be owned exclusively by the Public Developer;
2. To the extent possible, all developments MUST contain housing units that accommodate a mix of household income ranges, including extremely low-income (0-30% Area Median Income (“AMI”)), very low-income (30-50% AMI), low-income (50-80% AMI), and moderate-income (80-120% AMI), and a mix of household sizes. If the Public Developer takes over a building, existing residential tenants will not be displaced, and these targets will be achieved as tenants turnover in the building;
3. Tenancy MUST not be revoked based on changes to household income;
4. Rental rates MUST be dedicated to permanent affordability and set based on the amount needed for operations, maintenance, and loan service on the building or development containing the unit;

5. Residents MUST be afforded opportunities for restorative justice conflict resolution prior to being subject to eviction procedures;
6. Developments MUST be permanently protected from being sold or transferred to a private entity or public-private partnership;
7. Residents MUST have opportunities to participate directly and meaningfully in decision-making; and
8. New developments MUST meet green building and Passive House Standards.

(3) In carrying out its purpose, and to the extent legally allowed, the Public Developer should strive to achieve the following goals:

1. The Public Developer should use a lottery-based, minimal barrier application process, free of required rental references, co-signers, background checks, and application fees, and which does not discriminate based upon citizenship or immigration status;
2. The Public Developer should provide housing to those who live or work in Seattle;
3. The Public Developer should explore tenant unit ownership options as modeled by international social housing models;
4. The Public Developer should retrofit acquired buildings to meet Passive House Retrofit Standards under the EnerPHit Retrofit Plan and meet Americans with Disabilities Act standards;
5. The Public Developer should limit rent to no more than 30% of income;
6. New developments should include daycare, communal kitchens, affordable co-op working spaces, and/or common areas;
7. The Public Developer should construct new developments using union labor; and
8. The Public Developer should establish a labor harmony agreement.

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2. One (1) member shall be a rank-and-file union member appointed by the Martin Luther King, Jr. County Labor Council, which shall also appoint replacements.
3. One (1) member shall be a leader from a community organization that provides housing to marginalized communities. El Centro De La Raza shall appoint the first member to fill this position. The Board shall select replacements for this position after a public call for self-nominations.
4. Two (2) members shall be appointed by the City Council and one (1) member shall be appointed by the Mayor. As terms expire, the City Council and Mayor shall appoint the replacements for their appointed members. Of the members appointed by the Mayor and City Council, there must be members with expertise in public housing finance, urban planning, and nonprofit housing development.
5. One (1) member with expertise in green development appointed by the Green New Deal Oversight Board, which shall also appoint replacements.

Section 2. These persons and entities must appoint the first members of the Board within 60 days of the effective date of this Ordinance, and shall promptly appoint a replacement upon the expiration of members' terms or when a replacement is otherwise required. Board members must have a commitment to the goals of social housing.

Section 3. The terms of members of the Board shall be four years, except for the initial designation of Board positions to achieve staggered terms, as described below. No person shall serve more than eight (8) consecutive years on the Board. At the first meeting of the Board, the Board positions shall be divided into three categories, by random drawing. The first three names drawn shall be in Category One. The term of office of Category One positions shall be that which most closely coincides with the second anniversary of the formation of the permanent Board. The second three names drawn shall be in Category Two. The term of office for Category Two shall be that which most closely coincides with the third anniversary of the formation of the permanent Board. The remaining members shall be in Category Three. Their term of office shall be that which most closely coincides with the fourth anniversary of the formation of the permanent Board.

Section 4. The Board may create committees by resolution with a minimum of three (3) members and a maximum of six (6) members.

Section 5. Board Concurrence Required. The requirement for Board concurrence shall be that established by SMC 3.110.200, except that the donation of money, property, and assets is prohibited. The Board is prohibited from gifting money, property, or assets belonging to the Public Developer.

Section 6. Board Review. The Board shall meet at least once each month. The Board shall review monthly statements of income and expenses which compare budgeted expenditures to actual expenditures. The Board shall also review balance sheets each month. The Board shall review all such information at open public meetings, the minutes of which shall specifically note such reviews, and include such information. If possible, all Board meetings shall be broadcast and, except for executive or closed sessions authorized under RCW 42.30.110 or RCW 42.30.140, all Board meetings shall be public and transparent. All public records of the Board and the Public Developer may be requested in accordance with RCW Chapter 42.56 and may not be withheld unless exempt or confidential under state law.

Section 7. Quorum Defined. A quorum to commence a Board meeting shall be no fewer than seven (7) members of the Board.

Section 8. Officers and Division of Duties. The Board shall have at least four (4) or more officers. The initial officers shall be the Chair, Vice-Chair, Secretary, and Treasurer. Officers shall be elected from among the members of the Board by the Board for a term of one year, and members of the Board may serve additional terms as officers if elected by the Board.

Section 9. Removal of Board Members. If any Board member resigns, or becomes ineligible to serve, or misses three (3) or more consecutive Board meetings or two-thirds ($\frac{2}{3}$) of scheduled Board meetings in six (6) consecutive months, they shall be replaced, unless the absences have been excused by the Board. The replacement member shall be selected in the same manner as the departing Board member.

Section 10. The Public Developer shall, at a minimum, pay Board members representing residents, community organizations, and the labor representative for their time conducting Board business, as well as providing them with staff support as needed for them to successfully serve. The Board may choose to pay other members for their time.

ARTICLE VIII. CONSTITUENCY.

Section 1. Composition. Once the Public Developer begins operation of social housing, the Constituency of the Social Housing PDA shall consist of residents living within its developments and shall be governed by this Article. The Rules and Regulations shall provide for meetings, including notice, quorum, and other provisions dealing with the Constituency. The Constituency must have regularly scheduled meetings and an annual meeting when it elects position(s) to the Board.

Section 2. The concurrence of the Constituency shall also be required on the following matters: (1) any proposed amendments to the Charter; (2) any proposed amendments to the Rules and Regulations of the Social Housing PDA if said amendment deals with matters which are within the power and responsibility of the Constituency as set forth in this section; (3) proposed amendments to the provisions of the Rules and Regulations governing procedures for meetings of the Constituency; (4) annually fixing the compensation of Board members and adopting Board reimbursement policies; and (5) selection of an independent auditor. Such concurrence shall require an affirmative vote of a majority of the constituents voting on the issue.

Section 3. The Constituency shall elect a person or persons to serve on the Board in seven (7) of the thirteen (13) positions as provided herein and any Rules and Regulations adopted by the Constituency. If no candidate receives a majority affirmative vote, a run-off election between the top two candidates shall be held not later than one month following the first election.

Section 4. Each multifamily social housing development owned by the Public Developer shall form a governance council. The Board shall establish appropriate size limitations for governance councils based on the size of the developments that they represent.

A governance council shall have the following powers and responsibilities:

- (a) Host regular meetings to gather feedback and perspective of residents.
- (b) Provide the resident perspective to property management.
- (c) Represent the interests of the development in biannual meetings with the board.
- (d) Determine how to spend the building or development's allotted annual budget for common room amenities and social events.
- (e) Participate in the approval of renovation projects.
- (f) Other responsibilities as determined by the Board.

A governance council and the Board may consult with a mission-driven nonprofit corporation or community land trust with appropriate experience for the purpose of establishing managerial policies and practices that align with the requirements of social housing and the need to provide suitable renter protections.

ARTICLE IX. MEETINGS.

Section 1. Open Public Meetings. All Board meetings shall be open to the public to the extent required by RCW 42.30.010, et seq. Efforts to open meetings above and beyond the letter of the law are to be encouraged and applauded.

Section 2. Parliamentary Authority. The Board may adopt rules of procedure to govern its meetings and the meetings of any subcommittee or committee of the Board. Such rules of procedure shall be consistent with the Charter and state and local law.

Section 3. Minutes. Meeting minutes shall be made publicly available.

ARTICLE X. RULES AND REGULATIONS.

The Board shall adopt Rules and Regulations to govern the Public Developer that are consistent with this Charter.

ARTICLE XI. AMENDMENTS TO CHARTER.

Amendments to the Charter shall be recommended by the Board, and take effect upon City Council approval.

ARTICLE XII. RECORDS AND REPORTING REQUIREMENTS.

Records and reporting requirements shall be governed by SMC 3.110.390, 3.110.400, and 3.110.410 as existing on the date this ordinance was enacted.

ARTICLE XIII. COMMENCEMENT.

The Public Developer shall come into existence upon the certification of passage of this initiative.

ARTICLE XIV. DISSOLUTION.

Dissolution of the Public Developer shall be in the form and manner required by law, City ordinance, and the Rules and Regulations. Upon dissolution of the Public Developer and the winding up of its affairs, all of the rights, assets and property of the Public Developer shall pass to and be distributed according to the terms of binding agreements or to a qualified entity specified in SMC 3.110.490.

ARTICLE XV. MISCELLANEOUS.

Section 1. Bonding. The members of the Board and any other officers or officials with the responsibility for handling accounts and finances shall file fidelity bonds in an amount determined adequate and appropriate by the Board. The Public Developer shall pay the premium for such bonds. The Public Developer shall identify these officers and officials and the amounts of their bonds in its annual report.

Section 2. Safeguarding of Funds. The Public Developer's funds shall be deposited into a depository acceptable to the Mayor and be otherwise safeguarded pursuant to such instructions as the Mayor may from time to time issue.

Section 3. Insurance. The Public Developer shall maintain in full force and effect liability insurance in an amount sufficient to cover potential claims for bodily injuries, death or disability, and for property damage, which may arise from or be related to its projects and activities. The Public Developer shall also maintain appropriate insurance to protect staff, officers, and Board members.

Section 4. Code of Ethics. No official or employee of the Public Developer shall engage in conduct prohibited under state or local law. Uncompensated officials and employees designated compensated employees shall annually by April 15 file statements of economic interest as required under SMC 3.110.570. The Board shall enforce the provisions of SMC 3.110.580. Additionally, all final Board determinations under SMC 3.110.580 shall be provided to the Seattle Ethics and Elections Commission for its information. The City Board of Ethics, in its discretion, may comment on any determinations and provide its comments to the Social Housing PDA Council.

Section 5. Discrimination Prohibited. Neither Board, Constituency, nor governance council membership may be directly or indirectly based upon or limited by age, race, color, religion, sex, national origin, marital status, sexual orientation, gender identity, political ideology, or the physical handicap of a capable person. Use of City funds shall be subject to the requirements of SMC 20.46 (City Contracting—Fair Business Practices).

Section 6. Severability. If any part of this Charter is found by a court to be illegal or unconstitutional, according to either the Federal or State Constitution or laws, the remaining parts shall remain in force. The Charter shall be interpreted in the broadest sense in order that the Social Housing PDA may carry out its mandate.

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Legislative	Amy Gore/206.386.9107	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: A RESOLUTION regarding Initiative 135 concerning developing and maintaining affordable social housing in Seattle; authorizing the City Clerk and the Executive Director of the Ethics and Elections Commission to take those actions necessary to enable the proposed Initiative Measure to appear on the February 14, 2023, ballot and the local voters’ pamphlet; requesting the King County Elections Director to place the proposed Initiative Measure on the February 14, 2023, ballot; and providing for the publication of such proposed Initiative Measure.

Summary and Background of the Legislation: This resolution carries out the City Council’s duty under Seattle City Charter Article IV, Section 1 to transmit for ballot placement any voter-proposed initiative for which the petition received a sufficient number of signatures.

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?

If passed by voters, I-135 would impose two requirements on the City:

1. Fund the salary and benefits of the Chief Executive Officer (CEO) and Chief Financial Officer (CFO) for 18 months along with limited in-kind support; and
2. Conduct a feasibility study whenever considering the sale or gift of public land.

Using the City Budget Office’s position cost estimation tool, the estimated annual cost of salary and benefits for two executive staff positions for 2023 is slightly below \$500,000. Because Section 12 of I-135 requires the City to support the employee costs of the CEO and CFO for 18 months, the City could potentially be required to provide nearly \$750,000 toward the startup of the Public Developer, plus other in-kind startup costs, such as office space and supplies. It is possible salary and benefit costs could be pro-rated to reflect the hiring timelines for the two positions. Nothing would prohibit the City from providing additional

support, though I-135 does not require it. Funding currently provided to existing PDAs cannot fulfill the requirements laid out in Section 12.

Section 13 of I-135 requires the preparation of a feasibility study to consider transferring public lands to the Public Developer. This requirement could be incorporated into existing policies. Current City Council policy, as established in [Resolution 31829](#) and [Resolution 31837](#), and the City's procedures for evaluation of reuse and disposal of the City's real property require the prioritization of affordable housing development when disposing of surplus City property. The prescriptions of I-135's Section 13 could be addressed by adding to those procedures that the evaluation must assess the feasibility of transferring the property to the Public Developer. I-135 does not require that real property be transferred to the Public Developer or give priority to the Public Developer over other agencies, including the Office of Housing or nonprofit developers.

Are there financial costs or other impacts of *not* implementing the legislation?

The City Council is required under Seattle City Charter Article IV, Section 1 to transmit for ballot placement any voter-proposed initiative for which the petition received a sufficient number of signatures.

3.a. Appropriations

 N This legislation adds, changes, or deletes appropriations.

3.b. Revenues/Reimbursements

 N This legislation adds, changes, or deletes revenues or reimbursements.

3.c. Positions

 N This legislation adds, changes, or deletes positions.

4. OTHER IMPLICATIONS

a. Does this legislation affect any departments besides the originating department?

The City would be required to provide nearly \$750,000 toward the startup of the Public Developer, plus other in-kind startup costs, such as office space and supplies. This would likely require some degree of support from a City Department, likely Facilities and Administrative Services or Office of Housing.

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?

None

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.

No

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)?

Not Applicable

Summary Attachments:



Legislation Text

File #: Appt 02332, **Version:** 1

Appointment of Gino Betts Jr. as Director of the Office of Police Accountability, for a term to December 31, 2022.

The Appointment Packet is provided as an attachment.

City of Seattle



Director

**Office of
Police Accountability**

**Confirmation Packet
July 28, 2022**

Gino Betts Jr.



July 28, 2022

The Honorable Debora Juarez
President, Seattle City Council
Seattle City Hall, 2nd Floor
Seattle, WA 98104

Dear Council President Juarez:

It is my pleasure to transmit to the City Council the following confirmation packet for my appointment of Gino Betts as Director of the Office of Police Accountability.

The materials in this packet are divided into two sections:

A. Gino Betts

This section contains Mr. Betts' appointment and oath of office forms, his resume, his offer letter, and the press release announcing his selection.

B. Background Check

This section contains the report on Mr. Betts' background check.

We cannot have safety without accountability, and our Office of Police Accountability (OPA) is a core component of our efforts to ensure a trusted, effective, and accountable Seattle Police Department (SPD). After a robust national search, I believe we have found the right person to lead OPA, who will bring an independent, determined, and thoughtful approach to police accountability. Gino Betts recognizes the importance of generating public trust by upholding a culture of accountability within the SPD and conducting objective, thorough, and just investigations. He knows the importance of working with our accountability partners to ensure Seattle continues onward in the path toward full and effective compliance with the Consent Decree, and in alignment with our community's values.

Gino brings a wealth of experience as a career public servant. During his time at Chicago's police accountability agency, he participated in a number of high-profile cases, helping secure accountability and expose instances of corruption and misconduct. In one notable case at Chicago's Civilian Office of Police Accountability, the work of his team resulted in action against a corrupt group of officers who extorted residents and falsely arrested those who objected. Due to the work of Gino and his team, several officers were held accountable for misconduct, which ultimately led to conviction overruns for over 200 wrongfully incarcerated community members. Most recently, he served as an Assistant State's Attorney at the Cook County State's Attorney's Office in Chicago with a focus on violent and high-profile felony cases. There, Gino also led the Southside Community Justice Center where he collaborated with community leaders, law enforcement, and elected officials to problem solve local concerns and reduce area violence. Further, he teaches and serves the community through organizational boards and nonprofits, including those focused on safety, diversity in the legal field, and community engagement.

I nominated Gino Betts for the Council's consideration after extensive stakeholder engagement as outlined below. In April of this year, I established an OPA Director Selection Committee, which included two members from the Community Police Commission (CPC), as required by Ordinance 125315.

Selection Committee members included:

- Councilmember Lisa Herbold – Seattle City Councilmember
- Douglas Wagoner - Community Police Commission Co-Chair
- Reverend Patricia Hunter – Community Police Commission Commissioner
- Senator Manka Dhingra – Washington State Senator
- Brian Maxey - Chief Operating Officer for the Seattle Police Department
- Nina Martinez – Board Chair of Latino Civil Alliance
- DeVitta Briscoe - Gun Violence Prevention Liaison for the Mayor’s Office
- Miri Cypers – Regional Director for the Anti-Defamation League’s PNW Office

The Selection Committee met four times over April and May 2022, where they established evaluation criteria, reviewed applicant materials, and interviewed with their preferred candidates. In early June, the final four candidates flew to Seattle to meet in-person with multiple Seattle stakeholders including staff and Executive Director Brandy Grant of the Community Police Commission, staff and Interim Director Gráinne Perkins of the Office of Police Accountability, Ombud Dr. Amarah Khan, staff and Inspector General Lisa Judge of the Office of Inspector General of Public Safety, Chief of Police Adrian Diaz, Senior Deputy Mayor Monisha Harrell, and myself. The candidates also participated in a [livestreamed and recorded public forum](#), moderated by Brian Callanan who fielded questions submitted from over 150 interested community members.

The resounding conclusion from the involved stakeholders was that Gino Betts holds a commitment to fairness and justice, has a belief in continuous learning and improvement, and has proven experience driving real progress. Review of his impressive work history and the strong support shown by the involved stakeholders is the process that informed my decision to advance Mr. Betts for your consideration today.

I trust that after reviewing Gino’s application materials, meeting with him, and following Councilmember Herbold’s robust Public Safety and Human Services Committee review, you will find that he is the right choice to serve as Director of the Office of Police Accountability. This nomination packet is for Gino Betts’ appointment through the end of the current four-year term, which lapses December 31, 2022. Provided the City Council ultimately votes to confirm his appointment, I intend to refer a nomination packet for the subsequent four-year term, which begins January 1, 2023.

Lastly, I would like to express my profound gratitude to the members of the Search Committee who offered both their time and valuable insight. Their work helped lead to the nomination of the credentialed leader I’ve referred for your review today. If you have any questions about the attached materials or need additional information, Senior Deputy Mayor Monisha Harrell would welcome hearing from you. I appreciate your consideration.

Sincerely,



Bruce A. Harrell
Mayor of Seattle

SECTION

A



July 12, 2022

Gino Betts Jr.
Chicago, IL
Transmitted via e-mail

Dear Gino,

It gives me great pleasure to appoint you to the position of Director of the Office of Police Accountability at an annual salary of \$201,408.

Your appointment as Director is subject to City Council confirmation; therefore, you will need to attend the Council's confirmation hearings. Once confirmed by the City Council, your initial term is until December 31, 2022. If reconfirmed by the City Council, your term will be until December 31, 2026.

Your contingent offer letter provided employment information related to the terms of your employment, benefits, vacation, holiday and sick leave.

I look forward to working with you in your role as Director and wish you success. We have much work ahead of us, and I am confident that the Office will thrive under your leadership.

Sincerely,

A handwritten signature in cursive script that reads "Bruce A. Harrell".

Bruce A. Harrell
Mayor of Seattle

cc: Seattle Department of Human Resources file



City of Seattle Department Head Notice of Appointment

Appointee Name: <i>Gino Betts Jr.</i>		
City Department Name: <i>Office of Police Accountability</i>	Position Title: <i>Director</i>	
<input checked="" type="checkbox"/> Appointment OR <input type="checkbox"/> Reappointment	Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointing Authority: <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Specify appointing authority</i>	Term of Office: <i>City Council Confirmation to December 31, 2022</i>	
Legislated Authority: <i>Ordinance 125315 Section 14 (Uncodified SMC 3.29.115)</i>		
Background: Gino Betts brings a wealth of experience as a career public servant. During his time at Chicago’s police accountability agency, he participated in a number of high-profile cases, helping secure accountability and expose instances of corruption and misconduct. In one notable case at Chicago’s Civilian Office of Police Accountability, the work of his team resulted in action against a corrupt group of officers who extorted residents and falsely arrested those who objected. Due to the work of Gino and his team, several officers were held accountable for misconduct, which ultimately led to conviction overruns for over 200 wrongfully incarcerated community members. Most recently, he served as an Assistant State’s Attorney at the Cook County State’s Attorney’s Office in Chicago with a focus on violent and high-profile felony cases. There, Gino also led the Southside Community Justice Center where he collaborated with community leaders, law enforcement, and elected officials to problem solve local concerns and reduce area violence. Further, he teaches and serves the community through organizational boards and nonprofits, including those focused on safety, diversity in the legal field, and community engagement.		
Date of Appointment: <i>7/28/2022</i>	Authorizing Signature (original signature): 	Appointing Signatory: <i>Bruce A. Harrell</i> <i>Mayor</i>



CITY OF SEATTLE ▪ STATE OF WASHINGTON

OATH OF OFFICE

State of Washington

County of King

I, Gino Betts Jr., swear or affirm that I possess all of the qualifications prescribed in the Seattle City Charter and the Seattle Municipal Code for the position of the Director of the Office of Police Accountability; that I will support the Constitution of the United States, the Constitution of the State of Washington, and the Charter and Ordinances of The City of Seattle; and that I will faithfully conduct myself as the Director of the Office of Police Accountability.

Gino Betts Jr.

Subscribed and sworn to before me

this ____ day of _____, 2022.

[Seal]

Elizabeth M. Adkisson, Interim City Clerk

Gino Betts Jr.

Chicago, Illinois
Linkedin.com/in/ginobetts

Governmental Manager/Legal Professional

Legal Counsel/Litigation

Effective and astute attorney, legal consultant and manager with broad legal expertise in research, writing, analysis, critical thinking and interpretation. Successful and experienced trial lawyer and executive level manager adept at executing efficient administrative, operational and personnel functions with powerful leadership, communication and problem-solving abilities.

- Legal Research & Interpretation
- Legal Writing
- Project Management
- Leadership & Staff Management
- Problem Solving
- Communication & Presentation Skills

Professional Experience

Cook County State's Attorney's Office, Chicago, Illinois

Assistant State Attorney, 2019–Present

Community Justice Center

Lead assistant state's attorney at Community Justice Center South. Effectively prosecute violent and high-profile felony cases. Strategically partner with local stakeholders to problem solve community concerns and reduce violent crimes.

- Represent the office at several contentious community panels, most recently the 43rd Ward's criminal justice forum (over 300 attendees) and the 8th Ward's townhall (over 200 attendees). Other panelists included CPD's directors, commanders and local elected officials.

Felony Review Unit

Critically and thoroughly inspect law enforcement investigations for viable felony charges, interview criminal victims, witnesses and defendants, present cases and subpoenas to grand juries and special grand juries and formidably litigate felony pretrial hearings. Skillfully argue adversarial probable cause hearings against private attorneys and public defenders, resulting in probable cause findings in 100% of cases presented.

- Strategically selected grand jurors for the presentation of indictments and subpoenas, resulting in true bills of indictment and subpoena issuances on 100% of matters presented.

Civilian Office of Police Accountability, Chicago, Illinois

Attorney, 2017–2019

Shaped complex police misconduct investigations with thorough legal analysis, counsel and interpretations for management and investigative staff related to Chicago Police Department orders and operations including evidence collection, use of force guidelines and search and seizure parameters. Co-chaired the committee tasked with drafting the office's vision statement.

Continued...

- Counseled management on legal issues related to investigations, including issues concerning local, state, and federal laws, statutes and contracts.
- Exercised timely and accurate response to subpoenas and Freedom of Information requests. Executed subpoenas for documents and persons critical to investigations, increasing departmental efficiency by weeding out frivolous requests.
- Coordinated with outside counsels and prosecutorial agencies regarding parallel litigation and investigations.

Cook County Department of Homeland Security, Chicago, Illinois

Chief Deputy Director (Interim), 2016

Led and actively coordinated all administrative, operational, communications and response activities, assets, programs and personnel matters to meet departmental objectives, directly reporting to the executive director.

- United community stakeholders and contributed valuable input to committees focused on confidential homeland security, public safety and emergency management matters. Assisted local municipalities with natural and manmade disaster preparedness.
- Established comprehensive policies, procedures and protocols for operation, maintenance and replacement of equipment, limiting county equipment usage liability and reducing maintenance and replacement costs.
- Conducted hiring and oversaw staff and personnel issues to ensure effective and efficient management of department goals.

Cook County Department of Homeland Security and Emergency Management, Chicago, Illinois

Special Assistant for Legal Affairs, 2015- 2016

Actively researched and interpreted laws and ordinances and provided legal advice on a range of issues related to the department's functions, duties, powers, and responsibilities governed by local ordinance, state, and federal law.

- Proficiently established procedural rules and policies that align with enforcement of ordinances, bills, memoranda of agreement, intergovernmental agreements, and contracts to ensure strict federal and state legal compliance.
- Ensured rigorous legal compliance by clearly and competently communicating the legal ramifications of proposals, policy directives and other activities undertaken by the department, bureau, or county board.
- Strengthened relationships with political and community leaders by offering valuable input and feedback on legislation presented to the Illinois General Assembly and proposals presented to the county board.

Cook County State's Attorney Office

Assistant State Attorney, 2009- 2015

Skillfully conducted approximately 100 felony adult criminal and juvenile delinquency cases Units as lead prosecutor for the largest juvenile court call in the Cook County court system. Also tried cases for the Appellate, Child Protection and Community Justice Units.

- Successfully obtained guilty verdicts for multiple jury trials, including a high-profile first-degree murder case.
- Formulated and presented several appellate briefs, including constitutional issues and cases of first impression, resulting in favorable decisions for the State's Attorney's Office.

DePaul University School of Law

Adjunct Law Professor, 2017 to Present

Skillfully lead a Criminal Drafting course for second- and third-year law students focusing on drafting and responding to common criminal court filings with discussion of legal arguments and strategies.

University of Illinois at Chicago School of Law

Adjunct Law Professor, 2022 to Present

Instruct second-and third-year law students on critical trial advocacy skills, ranging from case preparation to raising and responding to objections.

Education and Credentials

Juris Doctor (2009)

Southern Illinois University School of Law – Carbondale, Illinois
Howard University School of Law, Study Abroad Program

Bachelor of Arts in Communications, Minor in English

Northern Illinois University – Dekalb, Illinois

Licensure

Licensed to Practice Law in Illinois

Certifications

Project Management Professional Certification, 2016

Professional Associations

Black Male Lawyers Association, board member, 2020 to present
Bobby E. Wright Comprehensive Behavioral Health Center, board member, 2020 to present
Hyde Park-Kenwood Community Conference, board member, 2019 to present
Just the Beginning, associate board president, 2009-2016
Rising Leaders Council, 2014-2015
Civic Leadership Council, 2011-2015
National Black Prosecutors Associations, 2009-2015

Recognitions

Cook County State's Attorney's Office Letter of Special Recognition, 2014
Cook County State's Attorney's Office Letter of Special Recognition, 2013

Personal Interests

Peoria Whiskeydaddle Full Marathon (26.2 miles), 2021
Chicago Full Marathon (26.2 miles), 2015

Press Release

For Immediate Release

Contact Information

Jamie Housen

206-798-5002

jamie.housen@seattle.gov

Mayor Bruce Harrell to Appoint Accountability Leader Gino Betts as Next Office of Police Accountability Director

Betts, a champion for transparency and accountability, will bring experienced leadership to deliver objective, thorough and just misconduct investigations

Seattle – Mayor Bruce Harrell will appoint Gino Betts the next director of the Office of Police Accountability following a national search. Betts, an accountability leader, career public servant, and current Cook County Assistant State’s Attorney, will officially join the Office of Police Accountability on August 1st, beginning his tenure with a series of community meetings to introduce himself to the people of the city.

“We cannot have safety without accountability, and our Office of Police Accountability is a core component of our efforts to ensure a trusted, effective, and accountable Seattle Police Department,” **said Mayor Harrell**. “After a robust national search, Gino was a clear standout for his commitment to fairness and justice, belief in continuous learning and improvement, and proven experience driving real progress in this critical area. I’m excited to appoint him to this position and know Seattle will be well served by his independent, determined, and thoughtful approach to police accountability.”



“I’m honored to join the Office of Police Accountability and to advance efforts to build transparency and community trust in the Seattle Police Department,” **said Betts**. “This is a new opportunity to bring a fresh lens and deliberate approach to these challenging issues – moving forward by engaging community through thorough investigations driven by honesty, transparency, and a dedication to the truth. My pledge to Seattle and all its residents is to evaluate each case brought before me by striving to fully understand the details, facts, and nuances, while never losing sight of justice and the need for true, meaningful accountability.”

WATCH: Gino Betts Answers Community Questions at OPA Director Finalist Forum in June

Betts’ professional and lived experience provide an important perspective for ensuring effective oversight efforts. As an attorney with Chicago’s police accountability agency, he participated in a number of high-profile cases, helping secure accountability and expose instances of corruption and misconduct, including against former Chicago Police Department Chief Ron Watts. Betts also teaches and serves the community through organizational boards and nonprofits, including those focused on safety, diversity in the legal field, and community engagement. You can read his full biography below.

The Office of Police Accountability (OPA) investigates complaints and allegations of misconduct regarding SPD employees, using SPD policy and local, state, and federal laws to recommend findings to the Chief of Police. Accountability is a definitive tenet of Mayor Harrell’s vision for a restored and community-trusted Seattle Police Department.

Mayor Harrell is continuing to prioritize police accountability, building on his City Council record where he led the charge for body cameras, passed the City’s first bias-free policing law, and worked with community, stakeholders, and SPD to appoint a Community Police Commission, a new Director of the OPA and the Civilian Auditor of OPA.

WHAT PEOPLE ARE SAYING

Lisa Herbold, City Councilmember and Chair of Council Public Safety & Human Services Committee

“I thank Mayor Harrell for his nomination of Director to the Office of Police Accountability. I look forward to the Public Safety and Human Services Committee consideration of Mr. Betts for this position. Mr. Betts has worked in a police accountability system with more authority than the OPA; I believe this experience will make him an effective voice for additional accountability reforms in Seattle.”

Miri Cypers, Regional Director of Anti-Defamation League Pacific Northwest

“It has been an honor to serve on the Selection Committee for Seattle’s Director of Office of Police Accountability. As an organization that fights hate and ensures the civil rights of our communities, the inclusion of community voices has been integral to the selection of the new director, and we are grateful to the many voices who have been a part of the process. I can think of no better person for the role than Gino Betts whose service in Chicago’s Civilian Office of Police Accountability and career as a prosecutor give him the insight and tools needed for this critical role. Mr. Betts is passionate about public service and community, and I look forward to working with him to address police misconduct and reforming our policing system to improve public trust and the safety of all our communities.”

Rev. Dr. Patricia L. Hunter, Co-chair of the Community Police Commission

“I applaud Mayor Bruce Harrell for his selection of Mr. Gino Betts as the next Executive Director of the Office of Police Accountability. Mr. Betts is highly qualified for the position and brings a wealth of experience and commitment to police accountability. Mr. Betts will work with all the accountability partners and is committed to being seen in and transparent with the Seattle community. The search committee was unanimous in its decision to move Mr. Betts forward in the search process for the next executive director of the Office of Police Accountability.”

About Gino Betts

Gino Betts is a highly experienced and committed career public servant. He is a product of Chicago’s South and West Sides, areas most impacted by police misconduct. Gino currently serves as a Cook County Assistant State’s Attorney where he leads the Southside Community Justice Center. His current work includes collaborating with community leaders, law enforcement, and elected officials to problem solve local concerns and reduce area violence. Gino also represents the nation’s second largest prosecutorial office at several community events, panels, and webinars, while managing a full caseload of violent felony offenses.

Previously, following a national wave of police misconduct incidents, Gino was recruited to serve as an attorney at Chicago’s new police accountability agency. There, he worked on several high-profile cases, including allegations against former-Police Sergeant Ronald Watts. Watts ran a team of corrupt officers who extorted residents and falsely arrested those who objected. Gino’s work helped secure administrative findings and discipline against several involved officers and over 200 vacated convictions for wrongfully incarcerated community members.

He also worked as the Cook County's Department of Homeland Security and Emergency Management attorney, where he was quickly promoted to interim chief-of-staff. Gino studied International and Comparative Constitutional Law in Cape Town, South Africa. He also teaches legal writing at DePaul University and trial advocacy at University of Illinois at Chicago. Outside of work, Gino has served on several nonprofit boards, including those focused on community engagement, public safety, and diversifying the legal field.

Gino is a father of a two-year-old boy and husband to his college sweetheart Jessica, who will celebrate a 10-year anniversary later this year.

Overall, he is excited to bring fresh ideas, a commitment to community building, and thorough and transparent misconduct investigations to serve Seattle residents.

###

SECTION

B



City of Seattle

Seattle Department of Human Resources

Kimberly Loving, Interim Director

July 6, 2022

TO: Pam Inch, Senior Executive Recruiter - Seattle Department of Human Resources

FROM: Annie Nguyen - Seattle Department of Human Resources

SUBJECT: Background check for Gino Betts

The Seattle Department of Human Resources has received a copy of **Gino Betts's** background check provided by Washington State Patrol. There were no findings that would impact their employment eligibility.

Cc: Personnel File

Seattle Department of Human Resources

Seattle Municipal Tower, 700 5th Avenue Suite 5500, PO Box 34028, Seattle, WA 98124-4028
(206) 684-7999 • TTY:7-1-1 Fax: (206) 684-4157 • Employment Website: www.seattle.gov/jobs

An equal employment opportunity employer. Accommodations for people with disabilities provided upon request.



Questions for appointment of Gino Betts as OPA Director

1. How has your experience in Chicago prepared you for the OPA Director role in Seattle? How will you get up to speed on issues around policing, police oversight, and community perception of policing that are unique to Seattle?

My personal and professional experiences in Chicago have prepared me to serve as OPA's director. Those experiences range from being unconstitutionally policed growing up on the city's Westside to working in collaboration with hardworking and community-oriented officers as a prosecutor. I last served as a community justice assistant state's attorney, which divided my responsibilities between prosecuting violent felony offenses and working with stakeholders to reduce violence and problem-solve local concerns. Prior to that position, I was recruited to serve as an attorney at Chicago's Civilian Office of Police Accountability, an agency created in response to historic police oversight failures and Laquan McDonald's murder. As acting director at Cook County's Department of Homeland Security and Emergency Management I gained significant leadership skills. As a legal writing adjunct law professor and attorney in the Cook County State's Attorney's Office appellate division, I developed legal analysis and writing expertise critical to the role of OPA director.

Nevertheless, there will undoubtedly be a learning curve adjusting to the social and political nuances unique to Seattle. To that end, in addition to reading the wealth of available reports, articles, and other documents related to police oversight in Seattle, I commit to a listening tour. Seattle has no shortage of active and engaged police oversight stakeholders. I plan to humbly and patiently listen to those impacted by police misconduct, those committed to police reform, and those with bold and creative ideas to amend police policies to meet the community's needs. That tour will also include visiting police precincts to identify and understand issues law enforcement believe obstruct police and community reconciliation and unity.

2. Describe your working experience and accountability to diverse communities. What have you done to reach out directly to the community, especially the BIPOC community to build trust? How do you plan to have the OPA engage with the public about case results? How do you plan to have the OPA engage with the public about case results?

As a community justice center prosecutor on Chicago's Southside, I served the city's most impoverished and marginalized community. I worked daily to educate community members about the criminal justice system, including numerous webinars, panels, and presentations. I also participated in midnight prayer vigils in Chicago's highest crime areas. Additionally, community members and organizations routinely called upon me to address drivers of local crime and problem properties in the area. Showing up, demonstrating commitment, and genuine and meaningful participation go a long way toward building community trust. OPA has done a great job of issuing timely DCMs and making them available to the public. It has also done well making the complaint filing

process available to all communities, from filing in-person, online, over the phone, or via mail. However, too many communities are unaware OPA exists or what it does. As OPA director, I commit to aggressively and proactively spreading OPA awareness to all parts of Seattle.

I also commit to facilitating frequent and meaningful communication with complainants. In the past, communication with complainants was impersonal and rare. OPA now has a complaint navigator to ensure complainants understand the investigative process and provide status updates from intake to disposition. To further serve complainants, after the investigation concludes and the DCM is issued, I will invite them to closeout meetings. There, OPA will provide an overview of the investigation and answer questions, within legal parameters. Last, transparency is key to building public trust in the police oversight system. Accordingly, I commit to making all videos, reports, and other evidence timely and publicly available, within the parameters of the law.

3. The three-part nature of Seattle's police accountability system allows for a great deal of collaboration across agencies, but it can also be a source of tension. How do you intend to navigate within that tension, when it occurs? For example, how do you plan to maintain positive relationships with the Community Police Commission if you believe it will oppose an OPA discipline decision? The Office of the Office of the Inspector General reviews and certifies OPA investigations; how do you plan to work with the Office of the Inspector General?

As acting OPA director, I have met all police accountability partners. I am encouraged by their hard work and dedication. I believe the tension created by the checks-and-balances built into Seattle's police oversight system is a good thing. While I do not expect the accountability partners to agree on all case outcomes, I do believe we will disagree without being disagreeable. I am confident CPC's critiques of OPA investigations will be genuinely rooted in and motivated by community interests. When CPC disagrees with OPA's evidentiary assessments, analyses, and findings, we will not take it personally. Similarly, OPA and OIG share a commitment to timely, thorough, and objective investigations. As OPA director, I will welcome all input aimed at ensuring consistent and high-quality police misconduct investigations and DCMs. Ultimately, diverse perspectives will bring us closer to, rather than obstruct, our shared goal of making Seattle a national model of police oversight.

4. The 2017 Accountability Ordinance set several goals that have not been achieved because of collective bargaining hurdles. One of these goals is related to civilianization of the OPA. What is your view on the mix of civilian and sworn investigators in OPA? Should OPA be 100% civilian investigators? What is your ideal ratio of civilian vs sworn investigators in the OPA?

I believe OPA should consist of 100% civilian investigators. That is the best model for overcoming public skepticism regarding police oversight. However, that in no way calls to question the integrity and thoroughness of OPA's sworn investigators. In my short time as acting director, I have witnessed firsthand their dedication and unwavering commitment to OPA's mission. Nevertheless, the optics of the current hybrid model does

little to improve, if not undermines, public trust in an independent and objective investigative process.

5. When recommending discipline, you will be faced with a decision to either (1) follow historical guidelines that may not satisfy the public or your own sense of accountability or (2) recommend higher levels of discipline and risk an unfavorable appeal that results in either lower levels of discipline or no discipline at all. What is your risk tolerance with appeals? How will you explain your decisions to the public?

My approach has always been and will continue to be, "do the right thing." Discipline recommendations are unique to each case. While OPA is not bound by historical guidelines, particularly those that proved inappropriately lenient, we aim for consistent and reasonable accountability. Relevant factors include, but are not limited to, the egregiousness of the violation and the officer's disciplinary history, training, and experience. However, the threat of public backlash and/or having my recommended discipline overturned on appeal will not be factored into my process. Public opinion is critical to developing acceptable police policies and practices. However, OPA findings and discipline recommendations for individual investigations cannot be shaped by any external influence. Similarly, the unfettered power the collective bargaining agreement affords arbitrators hearing police misconduct appeals behind closed doors must be addressed, but it will not impact my decision making.

6. Do you see any value in having clear, graduated recommended discipline guidelines? If so, would you be willing to make these guidelines available to the public?

I do see the value in "clear, graduated recommended discipline guidelines." That would build both officer and community confidence in a consistent, transparent, and predictable police oversight process. Several cities, including Denver, South Bend, and San Diego, have discipline matrixes. However, because each case is unique, there must be discretion to deviate from the guidelines where unforecastable factors, like significant misconduct and/or extraordinary disciplinary history, exist. Ultimately, should such a discipline matrix be created, I support making it publicly available.

7. The OPA Director has recently taken on a more significant role in advising the Labor Relations Policy Committee on changes that could be made to the union contract. Is this going to be a priority for you? If so, how would you balance workload needs at OPA with the need to advise the Council and Executive on potential policy changes to the police contract?

Weighing-in on Seattle's and the police union's labor negotiations is high-priority. The collective bargaining agreement's impact on OPA's work cannot be overstated. Serving as OPA director at this time, prior to finalization of an agreement, is a prime opportunity to share concerns and hindrances created by the expired contract. I look forward to, and would never waive, that opportunity.

8. How will you know you are being successful in your role? What metrics will you use?

Community confidence in our police accountability system is the ultimate barometer of success. If more people are aware of OPA as a resource, better informed about OPA's functions, and have increased security in fair and just outcomes, then my time as OPA director will be successful. Annual community surveys on attitudes toward policing and police oversight will capture our progress. Further, survey results will be made public.

9. Please explain your approach to managing an organization the size of OPA. For example, how will you ensure police investigators do a thorough job and how will you hold them accountable if they don't?

An organization is only as good as its members. I am encouraged by OPA's staff, from support to leadership. I am briefed daily on complaint intakes and consistently provided status updates on investigations. I believe communication is key to ensuring work is not overlooked or neglected. Historically, OPA has done well producing timely, thorough, and objective OIG certified investigations. With that said, I will hold OPA staff to the same high standard we are tasked to hold SPD employees. Anything less would be unacceptable and hypocritical. Initially, all remedial efforts to address underperformance will be exhausted. Thereafter, consistent failures will result in progressive discipline.

10. What will you do to ensure the actions of OPA are perceived as fair, for both the community and for police officers?

Providing a fair and impartial experience for both community members and officers is high priority. As OPA director, I will use procedural justice principles proven to boost confidence in decision making processes: 1) treat parties with dignity and respect, 2) give parties voice throughout the process, 3) neutral and transparent decision making, and 4) convey trustworthy motives. Mediation is another tool proven to promote procedural fairness. New Orleans' Office of the Independent Police Monitor is nationally lauded for its community-police mediation program, where post-mediation surveys showed 100% of complainant and officer participants found the process was unbiased and appreciated the opportunity to talk out their differences. All officers thought it was helpful toward building mutual respect, and most complainants gained a better understanding of policing. While cases alleging dishonesty, misuse of authority, and criminal allegations are inappropriate for mediation, there is an opportunity to address some allegations of unprofessionalism and bias, which according to OPA's 2021 Annual Report made up over 30% of reported allegations, through mediation.

Other keys to promoting fairness are radical transparency, including timely public disclosures of videos and reports within legal limitations, unwavering independence from external influences, and positive presence outreaches to spread OPA awareness and educate the community and officers about our processes under non-investigative circumstances. I began that outreach my first week as OPA's acting director by meeting with local NAACP officers to discuss their expectations for my role. I also listened to and

engaged with community members at the city's Community Conversation in Police Chief Search at Rainier Beach Community College. Since, I have scheduled several other community conversations and police presentations, including addressing SPD's post-Basic Law Enforcement Academy class.

11. One key role of the OPA Director is to issue Management Action Recommendations (MARS), which are recommendations on how SPD (or on occasion other portions of City government) can improve its policies. What will you do if you believe that their response to a MAR is inadequate? What extra steps would you take to make sure that SPD's suggested policy changes result in harm reduction or bias-free policing?

Thus far, SPD's responses to OPA's Management Action Recommendations (MARS) are encouraging. In 2021, OPA issued 25 MARS. Eleven were fully implemented, five were partially implemented, and four are progressing toward implementation. In the relatively rare instances where SPD declines to adopt any aspect of OPA's proposed policy changes, it is incumbent we remain steadfast and engage other stakeholders to support our position. Specifically, the Community Police Commission and community advisory groups should determine whether community needs are met by the policy in question or whether changes are necessary. Similarly, Seattle's police monitor should also advise whether the existing policy meets requirements outlined in the consent decree by ensuring public trust and officer safety or whether reform is required.

12. What actions will you take to ensure timely release of OPA investigations?

The Accountability Ordinance, collective bargaining agreement, and OPA Manual generally limit OPA's investigative period to 180-days. Historically, OPA has done well meeting that timeline. According to OIG's 2020 Annual Report, OPA achieved full certification in 96% of investigations for thoroughness, objectivity, and timeliness. For that reason, as OPA director, I would not disrupt such a high performing process. Instead, I will find ways to further support the thoroughness and expedience of OPA's work.



SEATTLE CITY COUNCIL

Public Safety and Human Services Committee

September 13, 2022

From: Councilmember Herbold, Chair, Public Safety and Human Services Committee
To: Council President Juarez
RE: Appointment of Gino Betts as OPA Director

Section 3.29.115 of the Accountability Ordinance (Ordinance 125315) governs the appointment and removal of the Office of Police Accountability (OPA) Director. Upon any vacancy in the Director position, the Ordinance requires that the Mayor make an appointment in accordance with the process described in Section 3.29.115, with such appointment being subject to a confirmation by a majority vote of the full Council. The Ordinance indicates that the Mayor has 90 days to make an appointment. If the Mayor does not make an appointment within 90 days of the first day of the expiration of a term, of a vacancy, or of a rejection by the Council, the public safety committee of the Seattle City Council shall appoint the OPA Director.

In the March 8 meeting of the Public Safety and Human Services Committee, Senior Deputy Mayor Harrell indicated that the Mayor would not make an appointment in 90 days and articulated a rationale for a longer search timeline that would produce a higher quality candidate. Instead, the Mayor desired to follow the process presented to the committee.

Pursuant to its requirements under the Accountability Ordinance, the Public Safety and Human Services Committee adopted that [process](#) for the appointment at the March 22nd meeting. In doing so, the Public Safety and Human Rights Committee became the appointing authority for the OPA Director in this instance.

Consistent with this authority, on September 13, 2022, the Public Safety and Human Services Committee voted in the affirmative to appoint Gino Betts as Director of the Office of Police Accountability, with four Councilmembers voting yes and one abstaining.

As Chair of the Public Safety and Human Services Committee, I am requesting that you add the legislation to the Introduction and Referral Calendar and place it on the Council agenda to enable the City Council to confirm this appointment.

Sincerely,

Councilmember Lisa Herbold



Legislation Text

File #: Appt 02381, **Version:** 1

Appointment of Faisal Khan as Director of Public Health Seattle and King County.

The Appointment Packet is provided as an attachment.

City of Seattle



Director

**Public Health –
Seattle & King County**

**Confirmation Packet
August 15, 2022**

Dr. Faisal Khan



August 15, 2022

The Honorable Debora Juarez
President, Seattle City Council
Seattle City Hall, 2nd Floor
Seattle, WA 98104

Dear Council President Juarez:

It is my pleasure to transmit to the City Council the following confirmation packet for my appointment of Dr. Faisal Khan as Director of Public Health — Seattle & King County (PHSKC). Dr. Khan's appointment is subject to confirmation by both the Seattle City Council and King County Council. The materials in this packet are divided into two sections:

A. **Faisal Khan**

This section contains Dr. Khan's appointment and oath of office forms, his resume, his offer letter, and the press release announcing his selection.

B. **Background Check**

This section contains the report on Mr. Khan's background check.

From navigating through this stage of the COVID-19 pandemic to addressing public health crises like the disparate impacts of gun violence, Dr. Faisal Khan's decades of public health leadership will enhance the good work our strong team at Seattle-King County Public Health is doing to support vulnerable communities. After several years of draining -- and critical -- emergency public health response, Dr. Khan has the experience and vision to lay a foundation as we refocus and rebuild for a healthy future of our region.

Dr. Khan brings extensive experience and innovation in improving community health, with interest in social and economic factors that contribute to disease. Most recently, he served as acting Public Health Director for St. Louis County Department of Health in Missouri, and earlier served as their Director (2015-18) and their Director of Communicable Disease Control (2010-2015). He has experience leading health care safety net systems, serving as CEO of the Samuel U. Rodgers Health Center from 2018-2021, providing primary care services to patients in the greater Kansas City area. Over his career, he has worked in Pakistan, Australia, Vietnam, South Africa, Botswana and the United States on a variety of communicable disease control issues, including TB/HIV co-infection, multi-drug resistant (MDR) TB, hepatitis B & C, polio and the WHO Expanded Program on Immunization. In the United States, Dr. Khan served as Director of the HIV/AIDS & STD program in the state of West Virginia and in a similar capacity in Massachusetts.

I've referred Dr. Khan for the Council's consideration following an extensive stakeholder committee-informed search process. Earlier this year, Seattle and King County established a PHSKC Director Search Committee consisting of distinguished local leaders and community partners. Committee members included:

- Teresa Mosqueda, Seattle City Councilmember & Board of Health Vice Chair
- Teresita Batayola, President and CEO, International Community Health Services
- Michael Byun, Executive Director, Asian Counseling and Referral Services
- Amy Curtis, Nurse Recruitment Specialist, Washington State Association of Nurses and PH-SKC employee
- Dr. Ben Danielson, UW Medicine
- Dr. Hilary Godwin, Dean of the University of Washington School of Public Health
- Youssef El Hamawi, Union Representative, PROTEC17
- Susan Honda, Federal Way City Councilmember and Board of Health Vice Chair
- Chrissie Juliano, Executive Director, Big Cities Health Coalition
- Paulina Lopez, Executive Director, Duwamish River Cleanup Coalition
- Esther Lucero, President and Chief Executive Officer, Seattle Indian Health Board
- Joe McDermott, King County Councilmember & Board of Health Chair
- Michelle Merriweather, President and CEO, Urban League of Metropolitan Seattle
- Rogelio Riojas, President and CEO of Sea Mar Community Health Centers, and
- Yordanos Teferi, Co-chair, Community Health Boards Coalition

The Search Committee supported the development of the job announcement and helped define expected qualifications of the candidates. An open and competitive national recruitment process was managed by King County, and the Search Committee helped narrow the applicants to a set of finalists. After I had the opportunity to meet with each of the top applicants, and in consultation with King County Executive Dow Constantine, we together agreed that Dr. Khan was the right choice to manage this critical department. I would like to express my sincere gratitude to the members of the Search Committee who offered both their time and valuable insight.

I trust that after reviewing Dr. Khan's application materials, meeting with him, and following Councilmember Herbold's thoughtful Public Safety & Human Services Committee review, you will find that he is eminently qualified to serve as Director of Public Health — Seattle & King County.

If you have any questions about the attached materials or need additional information, Senior Deputy Mayor Monisha Harrell would welcome hearing from you. I appreciate your consideration.

Sincerely,



Bruce A. Harrell
Mayor of Seattle

SECTION

A

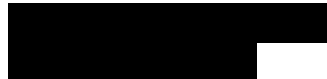


King County

Office of the Executive
Chinook Building
401 Fifth Avenue, Suite 810
Seattle, WA 98104

July 13, 2022

Dr. Faisal Khan



Dear Dr. Khan:

I am writing today to formally convey your appointment to the position of the Director of the Seattle-King County Department of Public Health, and to acknowledge receipt of your acceptance. This appointment is made with Seattle Mayor Bruce Harrell's full agreement and consent. Please be advised that this appointment is subject to a vote of confirmation by the Metropolitan King County Council, as defined in the King County Code, 2.16.110 and the Seattle City Council.

The effective date of your appointment is Tuesday, September 6, 2022.

Your annual salary will be \$240,086.08 which is Range 93, Step 10 of the 2022 King County 10 Step Annual/FLSA Exempt Squared Schedule. This position reports to me and is responsible for, but not limited to, the following responsibilities and priority outcomes:

- Lead Seattle-King County Public Health as the department director
- Operationalizing Racism as a Public Health Crisis
- Climate change and environmental health as drivers of public health
- COVID-19 response recovery for staff, and a trauma-informed approach to care
- Collaboration with county-wide providers and partners

King County values our diverse and vibrant community and ensuring the health of people in King County is our top priority. We strive to provide equity and opportunity for our employees through our Equity and Social Justice efforts and seek to be the best run government in the nation. Your position, Director, Seattle-King County Public Health, and the talents and skills you bring to it, will aid us in meeting those goals.

This is an exempt ("appointed") position, which is defined by the King County Personnel Guidelines as any position that is not a career service position. Exempt positions are positions to which appointments may be made directly. Exempt employees serve at the pleasure of the appointing authority.

In accordance with Executive Constantine's employee health and safety mandate, you must provide proof that you are fully vaccinated against COVID-19 as a condition of employment. People are considered fully vaccinated two weeks after their second dose in a two-dose series or two weeks after a single-dose vaccine. Employees may make requests for a reasonable accommodation based on a medical

disability or for sincerely held religious beliefs. If you are requesting a religious or medical exemption, please contact HR Manager Seth Watson for assistance.

Prior to your start date you will receive an email with access to our Onboard program from HR Associate Dan Grant (dan.grant@kingcounty.gov) where you will complete your vaccination verification. Please provide the information regarding your vaccination status in the Onboard program as soon as possible.

King County offers an excellent benefits package which represents a considerable investment in our employees. You will be entitled to a free transit pass immediately and a full range of health and welfare benefits beginning October 1, 2022. While the transit pass is for your use only, the health and welfare benefits may be extended to cover your eligible dependents, spouse, or state-registered domestic partner. You will also be eligible for enrollment in the Washington State Public Employees Retirement System (PERS). A benefits summary is available at: <http://www.kingcounty.gov/employees/benefits.aspx>. If you need to contact the Benefits Office, please call 206-684-1556 or email kc.benefits@kingcounty.gov.

Pursuant to Executive Policy PER 8-1-2, I am awarding you ten (10) days of executive leave for use in the calendar year 2022. Executive leave must be used in the calendar year in which it is granted and may not be carried over, cashed out, nor donated.

All newly hired employees must participate in our virtual New Employee Orientation (NEO). (Due to COVID-19 restrictions, in-person NEO meetings are not being held at this time.) You will receive a link to log-in to NeoGov Dashboard or view and complete our NEO program. This program includes policy review, informational and educational videos about King County, an orientation to your benefits and more.

I am delighted you have accepted this appointment. Guided by our “[True North](#)” King County values our diverse and vibrant community. We strive to provide equity and opportunity for our employees through our equity and social justice efforts and seek to be the best run government in the nation. Your employment and the talent and skills you bring to it will aid us in meeting these goals. We look forward to your leadership and partnership in approaching public health with a commitment to race and social equity.

Below you will find additional details regarding your employment with King County. If you have any questions, please contact Seth Daniel Watson at (206) 477-5330 or seth.watson@kingcounty.gov or me.

Sincerely,



Dwight Dively
Chief Operating Officer
Director, Office of Performance, Strategy, and Budget

cc: The Honorable Bruce Harrell, Mayor, City of Seattle
Whitney Abrams, Chief People Officer, King County
Jay Osborne, Director, Human Resources Department,
King County Payroll
Personnel File

Summary of Employment

Base Job Title: Director, Seattle-King County Public Health

Start Date: Tuesday, September 6, 2022

Salary/Wage: \$240,086.08

Range 93

Step 10

Date of first paycheck: September 15, 2022 (for your first week of work, with subsequent paychecks every other Thursday)

Reporting to: Dwight Dively, Chief Operating Officer & Director, Office of Performance, Strategy, and Budget

Primary work location: **Chinook Building**, 401 5th Avenue, Seattle, WA 98104

Normal business hours: 8:00 a.m. to 5:00 p.m., Monday through Friday. *The County values work-life balance, so we encourage you to discuss alternate work hours with your supervisor.*

FLSA Status: Exempt


Union Status: Not represented by a labor union

This appointment is subject to a vote of confirmation by the Metropolitan King County Council, as defined in the King County Code, 2.16.110, and confirmation by the Seattle City Council.

This offer is contingent upon you providing proof of eligibility to work in the United States (U.S.) as required by the Immigration Reform and Control Act. These documents must demonstrate both your identity and your authority to work in the U.S. Please bring them with you on your first and second days to complete your new hire paperwork. A list of acceptable documents can be found by visiting this website: <https://www.uscis.gov/i-9-central/acceptabledocuments>.



City of Seattle Department Head Notice of Appointment

Appointee Name: <i>Dr. Faisal Khan</i>		
City Department Name: <i>Public Health – Seattle & King County</i>		Position Title: <i>Director</i>
<input checked="" type="checkbox"/> Appointment <i>OR</i> <input type="checkbox"/> Reappointment		Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input checked="" type="checkbox"/> Other: <i>Joint Mayoral/County Executive Appointment</i>		Term of Office: <i>City Council Confirmation to County Executive's discretion</i>
Legislated Authority: <i>SMC 3.30.010</i>		
Background: Dr. Khan brings extensive experience and innovation in improving community health, with interest in social and economic factors that contribute to disease. Most recently, he served as acting Public Health Director for St. Louis County Department of Health in Missouri, and earlier served as their Director (2015-18) and their Director of Communicable Disease Control (2010-2015). He has experience leading health care safety net systems, serving as CEO of the Samuel U. Rodgers Health Center from 2018-2021, providing primary care services to patients in the greater Kansas City area. Over his career, he has worked in Pakistan, Australia, Vietnam, South Africa, Botswana and the United States on a variety of communicable disease control issues, including TB/HIV co-infection, multi-drug resistant (MDR) TB, hepatitis B & C, polio and the WHO Expanded Program on Immunization. In the United States, Dr. Khan served as Director of the HIV/AIDS & STD program in the state of West Virginia and in a similar capacity in Massachusetts.		
Date of Appointment: <i>8/15/2022</i>	Authorizing Signature (original signature): 	Appointing Signatory: <i>Bruce A. Harrell</i> <i>Mayor</i>



CITY OF SEATTLE ▪ STATE OF WASHINGTON

OATH OF OFFICE

State of Washington

County of King

I, Faisal Khan, swear or affirm that I possess all of the qualifications prescribed in the Seattle City Charter and the Seattle Municipal Code for the position of the Director of Public Health – Seattle & King County; that I will support the Constitution of the United States, the Constitution of the State of Washington, and the Charter and Ordinances of The City of Seattle; and that I will faithfully conduct myself as the Director of Public Health – Seattle & King County.

Faisal Khan

Subscribed and sworn to before me

this ____ day of _____, 2022.

[Seal]

Elizabeth M. Adkisson, Interim City Clerk

Faisal Khan, MBBS, MPH

[REDACTED]
[REDACTED]
[REDACTED]
Email: [REDACTED]

SUMMARY OF QUALIFICATIONS & EXPERIENCE

- Chief Executive Officer of a Federally Qualified Health Center serving 30,000 patients across four sites in the Greater Kansas City Area with an annual budget of \$17 million/year
- Director of a local health department with 600 employees serving a population of 1.0 million people with an annual budget of \$80 million.
- Medical Epidemiologist with 25 years of experience in public health program management inclusive of surveillance, prevention and treatment/care.
- Lead Epidemiologist for the External Peer Review Program for the Veterans Health Administration (under contract with West Virginia Medical Institute) 2006-2010.
- 6 years of experience as Director of State HIV/AIDS & STD Programs in West Virginia & Massachusetts. Experience as CDC Global AIDS Program Technical Advisor.
- 15 years of experience in the design and implementation of research studies focused on clinical quality improvement, disease surveillance, disease prevention and program evaluation. Grant writing, Grant Management, Contract Monitoring.
- Member of the Board of Directors – Greater Kansas City Chamber of Commerce 2019-2021.
- Fluent in Urdu, English, Punjabi and Indonesian.

PROFESSIONAL EXPERIENCE

St. Louis County Department of Public Health, Missouri (2021-Present)

Director

- Direct and manage a 600 employee Department of Public Health with an \$80 million annual budget.
- Provide scientific leadership and coordination for the St. Louis Region's Covid-19 Public Health Emergency Response

- Ensure engagement with and accountability to the county council and the county executive. Navigate the political landscape locally to ensure implementation of department priorities.
- Develop strong partnerships and professional rapport with key community leaders and agencies to strengthen the service delivery role of the department to improve the health status indicators of the residents of St. Louis County.

Samuel U. Rodgers Health Center, Kansas City, Missouri (2018-2021)

Chief Executive Officer

- As the Chief Executive officer of a Federally Qualified Health Center, direct, manage and supervise the work of 300 staff in the delivery of high quality primary medical and dental care services to 30,000 patients across four sites in the greater Kansas City area.
- Establish strong professional linkages and partnerships with hospital systems, academic institutions, school districts and community based organizations to strengthen the primary care safety net for the greater Kansas City area
- Raise funds to support the health center's capital and operational expenses by establishing strong rapport and partnerships with area foundations, businesses, corporate entities and faith based organizations.
- Recruit and train a senior leadership team to fulfill the mission of the agency.
- Develop a comprehensive five-year strategic plan for the agency aligning resources with priorities.
- Negotiate business arrangements with the Federal Government (CMS and HRSA) as well as with the State of Missouri and Medicaid Managed Care Organizations to ensure delivery of services per expectations.
- Develop and embed a strong data driven quality focused decision-making culture within the agency.

St. Louis County Department of Public Health, Missouri (2014-2018)

Director

- Direct and manage a 600 employee Department of Public Health.
- Direct and manage a \$62 million annual budget.
- Provide scientific leadership and strategic direction to six major service oriented Division within the department: Clinical Services, Communicable Disease Control, Health Promotion, Environmental Health, Quality Assurance, Policy Development & Planning.
- Ensure engagement with and accountability to the county council and the county executive. Navigate the political landscape locally to ensure implementation of department priorities.

St. Louis County Department of Health, Missouri (2010 – 2014)

Director of Communicable Disease Control Services

- Supervision & scientific support for surveillance, prevention, treatment and control of communicable diseases including HIV/AIDS & STDs.
- Disease outbreak investigations, Emergency preparedness/pandemic preparedness.
- Vector control & Zoonotic disease prevention and control.
- Strategic planning, fiscal management, policy analysis & development.
- Research on public health issues relevant to communicable disease control, development of collaborations with academic/research institutions.
- Teaching public health practice to graduate/post-graduate students. Adjunct Associate Professor at St. Louis University School of Public Health

West Virginia Medical Institute, Charleston, West Virginia (2006 – 2010)

Director of Health Services Research & Quality

- Lead Epidemiologist for Veterans Health Administration - External Peer Review Program.
- Developed Performance Measurement Metrics for VHA and CMS on various health care quality improvement studies.
- Provided scientific support for clinical study design and implementation.
- Designed evaluation studies for disease surveillance registries (Tuberculosis, Cancer).
- Produced and presented detailed reports on health care quality improvement to VHA as well as CMS.

HIV/AIDS Bureau, Massachusetts Department of Public Health (2004 – 2006)

Director of Program Development, Policy & Planning

- Conducted policy analysis and program evaluation studies for the HIV/AIDS Bureau.
- Scientific support to medical care providers on disease surveillance and treatment guidelines for HIV/AIDS & STDs.
- Liaison with department leadership and legislature on policy development.

- Lead a team of epidemiologists, data analysts and planners to translate surveillance data into actionable prevention, treatment and long term care plans for populations at risk for HIV/AIDS & STDs.

West Virginia Bureau for Public Health Division of Surveillance & Disease Control, (2001 – 2004)

Director of HIV/AIDS & STD Program

- Develop a seamlessly integrated surveillance and prevention program for HIV/AIDS & STDs in a rural resource constrained state.
- Supervise and manage a statewide surveillance, prevention, treatment and long term care program for HIV/AIDS & STDs.
- Train staff on use of HARS and e-HARS. Scientific support for surveillance system design, prevention program design and implementation and program evaluation for HIV/AIDS & STDs.
- Actively seek ways to improve efficiency and yield for HIV/AIDS & STD testing in a rural state.

West Virginia Medical Institute, Charleston, West Virginia (2001)

Medical Epidemiologist

- Scientific support for CMS related health care quality improvement projects

Women & Children’s Hospital, Charleston, West Virginia (2000)

Research Associate for the Dept. of Obstetrics & Gynecology

- Scientific support for faculty, fellows and residents on research studies
- Site Manager for multi-site study on Surgical Treatments Outcomes Project for Dysfunctional Uterine Bleeding.

Polio Eradication Program, Islamabad, Pakistan (1999)

Research Officer

- Conduct program evaluation studies for the countrywide polio eradication project
- Collaborate with medical providers to improve immunization rates.

National Tuberculosis Control Program of Vietnam (1998)

Research Associate/Program Management Trainee

- Work as part of a team to develop surveillance systems for TB-HIV co-infection.
- Train staff on laboratory techniques for AFB staining and test competence of staff at rural labs.
- Perform cohort analyses on TB registers maintained at rural clinics. Evaluate compliance with treatment guidelines.

Center for Health Promotion Research, Curtin University, Perth, Western Australia (1997 - 1998)

Research Assistant

- Assist faculty on various research studies and teach applied epidemiology skills.

Combined Military Hospital, Multan, Pakistan (1996 – 1997)

Medical Intern

- Trained as a physician in medicine and surgery rotations at a 500 bed military hospital.

INTERNATIONAL TECHNICAL ASSISTANCE EXPERIENCE

Republic of South Africa (June 2002)

- Provided Onsite technical assistance to the HIV/AIDS program of the Republic of South Africa in Pretoria and Johannesburg during a two week visit as part of a six-member team from the CDC and USAID.

Peoples Republic of China (February 2002 & May 2003)

- Provided technical assistance in Washington, DC & West Virginia to senior officials from the HIV/AIDS program at the Centers for Disease Control and Prevention of the Peoples Republic of China.

EDUCATION

Master of Public Health, Curtin University of Technology, Perth, Western Australia

Bachelor of Medicine and Bachelor of Surgery, The Army Medical College, Rawalpindi, Pakistan

RESEARCH PROPOSAL/GRANT WRITING EXPERIENCE

- “Depot Medroxyprogesterone Acetate as a contraceptive and bone loss in young women: is concomitant low dose transdermal estrogen beneficial?” – Submitted in December 2000 for the “ACOG/Organon Inc. award for contraception research”.
- West Virginia 2001-2004 HIV Prevention Grants - Division of HIV/AIDS Prevention, Centers for Disease Control & Prevention, Atlanta, Georgia.
- West Virginia 2001- 2004 Ryan White CARE Act Title-II Grants –HIV/AIDS Bureau, Health Resources & Services Administration, Rockville, Maryland.
- West Virginia 2001-2004 AIDS Drugs Assistance Program Supplemental Grants, HIV/AIDS Bureau, Health Resources & Services Administration, Rockville, Maryland.
- West Virginia STD Prevention Grants 2001-2004 – Division of STD Prevention, Centers for Disease Control & Prevention, Atlanta, Georgia.
- West Virginia 2001-2004 AIDS Surveillance Grants – Division of HIV/AIDS Prevention, Centers for Disease Control & Prevention, Atlanta, Georgia.
- Massachusetts HIV Prevention, AIDS Surveillance & Ryan White Care & Treatment Grants for 2004-2006
- Successful competitive proposal writing for CMS, Veterans Health Administration, Dept of Defense RFPs 2006-2010

PRESENTATIONS AT CONFERENCES/SEMINARS/WORSHOPS

- CDC conference on “HIV/AIDS in Appalachia” February 27th-28th, 2001, Morgantown, WV
- “West Virginia 2001 Newborn Day Conference” - 2001
- CDC expert consultation meeting on “HIV Prevention Planning Evaluation Taxonomy”- 2002
- “National AIDS Drugs Assistance Program Forum”-June 2001 & May 2002, Washington D.C.

- “The Links between Global & Domestic HIV/AIDS Programs” - March 2003, Washington DC
- “Screening for STDs in rural environments” – Poster Presentation at the 2004 National conference on STDs in Philadelphia, March 2004.
- “HIV PCRS for men who have sex with men” – Presentation to physicians and nurses at the Bay state Medical Center, Springfield, Massachusetts, October 2005.
- “PCRS; critical link to prevention and care” - Presentation at the annual HIV/AIDS conference in Massachusetts, October 2005.
- “How many cases does it take to identify a pattern of medical errors” – poster presentation at the American Health Quality Association annual meeting – 2007
- Slayton RB, Turabelidze G, Bennett SD, Schwensohn CA, Yaffee AQ, Khan F et al. (2013) Outbreak of Shiga Toxin-Producing Escherichia coli (STEC) O157:H7 Associated with Romaine Lettuce Consumption, 2011. PLoS ONE 8(2): e55300. doi:10.1371/journal.pone.0055300

PROFESSIONAL AFFILIATIONS

- Member – National Association of City & County Health Officials (NACCHO) – 2010-present
- Vice chair - National Alliance of State & Territorial AIDS Directors (NASTAD)-2004
- Member - Steering Committee - NASTAD Global AIDS Program -2002-2004
- Executive Committee of the National Council of STD Program Directors (NCSD) - 2004
- Member - American Public Health Association – 2001 - present
- Member - West Virginia Public Health Association - 2001-2010
- Member-International Union Against Tuberculosis & Lung Disease, Paris, France. 1997-2010
- Registered Medical Practitioner in Pakistan - 1995

LINGUISTIC ABILITY

Fluent in English, Urdu, Punjabi, Hindi and Indonesian.



News

King County Executive
Dow Constantine

Executive Constantine, Mayor Harrell appoint experienced leader as Director of Public Health

June 29, 2022

Summary

Executive Constantine and Mayor Harrell appointed Dr. Faisal Khan – a 25-year veteran in the public health field – to serve as the next Director of Public Health – Seattle & King County.

Story

King County Executive Dow Constantine and Seattle Mayor Bruce Harrell today appointed Dr. Faisal Khan, a 25-year leader in public health at global, state and local levels - as the Director of Public Health - Seattle & King County.

"Dr. Khan has the experience and expertise to lead Public Health into the next phase, and he brings a fresh perspective to serving the people of King County," said Executive Constantine. "We look forward to his leadership as our dedicated employees continue our national reputation for excellence in public health and health equity - making King County a community where every person can thrive."

"We are thrilled to welcome Dr. Faisal Khan as our new director of public health," said Mayor Bruce Harrell. "From navigating through this stage of the pandemic to addressing public health crises like the disparate impacts of gun violence, Dr. Khan's decades of public health



leadership will enhance the good work our strong team at Seattle-King County Public Health is doing to support vulnerable communities. After several years of draining -- and critical -- emergency public health response, Dr. Khan has the experience and vision to lay a foundation as we refocus and rebuild for a healthy future of our region."

Dr. Faisal Khan

"Public health is not just a career – it's a calling in life. It's a distinct honor and privilege to earn the trust of Executive Constantine and Mayor Harrell, and I look forward to earning the trust of the people of King County," said Dr. Faisal Khan. "Having worked across the country, I know the esteem and respect that Public Health – Seattle & King County have from their peers, and I look forward to continuing that reputation. We have so much work ahead to continue our recovery through the pandemic, and I can't wait to get started."

Public Health – Seattle & King County protects and improves the health and well-being of over two million residents and many more visitors of Seattle and King County through disease protection, health promotion, and assurance of quality healthcare services, with a dedication to health equity. Its 2,000 employees have worked with community to be a national leader in COVID-19 response, having among the highest vaccination and lowest COVID death rates in the nation.

In addition, Public Health delivers a wide range of services every day that make King County a better place to live, including environmental health; emergency medical services; parent-child health; reproductive health; injury, violence, and chronic disease prevention; healthcare for the homeless and incarcerated; disease investigation and response; and other services for all communities.

Dr. Khan brings extensive experience and innovation in improving community health, with interest in social and economic factors that contribute to disease. Most recently, he served as acting Public Health Director for St. Louis County Department of Health in Missouri, and earlier served as their Director (2015-18) and their Director of Communicable Disease Control (2010-2015). He has experience leading health care safety net systems, serving as CEO of the Samuel U. Rodgers Health Center from 2018-2021, providing primary care services to patients in the greater Kansas City area.

Over his career, he has worked in Pakistan, Australia, Vietnam, South Africa, Botswana and the United States on a variety of communicable disease control issues, including TB/HIV co-infection, multi-drug resistant (MDR) TB, hepatitis B & C, polio and the WHO Expanded Program on Immunization. In the United States, Dr. Khan served as Director of the HIV/AIDS & STD program in the state of West Virginia and in a similar capacity in Massachusetts.

For over the past year, Dennis Worsham stepped forward from his role as Prevention Division Director to serve as Public Health's Interim Director, working with community partners through the second year of the COVID pandemic in response to several infection surges, increasing vaccination rates to save lives, and setting the department's future path in addressing COVID. In addition, the department responded to other priority public health challenges such as homelessness, opioid deaths and gun violence, and advanced anti-racism as a public health priority.

"It's been a profound honor to serve the community in this historically challenging time. I am so proud of our staff, who have shown themselves to be the most adaptable, compassionate,

innovative and collaborative team that anyone could hope to lead,” said Worsham. “Their work in partnership with our community has saved so many lives and demonstrated a new path forward in working together to address our most difficult public health challenges.”

“Dennis’ steady leadership during the storm of the pandemic has been critical to our region’s successful response, and I want to thank him for his outstanding and ongoing service as Interim Director. I look forward to his continued contributions in Public Health leadership,” said Executive Constantine.

Dr. Khan’s appointment as Public Health Director is subject to confirmation by the Metropolitan King County Council and the Seattle City Council. Worsham will continue to serve as Interim Director until Dr. Khan begins with the department September 6.

Relevant links

- [Public Health — Seattle & King County](#)

Quotes

“ Dr. Khan has the experience and expertise to lead Public Health into the next phase, and he brings a fresh perspective to serving the people of King County. We look forward to his leadership as our dedicated employees continue our national reputation for excellence in public health and health equity - making King County a community where every person can thrive.

Dow Constantine, King County Executive

“ We are thrilled to welcome Dr. Faisal Khan as our new director of public health. From navigating through this stage of the pandemic to addressing public health crises like the disparate impacts of gun violence, Dr. Khan's decades of public health leadership will enhance the good work our strong team at Seattle-King County Public Health is doing to support vulnerable communities. After several years of draining -- and critical -- emergency public health response, Dr. Khan has the experience and vision to lay a foundation as we refocus and rebuild for a healthy future of our region.

Mayor Bruce Harrell, City of Seattle

SECTION

B



King County


Department of Human Resources

King County Administration Building
500 Fourth Avenue, Room 553
Seattle, WA 98104
206-296-7340 TTY Relay: 711
www.kingcounty.gov

MEMORANDUM

DATE: July 26, 2022

TO: The Honorable Dow Constantine, King County Executive

FR: Jay Osborne, Director 
Department of Human Resources

RE: Faisal Khan – Background Check

I have received the law enforcement background check conducted on Faisal Khan, Director of Public Health - Seattle & King County, by the King County Sheriff's Office.

The report contains no adverse information nor revealed any prior criminal record that disqualifies Mr. Khan for this position.

Thank you.

Dr. Faisal Khan
Nominee for Director of Public Health Seattle King County
Questions from Seattle City Council

Questions for Dr. Faisal Khan:

- 1. As a public health leader, what lessons have you learned over the past two and a half years that will influence how you lead at Seattle – King County Public Health (SKCPH)?**

My career in public health has spanned over 28 years in a multitude of settings across four continents, which has prepared me well for a leadership role in a multi-cultural, multi-ethnic environment. The last two and a half years have taught me about the importance of clarity in communication pertaining to health issues as well as the vital importance of speaking truth to power, politely but firmly. Fidelity to scientific evidence and integrity as a team leader are two of the most important attributes for any public health leader in the Covid-19 era and beyond. I intend to lead with demonstrable integrity using emotional intelligence.

- 2. In June of 2020, King County declared Racism is a Public Health Crisis. How will you ensure that SKCPH continues to center anti-racism in its investments, policies and programs?**

Racism has been a public health crisis in the United States since before the country's inception. I note with absolute horror that, in 2022, the zip code of a child's birth determines their trajectory through life as well as their health status indicators and longevity. Today, more than ever before, public health must be the catalyst to drive community conversations and joint action against the cross-generational trauma of racism. This will not be a sprint. It is very much a seemingly endless marathon but one that we must engage in across the board. I see our department pro-actively engaging with communities, popular opinion leaders, legislators, businesses, faith-based leaders, and civic organizations to have data informed conversations about the real issues exacerbated by racism and to actively develop an anti-racist culture. All funding opportunities Federal, state, local or private must be pursued to support specific interventions and initiatives. This issue is a personal mission in life for me. In fact, I cringe every time I recall the very moment I realized that I, as a Pakistani migrant, had enjoyed "model minority" privilege by default in these United States.

- 3. What do you believe is the role of Public Health in communicating to the general public, and to specific communities, about public health issues and challenges?**

Public Health works best when it helps individuals and communities accomplish their wishes in a healthy and safe manner. Clarity and simplicity of communication are key in this regard. The failure of the federal government to do just that during the initial phase of the pandemic and through the vaccine rollout is plain for all to see and has forced a critical review of the CDC. I see the development of scientific reports, data sets and materials with narratives and infographics in plain language as the most critical aspect of our work. This must be done in a multi-lingual, culturally appropriate and sensitive manner to reach everyone. Any effort that falls short of this benchmark is not likely to succeed. The credibility of public health (despite all our hard work) has been dented during the pandemic response because of botched efforts at the federal level. We must learn from those mistakes and not make our own.

- 4. In 2021, King County set a new record for drug and alcohol overdoses, including 388 fentanyl-involved deaths. King County Council has declared Fentanyl to be a public health emergency. What can SKCPH do to better meet the health needs of drug users and save lives?**

The dual epidemics of alcohol abuse and substance use disorder and the rising toll of Fentanyl related deaths continues to worsen throughout the country. Public health alone will not be able to address this issue. This requires a broad effort across community-based organizations, law enforcement, hospital systems, municipalities, and local health agencies. Educating and informing the public about the risks posed by contaminated drugs, treatment and recovery options and long-term support are the baseline. Harm reduction efforts like needle exchange sites are also critical in the effort to save lives. Any harm reduction approaches will need to be developed with meticulous detail to build enough community and local legislative support to ensure that such efforts do not backfire because of misperceptions around public safety concerns, etc.

5. Elected leaders in Seattle and King County are looking to SKCPH to innovate and lead in protecting individuals' rights to reproductive healthcare and expect our community to take a leading role nationally. What role do you envision for SKCPH to ensure residents of King County and beyond are able to access abortion care?

I believe public health's role in protecting and ensuring access to reproductive health care, inclusive of access to abortion services, is part of our commitment to fundamental human rights. In my view, public health should educate, inform and reassure the public about the services available across the Seattle King County region and that these services are accessible to all. We must also continue to be advocates for reproductive health rights at every opportunity. The direct provision of clinical services by the department (if any) must always include the full range of long-acting reversible contraceptives, emergency contraception and either direct provision or referral to abortion services.

6. This position will answer to both the Executive and Legislative branches of both the County and City. How will you reconcile competing priorities or directives from these entities?

Having asked that question myself during the extensive multi-step interview process, I am clear in my mind that this position reports to the County Executive. Having also reviewed the City-County MoU related to public health services, I understand the joint responsibility to work with both City and County legislative and executive branches in defining the public health agenda. I anticipate my skills and experience as a diplomat will be extremely valuable in this position (strategic, financial, operational, emergency response, etc.). It will be my goal to maintain transparency to keep everyone informed while delineating clear areas of responsibility (and being mindful of reporting chains).

7. What role can SKCPH play to end the epidemic of gun violence?

Public health has a critical role in these conversations because gun violence (and violence in general) is a public health crisis. Gun related suicides have more than tripled in young adults over the last five years. The most productive role for public health is to convene and mediate dialogue and focus on data driven/evidence-based conversations between law enforcement, community-based organizations, advocates and legislators etc. around reducing violence and gun related morbidity and mortality. Public health's work is best done when focused on solution-oriented options to ensure firearm safety and education as well as violence reduction. The rapidly growing mental health crisis in the US and the lack of accessible and affordable treatment options for many communities is a related concern. The relatively easy access to firearms for individuals experiencing acute mental health crises can result in harm to those individuals or their loved ones. Public Health can and should focus on awareness, firearm

responsibility, and support increased access to mental health services, including encouraging mental health providers to screen for access to firearms in the home.

8. As we move into the endemic phase of COVID-19, what do you see as the next steps for SKCPH to help keep residents of the County as safe and healthy as possible?

I hesitate to use the word ‘endemic’. That scientific term has a very specific definition although that word has been used with rhetorical flourish by the media. We are in a different phase of the pandemic than we were eight months ago but this disease is far from being endemic just yet. It will eventually become one at some point in the future. Our efforts in this phase must be focused on preventing disease through the continued use of masks in crowded indoor locations and handwashing, promoting vaccinations plus booster shots for all eligible individuals, sharing county level and even zip code level data (wherever appropriate) to inform and educate the public. We must also continue our efforts to protect the most vulnerable: immunocompromised people, long-term care facility residents, etc. Most importantly however, we must continue to monitor the situation on a weekly, monthly and quarterly basis and be ready to re-evaluate our plans/recommendations should another variant (especially an immune-evading one) present itself.

9. The past two and a half years have been incredibly demanding for public health workers. How will you support SCKPH staff and public health workers county-wide to maintain morale and prevent turnover?

The public health workforce across the country is mentally, physically, and emotionally exhausted. We continue to hemorrhage talented skillful and experienced staff to the private sector. This does not bode well for the future. Seattle-King County are in the same boat. Retaining existing staff and recruiting the next generation of public health professionals and leaders is my first and foremost priority. There are several steps that could be taken in this regard that include increased salaries after a thorough review of civil service job classifications and pay ranges, strengthening partnerships with academia to provide bi-directional career enhancing and personal growth, enhancing educational and work opportunities for department staff and public health faculty and students, and continuing flexible work schedules and hours to ease the mental and physical burden on the workforce. Most importantly, people who work in public health are not easily swayed by money. That is not their primary motivation. They are driven by a sense of mission and accomplishment. Massage chairs and table tennis equipment in the employee lounge (although nice) do not necessarily impress them. They want to be listened to and valued. They want to be included in deliberations and have their ideas heard even if resources do not permit actualization. I intend to maintain an open-door policy and help anyone I can. That is the message I will give the entire management/leadership team as well.

10. What opportunities do you see to invest in overdose prevention infrastructure, given the opening almost a year ago of a safe injection site in New York City, and suggestions from city officials there that they believe federal officials will not intervene in this approach, and given the shared sense of urgency in addressing the overdose crisis?

Some years ago, I read with great interest about efforts underway in King County to create safe-injection sites with embedded care and treatment and long-term support services. This was very exciting news to me as a public health professional. From what I have learned, this effort fizzled out because of local concerns about public safety/impact and legal/statutory concerns. I would love to re-engage on that issue because this is an effort that will literally save lives and provide hope. I am cognizant that this will require many detailed formal and informal conversations to

build a groundswell of support across communities, municipalities, legislative bodies, law enforcement, community-based organizations, and community advocates. It is worth the effort. The NYC initiative is well underway. Initial reports suggest only minor operational issues. I look forward to studying their model in greater detail and reviewing evaluation data from them to reflect on scalability options for Seattle-King County. Ultimately, any such conversations will need to be sequenced appropriately so that federal, state and local law enforcement and legal concerns as well as local community of elected official concerns can be addressed. These are decisions to be made by policymakers and judges, but I would do what I can to support and inform decision-makers' work.

11. What is Public Health's role in addressing the "shadow pandemic," the mental health impacts of the past two and a half years of anxiety, fear, grief, and isolation, and the "children and youth mental health crisis" declared by Governor Jay Inslee?

The horrifying breadth and depth of the mental health crisis exacerbated by the pandemic is a daunting challenge. It is not one that local public health alone can tackle. At the Federal level, an investment like the Ryan White CARE Act for HIV/AIDS is required to meaningfully provide and sustain treatment options across the country. At the local level, close collaboration with the state health department, hospital systems, FQHCs and private providers is an existential necessity. Once again, public health's role is that of a catalyst and data driven mediator to get programs and collaborative practices established.

12. How will you address public health aspects of climate change, such as the increasing number of extreme heat events?"

The Climate Change Crisis is now a full-blown public health crisis of immediate concern. While our ability as local public health to design and implement specific steps such as emissions reduction etc. may be very limited, we need to be pro-active advocates and community educators for the potentially devastating health impacts of climate change. Heat waves are projected to become more intense and longer. New infectious disease threats are beginning to emerge as a direct result of climate change. Community education and focused coalition building will be a primary role for public health in addition to enhancements in regulatory and monitoring functions for environmental health as appropriate (air and water quality, odor and emission complaints, etc).

13. The King County Executive issued an emergency proclamation regarding Monkeypox on Aug. 19. While the supply of preventative Monkeypox vaccine is limited and allocated by the CDC, what additional steps should the SKCPH be taking to reduce/prevent further spread of Monkeypox?

- a. Are other jurisdictions taking steps that SKCPH should consider implementing to get information about Monkeypox to high at-risk communities and ensure that we are distributing our limited supply of vaccines from the federal government equitably?**

Having reviewed Seattle-King County's response to Monkeypox, I can safely say that SKCPH is undertaking the appropriate measures to prevent the spread of the disease, identify and treat cases and contacts, and vaccinate prophylactically. The vaccine supply situation is beginning to ease with recent federal acquisition of additional stocks and revision of vaccination dose guidelines. Public health must take the lead in educating the public and informing the media to dispel myths and misconceptions and repel stigma for certain communities. The speed with which Monkeypox has spread (1 case in MA on 5/17 to 14,000 cases in the US by 8/17) means that we will need to continue to raise awareness in the community as well as the medical faculty

to maintain a high index of suspicion in the diagnosis of Monkeypox. The model jurisdictions combatting Monkeypox are NYC, LA County, and Chicago, and they're doing what SKCPH is already doing. SKCPH is working with community and clinical partners and engaging with nightclubs and bars to provide their customers information about testing and vaccination and encouraging them to have conversations with trained medical professionals. It's important that we sustain this work over time, even as case counts begin to drop.

- 14. What best practices can and should SKCPH implement to provide substance use disorder treatment to people experiencing chronic homelessness who need and want it? Put another way, are there alternative or more effective models (nationally or internationally, if applicable) for overcoming limited Medicaid-assisted capacity to help us meet this need?**
- a. How can Seattle and King County better incorporate the provision of substance abuse disorder treatment into our homelessness response?**

Housing IS healthcare. Homelessness is a major and repeatedly traumatic event that impacts both individuals and their loved ones. Safe healthy housing options for homeless individuals is a vital first step towards recovery, and I am truly humbled and awed to see the efforts being made in Seattle-King County. Similar efforts have been made in other major municipal jurisdictions with a varying degree of success. The jurisdictions that have been successful began not just with housing but also onsite mobile medical care inclusive of substance use and mental health counseling services as well as warm-handshake referrals to social support and vocational rehabilitation. Integration of substance use and mental health counseling and linkage to treatment is an absolute must given the data around homeless individuals, mental health crisis and substance use disorder. Funding continues to be a major barrier to sustaining such operations. Regrettably, the funding opportunities for such services in the public or private sector are currently totally inadequate across the country. Federally Qualified Health Centers are a lifeline but only if their own funding streams and budgets permit them to offer such services. That is one area that public sector entities such as Seattle-King County ought to look towards investing in. The most viable and financially sustainable options in this regard are the ones I referenced above: FQHC + Public Health + Social Services.



Legislation Text

File #: Appt 02348, **Version:** 1

Appointment of Kimberly Loving as Director of the Seattle Department of Human Resources, for a term to September 1, 2026.

The Appointment Packet is provided as an attachment.

City of Seattle



Director

Seattle Department of Human Resources

**Confirmation Packet
August 19, 2022**

Kimberly Loving



August 19, 2022

The Honorable Debora Juarez
President, Seattle City Council
Seattle City Hall, 2nd Floor
Seattle, WA 98104

Dear Council President Juarez:

It is my pleasure to transmit to the City Council the following confirmation packet for my appointment of Kimberly Loving as Director of the Seattle Department of Human Resources (SDHR).

The materials in this packet are divided into two sections:

A. **Kimberly Loving**

This section contains Ms. Loving's appointment and oath of office forms and her resume.

B. **Background Check**

This section contains the report on Ms. Loving's background check.

Kimberly Loving rose to the occasion when faced with an unprecedented global shutdown, which required that she manage a 120-employee team responsible for remote work accommodations, and evaluating requests for vaccine exemptions, all while continuing to hire for a workforce of over 12,000 people. The department made its way through those challenges under Ms. Loving's solution-oriented, pragmatic, get-things-done leadership.

Kimberly Loving knows SDHR inside-and-out, having served the department as Deputy Director, Chief of Staff, and, most recently, as Interim Director. As many of our current employees work toward a well-earned retirement, she has an eye toward the future, identifying talent from our universities, our communities, and from within our own workforce. She has shown herself to be an authentic, transparent leader who listens to the expertise of her team and empowers them to serve our City employees and departments. As a former Chief of Staff for the Seattle Department of Information Technology, she implemented equitable systemic improvements to the way the department conducts hiring processes. Further, she is committed to constant self-improvement, as demonstrated by the fact she is currently earning her Doctorate in Learning & Organizational Change from Baylor University.

Ms. Loving has served as Interim Director of SDHR since August 2021. My office has since consulted stakeholders regarding her performance, including with Directors of City departments, Human Resources Leads in City departments, several employees on the SDHR team (including direct- and non-direct reports to Ms. Loving) and labor unions representing City employees. It was clear from stakeholders that Kimberly Loving brings a collaborative spirit, calm presence, and profound integrity to how she approaches her work. Review of her performance at SDHR, including when she was Deputy Director, and the consistently positive feedback from affected stakeholders is the process that informed my decision to advance Ms. Loving for your consideration today.

The Honorable Debora Juarez
Kimberly Loving Confirmation Letter
August 19, 2022
Page 2 of 2

I trust that after reviewing Ms. Loving's application materials, meeting with her, and following your diligent Governance, Native Communities & Tribal Governments Committee review, you will find that Kimberly Loving is the right choice to serve as permanent Director of the Seattle Department of Human Resources.

If you have any questions about the attached materials or need additional information, Deputy Mayor Greg Wong would welcome hearing from you. I appreciate your consideration.

Sincerely,

A handwritten signature in black ink that reads "Bruce A. Harrell". The signature is written in a cursive style with a large, prominent initial "B".

Bruce A. Harrell
Mayor of Seattle

SECTION

A



City of Seattle

Mayor Bruce Harrell

August 15, 2022

Kimberly Loving
Seattle, WA
Transmitted via e-mail

Dear Kimberly,

It gives me great pleasure to appoint you to the position of Director of the Seattle Department of Human Resources at an annual salary of \$245,804.

Your appointment as Director is subject to City Council confirmation; therefore, you will need to attend the Council's confirmation hearings. Once confirmed by the City Council, your initial term is until September 1, 2026.

Your contingent offer letter provided employment information related to the terms of your employment, benefits, vacation, holiday and sick leave.

I look forward to working with you in your role as Director and wish you success. We have much work ahead of us, and I am confident that the Department will thrive under your leadership.

Sincerely,

A handwritten signature in black ink that reads "Bruce A. Harrell".

Bruce A. Harrell
Mayor of Seattle

cc: Seattle Department of Human Resources file



City of Seattle Department Head Notice of Appointment

Appointee Name: <i>Kimberly Loving</i>		
City Department Name: <i>Seattle Department of Human Resources (Personnel Department)</i>		Position Title: <i>Director (Personnel Director)</i>
<input checked="" type="checkbox"/> Appointment <i>OR</i> <input type="checkbox"/> Reappointment		Council Confirmation required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appointing Authority: <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Specify appointing authority</i>		Term of Office: <i>City Council Confirmation to September 1, 2026</i>
Legislated Authority: <i>Charter Art. XVI § 1</i>		
Background: Kimberly Loving knows SDHR inside-and-out, having served the department as Deputy Director, Chief of Staff, and, most recently, as Interim Director. As many of our current employees work toward a well-earned retirement, she has an eye toward the future, identifying talent from our universities, our communities, and from within our own workforce. She has shown herself to be an authentic, transparent leader who listens to the expertise of her team and empowers them to serve our City employees and departments. As a former Chief of Staff for the Seattle Department of Information Technology, she implemented equitable systemic improvements to the way the department conducts hiring processes. Further, she is committed to constant self-improvement, as demonstrated by the fact she is currently earning her Doctorate in Learning & Organizational Change from Baylor University.		
Date of Appointment: <i>8/19/2022</i>	Authorizing Signature (original signature): 	Appointing Signatory: <i>Bruce A. Harrell</i> <i>Mayor</i>



CITY OF SEATTLE ▪ STATE OF WASHINGTON
OATH OF OFFICE

State of Washington

County of King

I, Kimberly Loving, swear or affirm that I possess all of the qualifications prescribed in the Seattle City Charter and the Seattle Municipal Code for the position of the Director of the Seattle Department of Human Resources; that I will support the Constitution of the United States, the Constitution of the State of Washington, and the Charter and Ordinances of The City of Seattle; and that I will faithfully conduct myself as the Director of the Seattle Department of Human Resources.

Kimberly Loving

Subscribed and sworn to before me

this ____ day of _____, 2022.

[Seal]

Elizabeth M. Adkisson, Interim City Clerk

KIMBERLY LOVING

Location: Greater Seattle, WA

LinkedIn: www.linkedin.com/in/kimberlyloving/

Take-charge leader with private & public sector experience and business-planning expertise who works at both strategic and operational levels. Applies a wide-angle lens on business to ensure the organization delivers against objectives while increasing both capability and capacity. Builds & fosters relationships, marshals resources, and digs into problems without reservation to achieve resolution for organizations with complex workforce footprints. Possesses clear understanding of how all levels of business operate, a demonstrated commitment to diversity, equity, and inclusion, and knows how to incorporate initiatives to ensure adoption, application, and execution at all levels. Brings nearly 20 years of experience in multi-faceted and large-scale program management, business planning, strategy, operational management, global exposure, and an MBA from American University's Kogod School of Business. Excellent C-Suite level presentation & communication; persuasive negotiator who can influence at all levels to support the adoption of new solutions that produce a high return on investment.

SKILLS, EXPERIENCE & COMPETENCIES

*Human Resource Management
Business & HR Operations
Organizational Change Management
Diversity, Equity & Inclusion
Finance & Budgeting
Executive Leadership*

*Strategic & Workflow Planning
Race & Social Justice
Enterprise Scale Reorganizations
Talent Acquisition
Human Resource Acquisition
Employee Relations*

*HR Classification & Compensation
Labor Relations
Human Resource Shared Services
Employee Learning & Development
Benefits Administration
Human Capital Management Systems*

PROFESSIONAL EXPERIENCE

City of Seattle | Seattle, WA

2016 – Present

INTERIM DIRECTOR, SEATTLE DEPARTMENT OF HUMAN RESOURCES – [AUGUST 2021– PRESENT]

Promoted by City of Seattle Mayor's Office to guide and implement enterprise-wide comprehensive, integrated human capital strategic planning to support ~13K employees.

- Lead all activities of City Human Resources.
- Advise members of the Mayor's Cabinet and City Council routinely on employment and labor-related matters.
- Participate as a member of the City's Deferred Compensation and Retirement Fund Board of Directors.

CHIEF OF STAFF – INFORMATION TECHNOLOGY [MARCH 2020 – JULY 2021]

Promoted to head strategic and operational leadership of department-wide initiatives that include Human Resources, Talent development, Performance & Service Analytics, Workforce Equity, Diversity & Inclusion, Communications, Organizational Change Management, Continuous Process Improvement, & Administrative & Operational Services.

- Introduced and implemented Talent Experience Alignment Recruitment Process, an equity-based talent acquisition philosophy and process to increase equity outcomes
- Implemented Human Resources Partner Business Model Engagement practices
- Stood up Race & Social Justice/DEI team; designed & facilitated "Let's Talk Race", a three-part series with the Office of Civil Rights
- Streamlined department hiring and position management process and eliminated silos and fragmented practices by aligning Finance and Human Resources teams to coordinate budget and position needs
 - ✓ Stood up Staffing Decision Group and trained on execution of process, reducing hiring steps from 13 to 5
 - ✓ Improved budget management by reducing overspend
 - ✓ Decreased staffing request processing time from ~15-days to ~5-days
- Lead departmentwide reorganization alongside Chief Technology Officer, consolidating divisions from six (6) to three (3)

CHIEF OF STAFF – DEPARTMENT OF HUMAN RESOURCES [MARCH 2019 – MARCH 2020]

Promoted to plan, direct and lead people, financial, and operational activities on behalf of the City's Chief Human Resources Officer.

- Stood up and steered decision group to successfully eliminate \$1M overspend projection in 2019
- Led Centralized Employee Giving Program reorganization, achieving a 5% reduction in budget for two (2) consecutive years

DEPUTY DIRECTOR – DEPARTMENT OF HUMAN RESOURCES [APRIL 2016 – FEBRUARY 2019]

Recruited to lead citywide centralized Human Resources Shared Services division comprised of the following business units: Compensation & Classification, Business Operations & Financial Services, Workforce Analytics & Reporting, Benefits, Deferred Compensation, Safety, ADA, Leave Administration, and Workers' Compensation.

DaVita Healthcare Partners | Tacoma, WA

2010 – 2016

DIRECTOR, REVENUE OPERATIONS

Hired to transform underperforming department into a highly functioning and performing team. Oversaw Centralized Revenue Operations, Operations Analytics, Reporting, & Single Patient Contract Agreement teams.

- Revamped daily/weekly/monthly/yearly/ad-hoc reporting processes to align with 12 division Vice President's priorities in just 6-months
 - ✓ Improved visibility which facilitated resource collaboration
 - ✓ Garnered trusting relationships with team, stakeholders & senior leadership
- Grew team from 12 to >50 over 2-years as Vice Presidents transferred resources to grow team's capacity & abilities
- Boosted customer satisfaction from 3's to 9's (10 being highest) over 2-year period
- Reduced Sarbanes-Oxley exceptions from 1-2/month to ZERO over 18-month period

ADDITIONAL PROFESSIONAL EXPERIENCE

ABSENCE MANAGEMENT PROGRAM DIRECTOR | Prince George's County Public Schools | Upper Marlboro, MD | 2004 – 2010

EDUCATION

Bachelor of Arts (BA) – Economics, International & Comparative Policy Studies | Reed College | Portland, OR

Master of Business Administration (MBA) | American University | Washington, DC

Master of Legal Studies (MLS) | American University | Washington, DC

Doctorate in Learning & Organizational Change (EdD) | Baylor University | Waco, TX (Expected 2025)

STUDY ABROAD PROGRAMS

International Immersion – Private Equity & Venture Capital Focus | University of Nairobi | Nairobi, Kenya

Study Abroad – International Policy & Economics Focus | La Universidad de Costa Rica | San José, Costa Rica

Study Abroad – International Micro-Economics Focus | University of South Africa | Durban, South Africa

AWARDS

Stanford University Research Scholar ▪ McGill Lawrence Internship Award

National Security Education Program – David Boren Scholar

SECTION

B



City of Seattle

Seattle Department of Human Resources

Kimberly Loving, Interim Director

August 11, 2022

TO: Adam Schaefer - City Budget Office

FROM: Annie Nguyen - Seattle Department of Human Resources

SUBJECT: Background check for Kimberly Ann Loving

The Seattle Department of Human Resources has received a copy of **Kimberly Loving's** background check provided by Global Screening Solutions. There were no findings that would impact their employment eligibility.

Cc: Personnel File

Seattle Department of Human Resources

Seattle Municipal Tower, 700 5th Avenue Suite 5500, PO Box 34028, Seattle, WA 98124-4028
(206) 684-7999 • TTY:7-1-1 Fax: (206) 684-4157 • Employment Website: www.seattle.gov/jobs

An equal employment opportunity employer. Accommodations for people with disabilities provided upon request.



Kimberly Loving
Nominee for Director of Seattle Department of Human Resources
Responses to the Seattle City Council

1. What is your vision for the Seattle Human Resources Department (SDHR) over the next several years? What are your goals for the Department?

The purpose of Human Resources is to provide support – through systems, processes, tools, and partnership, so that City departments can deliver the best service to the people of Seattle. To do this we need an engaged and motivated workforce where people can feel valued and contribute at their highest levels.

My vision for Seattle Human Resources is to provide equitable and effective human resource management and support services by developing and implementing systems, policies, and programs that enable our employees to contribute to positive outcomes for the City of Seattle. To achieve this vision will require strategic focus in the following goal areas:

- Continued measurable fortification and operationalization of Equity in everything we do.
 - I was drawn to work for the City of Seattle because of its demonstrated commitment to Equity. I look forward to forming strong partnerships with the Office of Civil Rights, the Office of the Employee Ombud and leaders in the Harrell Administration to build on the work of those who came before me.
- Investing in, developing and empowering department leaders
 - I believe thoughtful investment in people, our most precious asset, can create and sustain an organization’s competitive advantage. By listening to understand our employees’ needs and sharing a sense of purpose, we will inspire an environment of collaboration and positive change throughout our workplace community.
- Strengthening and cross-pollination of the citywide Human Resource Leadership Team (HRLT)
 - To achieve Human Resources excellence across the City, the entire HR community must activate and model Mayor Harrell’s *One Seattle* vision. To drive greater levels of innovation and provide high-impact HR services to the City, citywide HR leaders must establish increased coordination.
- Serving as a trusted resource for all City team members –from the Mayor and City Council to frontline employees.

2. Please share your vision for future of work (e.g., teleworking, supporting work arrangements that best benefit the City and employee needs). Moving forward, what is the right balance between work-from-home and an in-office presence for SDHR professionals?

The way we work has dramatically changed over the past few years. While it is paramount for SHR employees to be accessible to City employees, “accessible” no longer only means “on-site.” For many City of Seattle employees, “accessible” means meeting virtually and not requiring employees to meet us in a specific location. This opens up many opportunities for us to creatively serve the needs of leaders, employees, and teams. My expectation has been and will continue to be that Human Resource professionals are strategic partners to City department leaders, helping them understand the new employment context, illuminating both traditional and hybrid team dynamics, and aligning human capital strategy with operational goals. To be an effective go-to source for people analytics that support business decisions and drive people strategy, SHR professionals must align with our client departments. With that said, we must also model how to balance these operational goals with healthy practices that support the well-being of our SHR workforce. This is why I support a hybrid way of working for SHR employees. As a department, we are thoughtfully working together to optimize the SHR work environment with human connection, flexibility, and practicality.

3. What are some of the notable accomplishments you achieved as Interim Director?

I am extremely proud of what we have been able to accomplish together since I started as Interim Director in August 2021. I am particularly pleased with how SHR employees rallied alongside City HR and department leaders to successfully implement the City’s vaccine mandate in a timely, employee centered, and effective manner. It is impossible to adequately articulate the enormity of that extremely critical and time sensitive undertaking. It is also impossible to not acknowledge the massive amount of change the world faced and continues to navigate during this season of unprecedented challenges and change. I would be remiss not to acknowledge the dedication displayed by SHR employees to move the City forward, despite the implications of the pandemic.

During my time as Interim Director, I also implemented department organizational changes designed to align SHR’s commitment to leading the City’s workforce with a continued emphasis on equity. The Human Resources Investigations Unit (HRIU) investigates complaints and alleged violations of applicable City Personnel Rules, including allegations of harassment, discrimination, and misconduct. It is critical to change City employees’ experiences of the HRIU from being a reactive division to being a proactive unit that also aims to identify, address, and remediate the underlying causes for many of the frequent or reoccurring concerns in the workplace. To accomplish this, I expanded the HRIU Director’s leadership to include the Learning and Development (L&D) Team which shifts the attention of HRIU from fault finding to identifying learning opportunities. With the L&D Team’s experience in delivering equity focused training and development programs to City employees, SHR is now in a unique position to ensure that workplace conflict resolutions are programmed with valuable training and development solutions aimed at the root cause and focused in creating a more equitable culture at the City of Seattle. My decision to execute these organizational shifts presents an opportunity to realign work that will support a positive change in City culture in several ways:

- HRIU and L&D currently provide services to the entire City. This shared scope creates the platform in SHR to provide other targeted learning and development services to all City departments.
 - Given the City Personnel Rules require all HRIU employees to be mandatory reporters (unlike the Office of the Employee Ombud, the Civil Service Commission, or the Office for Civil Rights), it is in the best position to see trends and patterns of issues that need addressing throughout the City and within individual departments. This will help identify who needs L&D's support and in what areas.
 - Further, HRIU and L&D have strong partnerships with City HR leaders providing frequent discussions on best practices for employee engagement. This new combined division will continue to build and strengthen these relationships for further impact.
- 4. We have heard that some City positions have been allowed to continue past the sunset dates set in Adopted Budgets. How do you plan to prevent this from happening in the future?**

While sunset dates on regular positions are a mostly informal practice of signaling a department's future intent to eliminate a position and have no automatic and enforceable function under the Seattle Municipal Code, the City Budget Office (CBO) and Seattle Human Resources have in the past two years put in place procedures to encourage departments to eliminate positions with past or approaching sunset dates, or to formally remove or extend those dates. Specifically, the SHR Workforce Analytics and Reporting Unit (WARU) has begun to send annual notifications to departments regarding all positions with sunset dates that will expire in the next two years. Beginning in 2022, WARU now has a practice of freezing any vacant position with a past sunset date and requiring CBO approval to unfreeze it for department use, thus alerting CBO to the expired date and beginning the process of formally modifying the date or eliminating the position. In the past, these dates were extended or removed using a memo between the CBO and SHR. Today, a more robust partnership between CBO and SHR has led to formalizing the process for departments, increasing transparency and accountability.

5. What do you see as the biggest challenges to SDHR in the coming years?

Finding talent during a shortage

Attracting and retaining talent are becoming increasingly difficult and competitive. While the SHR Talent Acquisition team continues to stay ahead of the national average days to recruit and fill a position (SHR = 35.76 days to fill positions; industry standard for general recruiting = 38-45 days to fill positions), more and more employers are offering big salaries and signing bonuses to attract talent. Looking ahead, while we may not be able to compete by offering the same salary levels, we can compete effectively for talent by offering meaningful workforce development opportunities to our City employees. It will be critical that we identify and develop potential within the City employee population through our Workforce Development offerings. In an area

like Seattle with so much competition for talent, we must be creative and flexible in establishing our value proposition for current and potential employees.

Continuing to balance the evolution of remote work

We are now nearly 3 years into a massive remote work experiment driven by necessity and marked with trial and error. Employee expectations have increased with respect to remote working. When possible, more people are choosing to work from home because they want to, even if their office is open and they are less concerned about Covid risks. One challenge facing the citywide HR community is identifying sustainable and effective ways to support flexibility and foster an engaged and balanced workforce without compromising business outcomes and services to Seattle residents.

Managing through the opportunities of a challenged classification & compensation program

Public agencies depend on a clear, comprehensive job classification structure on which to base performance expectations, promotional and career ladders, performance management, performance evaluation and fair and equitable compensation. For the most part, jobs are dynamic, ever changing and evolving to reflect the business of the organization. Best practices in classification review suggest that jobs and job descriptions/class specifications should be reviewed and updated every 3 – 5 years, more frequently for jobs in technology. For a city the size of Seattle, it will be important to implement a realistic organizational goal of building a review cycle every 7 – 10 years to keep alignment of structures and compensation.

Prioritizing employee mental health & well-being

While well-being has in recent decades been a growing concern of employers, the pandemic, social upheaval, and increased pressures on marginalized communities have accentuated these needs and put mental health and well-being as a top priority for conscientious employers. SHR has championed programs to address these needs. With the 2022 Seattle Sheds Light on Mental Health initiative, citywide Future of Work Informational Sessions and other expanded Employee Assistance Plan offerings, SHR has made clear its commitment to support City employees' mental health and well-being.

Human Capital Management replacement system

Although the implementation plan for the City's new Human Capital Management (HCM) replacement system is on track, the substantial and complex endeavor will require each City department to embrace new ways of working with new technology. This venture will require leaning on the change management transition skills HR professionals are exercising today as we traverse the evolution of a hybrid workplace. I am excited to be a part of such an impactful undertaking that will undoubtedly harmonize City HR processes and enable us to work more effectively.

6. What specific and measurable outcomes should SDHR look to when defining success?

Recruitment

We will continue to challenge and improve service level agreements and metrics. Our success can be measured by increasing the percentage of active job openings filled with people who can perform the functions and want to be here.

Employee experience & retention

Employee experience should be a foundational component of HR. To capture this, we should measure employee satisfaction and engagement. It is important for us to know if HR initiatives are helping to boost employee satisfaction and engagement. To begin this, we will identify a baseline then measure at regular intervals to work towards increasing the percentage of City employees who say their work environment is positive.

Aligning HR operations to department business strategy

SHR must identify ways to power the City's business by helping leaders continue to strengthen the connection between employee and business success, tightening the relationship between department operational strategy and workforce strategy.

7. Under normal circumstances how long should a hiring process take? How will you make sure SDHR is meeting the mark?

The average number of days to recruit and fill a position should be approximately 38-45 days based on industry standards for general recruiting. Over the last 4 years, the SHR Talent Acquisition (TA) team has averaged 35.76 days to fill positions for the 20 departments we support. We ensure this by setting goals that include objectives and key results. Regularly monitoring metrics provides visibility to areas where the team should focus its efforts and implement improvements so that we successfully meet customer staffing needs in a timely manner. These goals are tied to each recruiters' performance goals to ensure continuity and accountability.

In August 2022, the SHR TA team led a collaborative effort in partnership with the citywide recruitment community to launch a new reconfiguration of the City's cloud-based talent management software, NeoGov. Features such as the new self-service dashboard, data analytics, and mobile phone application empower the citywide recruitment community to modernize processes, accelerate time to hire outcomes, and improve the candidate experience.

8. The Seattle Race and Social Justice Initiative is a citywide effort to end institutionalized racism and race-based disparities in City government. Can you provide specific examples of how you would develop and apply your commitment to equitable hiring and fair representation?

This is an area of great importance to me. I have a deep commitment to meeting the City's Race & Social Justice objectives and under my leadership while serving as SHR Chief of Staff, the SHR Talent Acquisition (TA) team began focusing on building anti-racist practices. The team implemented a hiring process methodology called (TEA) Talent, Experience, Alignment with a

goal of citywide adoption to ensure consistent and equitable hiring practices. TEA reflects SHR's commitment to antiracism by removing barriers from the hiring process, deemphasizing formal education and years of experience, and placing a stronger emphasis on the applicant's potential, skills, and values.

- Talent - This component is about potential--having the skills and passion to be successful in the role the applicant is being considered for. This area describes not just what someone can do, but how successfully they do it. Skills that might fall into this area include ability to learn, adaptability and flexibility, critical thinking and problem-solving, managing workload, accountability, and professional development.
- Experience - This is where technical skills, knowledge, and experience are evaluated. This area covers both the depth and the breadth of someone's experience. This area could include knowledge gained through training, technical skills honed, specific software skills, education, lived experience, or keeping up with current developments and trends in areas of expertise related to the position.
- Alignment - This component is evaluating the fundamental values of the applicant and how they align with both the needs of the position and the department. This is where an applicant's commitment to Race and Social Justice, Equity, and Inclusion are considered. Other areas might include a commitment to the department's values, ethics and integrity, respect, teamwork, conflict resolution, customer service, communication, and a focus on results.

The SHR TA team partners closely with citywide recruiters across departments to educate and train on the TEA model. Currently, Seattle City Light, Seattle Department of Transportation, Seattle Information Technology, Seattle Public Utilities and the 20 departments supported by SHR utilize this hiring model. Under my leadership, SHR will continue to lead a collaborative effort across the City's recruitment community to promote consistent and equitable hiring practices that improve the internal and external candidate experience and generate an even richer City workforce and culture. Additionally, SHR established and leads a citywide talent acquisition work group that focuses on crafting job advertisements and descriptions aimed at screening in Black, Indigenous, People of Color (BIPOC) and women applicants versus screening them out.

9. We noticed the "equity-based talent acquisition philosophy and process" you implemented. How do you plan to address both hiring and retention as Director of SDHR – what is the strategy to make sure we are retaining diverse candidates?

- Leverage exit interviews to identify reasons for turnover
 - o Conduct exit interviews when employees leave the City. We will use the data to identify organization gaps that appear to be causing employees to leave and design plans to improve retention.
- Investing in, developing and empowering department leaders
 - o Strengthen capabilities in current and emerging City leaders by delivering training and development programs aimed at creating a more equitable culture at the City of Seattle.

In addition to the implementation of the equity-based Talent, Experience, Alignment hiring initiative described in question number 8, the SHR Workforce Development Unit (WFD) provides resources for City employees to explore career opportunities, connect to others within the City community and develop skills. In 2022 we are focusing on enhancing information and training for people managers to support employee development, build talent pipelines and positively impact retention. The WFD's vision is to ensure the City of Seattle has a skilled, engaged, and equitable workforce that best serves and is representative of all members of our community. We accomplish this by offering citywide internships, fellowships, career outreach events and programs that develop, connect, and empower people. The work is guided by the Workforce Equity Strategic Plan. The 2019 Employment Pathways and Workforce Diversity Report identified the benefits of mentorship for improving workforce diversity and building relationships between employees. The WFD mentorship program connects individuals within their organization who they may not otherwise encounter, mentors who look like them and may share similar backgrounds and help them cultivate knowledge and skills to move up in the organization. Mentoring has been found to be significantly related to favorable job performance, job satisfaction, lower work stress and increased self-esteem, positive relationships with peers, promotions and job offers.

Just as important for retention as the above programs is support for mental and emotional well-being. Earlier this year, I was thrilled to share with the City community SHR's well-being focus to show care and compassion for the excess of challenges we all have experienced during the last 2+ years by expanding the citywide Employee Assistance Program and hosting an awareness week entitled "Seattle Sheds Light on Mental Health," complete with speakers, educational webinars, and wellness activities. To continue our commitment, the 2023 SHR workplan will include initiatives such as the Seattle Sheds Light on Mental Health campaign and other career resilience support offerings with the goal of engaging, retaining and better meeting City employees' needs.

10. Our workforce is aging and we want to make sure we are recruiting a diverse age range to have continuity in city knowledge and services -- what suite of benefits is important for folks looking right now.

Employee benefits help protect employees against severe financial impacts of illness, loss-of-income, and death. To continue to appeal to a diverse range of ages and financial needs throughout employment-- both at hire date and through retirement or separation --means offering a broad range of choices so employees can update their benefit choices to best meet new financial needs as their jobs, families and lives may change. SHR effectively and efficiently offers enough choice so each employee can meet their main needs with a variety in terms of medical networks; tax-preferred arrangements; levels of protection; all within the framework of stewardship of City funds and the collective bargaining process. We continually educate employees with the information and tools they need to make updated choices in their financial planning.

SHR offers several lifestyle benefits, including many that highlight the City as a caring employer, which is critical to candidate attraction and employee retention success:

- Expanded Employee Assistance Program (EAP) to serve temporary employees
- Virtual counseling care with TalkSpace – which may appeal to younger generations via text support
- Advocacy/Accolade – navigating conditions, finding new providers, and getting help with claims, a need that transcends all ages
- Mental Health Benefits and Focus – affecting all generations/ages
- Reach Wellbeing – digital learning and engagement experience appeals to younger generations Family planning benefits – increased fertility coverage, likely serving employees between the ages of 25-45
- Kinside – Childcare support, parents possibly 25-45
- Teladoc on Aetna – Virtual Care and app-based support, attractive to younger generations <30
- We are proudly a leader in gender-affirming services coverage

11. What do you see in terms of opportunities to work with labor unions on all of the above?

Because the Labor Relations team is housed in SHR, we are uniquely situated to have direct engagement with nearly every department. That provides us an opportunity to work collaboratively with our union partners to develop consistent, transparent, and equitable policies and processes to enhance and improve all City employees' experience. The City has long advanced a collaborative approach to our union partners and Mayor Harrell's *One Seattle* vision has made it clear and unequivocal that we are to continue that longstanding commitment. Due to their unique relationship with our employees, a primary value unions bring to the workplace is advocacy for their members in areas where we may be unaware. Collaboration with unions early and often almost invariably leads to better outcomes for the City and its employees.

Under my leadership, the Director of Labor Relations has restarted the Labor Relations Forum, a monthly meeting attended by Directors and Executives as well as other non-represented managers, Employee Relations, Labor Relations, and citywide Human Resource professionals. Beyond keeping these employees informed with respect to Labor Relations activities, this forum is effectively de-siloing City departments by bolstering cross-departmental relationships. Ultimately, the Labor Relations Forum trainings will reduce the number of grievances and unfair labor practices, conserving substantial resources and, more importantly, improving the employee experience.



Legislation Text

File #: CB 120411, **Version:** 1

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE relating to the City Light Department; amending rates, terms, and conditions for the use and sale of electricity supplied by the City Light Department for 2022, 2023, and 2024; amending Sections 21.49.020, 21.49.030, 21.49.052, 21.49.055, 21.49.057, 21.49.058, 21.49.060, 21.49.065, 21.49.083, 21.49.085, and 21.49.086 of the Seattle Municipal Code.

WHEREAS, the City Light Department’s Adopted 2023-2028 Strategic Plan outlines average rate increases of 4.5 percent in both 2023 and 2024; and

WHEREAS, the Department has completed a cost of service study that identifies the amount of revenue to be collected from each customer rate class; and

WHEREAS, a report on rate design completed jointly by the Department and the City Light Review Panel and presented to the City Council in 2019 and memorialized in Clerk File 321222 identified near term priorities to (1) adjust residential block rates to be closer to actual cost and facilitate other rate design concepts, (2) deploy time-of-use rates on a voluntary basis to help manage power demands at peak time and give customers options to reduce their costs, and (3) adjust the calculation of basic customer charges to reflect the fixed costs associated with serving individual customers; and

WHEREAS, the Department has served customers in unincorporated King County under terms of an expired franchise agreement for many years, and a new agreement is expected to be ratified in 2022 that would authorize an 8 percent rate differential for customers located in unincorporated King County; and

WHEREAS, retail rates for customers outside Seattle vary only by municipal utility taxes, franchise differentials outlined in franchise agreements, and undergrounding charges; and

WHEREAS, to simplify rate schedules customers outside Seattle shall be put on the same rate schedule starting in 2023 and franchise differentials, utility taxes and underground charges will be applied based on the jurisdiction the customer is located; and

WHEREAS, effective January 1, 2022, the Department implemented a BPA passthrough that reduced all per kWh charges by 0.19 cents kWh without amending the Seattle Municipal Code, as permitted by Section 21.49.081 of the Seattle Municipal Code; and

WHEREAS, the net wholesale revenue forecast values used for the Rate Stabilization Account mechanism are set at amounts assumed for rates and budget; and

WHEREAS, per the requirements of Ordinance 125903, the Department convened with labor, housing, energy and environmental advocacy, and industry stakeholders to evaluate the Large Solar Program, and delivered a report to the City Council in August of 2021 describing final recommendations for making the program more equitable, relevant, and scalable; NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Subsection 21.49.020.A of the Seattle Municipal Code, which section was last amended by Ordinance 125709, is amended as follows:

21.49.020 Definitions

A. The following terms or abbreviations, as used in this Chapter 21.49, have the following meanings:

* * *

“Default rate schedule” means the rate schedule on which customers will automatically be placed.

“Department” means the City Light Department, its General Manager and Chief Executive Officer, or any duly authorized employee of the Department.

* * *

“Fully functioning advanced meter” means a meter that is successfully recording and communicating interval reads required to bill time-of-day rates.

“Holidays” means holidays as defined by the North American Electric Reliability Corporation (NERC).

“House service” or “house meter” means service for rooms or areas used in common by the occupants of a multiple unit building.

“King County customer” means a customer receiving service at a premises in unincorporated King County.

* * *

“Multiple dwelling building” or “multiple unit building” means any building or any portion of the building which contains three or more dwelling units used, rented, leased, let, or hired out to be occupied, or which are occupied and have provisions for living, sleeping, eating, cooking, and sanitation.

* * *

“Normandy Park customer” means a customer receiving service at a location in the City of Normandy Park.

“Optional rate schedule” means a rate schedule on which customers may voluntarily be placed.

~~((“Peak” means the period Monday through Saturday, 6 a.m. to 10 p.m., excluding major holidays New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day, as recognized by the North American Electric Reliability Corporation.))~~

* * *

“Suburban customer” until January 1, 2023 means any customer that is not a City customer, Burien customer, King County customer, Lake Forest Park customer, Normandy Park customer, SeaTac customer, Shoreline customer, or Tukwila customer. Effective January 1, 2023, “suburban customer” means any customer receiving service outside Seattle.

* * *

Section 2. Section 21.49.030 of the Seattle Municipal Code, last amended by Ordinance 126302, is amended as follows:

21.49.030 Residential rates (Schedules RSC, RST, RSS, RSH, RSB, RSE, ~~((and))~~ RSL, RTC, and RTS)

A. Schedules RSC, RST, RSS, RSH, RSB, RSE, and RSL are for all separately metered residential services and are the default rate schedules. For all residential rate schedules, summer billing is defined as April 1 through September 30, and winter billing is defined as all other days. For all residential rate schedules, the First Block energy charge shall apply to the first 10 kWh per day for summer billing, and the first 16 kWh per day for winter billing. The End Block energy charge shall be applied to all additional kWh. Effective January 1, 2023, all customers outside Seattle will be placed on Schedule RSS (Suburban) and Schedules RST, RSH, RSB, RSE, and RSL will become inactive. Schedule RSS rates will be adjusted for applicable municipal utility taxes, franchise rate differentials, and undergrounding charges specific to each location.

Schedule RSC (Residential: City Default)

RSC	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Base Service Charge cents per meter per day	((17.97))	((18.51))	19.74	<u>23.01</u>	<u>26.23</u>
First Block Energy Charge cents per kWh	((9.89))	((9.99))	((10.75)) <u>10.56</u>	<u>11.32</u>	<u>12.29</u>
End Block Energy Charge cents per kWh	((13.06))	((13.26))	((13.26)) <u>13.07</u>	<u>13.07</u>	<u>13.07</u>

Schedule RST (Residential: Tukwila)

Effective January 1, 2023, customers on Schedule RST will be converted to Schedule RSS.

RST	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Base Service Charge cents per meter per day	((19.29))	((19.87))	21.19
First Block Energy Charge cents per kWh	((10.77))	((10.90))	((11.16)) <u>10.97</u>
End Block Energy Charge cents per kWh	((13.88))	((14.10))	((14.10)) <u>13.91</u>

Schedule RSS (Residential: Suburban Default)

RSS	Effective January 1, 2020	Effective April 1, 2021	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Base Service Charge cents per meter per day	((17.97))	((18.51))	19.74	23.01	26.23
First Block Energy Charge cents per kWh	((9.89))	((9.99))	((10.75)) 10.56	11.68	12.83
End Block Energy Charge cents per kWh	((13.06))	((13.26))	((13.26)) 13.07	13.48	13.64

All charges in Schedule RSS shall be increased by the following percentages respective of the location of service:

RSS suburban franchise and tax multipliers	Effective January 1, 2023	Effective January 1, 2024
Burien, King County, SeaTac, Shoreline	8.00%	8.00%
Tukwila	7.21%	7.23%
Lake Forest Park	8.04%	8.04%
Normandy Park	6.38%	6.38%

The King County multiplier will be 8.00% only if a King County franchise agreement authorizing such a rate differential is approved by both the King County Council and Seattle City Council. Absent an approved franchise agreement, the multiplier shall be 0%.

Additional undergrounding charges will apply to all customers in Shoreline and Burien as follows:

Suburban Undergrounding Charges	Effective January 1, 2023
Shoreline	
North City Undergrounding Charge cents per kWh	0.07
Aurora 1 Undergrounding Charge cents per kWh	0.17
Aurora 2 Undergrounding Charge cents per kWh	0.18
Aurora 3A Undergrounding Charge cents per kWh	0.05
Aurora 3B Undergrounding Charge cents per kWh	0.22

Burien	
First Avenue South 1 Undergrounding Charge cents per kWh	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	0.13

Schedule RSH (Residential: Shoreline)

Effective January 1, 2023, customers on Schedule RSH will be converted to Schedule RSS.

RSH	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Base Service Charge cents per meter per day	((19.41))	((19.99))	21.32
First Block Energy Charge cents per kWh	((10.83))	((10.96))	((11.23)) 11.04
End Block Energy Charge cents per kWh	((13.96))	((14.18))	((14.18)) 13.99
North City Undergrounding Charge cents per kWh	((0.07))	((0.07))	0.07
Aurora 1 Undergrounding Charge cents per kWh	((0.17))	((0.17))	0.17
Aurora 2 Undergrounding Charge cents per kWh	((0.18))	((0.18))	0.18
Aurora 3A Undergrounding Charge cents per kWh	((0.05))	((0.05))	0.05
Aurora 3B Undergrounding Charge cents per kWh	((0.22))	((0.22))	0.22

Schedule RSB (Residential: Burien)

Effective January 1, 2023, customers on Schedule RSB will be converted to Schedule RSS.

RSB	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Base Service Charge cents per meter per day	((19.41))	((19.99))	21.32
First Block Energy Charge cents per kWh	((10.83))	((10.96))	((11.23)) 11.04
End Block Energy Charge cents per kWh	((13.96))	((14.18))	((14.18)) 13.99
First Avenue South 1 Undergrounding Charge cents per kWh	((0.37))	((0.37))	0.37

First Avenue South 2 Undergrounding Charge cents per kWh	((0.13))	((0.13))	0.13
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Schedule RSE (Residential: SeaTac)

Effective January 1, 2023, customers on Schedule RSE will be converted to Schedule RSS.

RSE	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Base Service Charge cents per meter per day	((19.41))	((19.99))	21.32
First Block Energy Charge cents per kWh	((10.83))	((10.96))	((11.23)) <u>11.04</u>
End Block Energy Charge cents per kWh	((13.96))	((14.18))	((14.18)) <u>13.99</u>

Schedule RSL (Residential: Lake Forest Park)

Effective January 1, 2023, customers on Schedule RSL will be converted to Schedule RSS.

RSL	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Base Service Charge cents per meter per day	((19.41))	((19.99))	21.33
First Block Energy Charge cents per kWh	((10.83))	((10.96))	((11.23)) <u>11.04</u>
End Block Energy Charge cents per kWh	((13.96))	((14.18))	((14.19)) <u>14.00</u>

B. Time-of-Day rates (Schedules RTC and RTS) are optional rate schedules available to customers who have a fully functioning advanced meter and are not enrolled in the net metering program. Customers may return to their default rate schedule but will not be able re-enroll in Schedule RTC or RTS until 12 months from the time of unenrollment. The same franchise and tax multipliers and suburban undergrounding charges apply to Schedule RTS as Schedule RSS.

Schedule RTC (Residential: City Time-of-Day)

<u>RTC</u>	<u>Effective January 1, 2024</u>
<u>Base Service Charge cents per meter per day</u>	<u>26.23</u>
<u>Energy Off-Peak cents per kWh</u>	<u>7.57</u>
<u>Energy Mid-Peak cents per kWh</u>	<u>13.25</u>
<u>Energy Peak cents per kWh</u>	<u>15.14</u>

Schedule RTS (Residential: Suburban Time-of-Day)

<u>RTS</u>	<u>Effective January 1, 2024</u>
<u>Base Service Charge cents per meter per day</u>	<u>26.23</u>
<u>Energy Off-Peak cents per kWh</u>	<u>7.97</u>
<u>Energy Mid-Peak cents per kWh</u>	<u>13.95</u>
<u>Energy Peak cents per kWh</u>	<u>15.94</u>

Off-Peak is 12 a.m. to 6 a.m. every day.

Mid-Peak is 6 a.m. to 5 p.m. and 9 p.m. to 12 a.m. Mondays through Saturdays and 6 a.m. to 12 a.m. on Sundays and holidays.

Peak is 5 p.m. to 9 p.m. Mondays through Saturdays, excluding holidays.

~~((B))~~C. Normal residential service shall be limited to single-phase.

~~((C))~~D. If Schedules RSC, RST, RSS, RSH, RSB, RSE, ~~((and))~~ RSL, RTC, and RTS are applied to transient occupancy in separately metered living units, billing shall be in the name of the owner on a continuous basis.

~~((D))~~E. Duplexes using a single meter prior to October 13, 1978, shall be considered as a single residence for the purpose of applying Schedules RSC, RST, RSS, RSH, RSB, RSE, ~~((and))~~ RSL, RTC, and RTS. For a new duplex or a larger service to an existing duplex, each residence shall be separately metered.

~~((E))~~F. All electrical service provided for domestic uses to a single residential account, including electrically heated swimming pools, shall have all consumption of electricity added together for billing on

Schedules RSC, RST, RSS, RSH, RSB, RSE, ~~((and))~~ RSL, RTC, and RTS.

Section 3. Section 21.49.052 of the Seattle Municipal Code, last amended by Ordinance 126302, is amended as follows:

21.49.052 Small general service (Schedules SMC, SMT, SMS, SMH, SMB, SMD, SME, ~~((and SML))~~ STC, and STS)

A. Small general service is general service provided to customers who are not demand metered or, if demand metered, have had in the previous calendar year more than half of their normal billings at less than 50 kW of maximum demand. Classification of new customers as small general service customers will be based on the Department's estimate of maximum demand in the current year. Customers who are assigned flat rate bills shall be charged according to small general service ~~((rates))~~ energy charges. Effective January 1, 2023, all customers outside Seattle will be placed on Schedule SMS (Suburban) and Schedules SMT, SMH, SMB, SME, and SML will become inactive. Schedule SMS rates will be increased for applicable municipal utility taxes, franchise rate differentials, and undergrounding charges specific to each location.

Schedule SMC (Small General Service: City Default)

SMC	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	<u>Effective January 1, 2023</u>	<u>Effective January 1, 2024</u>
Energy Charge cents per kWh	((10.41))	((10.53))	((10.94)) 10.75	<u>11.03</u>	<u>11.24</u>
<u>Base Service Charge dollars per meter per day</u>				<u>\$0.22</u>	<u>\$0.46</u>
Minimum Charge dollars per meter per day	((0.39))	((0.40))	\$0.42	<u>\$0.42</u>	<u>\$0.46</u>
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	<u>0.15</u>	<u>0.15</u>

Transformer investment credit per kW of monthly maximum demand	(((\$0.26))	(((\$0.27))	\$0.28	\$0.29	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

Schedule SMT (Small General Service: Tukwila)

Effective January 1, 2023, customers on Schedule SMT will be converted to Schedule SMS.

SMT	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((10.87))	((11.00))	((11.43)) <u>11.24</u>
Minimum Charge dollars per meter per day	((0.42))	((0.43))	\$0.45
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule SMS (Small General Service: Suburban Default)

SMS	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge cents per kWh	((10.41))	((10.53))	((10.94)) <u>10.75</u>	<u>10.80</u>	<u>11.02</u>
Base Service Charge dollars per meter per day				<u>\$0.23</u>	<u>\$0.48</u>
Minimum Charge dollars per meter per day	((0.39))	((0.40))	\$0.42	<u>\$0.42</u>	<u>\$0.48</u>
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	<u>0.15</u>	<u>0.15</u>

Transformer investment credit per kW of monthly maximum demand	(\$0.26)	(\$0.27)	\$0.28	\$0.29	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

All charges and credits in Schedule SMS shall be increased by the following percentages based on the location of service:

SMS suburban franchise and tax multipliers	Effective January 1,	Effective January 1,
	2023	2024
Burien, King County, SeaTac, Shoreline	8.00%	8.00%
Tukwila	7.41%	7.43%
Lake Forest Park	8.04%	8.04%
Normandy Park	6.38%	6.38%

The King County multiplier will be 8.00% only if a King County franchise agreement authorizing such a rate differential is approved by both the King County Council and Seattle City Council. Absent an approved franchise agreement, the multiplier shall be 0%.

Additional undergrounding charges will apply to all customers in Shoreline and Burien as follows:

Undergrounding Charges	Effective January 1, 2023
Shoreline	
North City Undergrounding Charge cents per kWh	0.07
Aurora 1 Undergrounding Charge cents per kWh	0.17
Aurora 2 Undergrounding Charge cents per kWh	0.18
Aurora 3A Undergrounding Charge cents per kWh	0.05
Aurora 3B Undergrounding Charge cents per kWh	0.22
Burien	
First Avenue South 1 Undergrounding Charge cents per kWh	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	0.13

Schedule SMH (Small General Service: Shoreline)

Effective January 1, 2023, customers on Schedule SMH will be converted to Schedule SMS.

SMH	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((10.92))	((11.05))	((11.48)) <u>11.29</u>
Minimum Charge dollars per meter per day	((0.42))	((0.43))	\$0.45
North City Undergrounding Charge cents per kWh	((0.07))	((0.07))	0.07
Aurora 1 Undergrounding Charge cents per kWh	((0.17))	((0.17))	0.17
Aurora 2 Undergrounding Charge cents per kWh	((0.18))	((0.18))	0.18
Aurora 3A Undergrounding Charge cents per kWh	((0.05))	((0.05))	0.05
Aurora 3B Undergrounding Charge cents per kWh	((0.22))	((0.22))	0.22
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times \text{kW} + .00002 \times \text{kW}^2 + .00527 \times \text{kWh}$		

Schedule SMB (Small General Service: Burien)

Effective January 1, 2023, customers on Schedule SMB will be converted to Schedule SMS.

SMB	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((10.92))	((11.05))	((11.48)) <u>11.29</u>
Minimum Charge dollars per meter per day	((0.42))	((0.43))	\$0.45
First Avenue South 1 Undergrounding Charge cents per kWh	((0.37))	((0.37))	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	((0.13))	((0.13))	0.13

Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule SME (Small General Service: SeaTac)

Effective January 1, 2023, customers on Schedule SME will be converted to Schedule SMS.

SME	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((10.92))	((11.05))	((11.48)) <u>11.29</u>
Minimum Charge dollars per meter per day	((0.42))	((0.43))	\$0.45
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule SMD (Small General Service: Network Default)

SMD	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge cents per kWh	((10.41))	((10.53))	((10.94)) <u>10.75</u>	<u>11.03</u>	<u>11.24</u>
Base Service Charge dollars per meter per day				<u>\$0.22</u>	<u>\$0.46</u>
Minimum Charge dollars per meter per day	((0.39))	((0.40))	\$0.42	<u>\$0.42</u>	<u>\$0.46</u>
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	<u>0.15</u>	<u>0.15</u>
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>

Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$
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Schedule SML (Small General Service: Lake Forest Park)

Effective January 1, 2023, customers on Schedule SML will be converted to Schedule SMS.

SML	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((10.92))	((11.05))	((11.48)) <u>11.29</u>
Minimum Charge dollars per meter per day	((0.42))	((0.43))	\$0.45
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

B. Time-of-Day rates (Schedules STC and STS) are optional rate schedules available to customers who have a fully functioning advanced meter. Customers can return to their default rate schedule but will not be able to re-enroll in schedules STC or STS until 12 months from the time of unenrollment. Schedule STC is available to customers on either SMC (City) or SMD (Network) rate schedules. The same franchise and tax multipliers and suburban undergrounding charges apply to Schedule STS as Schedule SMS.

Schedule STC (Small General Service: City Time-of-Day)

STC	Effective January 1, 2024
Energy Off-Peak cents per kWh	<u>6.90</u>
Energy Mid-Peak cents per kWh	<u>12.08</u>
Energy Peak cents per kWh	<u>13.80</u>
Base Service Charge dollars per meter per day	<u>\$0.46</u>
Minimum Charge dollars per meter per day	<u>\$0.46</u>
Power Factor Charge cents per kVarh	<u>0.15</u>
Transformer investment credit per kW of monthly maximum demand	<u>\$0.30</u>
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Schedule STS (Suburban Small General Service Base Rates Time-of-Day)

STS	Effective January 1, 2024
Energy Off-Peak cents per kWh	6.76
Energy Mid-Peak cents per kWh	11.83
Energy Peak cents per kWh	13.52
Base Service Charge dollars per meter per day	\$0.48
Minimum Charge dollars per meter per day	\$0.48
Power Factor Charge cents per kVarh	0.15
Transformer investment credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Off-Peak is 12 a.m. to 6 a.m. every day.

Mid-Peak is 6 a.m. to 5 p.m. and 9 p.m. to 12 a.m. Mondays through Saturdays and 6 a.m. to 12 a.m. on Sundays and holidays.

Peak is 5 p.m. to 9 p.m. Mondays through Saturdays, excluding holidays.

((B))C. For customers metered on the primary side of a transformer, the Department will either program the meter to deduct computed transformer losses or provide a discount for transformer losses by reducing the monthly kWh billed by the number of kWh as computed by the following formula: $.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$.

((C))D. For customers who provide their own transformation from the Department's standard distribution system voltage of 4 kV, 13 kV, or 26 kV to a utilization voltage, a discount for transformer investment will be provided in the amount stated in subsection 21.49.052.A.

((D))E. The Department will provide one transformation from the available distribution system voltage of 4 kV or higher to a standard service voltage, and metering normally will be at the service voltage level. However, if the Department determines that it is either uneconomical or impractical to meter at the service

voltage level, the Department will meter at the distribution voltage level and will either program the meter to deduct computed transformer losses or will reduce the monthly kWh billed by the amount of the discount for transformer losses.

If the customer elects to receive service from the Department's available distribution system voltage of 4 kV or higher, metering will be at the distribution voltage level and the discounts for transformer losses, if applicable, and for transformer investment, if applicable, will be applied to the customer's billings. However, if the Department determines that it is either uneconomical or impractical to meter at the distribution voltage level, the Department will meter at the service voltage level and the discount for transformer losses will not be applicable.

~~(E)~~F. The Department may, at its discretion, impose an additional power factor charge whenever electricity delivered to the customer has an average monthly power factor of less than 0.97, as measured by the Department's metering equipment. The metering equipment for measurement of reactive kVA hours shall be programmed to prevent reverse registration.

~~(F)~~G. The Department shall not be obligated to deliver electricity to a customer with a power factor below 0.85. All installations of power factor corrective equipment shall be subject to the approval of the Department. The customer's corrective equipment shall be switched with the load so that at no time will it supply leading reactive power (kVAR) to the Department's distribution system unless written Department approval is obtained to do so.

Section 4. Section 21.49.055 of the Seattle Municipal Code, last amended by Ordinance 126302, is amended as follows:

21.49.055 Medium general service (Schedules MDC, MDT, MDS, MDH, MDB, MDD, MDE, ~~(and)~~ MDL, MTC, MTD, MTS, MCC, MCD, and MCS)

A. Medium general service is general service provided to customers who have in the previous calendar year half or more than half of their normal billings at 50 kW of maximum demand or greater and have more

than half of their normal billings at less than 1,000 kW of maximum demand. Classification of new customers will be based on the Department's estimate of maximum demand in the current year. Effective January 1, 2023, all customers outside Seattle will be placed on Schedule MDS (Suburban) and Schedules MDT, MDH, MDB, MDE, and MDL will become inactive. Schedule MDS rates will be increased for applicable municipal utility taxes, franchise rate differentials, and undergrounding charges specific to each location.

Schedule MDC (Medium Standard General Service: City Default)

MDC	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge cents per kWh	((7.99))	((8.03))	((8.34)) 8.15	8.31	8.70
Demand Charge dollars per kW	((3.89))	((4.01))	\$4.17	\$4.74	\$4.86
Base Service Charge dollars per meter per day				\$0.88	\$1.80
Minimum Charge dollars per meter per day	((1.24))	((1.28))	\$1.33	\$1.33	\$1.80
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	0.15	0.15
Transformer Investment Credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28	\$0.29	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

Schedule MDT (Medium Standard General Service: Tukwila)

Effective January 1, 2023, customers on Schedule MDT will be converted to Schedule MDS.

MDT	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((8.61))	((8.67))	((9.01)) 8.82
Demand Charge dollars per kW	((4.19))	((4.32))	\$4.49
Minimum Charge dollars per meter per day	((1.34))	((1.38))	\$1.43

Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer Investment Credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule MDS (Medium Standard General Service: Suburban Default)

MDS	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge cents per kWh	((7.99))	((8.03))	((8.34)) 8.15	8.31	8.70
Demand Charge dollars per kW	((3.89))	((4.01))	\$4.17	\$4.74	\$4.86
Base Service Charge dollars per meter per day				\$0.88	\$1.80
Minimum Charge dollars per meter per day	((1.24))	((1.28))	\$1.33	\$1.33	\$1.80
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	0.15	0.15
Transformer Investment Credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28	\$0.29	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

All charges and credits in Schedule MDS shall be increased by the following percentages based on the

location of service:

MDS suburban franchise and tax multipliers	Effective January 1, 2023	Effective January 1, 2024
Burien, King County, SeaTac, Shoreline	8.00%	8.00%
Tukwila	7.57%	7.59%
Lake Forest Park	8.04%	8.04%
Normandy Park	6.38%	6.38%

The King County multiplier will be 8.00% only if a King County franchise agreement authorizing such a rate differential is approved by both the King County Council and Seattle City Council. Absent an approved franchise agreement, the multiplier shall be 0%.

Additional undergrounding charges will apply to all customers in Shoreline and Burien as follows:

Suburban Undergrounding Charges	Effective January 1, 2023
Shoreline	
North City Undergrounding Charge cents per kWh	0.07
Aurora 1 Undergrounding Charge cents per kWh	0.17
Aurora 2 Undergrounding Charge cents per kWh	0.18
Aurora 3A Undergrounding Charge cents per kWh	0.05
Aurora 3B Undergrounding Charge cents per kWh	0.22
Burien	
First Avenue South 1 Undergrounding Charge cents per kWh	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	0.13

Schedule MDH (Medium Standard General Service: Shoreline)

Effective January 1, 2023, customers on Schedule MDH will be converted to Schedule MDS.

MDH	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((8.62))	((8.68))	((9.02)) 8.83
Demand Charge dollars per kW	((4.20))	((4.33))	\$4.50
Minimum Charge dollars per meter per day	((1.34))	((1.38))	\$1.43
North City Undergrounding Charge cents per kWh	((0.07))	((0.07))	0.07
Aurora 1 Undergrounding Charge cents per kWh	((0.17))	((0.17))	0.17
Aurora 2 Undergrounding Charge cents per kWh	((0.18))	((0.18))	0.18
Aurora 3A Undergrounding Charge cents per kWh	((0.05))	((0.05))	0.05

Aurora 3B Undergrounding Charge cents per kWh	((0.22))	((0.22))	0.22
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer Investment Credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule MDB (Medium Standard General Service: Burien)

Effective January 1, 2023, customers on Schedule MDB will be converted to Schedule MDS.

MDB	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((8.62))	((8.68))	((9.02)) <u>8.83</u>
Demand Charge dollars per kW	((4.20))	((4.33))	\$4.50
Minimum Charge dollars per meter per day	((1.34))	((1.38))	\$1.43
First Avenue South 1 Undergrounding Charge cents per kWh	((0.37))	((0.37))	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	((0.13))	((0.13))	0.13
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer Investment Credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule MDD (Medium Network General Service Default)

MDD	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge cents per kWh	((9.77))	((9.87))	((10.25)) <u>10.06</u>	<u>9.72</u>	<u>9.85</u>
Demand Charge dollars per kW	((8.38))	((8.63))	\$8.97	<u>\$10.81</u>	<u>\$11.06</u>

Base Service Charge dollars per meter per day				<u>\$0.88</u>	<u>\$1.80</u>
Minimum Charge dollars per meter per day	(\$1.24)	(\$1.28)	\$1.33	<u>\$1.33</u>	<u>\$1.80</u>
Power Factor Charge cents per kVarh	(0.15)	(0.15)	0.15	<u>0.15</u>	<u>0.15</u>
Transformer investment credit per kW of monthly maximum demand	(\$0.26)	(\$0.27)	\$0.28	<u>0.29</u>	<u>0.30</u>
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

Schedule MDE (Medium Standard General Service: SeaTac)

Effective January 1, 2023, customers on Schedule MDE will be converted to Schedule MDS.

MDE	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((8.62))	((8.68))	((9.02)) <u>8.83</u>
Demand Charge dollars per kW	(\$4.20)	(\$4.33)	\$4.50
Minimum Charge dollars per meter per day	(\$1.34)	(\$1.38)	\$1.43
Power Factor Charge cents per kVarh	(0.15)	(0.15)	0.15
Transformer investment credit per kW of monthly maximum demand	(\$0.26)	(\$0.27)	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule MDL (Medium Standard General Service: Lake Forest Park)

Effective January 1, 2023, customers on Schedule MDL will be converted to Schedule MDS.

MDL	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge cents per kWh	((8.62))	((8.68))	((9.02)) <u>8.83</u>
Demand Charge dollars per kW	(\$4.20)	(\$4.33)	\$4.50
Minimum Charge dollars per meter per day	(\$1.34)	(\$1.38)	\$1.43

Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Demand charges

Peak: All kW of maximum demand between 6 a.m. and 10 p.m. Mondays through Saturdays, excluding major holidays.

Off-Peak: All kW of maximum demand in excess of peak maximum demand, at all times other than the peak period.

B. Time-of-Day rates (Schedules MTC, MTD, and MTS) are optional rate schedules available to customers who have a fully functioning advanced meter. Customers can return to their default rate schedule but will not be able to re-enroll in Schedules MTC, MTD, or MTS until 12 months from the time of unenrollment. The same suburban franchise and tax multipliers and suburban undergrounding charges apply to Schedule MTS as Schedule MDS.

Schedule MTC (Medium General Service: City Time-of-Day)

MTC	Effective January 1, 2024
Energy Off-Peak cents per kWh	5.35
Energy Mid-Peak cents per kWh	9.36
Energy Peak cents per kWh	10.70
Demand Charge - Peak dollars per kW	\$4.86
Demand Charge - Off-Peak dollars per kW	\$0.30
Base Service Charge dollars per meter per day	\$1.80
Minimum Charge dollars per meter per day	\$1.80
Power Factor Charge cents per kVarh	0.15
Transformer Investment Credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Schedule MTD (Medium Network General Service: Time-of-Day)

MTD	Effective January 1, 2024
Energy Off-Peak cents per kWh	6.05
Energy Mid-Peak cents per kWh	10.59
Energy Peak cents per kWh	12.10
Demand Charge - Peak dollars per kW	\$11.06
Demand Charge - Off-Peak dollars per kW	\$0.30
Base Service Charge dollars per meter per day	\$1.80
Minimum Charge dollars per meter per day	\$1.80
Power Factor Charge cents per kVarh	0.15
Transformer Investment Credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Schedule MTS Suburban Medium General Service Base Rates (Time-of-Day)

MTS	Effective January 1, 2024
Energy Off-Peak cents per kWh	5.35
Energy Mid-Peak cents per kWh	9.36
Energy Peak cents per kWh	10.70
Demand Charge - Peak dollars per kW	\$4.86
Demand Charge - Off-Peak dollars per kW	\$0.30
Base Service Charge dollars per meter per day	\$1.80
Minimum Charge dollars per meter per day	\$1.80
Power Factor Charge cents per kVarh	0.15
Transformer Investment Credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Energy charges

Off-Peak is 12 a.m. to 6 a.m. every day.

Mid-Peak is 6 a.m. to 5 p.m. and 9 p.m. to 12 a.m. Mondays through Saturdays and 6 a.m. to 12 a.m. on Sundays and holidays.

Peak is 5 p.m. to 9 p.m. Mondays through Saturdays, excluding holidays.

Demand charges

Peak demand: All kW of maximum demand between 6 a.m. and 12 a.m. Mondays through Saturdays, excluding major holidays.

Off-Peak demand: All kW of maximum demand in excess of peak maximum demand, at all times other than the peak demand period.

C. Commercial Charging Rates (Schedules MCC, MCD, and MCS) are optional rate schedules available to customers who meet the criteria for medium general service and have a fully functioning advanced meter dedicated to primarily electric vehicle charging. Customers can return to their default rate schedule but will not be able to re-enroll in Schedules MCC, MCD, or MCS until 12 months from the time of unenrollment. The same suburban franchise and tax multipliers and suburban undergrounding charges apply to Schedule MCS as Schedule MDS.

Schedule MCC (Medium General Service: City Commercial Charging)

MCC	Effective January 1, 2024
Energy Off-Peak cents per kWh	6.18
Energy Mid-Peak cents per kWh	10.82
Energy Peak cents per kWh	12.36
Demand Charge - Peak dollars per kW	\$0.00
Demand Charge - Off-Peak dollars per kW	\$0.00
Base Service Charge dollars per meter per day	\$1.80
Minimum Charge dollars per meter per day	\$1.80
Power Factor Charge cents per kVarh	0.15
Transformer Investment Credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Schedule MCD (Medium Network General Service: Commercial Charging)

MCD	Effective January 1, 2024
Energy Off-Peak cents per kWh	7.92
Energy Mid-Peak cents per kWh	13.86
Energy Peak cents per kWh	15.84

Demand Charge - Peak dollars per kW	\$0.00
Demand Charge - Off-Peak dollars per kW	\$0.00
Base Service Charge dollars per meter per day	\$1.80
Minimum Charge dollars per meter per day	\$1.80
Power Factor Charge cents per kVarh	0.15
Transformer Investment Credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Schedule MCS (Suburban Medium General Service: Commercial Charging)

MCS	Effective January 1, 2024
Energy Off-Peak cents per kWh	6.18
Energy Mid-Peak cents per kWh	10.82
Energy Peak cents per kWh	12.36
Demand Charge - Peak dollars per kW	\$0.00
Demand Charge - Off-Peak dollars per kW	\$0.00
Base Service Charge dollars per meter per day	\$1.80
Minimum Charge dollars per meter per day	\$1.80
Power Factor Charge cents per kVarh	0.15
Transformer Investment Credit per kW of monthly maximum demand	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Off-Peak is 12 a.m. to 6 a.m. every day.

Mid-Peak is 6 a.m. to 5 p.m. and 9 p.m. to 12 a.m. Mondays through Saturdays and 6 a.m. to 12 a.m. on Sundays and holidays.

Peak is 5 p.m. to 9 p.m. Mondays through Saturdays, excluding holidays.

((B))D.For customers metered on the primary side of a transformer, the Department will either program the meter to deduct computed transformer losses or provide a discount for transformer losses by reducing the monthly kWh billed by the number of kWh as computed by the following formula: $1756 + .53285 \times kW$

+ .00002 × kW²+ .00527 × kWh.

~~(C)~~E. For customers who provide their own transformation from the Department's standard distribution system voltage of 4 kV, 13 kV, or 26 kV to a utilization voltage, a discount for transformer investment will be provided in the amount stated in subsection 21.49.055.A.

~~(D)~~F. The Department will provide one transformation from the available distribution system voltage of 4 kV or higher to a standard service voltage, and metering normally will be at the service voltage level. However, if the Department determines that it is either uneconomical or impractical to meter at the service voltage level, the Department will meter at the distribution voltage level and will either program the meter to deduct computed transformer losses or will reduce the monthly kWh billed by the amount of the discount for transformer losses.

If the customer elects to receive service from the Department's available distribution system voltage of 4 kV or higher, metering will be at the distribution voltage level and the discounts for transformer losses, if applicable, and for transformer investment, if applicable, will be applied to the customer's billings. However, if the Department determines that it is either uneconomical or impractical to meter at the distribution voltage level, the Department will meter at the service voltage level and the discount for transformer losses will not be applicable.

~~(E)~~G. The Department may, at its discretion, impose an additional power factor charge whenever electricity delivered to the customer has an average monthly power factor of less than 0.97, as measured by the Department's metering equipment. The metering equipment for measurement of reactive kVA hours shall be programmed to prevent reverse registration.

~~(F)~~H. The Department shall not be obligated to deliver electricity to a customer with a power factor below 0.85. All installations of power factor corrective equipment shall be subject to the approval of the Department. The customer's corrective equipment shall be switched with the load so that at no time will it supply leading reactive power (kVAR) to the Department's distribution system unless written Department

approval is obtained to do so.

Section 5. Section 21.49.057 of the Seattle Municipal Code, last amended by Ordinance 126302, is amended as follows:

21.49.057 Large general service (Schedules LGC, LGT, LGS, LGH, LGD, LGB, LGE, ~~((and)) LGL~~, LCC, LCD, and LCS)

A. Large general service is network general service provided to customers who have in the previous calendar year half or more than half of their normal billings at 1,000 kW of maximum demand or greater, and also standard general service provided to customers who have in the previous calendar year half or more than half of their normal billings at 1,000 kW of maximum demand or greater and have more than half of their normal billings at less than 10,000 kW of maximum demand. Classification of new customers will be based on the Department’s estimate of maximum demand in the current year. Effective January 1, 2023, all customers outside Seattle will be placed on Schedule LGS (Suburban) and Schedules LGT, LGH, LGB, LGE and LGL will become inactive. Schedule LGS rates will be increased for applicable municipal utility taxes, franchise rate differentials, and undergrounding charges specific to each location.

Schedule LGC (Large Standard General Service: City Default)

LGC	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge-Peak cents per kWh	((9.05))	((9.13))	((9.49)) 9.30	9.65	10.37
Energy Charge-Off-Peak cents per kWh	((6.03))	((6.02))	((6.25)) 6.06	6.03	5.76
Demand Charge-Peak dollars per kW	((3.74))	((3.85))	\$4.00	\$4.58	\$4.69
Demand Charge-Off-Peak dollars per kW	((0.26))	((0.27))	\$0.28	\$0.29	\$0.30
<u>Base Service Charge dollars per meter per day</u>				\$11.00	\$22.56

Minimum Charge dollars per meter per day	(((\$29.41))	(((\$30.29))	\$31.47	\$31.47	\$31.47
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	0.15	0.15
Transformer investment credit per kW of monthly maximum demand	(((\$0.26))	(((\$0.27))	\$0.28	\$0.29	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

Schedule LGT (Large Standard Service: Tukwila)

Effective January 1, 2023, customers on Schedule LGT will be converted to Schedule LGS.

LGT	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge-Peak cents per kWh	((9.75))	((9.85))	((10.23)) 10.04
Energy Charge-Off-Peak cents per kWh	((6.50))	((6.50))	((6.75)) 6.56
Demand Charge-Peak dollars per kW	(((\$4.03))	(((\$4.15))	\$4.31
Demand Charge-Off-Peak dollars per kW	(((\$0.28))	(((\$0.29))	\$0.30
Minimum Charge dollars per meter per day	(((\$31.69))	(((\$32.64))	\$33.91
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	(((\$0.26))	(((\$0.27))	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule LGS (Large Standard General Service: Suburban Default)

LGS	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge-Peak cents per kWh	((9.05))	((9.13))	((9.49)) 9.30	9.65	10.37
Energy Charge-Off-Peak cents per kWh	((6.03))	((6.02))	((6.25)) 6.06	6.03	5.76
Demand Charge-Peak dollars per kW	(((\$3.74))	(((\$3.85))	\$4.00	\$4.58	\$4.69

Demand Charge-Off-Peak dollars per kW	(\$0.26)	(\$0.27)	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>
Base Service Charge dollars per meter per day				<u>\$11.00</u>	<u>\$22.56</u>
Minimum Charge dollars per meter per day	(\$29.41)	(\$30.29)	\$31.47	<u>\$31.47</u>	<u>\$31.47</u>
Power Factor Charge cents per kVarh	(0.15)	(0.15)	0.15	<u>0.15</u>	<u>0.15</u>
Transformer investment credit per kW of monthly maximum demand	(\$0.26)	(\$0.27)	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

All charges and credits in schedule LGS shall be increased by the following percentages based on the location of service:

LGS suburban franchise and tax multipliers	Effective January 1, 2023	Effective January 1, 2024
	Burien, King County, SeaTac, Shoreline	8.00%
Tukwila	7.61%	7.63%
Lake Forest Park	8.04%	8.04%
Normandy Park	6.38%	6.38%

The King County multiplier will be 8.00% only if a King County franchise agreement authorizing such a rate differential is approved by both the King County Council and Seattle City Council. Absent an approved franchise agreement, the multiplier shall be 0%.

Additional undergrounding charges will apply to all customers in Shoreline and Burien as follows:

Suburban Undergrounding Charges	Effective January 1, 2023
Shoreline	
North City Undergrounding Charge cents per kWh	<u>0.07</u>
Aurora 1 Undergrounding Charge cents per kWh	<u>0.17</u>
Aurora 2 Undergrounding Charge cents per kWh	<u>0.18</u>
Aurora 3A Undergrounding Charge cents per kWh	<u>0.05</u>
Aurora 3B Undergrounding Charge cents per kWh	<u>0.22</u>

Burien	
First Avenue South 1 Undergrounding Charge cents per kWh	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	0.13

Schedule LGH (Large Standard General Service: Shoreline)

Effective January 1, 2023, customers on Schedule LGH will be converted to Schedule LGS.

LGH	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge-Peak cents per kWh	((9.77))	((9.87))	((10.25)) 10.06
Energy Charge-Off-Peak cents per kWh	((6.51))	((6.51))	((6.76)) 6.57
Demand Charge-Peak dollars per kW	((4.04))	((4.16))	\$4.32
Demand Charge-Off-Peak dollars per kW	((0.28))	((0.29))	\$0.30
Minimum Charge dollars per meter per day	((31.76))	((32.71))	\$33.99
North City Undergrounding Charge cents per kWh	((0.07))	((0.07))	0.07
Aurora 1 Undergrounding Charge cents per kWh	((0.17))	((0.17))	0.17
Aurora 2 Undergrounding Charge cents per kWh	((0.18))	((0.18))	0.18
Aurora 3A Undergrounding Charge cents per kWh	((0.05))	((0.05))	0.05
Aurora 3B Undergrounding Charge cents per kWh	((0.22))	((0.22))	0.22
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28
Transformer losses discount in kWh	.53285 × kW + .00002 × kW ² + .00527 × kWh		

Schedule LGD (Large Network General Service Default)

LGD	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024

Energy Charge-Peak cents per kWh	((10.34))	((10.45))	((10.86)) 10.67	<u>10.70</u>	<u>11.07</u>
Energy Charge-Off-Peak cents per kWh	((6.89))	((6.90))	((7.17)) 6.98	<u>6.69</u>	<u>6.15</u>
Demand Charge-Peak dollars per kW	((8.14))	((8.38))	\$8.71	<u>\$9.80</u>	<u>\$10.02</u>
Demand Charge-Off-Peak dollars per kW	((0.26))	((0.27))	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>
Base Service Charge dollars per meter per day				<u>\$11.00</u>	<u>\$22.56</u>
Minimum Charge dollars per meter per day	((29.41))	((30.29))	\$31.47	<u>\$31.47</u>	<u>\$31.47</u>
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15	<u>0.15</u>	<u>0.15</u>
Transformer investment credit per kW of monthly maximum demand	((0.26))	((0.27))	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

Schedule LGB (Large Standard General Service: Burien)

Effective January 1, 2023, customers on Schedule LGB will be converted to Schedule LGS.

LGB	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge-Peak cents per kWh	((9.77))	((9.87))	((10.25)) <u>10.06</u>
Energy Charge-Off-Peak cents per kWh	((6.51))	((6.51))	((6.76)) <u>6.57</u>
Demand Charge-Peak dollars per kW	((4.04))	((4.16))	\$4.32
Demand Charge-Off-Peak dollars per kW	((0.28))	((0.29))	\$0.30
Minimum Charge dollars per meter per day	((31.76))	((32.71))	\$33.99
First Avenue South 1 Undergrounding Charge cents per kWh	((0.37))	((0.37))	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	((0.13))	((0.13))	0.13
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15

Transformer investment credit per kW of monthly maximum demand	(((\$0.26))	(((\$0.27))	\$0.28
Transformer losses discount in kWh	.53285 × kW + .00002 × kW ² + .00527 × kWh		

Schedule LGE (Large Standard General Service: SeaTac)

Effective January 1, 2023, customers on Schedule LGE will be converted to Schedule LGS.

LGE	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge-Peak cents per kWh	((9.77))	((9.87))	((10.25)) <u>10.06</u>
Energy Charge-Off-Peak cents per kWh	((6.51))	((6.51))	((6.76)) <u>6.57</u>
Demand Charge-Peak dollars per kW	(((\$4.04))	(((\$4.16))	\$4.32
Demand Charge-Off-Peak dollars per kW	(((\$0.28))	(((\$0.29))	\$0.30
Minimum Charge dollars per meter per day	(((\$31.76))	(((\$32.71))	\$33.99
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15
Transformer investment credit per kW of monthly maximum demand	(((\$0.26))	(((\$0.27))	\$0.28
Transformer losses discount in kWh	.53285 × kW + .00002 × kW ² + .00527 × kWh		

Schedule LGL (Large Standard General Service: Lake Forest Park)

Effective January 1, 2023, customers on Schedule LGL will be converted to Schedule LGS.

LGL	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022
Energy Charge-Peak cents per kWh	((9.77))	((9.87))	((10.25)) <u>10.06</u>
Energy Charge-Off-Peak cents per kWh	((6.51))	((6.51))	((6.76)) <u>6.57</u>
Demand Charge-Peak dollars per kW	(((\$4.04))	(((\$4.16))	\$4.32
Demand Charge-Off-Peak dollars per kW	(((\$0.28))	(((\$0.29))	\$0.30
Minimum Charge dollars per meter per day	(((\$31.77))	(((\$32.72))	\$34.00
Power Factor Charge cents per kVarh	((0.15))	((0.15))	0.15

Transformer investment credit per kW of monthly maximum demand	(((\$0.26))	(((\$0.27))	\$0.28
Transformer losses discount in kWh	.53285 × kW + .00002 × kW ² + .00527 × kWh		

Peak is Mondays through Saturdays, 6 a.m. to 10 p.m., excluding major holidays.

Off-Peak is 10 p.m. to 6 a.m. every day and all day Sundays and holidays.

Demand charges

Peak: All kW of maximum demand during peak hours.

Off-Peak: All kW of maximum demand in excess of peak maximum demand, at all times other than the peak period.

B. Commercial Charging Rates (Schedules LCC, LCD, and LCS) are optional rate schedules available to customers who meet the criteria for large general service and have a fully functioning advanced meter dedicated to primarily electric vehicle charging. Customers can return to their default rate schedule but will not be able to re-enroll in schedules LCC, LCD, or LCS until 12 months from the time of unenrollment. The same suburban franchise and tax multipliers and suburban undergrounding charges apply to Schedule LCS as Schedule LGS.

Schedule LCC (Large General Service: City Commercial Charging)

<u>LCC</u>	<u>Effective January 1, 2024</u>
<u>Energy Charge-Peak cents per kWh</u>	<u>10.87</u>
<u>Energy Charge-Off-Peak cents per kWh</u>	<u>6.04</u>
<u>Demand Charge-Peak dollars per kW</u>	<u>\$0.00</u>
<u>Demand Charge-Off-Peak dollars per kW</u>	<u>\$0.00</u>
<u>Base Service Charge dollars per meter per day</u>	<u>\$22.56</u>
<u>Minimum Charge dollars per meter per day</u>	<u>\$31.47</u>
<u>Power Factor Charge cents per kVarh</u>	<u>0.15</u>
<u>Transformer investment credit per kW of monthly maximum demand</u>	<u>0.30</u>

Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$
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Schedule LCD (Large General Service: Network Commercial Charging)

<u>LCD</u>	<u>Effective January 1, 2024</u>
Energy Charge-Peak cents per kWh	13.46
Energy Charge-Off-Peak cents per kWh	7.48
Demand Charge-Peak dollars per kW	\$0.00
Demand Charge-Off-Peak dollars per kW	\$0.00
Base Service Charge dollars per meter per day	22.56
Minimum Charge dollars per meter per day	31.47
Power Factor Charge cents per kVarh	0.15
Transformer investment credit per kW of monthly maximum demand	0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Schedule LCS (Large General Service: Suburban Commercial Charging)

<u>LCS</u>	<u>Effective January 1, 2024</u>
Energy Charge-Peak cents per kWh	10.87
Energy Charge-Off-Peak cents per kWh	6.04
Demand Charge-Peak dollars per kW	\$0.00
Demand Charge-Off-Peak dollars per kW	\$0.00
Base Service Charge dollars per meter per day	\$22.56
Minimum Charge dollars per meter per day	\$31.47
Power Factor Charge cents per kVarh	0.15
Transformer investment credit per kW of monthly maximum demand	0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$

Peak is Mondays through Saturdays, 6 a.m. to 10 p.m., excluding major holidays.

Off-Peak is 10 p.m. to 6 a.m. every day and all day Sundays and holidays.

~~((B))~~C. For customers metered on the primary side of a transformer, the Department will either program the meter to deduct computed transformer losses or provide a discount for transformer losses by reducing the monthly kWh billed by the number of kWh as computed by the following formula: $1756 + .53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$.

~~((C))~~D. For customers who provide their own transformation from the Department's standard distribution system voltage of 4 kV, 13 kV, or 26 kV to a utilization voltage, a discount for transformer investment will be provided in the amount stated in subsection 21.49.057.A. Existing customers served by the Department's 34.5 kV system as of January 1, 1995, shall be considered as receiving standard distribution voltage for the purpose of this Section 21.49.057. This 34.5 kV voltage will not be offered as a standard distribution system voltage for any new customers.

~~((D))~~E. The Department will provide one transformation from the available distribution system voltage of 4 kV or higher to a standard service voltage, and metering normally will be at the service voltage level. However, if the Department determines that it is either uneconomical or impractical to meter at the service voltage level, the Department will meter at the distribution voltage level and will either program the meter to deduct computed transformer losses or will reduce the monthly kWh billed by the amount of the discount for transformer losses.

If the customer elects to receive service from the Department's available distribution system voltage of 4 kV or higher, metering will be at the distribution voltage level and the discounts for transformer losses, if applicable, and for transformer investment, if applicable, will be applied to the customer's billings. However, if the Department determines that it is either uneconomical or impractical to meter at the distribution voltage level, the Department will meter at the service voltage level and the discount for transformer losses will not be applicable.

~~((E))~~F. The Department may, at its discretion, impose an additional power factor charge whenever

electricity delivered to the customer has an average monthly power factor of less than 0.97, as measured by the department's metering equipment. The metering equipment for measurement of reactive kVA hours shall be programmed to prevent reverse registration.

~~(F)~~G. The Department shall not be obligated to deliver electricity to a customer with a power factor below 0.85. All installations of power factor corrective equipment shall be subject to the approval of the Department. The customer's corrective equipment shall be switched with the load so that at no time will it supply leading reactive power (kVAR) to the Department's distribution system unless written Department approval is obtained to do so.

Section 6. Subsection 21.49.058.A of the Seattle Municipal Code, which section was last amended by Ordinance 126302, is amended as follows:

21.49.058 High demand general service (Schedules ~~HDC, (and) HDT,~~ and HDS)

A. High demand general service is standard general service provided to customers who have in the previous calendar year half or more than half of their normal billings at 10,000 kW of maximum demand or greater. Classification of new customers will be based on the Department's estimates of maximum demand in the current year. Effective January 1, 2023, all customers outside Seattle will be placed on Schedule HDS (Suburban) and Schedule HDT will become inactive. Schedule HDS rates will be increased for applicable municipal utility taxes, franchise rate differentials, and undergrounding charges specific to each location.

Schedule HDC (High Demand General Service: City)

HDC	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
Energy Charge-Peak cents per kWh	((8.61))	((8.67))	((9.01)) 8.82	9.02	9.77
Energy Charge-Off-Peak cents per kWh	((5.74))	((5.72))	((5.94)) 5.75	5.64	5.43
Demand Charge-Peak dollars per kW	((3.74))	((3.85))	\$4.00	\$4.58	4.69

Demand Charge-Off-Peak dollars per kW	(\$0.26)	(\$0.27)	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>
Base Service Charge dollars per meter per day				<u>\$57.88</u>	<u>\$118.84</u>
Minimum Charge dollars per meter per day	(\$90.61)	(\$93.33)	\$96.97	<u>\$96.97</u>	<u>\$118.84</u>
Power Factor Charge cents per kVarh	(0.15)	(0.15)	0.15	<u>0.15</u>	<u>0.15</u>
Transformer investment credit per kW of monthly maximum demand	(\$0.26)	(\$0.27)	\$0.28	<u>\$0.29</u>	<u>\$0.30</u>
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$				

Schedule HDT (High Demand General Service: Tukwila)

Effective January 1, 2023, customers on Schedule HDT will be converted to Schedule HDS.

HDT	(Effective January 1, 2020)	(Effective April 1, 2021)	Effective January 1, 2022
Energy Charge-Peak cents per kWh	(9.27)	(9.35)	(9.71) <u>9.52</u>
Energy Charge-Off-Peak cents per kWh	(6.18)	(6.17)	(6.41) <u>6.22</u>
Demand Charge-Peak dollars per kW	(\$4.04)	(\$4.16)	\$4.32
Demand Charge-Off-Peak dollars per kW	(\$0.28)	(\$0.29)	\$0.30
Minimum Charge dollars per meter per day	(\$97.74)	(\$100.67)	\$104.60
Power Factor Charge cents per kVarh	(0.15)	(0.15)	0.15
Transformer investment credit per kW of monthly maximum demand	(\$0.26)	(\$0.27)	\$0.28
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$		

Schedule HDS (High Demand: Suburban)

HDS	Effective January 1, 2023	Effective January 1, 2024
Energy Charge-Peak cents per kWh	<u>9.02</u>	<u>9.77</u>

Energy Charge-Off-Peak cents per kWh	5.64	5.43
Demand Charge-Peak dollars per kW	\$4.58	4.69
Demand Charge-Off-Peak dollars per kW	\$0.29	\$0.30
Base Service Charge dollars per meter per day	\$57.88	\$118.84
Minimum Charge dollars per meter per day	\$96.97	\$118.84
Power Factor Charge cents per kVarh	0.15	0.15
Transformer investment credit per kW of monthly maximum demand	\$0.29	\$0.30
Transformer losses discount in kWh	$.53285 \times kW + .00002 \times kW^2 + .00527 \times kWh$	

All charges and credits in Schedule HDS shall be increased by the following percentages based on the location of service:

HDS suburban franchise and tax multipliers	Effective January 1, 2023	Effective January 1, 2024
Burien, King County, SeaTac, Shoreline	8.00%	8.00%
Tukwila	7.70%	7.72%
Lake Forest Park	8.04%	8.04%
Normandy Park	6.38%	6.38%

The King County multiplier will be 8.00% only if a King County franchise agreement authorizing such a rate differential is approved by both the King County and Seattle City Council. Absent an approved franchise agreement, the multiplier shall be 0%.

Additional undergrounding charges will apply to all customers in Shoreline and Burien as follows:

Suburban Undergrounding Charges	Effective January 1, 2023
Shoreline	
North City Undergrounding Charge cents per kWh	0.07
Aurora 1 Undergrounding Charge cents per kWh	0.17
Aurora 2 Undergrounding Charge cents per kWh	0.18
Aurora 3A Undergrounding Charge cents per kWh	0.05
Aurora 3B Undergrounding Charge cents per kWh	0.22
Burien	

First Avenue South 1 Undergrounding Charge cents per kWh	0.37
First Avenue South 2 Undergrounding Charge cents per kWh	0.13

Peak is Mondays through Saturdays, 6 a.m. to 10 p.m., excluding major holidays.

Off-Peak is 10 p.m. to 6 a.m. every day and all day Sundays and holidays.

Demand charges

Peak: All kW of maximum demand during peak hours.

Off-peak: All kW of maximum demand in excess of peak maximum demand, at all times other than the peak period.

* * *

Section 7. Section 21.49.060 of the Seattle Municipal Code, last amended by Ordinance 126302, is amended as follows:

21.49.060 Contract street and area lighting rates (Schedules F, R, A, D, M, and E)

A. Contract street and area lighting rates are available to all customers, including but not limited to water and sewer districts and King County, who contract with the Department for unmetered lights operating from dusk to dawn. Lighting schedules and rates are assigned at the Department’s discretion.

Schedule F-Floodlights

Schedule F	<u>((Effective January 1, 2020))</u>	<u>((Effective April 1, 2021))</u>	<u>Effective January 1, 2022</u>	<u>Effective January 1, 2023</u>	<u>Effective January 1, 2024</u>
Floodlight HPS \$ per month	<u>(((\$24.34))</u>	<u>(((\$24.31))</u>	<u>(((\$24.71)) \$24.39</u>	<u>\$22.66</u>	<u>\$24.30</u>

Schedule R-Residential Lights

Schedule R	<u>((Effective January 1, 2020))</u>	<u>((Effective April 1, 2021))</u>	<u>Effective January 1, 2022</u>	<u>Effective January 1, 2023</u>	<u>Effective January 1, 2024</u>

LED \$ per month	(((\$12.65))	(((\$12.64))	(((\$12.70)) \$12.66	\$11.96	\$12.89
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Schedule A-Arterial Lights

Schedule A	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
HPS/other \$ per month	(((\$38.54))	(((\$38.53))	(((\$38.74)) \$38.57	\$31.56	\$33.51
LED \$ per month	(((\$18.76))	(((\$18.75))	(((\$18.91)) \$18.78	\$19.54	\$20.73

Schedule D-Decorative, Pedestrian, and Miscellaneous Lights

Schedule D	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
HPS/other \$ per month	(((\$39.28))	(((\$39.27))	(((\$39.42)) \$39.30	\$34.96	\$36.22
LED \$ per month	(((\$22.02))	(((\$22.02))	(((\$22.05)) \$22.03	\$16.38	\$16.77

Schedule M-Department Maintained, Customer Owned Lights

Schedule M	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
HPS/other <200W \$ per month			\$25.14	\$19.62	\$20.60
HPS/other 200W to <300W \$ per month			\$25.14	\$24.07	\$25.30
HPS/other ≥300W \$ per month	(((\$25.11))	(((\$25.10))	(((\$25.33)) \$25.14	\$29.12	\$30.63
LED ≤ 50W \$ per month	(((\$7.72))	(((\$7.71))	(((\$7.85)) \$7.74	\$5.49	\$5.76
LED > 50W \$ per month			\$7.74	\$8.56	\$9.00

Schedule E-Customer Owned and Maintained Lights

Schedule E	((Effective January 1, 2020))	((Effective April 1, 2021))	Effective January 1, 2022	Effective January 1, 2023	Effective January 1, 2024
HPS ≤150 W \$ per month	(((\$4.72))	(((\$4.71))	(((\$4.89)) \$ 4.74	\$5.04	\$5.31
HPS >150 W \$ per month			\$4.74	\$8.84	\$9.32
LED ≤150 W \$ per month			\$4.74	\$3.15	\$3.32
LED >150 W \$ per month			\$4.74	\$7.00	\$7.38

B. Schedule E lights ~~((are provided))~~ charge for energy services only; charges for lamp replacement and fixture maintenance are in addition to the monthly charge. Schedule M rates ~~((provide for))~~ charge for energy services, lamp replacement, fixture maintenance costs, and scheduled pole maintenance costs.

* * *

Section 8. Section 21.49.065 of the Seattle Municipal Code, last amended by Ordinance 125709, is amended as follows:

21.49.065 Duct, vault, and pole rental rates

A. Rental rates shall be charged on an annual basis based on the installations and attachments existing as of January 1 of each year. The full annual rental rate shall be charged for the year in which an installation or attachment is made, regardless of what point in the year use of City Light facilities commences.

B. Duct and vault rental rates are as follows:

	((Effective January 1, 2018))	((Effective January 1, 2019))	Effective January 1, 2020	Effective January 1, 2023	Effective January 1, 2024
Duct \$ per duct-foot per year	(((\$10.99))	(((\$11.20))	\$11.49	\$13.04	\$13.34
Innerduct in a rental duct \$ per innerduct-foot per year	(((\$10.99))	(((\$11.20))	\$11.49	\$13.04	\$13.34

Vault Wall Space \$ per square foot per year	(((\$27.45))	(((\$27.99))	\$28.70	<u>\$32.58</u>	<u>\$33.33</u>
Vault Ceiling Space \$ per square foot per year	(((\$10.99))	(((\$11.20))	\$11.49	<u>\$13.04</u>	<u>\$13.34</u>

Innerduct rates pertain to customer installations within a rented duct. Vacant innerducts shall be available for rental to other parties at the Department's discretion. Wall space and ceiling space within ducts include clearance required by chapter 296-45 WAC.

C. Pole rental rates apply to all pole attachments except for separately mounted meter equipment below the communication space. Pole attachment rates are applied per pole per year and are as follows:

Pole attachments within the communication space	((Effective January 1, 2018))	((Effective January 1, 2019))	Effective January 1, 2020	<u>Effective January 1, 2023</u>	<u>Effective January 1, 2024</u>
Pole owned solely by the department	(((\$31.45))	(((\$31.56))	\$32.36	<u>\$38.80</u>	<u>\$39.69</u>
Pole owned jointly by the department and one other party	(((\$15.73))	(((\$15.78))	\$16.18	<u>\$19.40</u>	<u>\$19.85</u>
Pole owned jointly by the department and more than one other party	(((\$10.48))	(((\$10.52))	\$10.79	<u>\$12.93</u>	<u>\$13.23</u>

Pole attachments below the communication space	((Effective January 1, 2018))	((Effective January 1, 2019))	Effective January 1, 2020	<u>Effective January 1, 2023</u>	<u>Effective January 1, 2024</u>
Pole owned solely by the department	(((\$59.76))	(((\$59.95))	\$61.48	<u>\$73.72</u>	<u>\$75.42</u>
Pole owned jointly by the department and one other party	(((\$29.88))	(((\$29.98))	\$30.74	<u>\$36.86</u>	<u>\$37.71</u>
Pole owned jointly by the department and more than one other party	(((\$19.92))	(((\$19.98))	\$20.49	<u>\$24.57</u>	<u>\$25.14</u>

* * *

Section 9. Section 21.49.083 of the Seattle Municipal Code, last amended by Ordinance 125903, is amended as follows:

21.49.083 Large Solar Program

A. The Large Solar Program shall be open to customers operating solar photovoltaic (PV) arrays sized larger than ~~((one hundred kilowatts))~~ 100 kW and not greater than ~~((two megawatts))~~ 2 mW, measured as alternating current (AC). To be eligible for the program, a PV array must be connected to a customer premises located within the Department's service territory and be equipped with a two-way advanced meter capable of measuring both consumption and outbound power exports.

B. To participate, customers must enter into an interconnection agreement with the Department and to comply with all its terms. The Department may adopt any interconnection requirements as necessary to protect public safety and system reliability.

C. Large solar program customers shall be metered, billed, and credited according to the following provisions:

1. The customer's two-way advanced meter will measure accumulated kilowatt hours of inbound retail consumption and outbound exported power.

2. Any electricity produced by the customer's solar PV array may be used to reduce inbound retail electricity consumption at the customer's rate schedule for electric service.

3. Electricity generated in excess of that consumed by the customer may be exported to the Department's system. Accumulated ~~((kilowatt hours))~~ kWh of exported electricity shall be measured by the advanced meter and each customer will be credited for exported electricity according to the same Large Customer Solar Export Rate, which reflects the value of the power and grid benefits. ~~((The rate for all customers will be the same according to the effective date provided in this Section 21.49.083, regardless of the beginning date of the interconnection agreement between the Department and the customer and may be updated~~

over time, but will initially be set as the following:))

Large Customer Solar Export Rate

	((Effective April 1, 2019))	Effective January 1, 2020	<u>Effective January 1, 2023</u>
Export Credit cents per kWh	((3.54))	3.16	<u>4.96</u>

4. The customer shall retain ownership of all environmental, social, and other non-power attributes of the electricity produced by their PV system, irrespective of whether it is consumed on-site or exported.

5. Customers totalizing multiple meters per Section 21.49.090 may integrate their PV array into their totalized service. Otherwise, meter aggregation across multiple customer premises shall not be permitted.

6. Customers that permit and complete buildings under the terms of the Living Building Pilot outlined in Section 23.40.060, or receive Living Building Challenge certification for a building within City Light service areas outside of Seattle before December 31, 2025, or buildings meeting high energy efficiency standards as determined by the Department, will receive annual net metering as described in Section 21.49.082. The maximum solar array allowed under this provision is 250 kW. Affordable housing performing under high energy efficiency standards ~~((can be considered for a higher net metered threshold on a case by case basis.))~~ as determined by the Department may receive net metering for solar arrays up to 500 kW.

7. ~~((The program will remain open for eligible customers until at least December 31, 2021.))~~
Until December 31, 2035, the Department will honor the terms of the large solar program for interconnected participants and guarantee an annual export rate of at least 1.8 cents per kWh.

Section 10. Section 21.49.085 of the Seattle Municipal Code, last amended by Ordinance 125709, is amended as follows:

21.49.085 Reserved distribution capacity charge (Schedule RDC)

A. Non-residential customers located in areas of the Department's service territory where there is adequate distribution capacity may request that the Department reserve capacity sufficient to meet their loads on a circuit which is different from their normal service circuit. Such customers shall pay a reserved distribution capacity charge.

Schedule RDC (Reserved Distribution Capacity)

Schedule RDC	((Effective January 1, 2018))	((Effective January 1, 2019))	Effective January 1, 2020	<u>Effective January 1, 2023</u>	<u>Effective January 1, 2024</u>
Dollars per kW of monthly maximum demand	(((\$0.39))	(((\$0.40))	\$0.41	<u>\$0.47</u>	<u>\$0.48</u>

B. The acceptance and continued implementation of a customer's request for reserved distribution capacity shall always be contingent on the Department's sole determination that adequate distribution capacity is available.

Section 11. Subsection 21.49.086.C of the Seattle Municipal Code, which section was last amended by Ordinance 126502, is amended as follows:

21.49.086 Rate Stabilization Account

* * *

C. The Net Wholesale Revenue forecast shall be ~~(((\$60 million in 2021 and))~~ \$40 million in 2022 ~~((through 2024))~~ and 2023, \$45 million for 2024 and 2025, \$80 million for 2026, and \$85 million for 2027 and 2028. The forecast shall be the amount of Net Wholesale Revenue assumed by the City Council for the purpose of establishing Department rates and budgets. The Department shall allocate the forecast by month and document this assumption in annual revenue requirement and budget proposals.

* * *

Section 12. 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.

_____, City Clerk

(Seal)

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Seattle City Light	Kirsty Grainger 684-3713	Gregory Shiring 386-4085

* 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 City Light Department; amending rates, terms, and conditions for the use and sale of electricity supplied by the City Light Department for 2022, 2023 and 2024; amending Sections 21.49.020, 21.49.030, 21.49.052, 21.49.055, 21.49.057, 21.49.058, 21.49.060, 21.49.065, 21.49.083, 21.49.085, and 21.49.086 of the Seattle Municipal Code.

Summary and Background of the Legislation: This ordinance codifies new 2023 and 2024 rates for all City Light retail customers. The rates reflect an average of 4.5% increase on January 1st in both 2023 and 2024 as outlined in City Light’s 2023-2028 Strategic Plan.

The new rates also reflect an updated cost of service study, resulting in different average rate increases by customer classes due to changes in the cost of service and consumption profiles. Below are the average rate increases by customer class.

2023	Total	Residential	Small	Medium	Large	High Demand
Non-Network	4.7%	5.7%	5.6%	3.9%	4.4%	2.7%
Network	1.4%			1.7%	1.2%	
System-wide	4.5%	6.0%	5.6%	3.3%	3.4%	2.7%
2024	Total	Residential	Small	Medium	Large	High Demand
Non-Network	4.8%	5.0%	4.7%	4.7%	4.6%	4.7%
Network	1.4%			1.7%	1.2%	
System-wide	4.5%	5.3%	4.7%	4.0%	3.0%	4.7%

Residential and small general service customers have higher rate increases primarily because of higher customer and delivery costs, which make up a larger proportion of their bills. The increases for Downtown Network customers are lower due to reduced work on network infrastructure compared to past years, however, Network rates remain well above those for other customers. High Demand customers have a lower-than-average 2023 rate increase due to changes in consumption patterns and lower growth in energy costs, which make up a higher proportion of their bills.

The new rates also incorporate the below policy/strategy recommendations based on the 2019 rate design study jointly completed by City Light and the City Light Review Panel:

1. Introducing a base service charge for non-residential customers starting in 2023.

2. Introducing optional time-of-day (TOD) rates for residential, small general service and medium general service customers in 2024 and optional commercial charging rates for medium and large general service customers.

Non-residential base service charges are set to recover 25% of full customer costs in 2023 and 50% in 2024. Full customer costs include the total costs for metering, billing, collecting payments and providing customer service.

Optional TOD rates are a three-period rate that is similar in format to the current TOD pilot rates. For planning purposes, a 10% adoption rate and 5% peak/off-peak load shifting was assumed for each customer class. There is some risk of revenue under collection if TOD adoption is significantly higher or load shifting occurs much greater than planned but the amount is well-within typical fluctuations in retail sales.

Residential rates reflect gradually increasing the base service charge and putting the remaining increase through the first block charge, leaving the second block rate unchanged. This is consistent with City Light's approach to residential rate design over the past 6 years. The monthly base service charge is increased from \$6 in 2022 to \$7 in 2023 and then to \$8 in 2024. This represents less than 50% recovery of full customer costs through the customer charge.

Except for introducing a base service charge, the rate design for Small General Service and Medium General Service remains unchanged.

Large General Service and High Demand General Service rates are already on default time-of-day rates. The new 2023 and 2024 rates gradually increase the peak energy rates and decrease the off-peak energy rates to provide stronger price signals for customers to shift usage to off-peak periods, consistent with the optional time-of-day rates. The time periods for peak and off-peak rates remain unchanged.

This ordinance also simplifies how rate schedules for customers outside the City of Seattle are codified. Currently, almost all jurisdictions have their own rate schedule. Starting in 2023 all customers outside of the City of Seattle will be assigned the Suburban rate schedule and then the rates will be adjusted for franchise differentials, municipal taxes and undergrounding charges based on which jurisdiction the customer receives service in. This will reduce the amount of individual rate schedules, and ease the introduction of optional rates.

SMC 21.49.086.C stipulates that the Net Wholesale Revenue (NWR) forecast used in the Rate Stabilization Account (RSA) should be the same assumptions as used for rates and budgeting. Therefore, this legislation sets the NWR forecast for years 2023-2028 consistent with the assumptions in the 2023-2028 Strategic Plan. If needed, years 2025-2028 can be amended by future rate ordinances.

This ordinance also makes program modifications to the Large Solar Program to extend the enrollment period indefinitely, expand eligibility requirements for net metering, and update the export rate that customers are credited for excess solar generation they put back on the grid.

The 2022 rate changes shown in this legislation reflect the 0.19 cents per kWh BPA Passthrough credit that went into effect January 1, 2022.

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

Appropriation change (\$):	General Fund \$		Other \$	
	2022	2023	2022	2023
Estimated revenue change (\$):	Revenue to General Fund		Revenue to Other Funds	
	2022	2023	2022	2023
		\$2,640,000		\$44,000,000
Positions affected:	No. of Positions		Total FTE Change	
	2022	2023	2022	2023

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?
 City Departments will have slightly higher electricity bills.

Are there financial costs or other impacts of *not* implementing the legislation?
 Not implementing the legislation would reduce the funding available to support City Light’s 2023 and 2024 operations and would significantly impede the utility’s ability to meet its financial performance targets and/or level of service to its customers.

3.a. Appropriations

This legislation adds, changes, or deletes appropriations.

3.b. Revenues/Reimbursements

This legislation adds, changes, or deletes revenues or reimbursements.

Anticipated Revenue/Reimbursement Resulting from This Legislation:

Fund Name and Number	Dept	Revenue Source	2022 Revenue	2023 Estimated Revenue
Light Fund	City Light	Retail Revenue		\$44,000,000
TOTAL				

Is this change one-time or ongoing?

City Light rates are ongoing, and are expected to be updated every year as outlined in the Adopted 2023-2028 Strategic Plan.

Revenue/Reimbursement Notes:

3.c. Positions

This legislation adds, changes, or deletes positions.

4. OTHER IMPLICATIONS

a. Does this legislation affect any departments besides the originating department?

It will impact electricity rates paid by City departments and also increase the utility tax paid to the General Fund (see above estimate).

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?

This legislation results in increases to all retail customers' electric rates and associated bills. Customers participating in the Utility Discount Program receive a 60% discount on their bills.

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.

No

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)?

NA

Summary Attachments:



Legislation Text

File #: CB 120412, **Version:** 2

CITY OF SEATTLE

ORDINANCE _____

COUNCIL BILL _____

AN ORDINANCE relating to the establishment of the Seattle Film Commission; adding a new Chapter 3.71 to the Seattle Municipal Code; and amending Section 3.14.600 of the Seattle Municipal Code.

WHEREAS, Seattle is one of the most scenically diverse filming locations in the world, having been home to numerous major film productions in a rich history of over 75 years; and

WHEREAS, The City of Seattle (“City”) has long supported the growth of the film industry, small businesses, and film cast and crew; and

WHEREAS, Seattle’s film industry creates high-wage jobs, positive economic development, benefitting small businesses both directly and indirectly related to film production; and

WHEREAS, Seattle’s film industry can support economic recovery by attracting new business that generates jobs, supports Seattle’s small businesses, and brings positive economic growth; and

WHEREAS, Seattle’s film industry contributes to a healthy community and economy by directly creating jobs, and by supporting a wide variety of businesses, and a strong film industry is in the economic, cultural, and educational interest of the region; and

WHEREAS, there is an untapped potential to further enhance the film industry as an economic force in meeting residents’ and visitors’ creative needs; and

WHEREAS, the film industry must continue to evolve by embracing equity, diversity, and inclusion as core values; and

WHEREAS, as the film industry cross-collaborates with all other creative industries through workforce and

content creation, strategic interventions in the film industry support the advancement of Seattle's creative industries and ecosystem as a whole; and

WHEREAS, in 2020, King County invested in developing Harbor Island Studios, a publicly-accessible, large-scale film production facility that includes two soundstages; and

WHEREAS, in 2022, the Washington State Legislature passed and the Governor signed into law House Bill 1914 that increased the State's annual Business and Occupation Tax credit limit for the Motion Picture Competitiveness Program from \$3.5 million to \$15 million; and

WHEREAS, the film industry has brought urgency for the City to work closely with industry and community stakeholders to develop pathways forward for the industry to thrive; and

WHEREAS, the City convened a Film Task Force in 2020 to provide recommendations for how best to support and grow the local film industry and community, and the Task Force and community stakeholders identified the creation of a film commission as a priority; and

WHEREAS, a film commission will help Seattle to support the work of and align with other jurisdictions so that the region is well-positioned to maximize the benefit of the State's increased tax credit for the film industry; and

WHEREAS, the City Council and Mayor believe it appropriate to have a film commission to advance economic development opportunities related to the film industry and strengthen the value and impact of film production in our city as a dynamic force that generates prosperity - both economically and culturally; NOW, THEREFORE,

BE IT ORDAINED BY THE CITY OF SEATTLE AS FOLLOWS:

Section 1. Section 3.14.600 of the Seattle Municipal Code, enacted by Ordinance 116457, is amended as follows:

3.14.600 Office established-Functions((;))

There is established within the Executive Department((;)) an Office of Economic Development, under the

direction of the Mayor. The functions of the Office shall be as follows:

A. To coordinate City policies and programs to support:

1. A healthy, diversified economy,
2. Employers, both large and small,
3. Small business creation and expansion,
4. The creation and retention of livable-wage jobs in Seattle and the region,
5. Expanded employment and training opportunities, especially for low-income individuals, and
6. The development and expansion of community-based organizations capable of implementing

locally supported development initiatives;

B. To administer the City's business loan programs, (~~including the Neighborhood Business Development Loan Program (Ordinance 116245), Seattle Small Business Lenders Association program (Ordinances 116245 and 116341), Community Development Block Grant float loans (Ordinance 116402), Urban Development Action Grant loans, Washington State Development Loan Fund loans, Southeast Revolving Fund loans (Ordinances 109267 and 113991), any other business loan programs not allocated by ordinance~~) both those assigned to the Office and those not assigned to another department((s)) or office((s, and any other programs or projects allocated to such office by ordinance));

C. To provide staff support to the (~~Board of Directors of The City of Seattle Industrial Development Corporation~~) Seattle Music Commission and the Seattle Film Commission;

D. To negotiate and administer contracts with, and City funding of, organizations engaged in business assistance, trade development, economic research, tourism, international trade and the provision of services funded through the Neighborhood Matching Fund; and

E. To administer terms and conditions of contracts for transfer of commercial real estate as designated by the Mayor or by ordinance.

Section 2. A new Chapter 3.71 is added to the Seattle Municipal Code as follows:

Chapter 3.71 SEATTLE FILM COMMISSION

3.71.010 Establishment

There is established a Seattle Film Commission (Commission) to advise and make recommendations to The City of Seattle (City) on the development of policies and programs that enhance the economic development of Seattle's film industry, including promoting the sustainable growth of family-wage jobs for workers who have been historically underrepresented in the industry. The goals of the Commission are to:

- A. Inform and influence the regional film industry and community, in partnership with the City, to address disparities caused by systemic racism, so that Seattle is at the forefront of driving equity, diversity, inclusion, and economic prosperity; and
- B. Advance the City's economic development priorities in the creative economy by serving as a conduit between the City and the film industry and community to attract and retain local, regional, national, and global business; build inclusive career pathways into the film industry; and advise on the development of efforts that reinforce and grow the role of film in the region's content and creative industries.

3.71.020 Membership

The Commission shall consist of 11 members representing the myriad interests of Seattle's film industry and community to offer a diverse cross-section of viewpoints that can effectively address a broad array of concerns.

- A. In making appointments, the following subgroups shall be represented:
 - 1. On-screen talent or their representatives (Position 1);
 - 2. Film industry labor unions (Position 2);
 - 3. Advertising and creative agencies (Position 3);
 - 4. Commercial producers or production companies (Position 4);
 - 5. Film schools, film programs, or film educators (Position 5);
 - 6. Post-production companies and personnel, such as editors, composers, and post-supervisors (Position 6);

7. Film production crew, including but not limited to props, sets, wardrobe, make-up, hair, camera, grip, and electric (Position 7);
8. Film festivals or film content distribution companies (Position 8);
9. Film location managers (Position 9);
10. Film organizations belonging to and advocating for communities underrepresented in the film industry (Position 10); and
11. Immersive technology (such as augmented, extended, mixed, and virtual reality) and emerging technology businesses (Position 11).

B. Positions shall be numbered 1 through 11. Members in positions 1 through 5 shall be appointed by the Mayor, members in positions 6 through 10 shall be appointed by the City Council, and the member in position 11 shall be appointed by the Commission after members have been appointed to positions 1 through 10. All members appointed by the Mayor and the Commission shall be confirmed by the City Council.

3.71.030 Term

A. The initial terms for positions 1, 4, 7, and 10 shall be for one year; initial terms for positions 2, 5, 8, and 11 shall be for two years; and initial terms for positions 3, 6, and 9 shall be for three years. All subsequent terms shall be for three years. No member shall serve more than two consecutive terms.

B. Any vacancy in an unexpired term shall be filled in the same manner as the original appointment. If a person is appointed to fill the duration of an unexpired term, then the term shall count as one of the consecutive terms only if the portion of the unexpired term actually served is at least one year. A member whose term is ending may continue on an interim basis as a member with voting rights until such time as a successor for that position has been appointed.

3.71.040 Compensation

Members shall serve without pay, but members may request compensation if participating on the Commission

presents a financial hardship. Upon such request, the Director of the Office of Economic Development is authorized to expend funds for this purpose. The compensation shall be based on compensation rates commensurate with other City reimbursement processes.

3.71.050 Duties

The Commission shall act in an advisory capacity and have the following duties:

A. Meet monthly, at a minimum. In addition, it shall meet once per year with the Seattle Music Commission to exchange ideas about economic development for each sector and explore opportunities for cross-sector collaboration.

B. Engage with film industry professionals to prioritize industry needs and inform the development of City policies, programs, and initiatives;

C. Advise and assist the City in the development of efforts that support and strengthen the film industry, including but not limited to:

1. Equity and inclusion strategies to increase access, resources, and opportunities within the film industry for underrepresented groups, such as youth, people of color, people with disabilities, and businesses owned by people of color;

2. Education, training, and workforce development strategies to grow the economic impact of film production and exhibition in Seattle;

3. Strategies to promote Seattle as a premier location for film, television, commercial, video game, animation, visual effects, emerging technology, and immersive technology;

4. Improvements to permitting processes and regulations to facilitate film production on public property;

5. Incentives to attract and retain film production, businesses, and jobs in Seattle as a premier location for film, television, commercial, video game, animation, visual effects, emerging technology, and immersive technology; and

6. Business support strategies to help promote growth, innovation, and wealth-creation opportunities, especially for people who have historically been excluded from such opportunities.

D. Collaborate with regional stakeholders and partners to foster alignment with King County and Washington State on policies and initiatives related to the film industry.

3.71.060 Organization

A. Each year, by a majority vote of the Commission, at least one Commission member shall be elected chairperson for a one-year term, and at least one shall be elected vice-chairperson for a one-year term, who shall serve as chair in the absence of a chairperson.

B. The Commission shall adopt bylaws, and may establish further rules, for its own procedures. Commissioners are expected to adhere to any bylaws or rules.

C. The Commission shall have the power to organize itself, establish committees and subcommittees, and delegate duties for the performance of its work.

Section 3. 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.

_____, City Clerk

(Seal)

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
LEG	Yolanda Ho / 256-5989	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 the establishment of the Seattle Film Commission; adding a new Chapter 3.71 to the Seattle Municipal Code; and amending Section 3.14.600 of the Seattle Municipal Code.

Summary and Background of the Legislation: In 2019 and 2020, as the Office of Economic Development (OED) and the Mayor’s Office began to reevaluate the role of the Office of Film + Music (OFM), the City convened film industry stakeholders to provide recommendations on how the City could best support and grow the local film industry and community. Stakeholders’ top recommendations included creating a film commission and strengthening OFM. OED has since repurposed OFM staff and resources to support its broader creative industry strategy, which includes the film industry.

The proposed legislation would address the stakeholders’ recommendation that the City create an official advisory body for the film industry and community. It would create an 11-member Seattle Film Commission staffed by OED to: (1) address disparities in the film industry caused by systemic racism to position Seattle as a leader in driving equity, diversity, inclusion, and economic prosperity; and (2) serve as conduit between the City and film industry and community to equitably grow the film industry as part of the City’s economic development priorities in the creative economy. Members may serve up to two consecutive three-year terms and would represent a wide variety of film industry and community stakeholders, such as on-screen talent, labor unions, film production crew, and film organizations belonging to and advocating for communities underrepresented in the film industry.

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?
OED would be responsible for staffing the proposed Commission. Their current Film Program Manager is anticipated to be the staff person assigned to supporting the Commission. Additional resources may be needed to provide financial hardship

compensation. The amount will depend on how many Commission members request compensation and what OED determines is an appropriate compensation rate. Further, once it has been established and members have been appointed, the Commission may request ongoing funding to support their efforts as has been the case with other advisory bodies, such as the Seattle Music Commission.

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?

OED would be responsible for supporting the Commission.

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?

One of the Commission's goals would be to address disparities in the film industry caused by systemic racism, which is intended to increase economic opportunities within the industry for those from Black, Indigenous, and other people of color communities.

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.

No.

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)?

Not applicable.

Summary Attachments:
None.



Legislation Text

File #: Res 32068, **Version:** 1

CITY OF SEATTLE

RESOLUTION _____

A RESOLUTION relating to proposed Comprehensive Plan amendments proposed to be considered for possible adoption in 2023; requesting that the Office of Planning and Community Development and the Seattle Department of Transportation consider the proposed amendments as part of the development of the One Seattle update to the Comprehensive Plan and the Seattle Transportation Plan.

WHEREAS, under the Washington State Growth Management Act, chapter 36.70A RCW, The City of Seattle (“City”) is required to have a comprehensive land use plan (“Comprehensive Plan”) and to review that plan on a regular schedule; and

WHEREAS, except in limited circumstances, the Growth Management Act allows the City to amend the Comprehensive Plan only once a year; and

WHEREAS, the City adopted a Comprehensive Plan through Ordinance 117221 in 1994, and most recently adopted amendments to its Comprehensive Plan in October 2021 through Ordinance 126457; and

WHEREAS, Resolution 31807 prescribes the procedures and criteria by which proposals for amendments to the Comprehensive Plan are solicited from the public and selected for analysis and possible adoption, a process known as setting the Comprehensive Plan docket; and

WHEREAS, the Growth Management Act requires the City to update the Comprehensive Plan by December 31, 2024 and every ten years thereafter; and

WHEREAS, the Office of Planning and Community Development is currently at work on its One Seattle Plan major update to the Comprehensive Plan in coordination with the Seattle Department of Transportation, which is developing a new Seattle Transportation Plan; and

WHEREAS, the City Council has reviewed the amendment proposals submitted as part of the 2022-2023

docketing process and has determined that the submitted amendment proposals are generally better addressed through the One Seattle Update to the Comprehensive Plan or through other ongoing planning processes; NOW, THEREFORE,

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE THAT:

Section 1. Comprehensive Plan annual amendments to be considered as part of the One Seattle Update to the Comprehensive Plan

A. The City Council (“Council”) requests that the Office of Planning and Community Development (“OPCD”) consider the following proposed annual amendments as part of the One Seattle Comprehensive Plan update, including the public and environmental reviews. The Council also requests that OPCD present its analyses and the Mayor’s recommendations to the Seattle Planning Commission and to the Council as part of that planning effort. The full texts of the proposals are contained in Clerk File 322316.

1. Essential Daily Needs. Application to amend the land use element to allow for uses that serve residents’ essential daily needs within a quarter mile of their homes, and

2. Equitable Urban Forest Canopy. Application to provide a comprehensive strategy for an equitable urban forest canopy within all Seattle neighborhoods.

B. The Council requests that OPCD also consider the following amendments previously docketed under Resolution 32010 as part of the One Seattle Comprehensive Plan update, including the public and environmental reviews, if OPCD has not submitted a separate recommendation to the City Council in advance of its completion of the work on the update. The Council also requests that OPCD present its analyses and the Mayor’s recommendations to the Seattle Planning Commission and to the Council as part of that planning effort.

1. South Park. Assess whether the South Park neighborhood meets the criteria for urban village designation and provide a report to Council as described in Resolutions 31870, 31896, 31970, and 32010.

2. N. 130th Street and I-5. Specific to the area surrounding the future light rail station at North

130th Street and Interstate 5, along with other City departments, complete community-based planning and provide a proposal to establish an urban village as described in Resolutions 32010 and 31970.

3. Fossil fuels and public health. In consultation with the Seattle Department of Construction and Inspections, the Office of Sustainability, and the Environmental Justice Committee, draft, evaluate, undertake environmental review and provide recommendations for potential amendments to the Environment, Land Use, or Utilities elements of the Comprehensive Plan that would clarify the City's intent to protect the public health and meet its climate goals by limiting fossil fuel production and storage as described in Resolutions 31896, 31970, and 32010.

4. Maritime and Industrial Policies. Analyze and make recommendations for changes to the Comprehensive Plan to implement the recommendations of the Mayor's Maritime and Industrial Stakeholder Committee as described in the Industrial and Maritime Strategy Council Recommendations of June 2021.

5. Neighborhood connections across highways. Analyze and make recommendations for changes to the Comprehensive Plan to support the use of lids across highways to restore disconnected neighborhoods, expand neighborhoods, and open up hundreds of acres of buildable land for housing and parks, to create safer, healthier, and more vibrant neighborhoods as described in Resolution 32010.

6. Impact fee amendments. In conjunction with the Seattle Department of Transportation's (SDOT's) Seattle Transportation Plan, consider potential amendments to the Comprehensive Plan necessary to support implementation of an impact fee program for public streets, roads, and other transportation improvements. This impact fee work may include amendments to update or replace level-of-service standards or to add impact fee project lists in the Capital Facilities Element and amendments to other elements or maps in the Comprehensive Plan, as appropriate. In addition, consider impact fee amendments related to publicly owned parks, open space, and recreation facilities, and school facilities as discussed in Resolutions 31762, 31970, 32010.

Section 2. Proposals to be considered as part of the development of the Seattle Transportation Plan. The

City Council requests that SDOT consider the following Comprehensive Plan amendment proposals as they develop the Seattle Transportation Plan including the public and environmental reviews. The Council also requests that SDOT present its analyses and the Mayor’s recommendations to the Seattle Planning Commission and to the Council as part of that planning effort.

A. Florentia Street. Application to remove the arterial classification from Florentia Street and West Florentia Street in the Queen Anne neighborhood, as described in Resolution 32010; and

B. Urban Freight Delivery. Application to develop strategies to accommodate urban freight deliveries, as contained in Clerk File 322316.

Section 3. Comprehensive Plan amendments that will not be considered. The Council rejects the following proposed amendments. The full texts of the proposals are contained in Clerk File 322316.

A. Application to amend the Future Land Use Map (“FLUM”) from Neighborhood Residential to Multifamily for the property addressed as 4822 S Holly St.

B. Application to amend the FLUM in Interbay and East Magnolia near the future Dravus light rail station.

Adopted by the City Council the _____ day of _____, 2022, and signed by me in open session in authentication of its adoption this _____ day of _____, 2022.

President _____ of the City Council

Filed by me this _____ day of _____, 2022.

Elizabeth M. Adkisson, Interim City Clerk

(Seal)

SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
Legislative	Lish Whitson/206-615-1674	N/A

1. BILL SUMMARY

Legislation Title: A RESOLUTION relating to proposed Comprehensive Plan amendments proposed to be considered for possible adoption in 2023; requesting that the Office of Planning and Community Development and the Seattle Department of Transportation consider the proposed amendments as part of the development of the One Seattle update to the Comprehensive Plan and the Seattle Transportation Plan.

Summary and Background of the Legislation:

This resolution responds to potential Comprehensive Plan amendments proposed to be considered for possible adoption in 2022. The proposals were received from Councilmembers and members of the public as part of an annual amendment process. The full texts of the proposals are contained in Clerk File 322316. The Resolution requests that the Office of Planning and Community Development and Seattle Department of Transportation incorporate appropriate proposals from 2022 and previous years into their work on the One Seattle Comprehensive Plan update and the Seattle Transportation Plan respectively.

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?

No

Are there financial costs or other impacts of *not* implementing the legislation?

None

4. OTHER IMPLICATIONS

a. Does this legislation affect any departments besides the originating department?

The Resolution requests that the Office of Planning and Community Development and Seattle Department of Transportation consider proposals as part of their ongoing work on the One Seattle Comprehensive Plan update and Seattle Transportation Plan.

b. Is a public hearing required for this legislation?

A public hearing was held on July 27.

c. Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?

Notice of the public hearing was published in the Daily Journal of Commerce.

d. Does this legislation affect a piece of property?

Amendments related to specific pieces of property are not proposed to be docketed.

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?

The Essential Daily Needs proposal is intended to increase access to residents' daily needs close to their residences. This will be particularly important for low-income and disabled residents of the City who sometimes have to travel long distances to have their daily needs met. The Equitable Urban Forest Canopy is intended to support the maintenance and growth of the urban forest, in particular in those areas of the City that have fewer trees, which include areas with large BIPOC communities, such as Beacon Hill. Previously docketed items related to South Park and the Maritime/Industrial Strategy would impact the South Park neighborhood and other low-income and BIPOC communities in and near the city's industrial areas.

f. Climate Change Implications

1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?

No. However, potential amendments related to essential daily needs, the urban forest, fossil fuels, a new urban village at N 130th Street and highway crossings could lead to changes that would reduce carbon emissions.

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.

The amendment related to Essential Daily Needs could increase access to resources in residential neighborhoods. The amendment related to the urban forest could increase the ecosystem services that result from a healthy tree canopy.

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)?

No

Summary Attachments: None



Legislation Text

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

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

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 over a light grey horizontal line.

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."¹ 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.

"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

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.

“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

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

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 13th 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 13th Year Seattle Promise scholarship implementation, DEEL facilitated focus groups with current 13th 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 13th Year, and the impact 14th 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

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).² 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.*

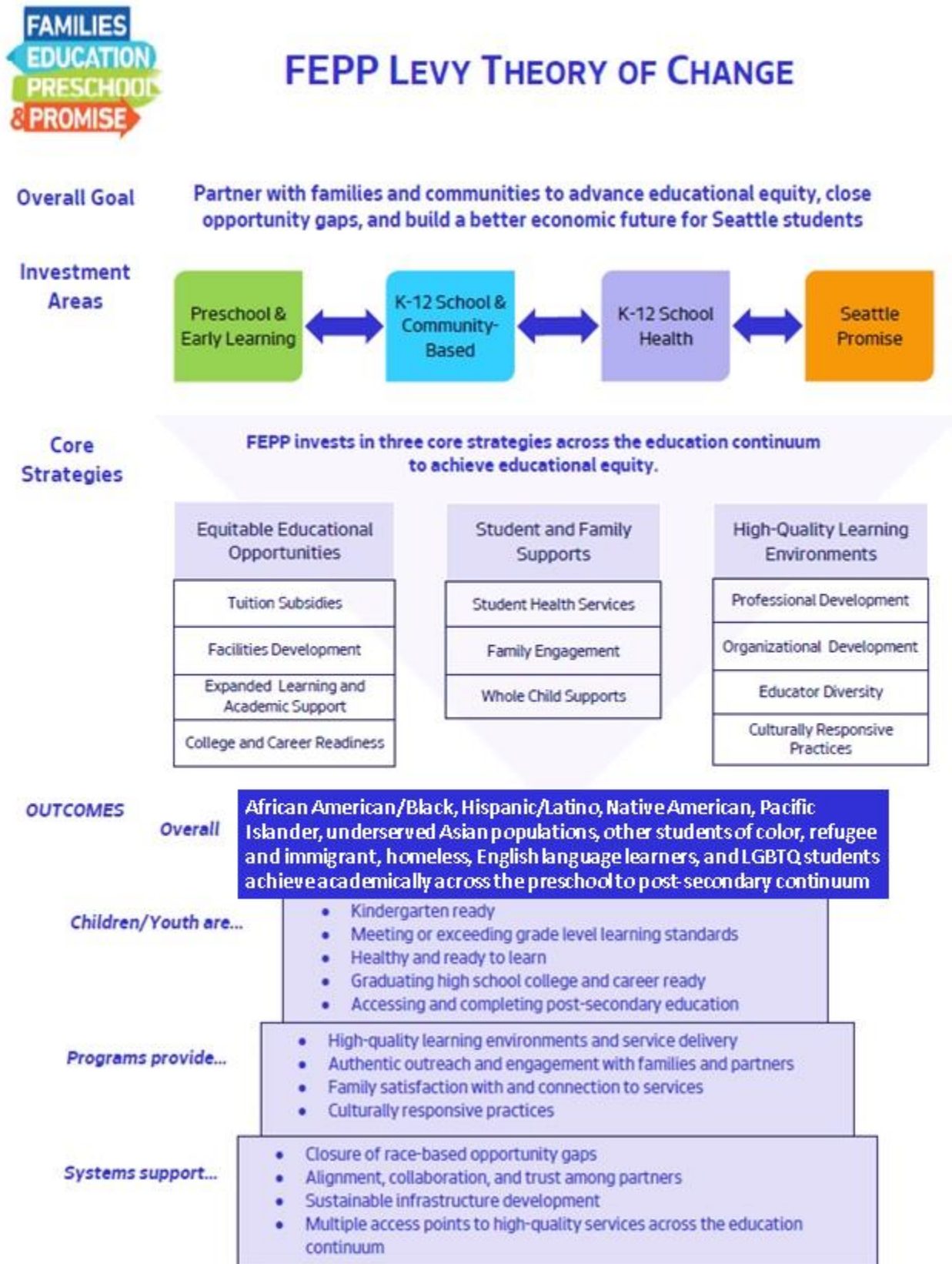
Investment Areas and Core Strategies

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
FEPP Levy: Preschool to Post-secondary Continuum	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"> 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
Preschool and Early Learning	Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.	<ul style="list-style-type: none"> Children are kindergarten ready Learning environments are evidence-based, high-quality, culturally responsive, and equitable Students and families have multiple ways to access high-quality early learning services Race-based opportunity gaps are closed
K-12 School and Community-Based	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"> Students are academically prepared by meeting or exceeding grade level learning standards Students graduate high school on-time Students graduate high school college and career ready Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices Students are educated by a more diverse educator workforce Students have access to a network of expanded learning opportunities Structures are promoted for advancing college awareness and access to career preparation resources Race-based opportunity gaps are closed

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

Guiding Priorities and Principles

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

Table 3. FEPP Levy Priorities and Principles	
Priorities for Levy Funding	
Priority #1:	Invest in Seattle children, students, families, and communities that have been historically underserved to increase access to educational opportunities across the education continuum.
Priority #2:	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.
Priority #3:	Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
Priority #4:	Provide access to capacity-building opportunities for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.
Implementation Principles	
Principle #1:	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.
Principle #2:	Ensure ongoing and authentic student, family, and community engagement and support.
Principle #3:	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.³ 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.⁴

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.

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

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.⁵ Spending time in nature is proven to enhance educational outcomes by improving

children’s academic performance, focus, behavior, and engagement in learning.⁶ 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),⁴ Higher Education Act (HEA),⁵ and other applicable laws, such as the City’s obligations under the Public Records Act.

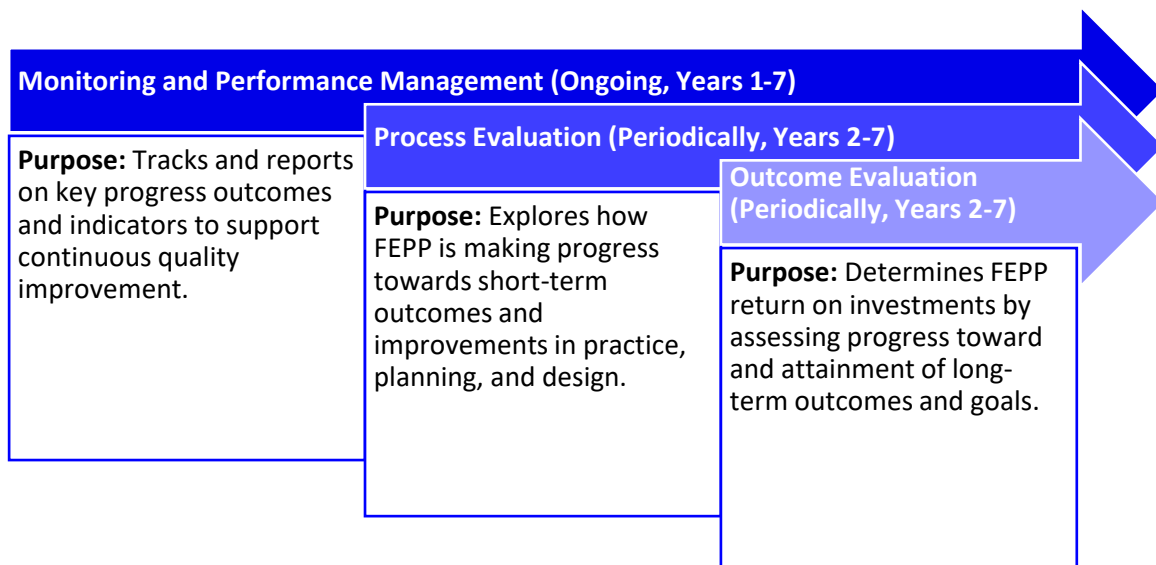
Asset-based Indicators: Too often, social investments that seek to reduce disparities track progress on key indicators from a deficit frame. FEPP Levy evaluation activities commit to utilize asset or strengths-based indicators that focus on the behavior desired (e.g. students attending 95% or more of 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.

Table 5. FEPP Evaluation Framework and Timeline Detail			
	Monitoring and Performance Management	Process Evaluation	Outcome Evaluation
Purpose	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
Example Questions	<ul style="list-style-type: none"> • Was the service delivered? • Was the service delivered to the intended population? • What was the dosage of the service delivered? 	<ul style="list-style-type: none"> • How are services delivered? • Was the service implemented as intended (or was there fidelity to the program model)? • Do the strategies work or not—and how and why? • Were students and families satisfied with the services? • What challenges are encountered in implementing the 	<ul style="list-style-type: none"> • Were population-level changes observed? • Were improved outcomes observed among participants compared to similar non-participants? • Were the desired FEPP goals and outcomes achieved? • What changed on a broader population or community level?

		<p>strategy or program and how were they resolved?</p> <ul style="list-style-type: none"> • What was the quality of the services provided? 	
Data Collection Methods and Sources	<ul style="list-style-type: none"> • Provider performance measures • Internal City data-systems 	<ul style="list-style-type: none"> • Conducting individual interviews or focus groups with program staff, participants, and other stakeholders • Observing activities • Reviewing documents • Compiling survey data on the population served and services delivered 	<ul style="list-style-type: none"> • Extracting data from agency and partner data systems • Conducting individual interviews or focus groups with program staff, participants, and other stakeholders • Observing activities • Reviewing documents • Compiling survey data on the population served and services delivered
Evaluation Design	Descriptive	Descriptive and/or causal	Descriptive and/or causal*
Methods	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**
Timeline	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).

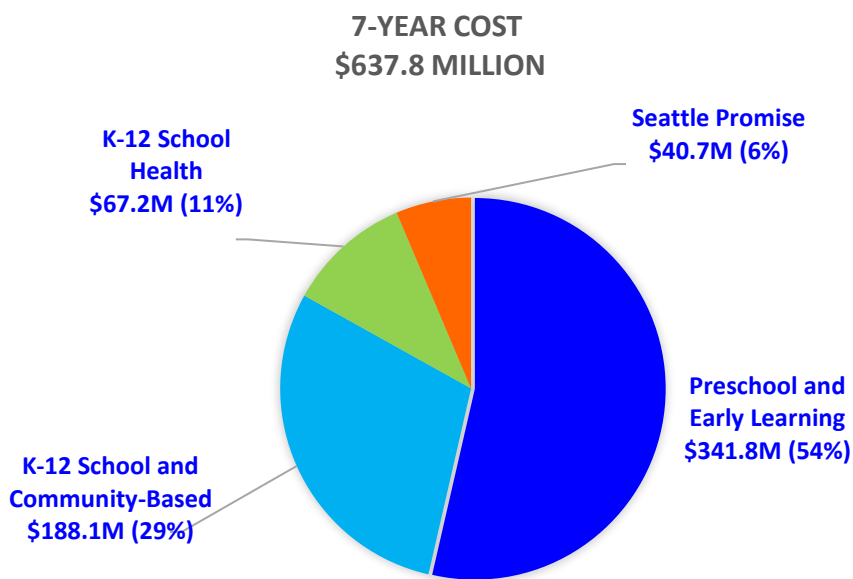
The largest budget allocation within the FEPP Levy is to Preschool and Early Learning (\$341.8M, 54%). This investment area largely represents a continuation and expansion of the four-year pilot SPP Levy. While not detailed specifically in the Plan, DEEL's other early learning investments also receive 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.¹

Figure 4. FEPP Levy 7-Year Investment Area Totals



¹ 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.”

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

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.

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

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.

Table 6. FEPP Investments Procurement 7-Year Release Timeline				
Funding Opportunities	Type of Funding Process	Anticipated Funding Process Release	Anticipated Funding Process Frequency*	Anticipated Duration of Award**
Preschool and Early Learning				
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
K-12 School and Community-Based				
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
K-12 School Health***				
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.

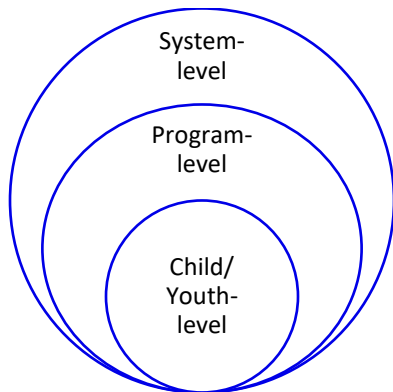
PRIMER TO SECTION IV

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.



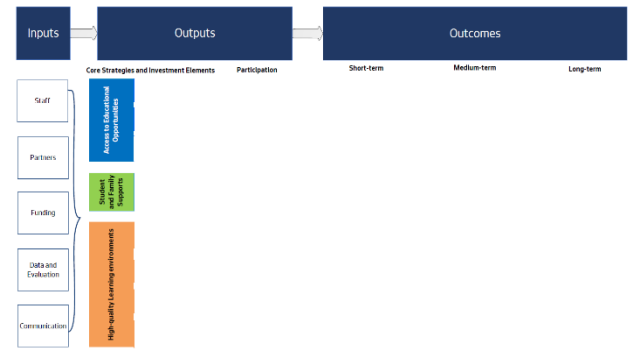
FEPP Levy Outcomes are evaluated by three levels of impact:

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

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.

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%
Total Preschool and Early Learning	\$341,813,182	100%

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
Seattle Preschool Program	Continue and expand with current partners	RFI for new agencies*					
SPP Child Care Subsidies		Direct contract with SPP/Pathway partners*					
Comprehensive Support Services		RFQ*					
Facilities Pre-Development (Architectural Services)	RFQ* for architects						
SPP Provider Facilities Fund	RFI* for Preschool partners; Direct contract with developers; Direct contracts for small facilities improvements						
Family Child Care Mentorship and Quality Supports	Direct contract with Imagine Institute; RFI*						
Homeless Child Care Program	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).⁷ 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.⁸ 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.⁹
- *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.¹⁰ Cost for full day preschool in Seattle can reach over \$12,000 a year or \$1,200 a month.¹¹
- *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.¹² The Perry Preschool program study shows reduced costs in remedial education, health and criminal justice system expenditures.¹³

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.¹⁴ 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.²

- **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.

² 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*
Licensing	All sites of preschool services must be: <ul style="list-style-type: none"> • Licensed by the Washington State Department of Children, Youth, and Families (“the State”), <u>OR</u> • Exempt from licensing by the State because entity is a public school or institution of higher education.
Quality**	<p>If regulated by the Department of Children, Youth, and Families (DCYF):</p> <ul style="list-style-type: none"> • Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, or successfully complete DEEL’s Pathway requirements <p>If regulated by the Office of the Superintendent of Public Instruction (OSPI):</p> <ul style="list-style-type: none"> • Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, <u>OR</u> • Meet early learning quality standards comparable to EA, as determined by DEEL
Service Hours¹⁵	Offer full-day, to approximate the typical public school day.
Class Size and Ratio¹⁶	<ul style="list-style-type: none"> • The maximum class size is twenty. • There must be at least one adult for every ten children. <ul style="list-style-type: none"> ○ Lower class sizes and ratios are permissible.

*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 ³	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
SPP	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
Pathway		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).

³ 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.⁴ 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 standing⁵
 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	High-Quality Learning Environments	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

⁴ 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.

⁵ 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.¹⁷
 - *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.¹⁸
 - *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.¹⁹
 - *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.²⁰
 - *Teaching Strategies Gold (TSG).* Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.²¹
 - 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.”²²

DEEL’s multidimensional approach provides the early learning workforce with the opportunity to earn degrees,²³ access fair compensation,^{24,25} 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.²⁶
 - 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.²⁷
- *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.²⁸ 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.²⁹ 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.³⁰ 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.³¹ 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.³²

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)⁶ 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.⁷ 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 Summit⁸ 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.

⁶ 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.

⁷ 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>.

⁸ 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.³³ 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 Fund³⁴ 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.³⁵

- 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.³⁶

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.⁹ 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:

⁹ 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.³⁷
- 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.³⁸ 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.³⁹
- Children experiencing homelessness are more likely to be diagnosed with learning disabilities.⁴⁰
- Homelessness during infancy and toddlerhood has been linked to later child welfare involvement and early school failure.⁴¹
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen, over time.⁴²
- 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.⁴³

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.⁴⁴ 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.⁴⁵ 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%.⁴⁶ 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.⁴⁷

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.⁴⁸

- 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.⁴⁹

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.

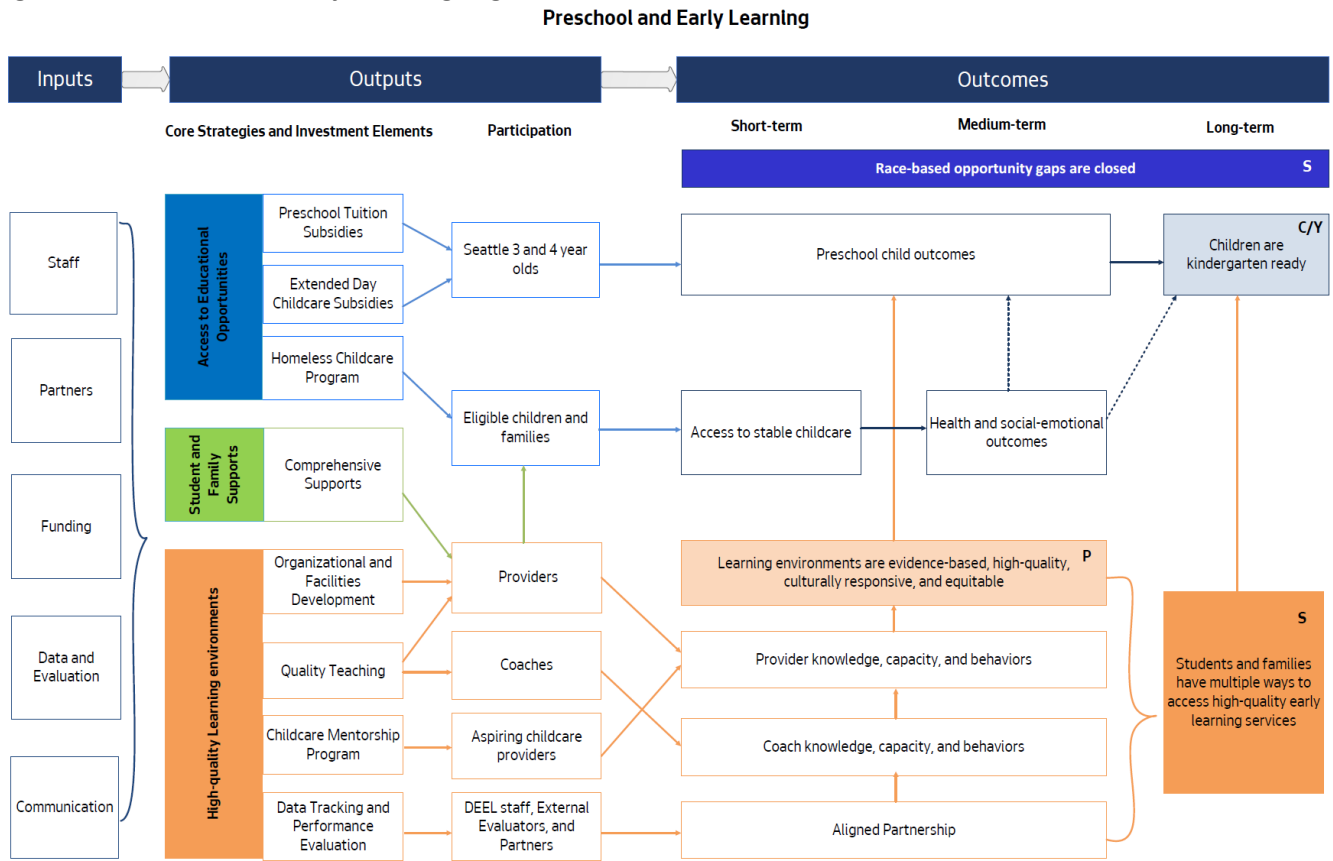
Table 12. Preschool and Early Learning Goal and Outcomes	
Goal	<ul style="list-style-type: none"> • Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.
Outcomes	<ul style="list-style-type: none"> • Children are kindergarten ready ^{C/Y}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

*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	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	
Monitoring and Performance	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	
Process Evaluation	Design	X	X		X	X			DEEL and External Evaluators
	Execution		X	X		X	X		
	Report		X	X		X	X		
Outcome and Impact	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.

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.¹⁰

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 21st 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

¹⁰ 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%
Total K-12 School and Community-Based	\$188,055,577	100%

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.⁵⁰ 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 8th grade
- Participation in at least two industry tours and/or presentations annually
- Participation in project-based learning that is connected to 21st 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 12th 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 3rd grade and completion of algebra by 8th 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.

Table 16. Opportunity & Access Investment Timeline									
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
K-12	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	Student and Family Supports
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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.⁵¹ 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	
Family Support Services		Direct contract with Seattle School District; 7-Year								
Homelessness/Housing Support Services	RFI**	3-Year			RFI	4-Year				
Sports and Transportation		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.⁵² 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.⁵³

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.⁵⁴ 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.⁵⁵
 - 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.⁵⁶
 - 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.⁵⁷
 - Culturally responsive approaches motivate students to learn.⁵⁸

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.⁵⁹
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.⁶⁰ 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.⁶¹
 - 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.⁶²
 - 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.⁶³
 - 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.⁶⁴
 - 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.⁶⁵

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
Culturally Specific Programming		Direct contract with 4 schools and OUSD**	RFI***	6-Year						
Mentoring***	RFQ	Direct contract with CSP schools; 7-Year								
Educator Diversity		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).⁶⁶ 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.

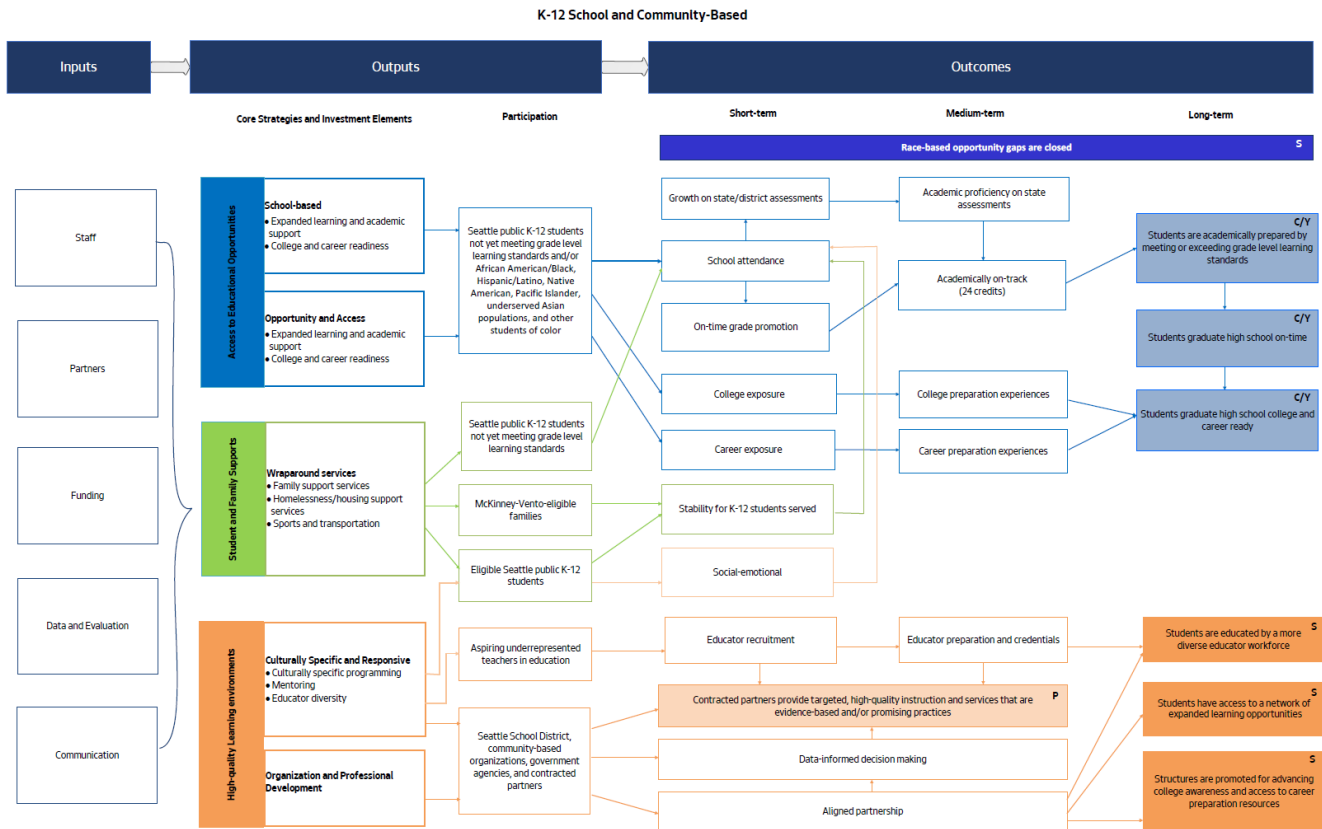
Table 19. K-12 School and Community-Based Goal and Outcomes	
Goal	<ul style="list-style-type: none"> Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.
Outcomes	<ul style="list-style-type: none"> Students are academically prepared by meeting or exceeding grade level learning standards^{C/Y} Students graduate high school on-time^{C/Y} Students graduate high school college and career ready^{C/Y} Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices^P Students are educated by a more diverse educator workforce^P Students have access to a network of expanded learning opportunities^S Structures are promoted for advancing college awareness and access to career preparation resources^S <p>Race-based opportunity gaps are closed^S</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
Monitoring and Performance	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	
Process Evaluation	Design		**		***				DEEL and/or External evaluators
	Execution			**		***			
	Report			**		***			
Outcome and Impact	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.⁶⁷ 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.

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%
Total K-12 School Health	\$67,255,222	100%

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.”⁶⁸

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.⁶⁹ 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.⁷⁰ Healthcare utilization also improved, including substantial increases in immunizations and other preventive services.⁷¹ 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
Elementary	<i>8 continuing*</i>	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8
Secondary	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	Student and Family Supports
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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.⁷² 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.⁷³

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.^{74,75} 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.⁷⁶ 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 way⁷⁷
- Linkages to connect students and families to community-based and/or specialty dental care that may not be provided in school setting⁷⁸

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.^{79,80}

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).

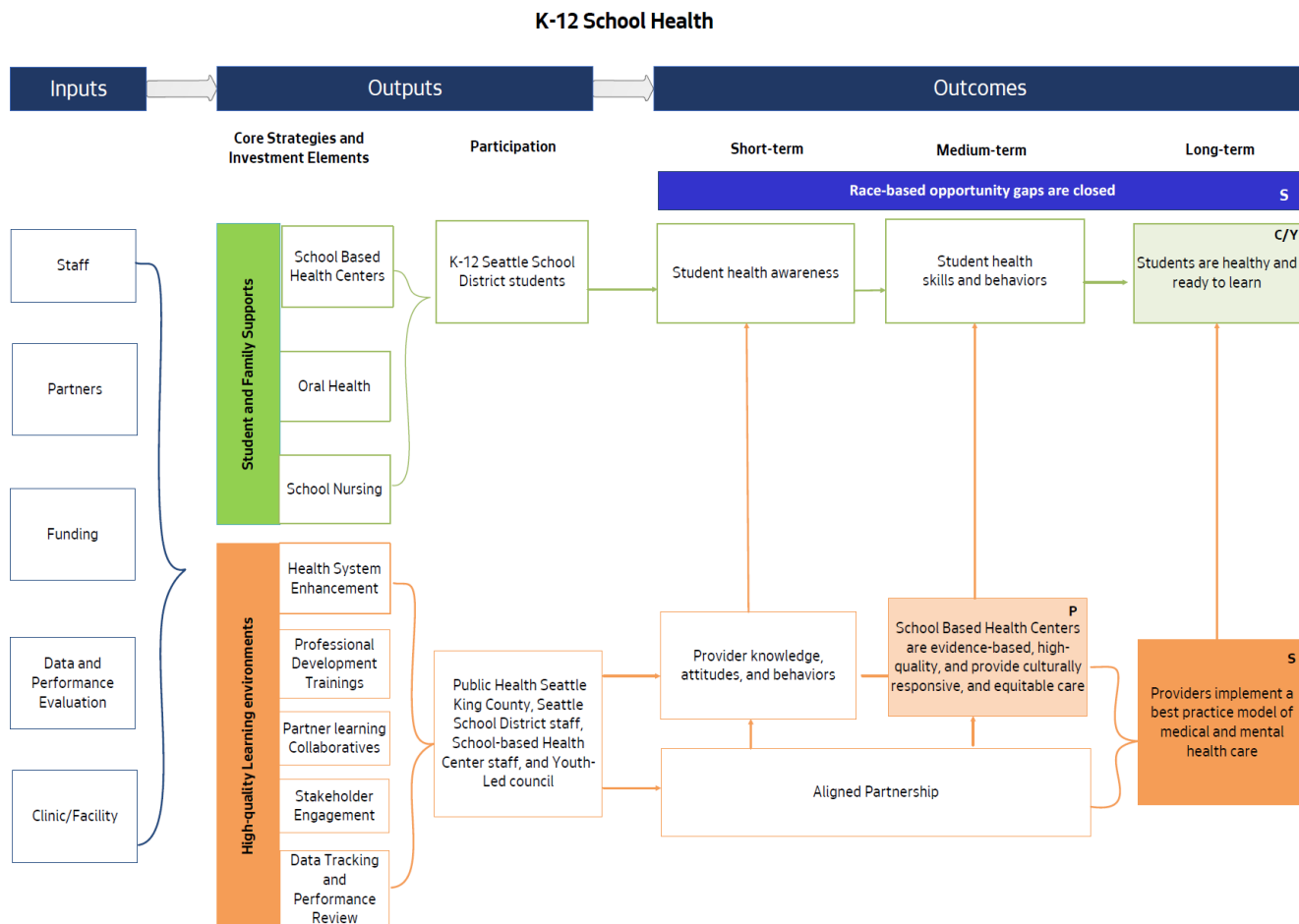
Table 24. K-12 School Health Goal and Outcomes	
Goal	<ul style="list-style-type: none"> • Seattle students have access to and utilize physical and mental health services that support learning.
Outcomes	<ul style="list-style-type: none"> • Students are healthy and ready to learn ^{C/Y} • School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care ^P • Providers implement a best practice model of medical and mental health care ^S • Race-based opportunity gaps are closed ^S

**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	
Monitoring and Performance	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	
Process Evaluation*	Design		**						DEEL, PHSKC, and External Evaluators
	Execution			**					
	Report			**					
Outcome and Impact*	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 2020⁸¹; 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 13th 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.

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 11th grade and continuing through their 14th 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%
Total Seattle Promise	\$40,682,480	100%

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
12th Grade Students*	1,360	1,360	1,360	1,360	1,360	1,360	1,360
13th Year Students**	261	544	544	544	544	544	544
14th Year Students***	129	157	326	326	326	326	326
Total 13th and 14th Year Students	390	701	870	870	870	870	870

*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 12th grade to 13th year at Seattle Colleges is assumed to be 40%

***The persistence rate from 13th to 14th year is assumed to be 60%. The cost model assumes full implementation for 13th year students in SY 2020-21, the 1st year of FEPP Levy investment, and full implementation for 14th 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 11th and 12th graders and (2) Seattle College Support Staff (i.e. advisors) to provide services to 13th and 14th 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 13th and 14th 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).⁸²

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 11th and 12th 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 13th 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 assistance⁸³. 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 12th grade through their 14th 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?

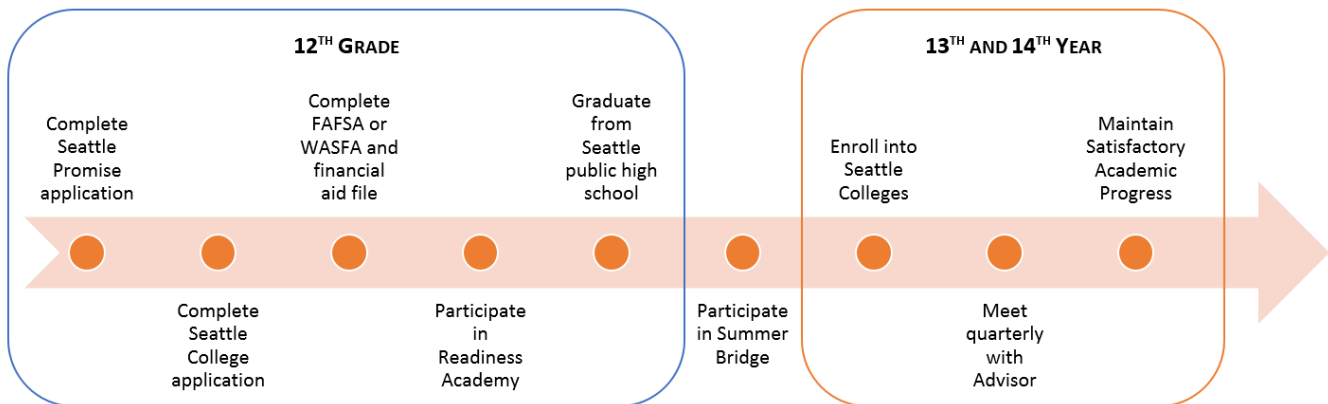
DEEL will contract with the Seattle Colleges to administer the tuition investment subject to mutual agreement. For the past 10 years, South Seattle College has administered the 13th Year Promise Scholarship Program; this program informed many program elements within the Seattle Promise. Seattle Promise 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 12th grade through their 14th year, in order to become and remain a Seattle Promise student (Figure 8):

1. Complete a Seattle Promise application during 12th grade
2. Complete a Seattle College application during 12th grade
3. Complete FAFSA or WASFA and financial aid file
4. Participate in Seattle Colleges Readiness Academy activities during 12th 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 quarterly¹¹
9. Maintain Satisfactory Academic Progress (SAP) as determined by the Seattle College campus that the student attends^{84 85 86 87}

Figure 8. Eligibility Criteria for Seattle Promise Students



How will Tuition investments be managed and phased in?

¹¹ 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	Student and Family Supports
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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.⁸⁸ The 13th 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.⁸⁹

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 13th 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 13th year. Students can use equity scholarship funds for specified school-related expenses such as books, fees, child care, food, housing, and/or transportation.

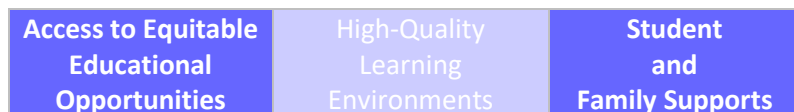
In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):

- 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 11th and 12th grade high school students and 13th and 14th Year Seattle Promise students. This investment reaches Seattle youth at each stage of their college-going experience, starting in the 11th and 12th 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 13th 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?

11th and 12th grade students at eligible public high schools, including Seattle School District and charter schools, and all 13th and 14th Year Seattle Promise students will be provided college preparation and persistence support. 13th and 14th 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 11th and 12th 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 13th and 14th 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 13th 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 11th and 12th 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 12th 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.¹² 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, 12th 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 13th and 14th 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 13th 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.

¹² 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 13th 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.⁹⁰
 - Academic Standing: Seattle Promise students must meet the Satisfactory Academic Progress⁹¹ (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

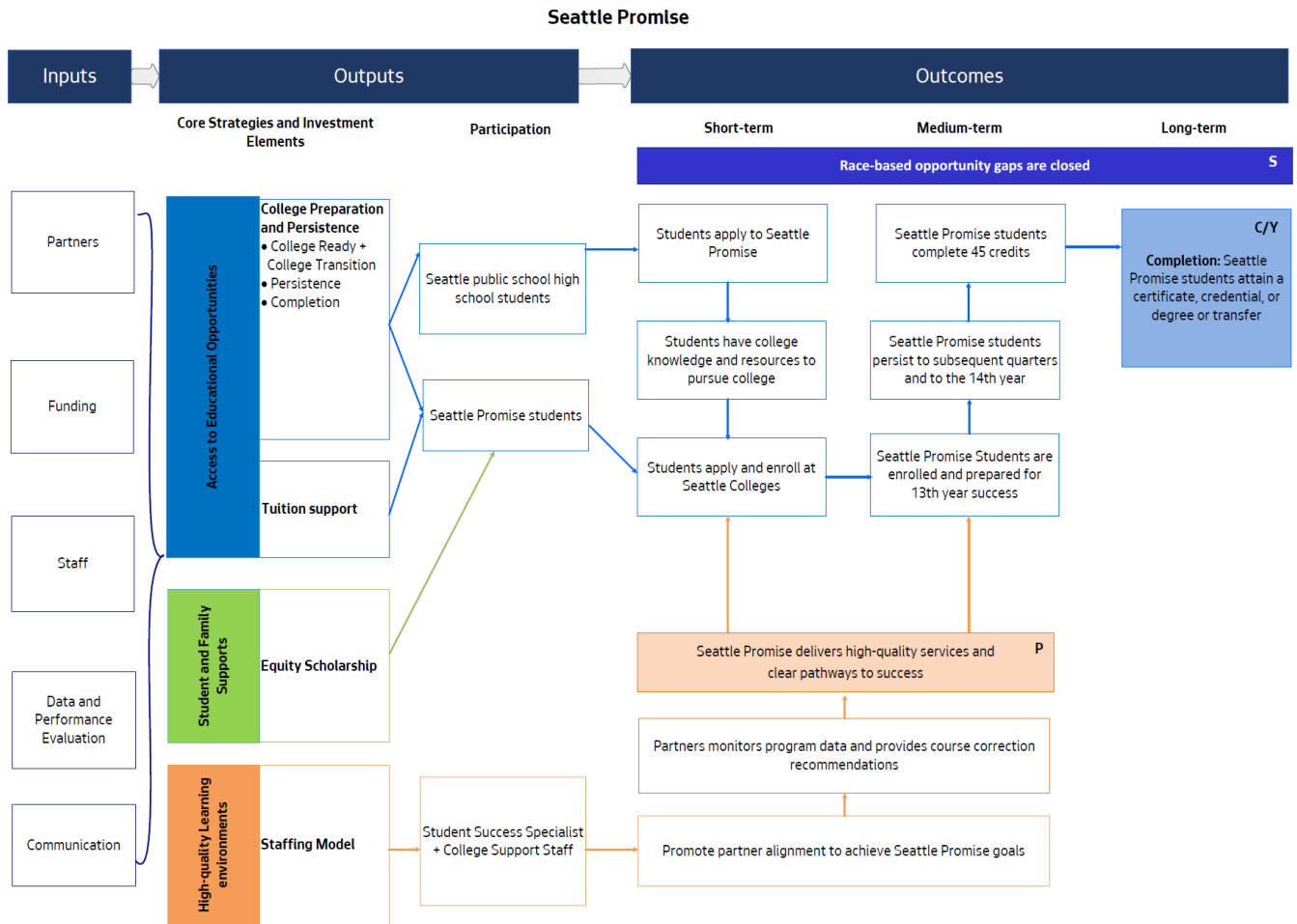
Seattle Promise evaluation activities will track progress toward outcomes (Table 28). Evaluation for Seattle Promise strategies (i.e. tuition support, equity scholarship, college preparation and persistence activities) will follow the approach detailed herein for the life of the FEPP Levy (SY 2019-20 through SY 2025-26).

Table 28. Seattle Promise Goal and Long-Term Outcomes	
Goal	<ul style="list-style-type: none"> • Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.
Long-Term Outcomes	<ul style="list-style-type: none"> • Seattle Promise students complete a certificate, credential, degree or transfer ^{C/Y} • Seattle Promise delivers high-quality services and clear pathways to success ^P • Race-based opportunity gaps are closed ^S

**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
Monitoring and Performance	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	
Process Evaluation	Design	**		***					DEEL and/or External Evaluators
	Execution		**		***				
	Report		**		***				
Outcome and Impact	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

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
Preschool and Early Learning								
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
Total Preschool	\$40,572,000	\$42,705,211	\$45,333,871	\$48,409,965	\$51,642,152	\$54,858,638	\$58,291,345	\$341,813,182
K-12 School and Community-Based								
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
Subtotal, School-Based Investments	\$19,305,950	\$14,835,725	\$15,785,130	\$15,979,760	\$16,179,250	\$16,383,730	\$16,593,320	\$115,062,865
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
Subtotal, Opportunity & Access	\$0	\$1,281,250	\$1,601,563	\$2,001,953	\$2,252,197	\$2,337,781	\$2,425,331	\$11,900,074
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
Subtotal, Wraparound Services	\$2,998,186	\$3,100,590	\$3,206,653	\$3,316,509	\$3,430,300	\$3,548,170	\$3,670,271	\$23,270,680
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
Subtotal, Culturally Specific & Responsive	\$1,433,121	\$1,477,964	\$1,523,783	\$1,564,335	\$1,597,791	\$1,632,055	\$1,660,304	\$10,889,353
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
Total K-12 School and Community-Based	\$27,179,383	\$24,233,584	\$25,799,149	\$26,691,776	\$27,444,742	\$28,046,593	\$28,660,351	\$188,055,577
K-12 School Health								
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
Total K-12 Health	\$9,003,658	\$8,986,567	\$9,263,581	\$9,549,234	\$9,843,801	\$10,147,565	\$10,460,816	\$67,255,222
Seattle Promise								
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
Total Seattle Promise	\$4,246,484	\$5,355,347	\$5,857,273	\$6,031,131	\$6,210,482	\$6,395,467	\$6,586,295	\$40,682,479
GRAND TOTAL	\$81,001,524	\$81,280,709	\$86,253,875	\$90,682,106	\$95,141,178	\$99,448,262	\$103,998,807	\$637,806,461

V.II Resolution 31821 Policy Guide

Table 30. Guide to Locate Content detailed by Council in Resolution 31821		
Council Priorities	Section	Page(s)
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)⁹², 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.

Table 31. SY 2019-20 Contracted Partners	
Elementary Community Based Family Support	<ol style="list-style-type: none"> 1. Chinese Information Services Center 2. Refugee Women’s Alliance 3. Seattle Indian Health Board
Elementary School Innovation sites	<ol style="list-style-type: none"> 1. Bailey Gatzert 2. Beacon Hill 3. Concord 4. Dearborn Park 5. Emerson 6. Graham Hill 7. Highland Park 8. John Muir 9. John Rogers 10. Leschi 11. Madrona (K-5) 12. Martin Luther King Jr. 13. Northgate 14. Olympic Hills 15. Roxhill 16. Sand Point 17. Sanislo 18. South Shore (K-5) 19. Viewlands 20. West Seattle 21. Wing Luke
Middle School Innovation sites	<ol style="list-style-type: none"> 1. Aki Kurose 2. Denny 3. Mercer 4. Washington
Middle School Linkage sites	<ol style="list-style-type: none"> 1. Broadview Thomson K-8 2. Eckstein 3. Hamilton 4. Hazel Wolf K-8 5. Jane Addams 6. Madison 7. McClure 8. Orca K-8 9. Pathfinder K-8 10. Salmon Bay K-8 11. South Shore (6-8) 12. Whitman
High Schools Innovation sites	<ol style="list-style-type: none"> 1. Cleveland STEM 2. Franklin 3. Ingraham 4. Interagency Academy

	5. West Seattle
Summer Learning	<p><i>Early Learning</i></p> <ol style="list-style-type: none"> 1. Launch 2. Neighborhood House 3. Refugee Women’s Alliance (ReWA) 4. Sound Child Care Solutions, Refugee and Immigrant Family Center <p><i>Elementary School</i></p> <ol style="list-style-type: none"> 1. Boys & Girls Club—Olympic Hills 2. Boys & Girls Club—Broadview-Thomson K-8 3. Catholic Community Services—Bailey Gatzert 4. Chinese Information and Service Center 5. Empowering Youth & Families Outreach—Emerson 6. Seattle Parks and Recreation—Northgate 7. John Muir Elementary 8. Beacon Hill International Schools 9. South Shore PK-8/Graham Hill Elementary 10. STEM Pathways Innovation Network 11. Sylvan Learning Center 12. Team Read—MLK Elementary <p><i>Middle School</i></p> <ol style="list-style-type: none"> 1. Academy for Creating Excellence 2. Boys & Girls Club—Smilow Rainier Vista Club 3. Computing Kids 4. El Centro de la Raza 5. eMode 6. Empowering Youth & Families Outreach 7. Life Enrichment Group 8. Seattle Parks and Recreation—Aki Kurose 9. Seattle Parks and Recreation—Mercer 10. Seattle Parks and Recreation—McClure 11. Seattle Parks and Recreation—Washington 12. Robert Eagle Staff 13. Aki Kurose 14. Denny 15. Hamilton 16. Woodland Park Zoo <p><i>High School</i></p> <ol style="list-style-type: none"> 1. ReWA—Seattle World School 2. Seattle Goodwill Industries 3. Southwest Youth & Family Services 4. Roosevelt 5. South Lake 6. Ingraham 7. Chief Sealth 8. Cleveland

	<ul style="list-style-type: none"> 9. Franklin 10. West Seattle 11. Urban League of Metropolitan Seattle 12. WA-BLOC
<p>School-Based Health Centers</p>	<p><i>Neighborcare Health</i></p> <ul style="list-style-type: none"> 1. Bailey Gatzert 2. Dearborn Park 3. Highland Park 4. Roxhill 5. Van Asselt 6. West Seattle 7. Denny International 8. Madison 9. Mercer 10. Chief Sealth 11. Roosevelt 12. West Seattle <p><i>Odessa Brown Children’s Clinic, a clinic of Seattle Children’s Hospital</i></p> <ul style="list-style-type: none"> 1. Beacon Hill 2. Madrona K-8 3. Garfield <p><i>Kaiser Permanente</i></p> <ul style="list-style-type: none"> 1. Aki Kurose 2. Washington 3. Franklin 4. Interagency Academy 5. Nathan Hale <p><i>International Community Health Services</i></p> <ul style="list-style-type: none"> 1. Seattle World School <p><i>Public Health—Seattle & King County</i></p> <ul style="list-style-type: none"> 1. Cleveland 2. Ingraham 3. Rainier Beach <p><i>Swedish Medical Center</i></p> <ul style="list-style-type: none"> 1. Ballard

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	
<ol style="list-style-type: none"> 1. ARC - Alki Community Center 2. ARC - Ballard Community Center 3. ARC - Bitter Lake 4. ARC - Meadowbrook 5. ARC - Queen Anne Community Center 6. Causey's - Main 7. Causey's - MLK 8. Child Care Resources 9. Children's Home Society - Genesee Early Learning Center 10. Chinese Information Service Center - One Family Learning Center 11. Chinese Information Service Center - Yesler CC 12. Creative Kids - Carkeek 13. Creative Kids - Viewlands 14. Denise Louie - Beacon Hill 15. Denise Louie - International District 16. El Centro de la Raza - Jose Marti 17. Experimental Education Unit - UW 18. First Place 19. Hearing, Speech and Deafness Center - Main 20. Launch - Delridge Community Center 21. Launch - Highland Park 22. Launch - Madrona 23. Launch - Miller Annex 24. Launch - Rainier 25. Launch Beacon Hill 26. Northwest Center Kids - Chinook 27. Northwest Center Kids - Greenwood 28. Primm ABC Child Care 29. Refugee Women's Alliance - Beacon Hill 30. Refugee Women's Alliance - Lake City 31. Refugee Women's Alliance - MLK 32. Sound Child Care Solutions - Hoa Mai 33. Sound Child Care Solutions - Pinehurst at Hazel Wolf Elementary 34. Sound Child Care Solutions - Pinehurst at Northgate Community Center 	<ol style="list-style-type: none"> 35. PSESD - Educare Seattle 36. Seed of Life - Main 37. Seed of Life - MLK 38. Seed of Life - Rainier Beach Community Center 39. Seattle School District - Arbor Heights 40. Seattle School District - Bailey Gatzert 41. Seattle School District - BF Day 42. Seattle School District - Boren STEM 43. Seattle School District - Broadview Thomson 44. Seattle School District - Cedar Park 45. Seattle School District - Dearborn Park 46. Seattle School District - EC Hughes 47. Seattle School District - Highland Park 48. Seattle School District - Olympic Hills 49. Seattle School District - Sand Point Elementary School 50. Seattle School District - South Shore 51. Seattle School District - Thornton Creek 52. Seattle School District - Van Asselt 53. Seattle School District - West Seattle Elementary 54. Sound Child Care Solutions - RIFC 55. Sound Child Care Solutions - SWEL 56. Tiny Trees - Beer Sheva 57. Tiny Trees - Camp Long 58. Tiny Trees - Carkeek Park A 59. Tiny Trees - Jefferson Park 60. Tiny Tots Early Learning Collaborative 61. Tiny Tots - Main 62. United Indians - Daybreak Star 63. YMCA - Concord 64. YMCA - Schmitz Park 65. Voices of Tomorrow - East African Development Center 66. Voices of Tomorrow - Family and Child 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 ¹	Percent Family Contribution to Slot Cost ²	2019-20 SY Estimates ³	
			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

¹ 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.

² The estimated preschool slot cost for the 2019-20 school year is estimated to be \$11,000.

³ 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
Were staff and resources allocated as intended?	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	
Who are the beneficiaries of early learning investments?	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"> # of new preschool seats created through facilities investments % of preschool partners receiving organizational capacity-building supports 	
		Family Child Care Mentorship and Quality Supports	<ul style="list-style-type: none"> # of FCC providers supported through investment strategy 	
What is the observed quality of classrooms? How does quality vary within SPP across children and providers?	Short and Medium-term outcomes	Program quality	<ul style="list-style-type: none"> % of sites achieving quality ratings that have been shown to have positive impacts on child outcomes (e.g., the Classroom Assessment Scoring System - CLASS) 	Independent assessor-administered; DEEL
			<ul style="list-style-type: none"> % of classrooms meeting expectations for structural quality (e.g., Early Childhood Environment Rating Scale-ECERS) 	
			<ul style="list-style-type: none"> % of staff implementing approved curriculum with fidelity 	
How did the learning of children attending SPP classrooms progress?	Short and Medium-term outcomes	Child-level outcomes	<ul style="list-style-type: none"> % children meeting widely held expectations (e.g., Teaching Strategies Gold) 	SPP Teacher-administered and independent assessor-administered
			<ul style="list-style-type: none"> % of children meeting standard or making adequate growth in language and literacy (e.g., Peabody Picture Vocabulary Test, Woodcock Johnson Tests of Achievement) 	
			<ul style="list-style-type: none"> % of children meeting standard or making adequate growth in math (e.g., Woodcock Johnson Tests of Achievement) 	
			<ul style="list-style-type: none"> % of children meeting standard or making adequate growth in executive function (e.g., peg-tapping, Dimensional Change Card Sort Task) 	
Does SPP enrollment prepare children to be kindergarten ready?	Long-term outcome	Kindergarten readiness	<ul style="list-style-type: none"> #, % found to be kindergarten ready in all domains observed (e.g., WaKIDS). 	Seattle School District

K-12 School and Community-Based				
Evaluation Questions	Result	Sample Categories	Sample Indicators	Data Source
Are Levy focus students being served?	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	
Did Levy investments increase college knowledge and career connections?	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 th grade	
			• #, % of students annually reviewing and updating their High School and Beyond Plan starting in 8 th grade	
			• #, % of eligible students registering for the College Bound Scholarship by the end of 8 th 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 th grade	
			• #, % of students successfully submitting Seattle Promise application	
Did Levy investments increase college knowledge and career connections?	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"> • #, % of students participating in a work-based learning experience (paid or non-paid) • #, % of students participating in at least two industry tours and/or presentations annually 	
Did Levy investments help close achievement gaps in elementary, middle, and high school state assessments?	Short and Medium-term Outcome	Academic Preparation	<ul style="list-style-type: none"> • #, % of students achieving typical or high growth in core subjects as measured by state and local assessments 	Seattle School District
			<ul style="list-style-type: none"> • #, % of English language learners making gains on the state English language proficiency assessment 	
			<ul style="list-style-type: none"> • #, % of students attending 90% or more school days over the course of an academic year 	
			<ul style="list-style-type: none"> • #, % of students not suspended or expelled 	
			<ul style="list-style-type: none"> • #, % of students passing core courses with grades of C or better 	
			<ul style="list-style-type: none"> • #, % of students achieving proficiency in English language arts as measured by state assessment(s) 	
			<ul style="list-style-type: none"> • #, % of students achieving proficiency in mathematics measured by state assessment(s) 	
			<ul style="list-style-type: none"> • #, % of students promoting on-time to the next grade level (credits) 	
			<ul style="list-style-type: none"> • #, % of students meeting state standards through alternative graduation pathways 	
			<ul style="list-style-type: none"> • #, % of students achieving a minimum score on the SAT or ACT 	
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?	Long-term Outcomes	High school graduation	<ul style="list-style-type: none"> • #, % of students graduating high school on-time (4 years or fewer) 	Seattle School District
		College and Career ready	<ul style="list-style-type: none"> • #, % 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) 	Seattle School District; Seattle Colleges; National Clearinghouse

K-12 School Health				
Evaluation Questions	Result	Sample Categories	Sample Indicators	Data Source
What type of services did students receive and at what frequency?	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)	
Did health services improve student health awareness?	Short-term Outcome	Student health awareness	• #, % of students reporting improved symptom awareness	DEEL, PHSKC, and External Evaluators
Did health services improve student health skill and behaviors?	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	
Did students who received SBHC services healthy and ready to learn compared to similar students that did not receive services?	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*
What type of services did students receive and at what frequency?	Output	College Ready and College Transition	<ul style="list-style-type: none"> # of outreach efforts conducted and events held (e.g., communication touch points and outreach presentations, FAFSA/WASFA workshops, cohort advising events) 	Seattle Colleges
			<ul style="list-style-type: none"> #, % of students participating in Seattle promise activities (e.g., Readiness Academy) 	
			<ul style="list-style-type: none"> #, % of completed Seattle Promise applications 	
Did Seattle Promise increase Seattle College Enrollment?	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> #, % of Seattle Promise students completing federal and/or state financial aid file (e.g., FAFSA or WASFA) 	Seattle Colleges
			<ul style="list-style-type: none"> #, % of Seattle Promise students participating in Summer Bridge 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students enrolled at Seattle Colleges as full-time students starting in the fall semester 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students participating in different pathways (e.g., prof tech, A.A, certificate, transfer) 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students enrolling in college-level courses due to alternative placement pathways (SBAC scores, HS math grades) 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students enrolling in development math or English courses each quarter (i.e., remedial courses) 	
Did Seattle Promise provide high-quality services?	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> 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) 	Seattle Colleges
			<ul style="list-style-type: none"> % of case load who are Seattle Promise students 	
			<ul style="list-style-type: none"> Seattle Promise student satisfaction (e.g., outreach, onboarding and advising services; appointment availability) 	
			<ul style="list-style-type: none"> Diversity of Seattle Promise staff 	
Did Seattle Promise students persist to the 14th year? What are students intended pathway?	Medium-term Outcome	Persistence	<ul style="list-style-type: none"> #, % of Seattle Promise students with continuous quarter enrollment 	Seattle Colleges
			<ul style="list-style-type: none"> #, % of Seattle Promise students persisting to 14th year 	

			<ul style="list-style-type: none"> • #, % Seattle Promise students maintaining satisfactory academic progress (GPA, etc.) • #, % of Seattle Promise students completing 15, 30, and 45 credits • #, % of Seattle Promise students enrolling in different pathways (e.g., prof tech, A.A, certificate, transfer) 	
<p>To what extent are Seattle Promise students graduating from Seattle Colleges and to what extent can changes be attributed to the Seattle Promise program?</p>	<p>Long-term Outcome</p>	<p>Completion</p>	<ul style="list-style-type: none"> • #, % of Seattle Promise students receiving, completing, or transferring 	<p>Seattle Colleges</p>
			<ul style="list-style-type: none"> • #, % of Seattle Promise students graduating within 150-200% of normal time 	
			<ul style="list-style-type: none"> • # of Seattle Promise students completing program pathways (certificate, credentials, or degrees by type) 	
			<ul style="list-style-type: none"> • #, % of Promise students attempting 90 credits and not completing 	
			<ul style="list-style-type: none"> • #, % of Promise students earning 90 credits and not completing 	
			<ul style="list-style-type: none"> • # of types of Seattle Promise supports received 	

**Should funding be secured for a 3rd 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

SY	School Year
The Plan	Implementation and Evaluation Plan
TSG	Teaching Strategies Gold
ToC	Theory of Change
VSA	Vendor Services Agreement

V.VIII Glossary

Term	Definition
Access	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.
Achievement Gap	Significant and persistent disparity in academic achievement or educational attainment between different groups of students, including historically underserved students.
Causal Evaluation Design	An evaluation design that determines to what extent an intervention produced intended outcomes by taking into consideration other influencing factors.
Child/Youth-Level Outcomes	Expected changes in child or youth behaviors, knowledge, or skills
City	Refers to the City of Seattle as a consolidated governmental entity.
city	Refers to Seattle as a consolidated geographical area.
College and Career Readiness	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.
College and Career/Job Ready	Students equipped with the knowledge and skills deemed essential for success in post-secondary programs and in the modern workforce
Community-based Organization (CBO)	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.
Continuous Quality Improvement	Ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness
Contracted Partner	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”.
Culturally Responsive	The ability to learn from and relate respectfully with people of one’s own culture as well as those from other cultures.
Culture	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.
Data Disaggregation	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.
Descriptive Evaluation Design	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.
Dual Language Learners	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.
Early Childhood Environmental Rating Scales	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.
Educational Equity	Access to educational opportunities and academic achievement are not predicated on a person’s race.
Equity/Equitable	Just and fair inclusion into a society in which all can participate, prosper and reach their full potential.
Evaluation Categories	Refers to multiple measures collecting information about a similar topic.

Expanded Learning Opportunities	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.
Family and Community Engagement	Consistent and persistent engagement with an entire community to establish a foundation of partnership, trust and empowerment.
Family Engagement	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.
Goal	General statement of intended result.
Headline Indicator	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.
Historically Underserved Students	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)
Homeless	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) ⁹³
Indicator	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.
Input	Resources (human resources, employee time, funding) used to conduct activities and provide services.
Institutional Racism	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.
Kindergarten Ready	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).
Letter of Intent	Formal notification and non-binding document sent to contracted partner to communicate intended funding plans.
Logic Model	A visual depiction of how inputs will achieve outputs and outcomes.
Mentor	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.
Opportunity Gap	A significant and persistent disparity in access to educational experiences and expanded learning opportunities between different groups of students, including historically underserved students.

Our Best	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.
Outcome	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.
Outcome Evaluation	Evaluations aimed to assess return on investment by measuring changes in outcomes due to the intervention.
Output	Products and services delivered; completed product of a specific activity, whether executed internally by the organization or by an external contractor.
Parent	Used as an inclusive and respective term for all adults—biological, adoptive, foster parents, grandparents, legal, adult siblings, and information guardians—who raise children.
Partner	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.
Post-secondary Opportunity	Education and/or job training beyond high school, including apprenticeships, trades, certificate programs, career credentials, and degrees.
Preschool	An organized education program provided to children below the age and grade level at which the State provides free public education for all.
Process Evaluation	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.
Program-Level Outcomes	Expected changes in practice, policies, and/or adult behaviors, knowledge, or skills.
Program Quality Assessment	Validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs
Race	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.
Race and Social Justice Initiative (RSJI)	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 www.seattle.gov/rsji.com .
Racial Equity	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.
Request for Investment	More prescriptive than an RFP, but similar in composition of elements in response (cost estimate, proposed approach, relevant information to the questions, etc.)
Request for Proposal	Evaluates and scores various factors, including cost estimate/pricing, experience, technical expertise, etc.
Request for Qualification	Assesses an agency's qualifications to perform a scope of work.
Result	Refers to the systemic collection of information at a point in time.

School Based Health Centers	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.
School Year	Minimum or 180 days (average 1,027 hours) of schooling required for Kindergarten-12 th grade students annually. Typically, these days occur between the months of September and June.
Seattle Colleges	The Seattle Colleges District, a multi-college district that includes South Seattle College, Seattle Central College, and North Seattle College
Seattle public schools	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.
Seattle School Board	The Board of Directors of Seattle School District No.1
Seattle School District	Seattle School District No. 1
Secondary Indicator	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
Social Justice	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.
Students of Color	Students from non-white racial or ethnic backgrounds.
System-Level Outcomes	Expected changes in systemic conditions, processes, and/or adult behaviors, knowledge, or skills
Targeted Universalism	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.
Teaching Strategies Gold	Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.

V.IX Endnotes

- ¹ City of Seattle. Proposition No. 1. Family, Education, Preschool, and Promise Levy. (2018).
- ² City of Seattle. Ordinance 125604. (2018).
- ³ City of Seattle. Race and Social Justice Initiative: Vision & Strategy 2015-2017. (2014).
- ⁴ City of Seattle. Resolution 31164.(2009).
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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.



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,



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."¹ 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.

"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

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.

“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

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"> Operate with a race and social justice lens Be respectful and inclusive of Seattle communities Meaningfully and authentically engage stakeholders to leverage their expertise and insight Garner support and confidence among stakeholders for FEPP Levy 	<ul style="list-style-type: none"> Individual conversations Advisory groups Workgroups Focus groups Community meetings

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 13th 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 13th Year Seattle Promise scholarship implementation, DEEL facilitated focus groups with current 13th 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 13th Year, and the impact 14th 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

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).² 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.*

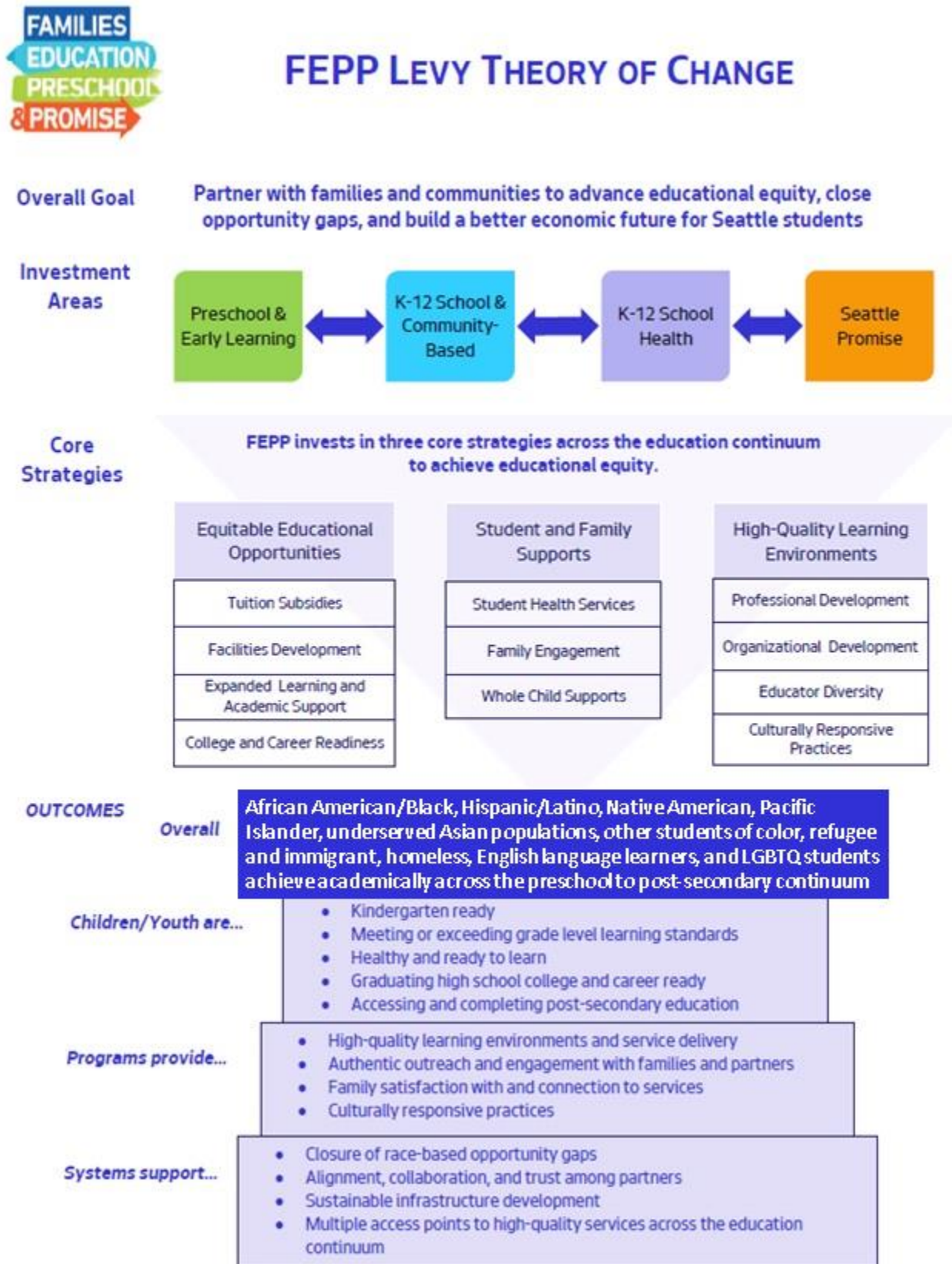
Investment Areas and Core Strategies

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
FEPP Levy: Preschool to Post-secondary Continuum	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"> 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
Preschool and Early Learning	Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.	<ul style="list-style-type: none"> Children are kindergarten ready Learning environments are evidence-based, high-quality, culturally responsive, and equitable Students and families have multiple ways to access high-quality early learning services Race-based opportunity gaps are closed
K-12 School and Community-Based	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"> Students are academically prepared by meeting or exceeding grade level learning standards Students graduate high school on-time Students graduate high school college and career ready Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices Students are educated by a more diverse educator workforce Students have access to a network of expanded learning opportunities Structures are promoted for advancing college awareness and access to career preparation resources Race-based opportunity gaps are closed

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

Guiding Priorities and Principles

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

Table 3. FEPP Levy Priorities and Principles	
Priorities for Levy Funding	
Priority #1:	Invest in Seattle children, students, families, and communities that have been historically underserved to increase access to educational opportunities across the education continuum.
Priority #2:	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.
Priority #3:	Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
Priority #4:	Provide access to capacity-building opportunities for historically underserved Seattle communities to improve program instruction, quality, and infrastructure.
Implementation Principles	
Principle #1:	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.
Principle #2:	Ensure ongoing and authentic student, family, and community engagement and support.
Principle #3:	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.³ 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.⁴

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.

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

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.⁵ Spending time in nature is proven to enhance educational outcomes by improving

children's academic performance, focus, behavior, and engagement in learning.⁶ 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),⁴ Higher Education Act (HEA),⁵ and other applicable laws, such as the City’s obligations under the Public Records Act.

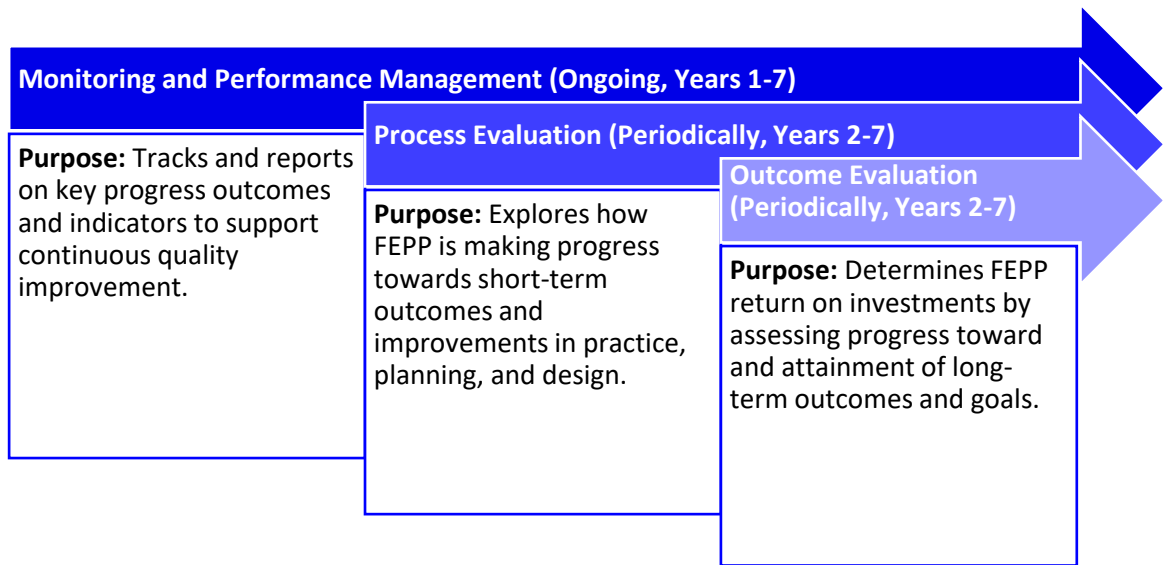
Asset-based Indicators: Too often, social investments that seek to reduce disparities track progress on key indicators from a deficit frame. FEPP Levy evaluation activities commit to utilize asset or strengths-based indicators that focus on the behavior desired (e.g. students attending 95% or more of 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.

Table 5. FEPP Evaluation Framework and Timeline Detail			
	Monitoring and Performance Management	Process Evaluation	Outcome Evaluation
Purpose	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
Example Questions	<ul style="list-style-type: none"> • Was the service delivered? • Was the service delivered to the intended population? • What was the dosage of the service delivered? 	<ul style="list-style-type: none"> • How are services delivered? • Was the service implemented as intended (or was there fidelity to the program model)? • Do the strategies work or not—and how and why? • Were students and families satisfied with the services? • What challenges are encountered in implementing the 	<ul style="list-style-type: none"> • Were population-level changes observed? • Were improved outcomes observed among participants compared to similar non-participants? • Were the desired FEPP goals and outcomes achieved? • What changed on a broader population or community level?

		<p>strategy or program and how were they resolved?</p> <ul style="list-style-type: none"> • What was the quality of the services provided? 	
Data Collection Methods and Sources	<ul style="list-style-type: none"> • Provider performance measures • Internal City data-systems 	<ul style="list-style-type: none"> • Conducting individual interviews or focus groups with program staff, participants, and other stakeholders • Observing activities • Reviewing documents • Compiling survey data on the population served and services delivered 	<ul style="list-style-type: none"> • Extracting data from agency and partner data systems • Conducting individual interviews or focus groups with program staff, participants, and other stakeholders • Observing activities • Reviewing documents • Compiling survey data on the population served and services delivered
Evaluation Design	Descriptive	Descriptive and/or causal	Descriptive and/or causal*
Methods	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**
Timeline	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

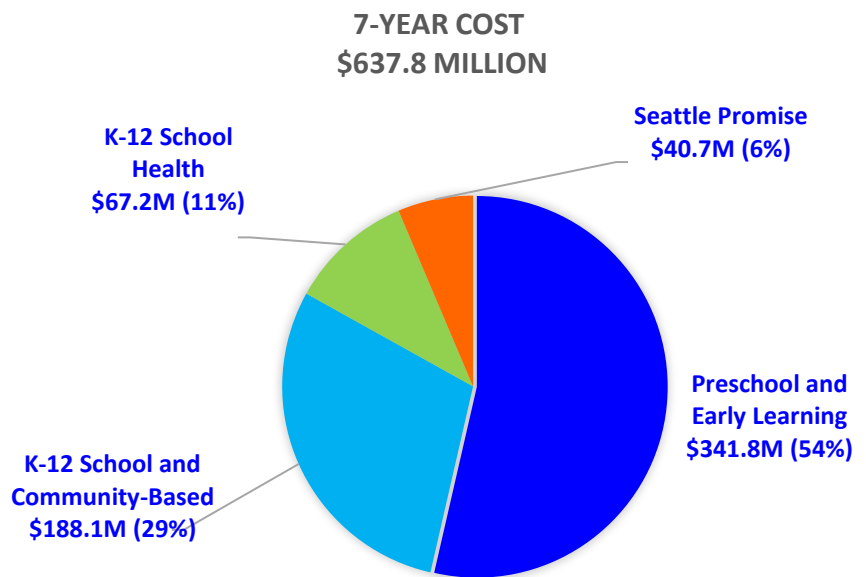
four-year pilot SPP Levy. While not detailed specifically in the Plan, DEEL's other early learning investments also receive substantial funding from other funding sources, including: Sweetened Beverage Tax, General Fund, Washington State's Early Childhood Education and Assistance Program (ECEAP), SPP 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.¹

Figure 4. FEPP Levy 7-Year Investment Area Totals



¹ 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.”

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

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.

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

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.

Table 6. FEPP Investments Procurement 7-Year Release Timeline				
Funding Opportunities	Type of Funding Process	Anticipated Funding Process Release	Anticipated Funding Process Frequency*	Anticipated Duration of Award**
Preschool and Early Learning				
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
K-12 School and Community-Based				
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
K-12 School Health***				
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.

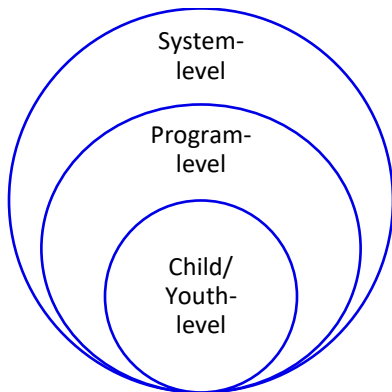
PRIMER TO SECTION IV

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.



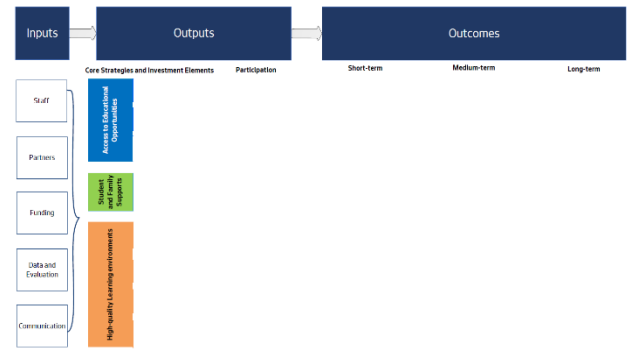
FEPP Levy Outcomes are evaluated by three levels of impact:

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

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.

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%
Total Preschool and Early Learning	\$341,813,182	100%

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
Seattle Preschool Program	Continue and expand with current partners	RFI for new agencies*					
SPP Child Care Subsidies		Direct contract with SPP/Pathway partners*					
Comprehensive Support Services		RFQ*					
Facilities Pre-Development (Architectural Services)	RFQ* for architects						
SPP Provider Facilities Fund	RFI* for Preschool partners; Direct contract with developers; Direct contracts for small facilities improvements						
Family Child Care Mentorship and Quality Supports	Direct contract with Imagine Institute; RFI*						
Homeless Child Care Program	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).⁷ 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
- ~~Families~~ 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.⁸ 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.⁹
- *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.¹⁰ Cost for full day preschool in Seattle can reach over \$12,000 a year or \$1,200 a month.¹¹
- *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.¹² The Perry Preschool program study shows reduced costs in remedial education, health and criminal justice system expenditures.¹³

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.¹⁴ ~~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.²

- **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.

² 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*
Licensing	All sites of preschool services must be: <ul style="list-style-type: none"> Licensed by the Washington State Department of Children, Youth, and Families (“the State”), <u>OR</u> Exempt from licensing by the State because entity is a public school or institution of higher education.
Quality**	If regulated by the Department of Children, Youth, and Families (DCYF): <ul style="list-style-type: none"> Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, or successfully complete DEEL’s Pathway requirements If regulated by the Office of the Superintendent of Public Instruction (OSPI): <ul style="list-style-type: none"> Hold a rating of Level 3 or above in the State’s Early Achievers (EA) program, <u>OR</u> Meet early learning quality standards comparable to EA, as determined by DEEL
Service Hours¹⁵	Offer full-day, to approximate the typical public school day.
Class Size and Ratio¹⁶	<ul style="list-style-type: none"> The maximum class size is twenty. There must be at least one adult for every ten children. <ul style="list-style-type: none"> Lower class sizes and ratios are permissible.

*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, or equivalent income, ~~(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, or equivalent income, 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 ³	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
SPP	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
Pathway		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

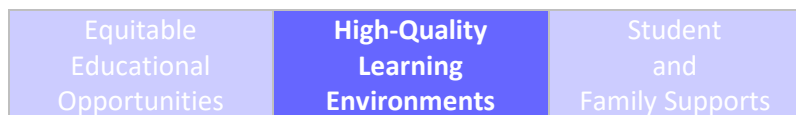
³ Year 1 ramp-up will occur among partner agencies contracted to provide preschool services in SY 2018-19. These agencies are not required to reapply via a competitive process to continue contracting in Year 2 and beyond.

- **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.⁴ 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 standing⁵
 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

⁴ 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.

⁵ 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.

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 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.¹⁷
 - *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.¹⁸
 - *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.¹⁹
 - *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.²⁰
 - *Teaching Strategies Gold (TSG).* Authentic, ongoing, observation-based formative assessment system that helps teachers and administrators determine children's strengths and areas for growth.²¹
 - 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.”²²

DEEL’s multidimensional approach provides the early learning workforce with the opportunity to earn degrees,²³ access fair compensation,^{24,25} 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.²⁶
 - 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.²⁷
- *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.²⁸ 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.²⁹ 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.³⁰ 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.³¹ 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.³²

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)⁶ 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.⁷ 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 Summit⁸ 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.

⁶ 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.

⁷ 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>.

⁸ Slated for Spring 2019.

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.
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.³³ 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 Fund³⁴ 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.³⁵

- 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.³⁶

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.⁹ 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:

⁹ 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.³⁷
- 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.³⁸ 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.³⁹
- Children experiencing homelessness are more likely to be diagnosed with learning disabilities.⁴⁰
- Homelessness during infancy and toddlerhood has been linked to later child welfare involvement and early school failure.⁴¹
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen, over time.⁴²
- 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.⁴³

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.⁴⁴ 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.⁴⁵ 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%.⁴⁶ 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.⁴⁷

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.⁴⁸

- 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.⁴⁹

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.

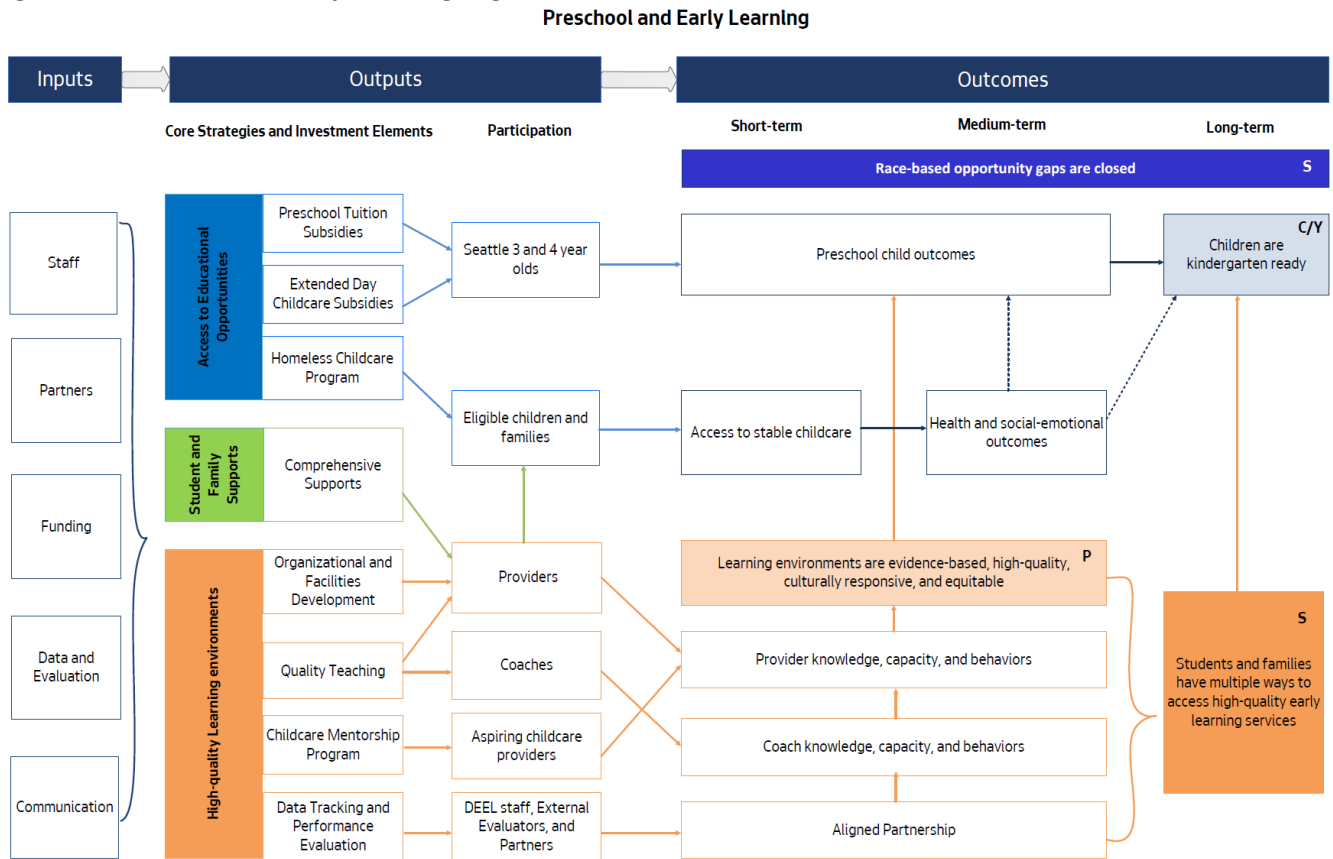
Table 12. Preschool and Early Learning Goal and Outcomes	
Goal	<ul style="list-style-type: none"> Seattle students have access to and utilize high-quality early learning services that promote success in kindergarten.
Outcomes	<ul style="list-style-type: none"> Children are kindergarten ready ^{C/Y} Learning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

**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	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	
Monitoring and Performance	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	
Process Evaluation	Design	✘	X		X	X			DEEL and External Evaluators
	Execution		X	✘		X	X		
	Report		✘	X		X	X		
Outcome and Impact	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.

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.¹⁰

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 21st 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

¹⁰ 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%
Total K-12 School and Community-Based	\$188,055,577	100%

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.⁵⁰ 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 8th grade
- Participation in at least two industry tours and/or presentations annually
- Participation in project-based learning that is connected to 21st 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 12th 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 3rd grade and completion of algebra by 8th 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.

Table 16. Opportunity & Access Investment Timeline									
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
K-12	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	Student and Family Supports
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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.⁵¹ 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	
Family Support Services		Direct contract with Seattle School District; 7-Year								
Homelessness/Housing Support Services	RFI**	3-Year			RFI	4-Year				
Sports and Transportation		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.⁵² 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.⁵³

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.⁵⁴ 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.⁵⁵
 - 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.⁵⁶
 - 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.⁵⁷
 - Culturally responsive approaches motivate students to learn.⁵⁸

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.⁵⁹
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.⁶⁰ 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.⁶¹
 - 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.⁶²
 - 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.⁶³
 - 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.⁶⁴
 - 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.⁶⁵

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
Culturally Specific Programming		Direct contract with 4 schools and OUSD**	RFI***	6-Year						
Mentoring***	RFQ	Direct contract with CSP schools; 7-Year								
Educator Diversity		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).⁶⁶ 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.

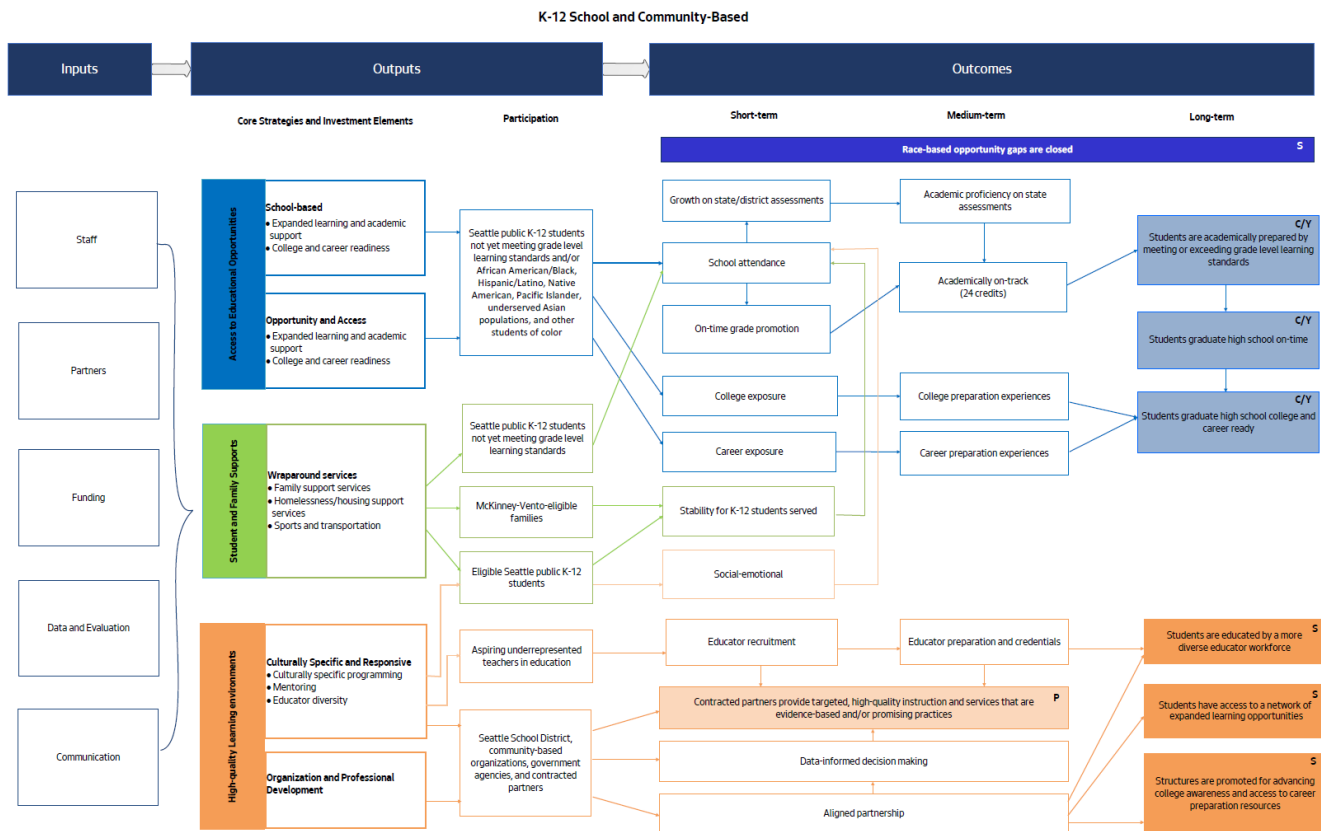
Table 19. K-12 School and Community-Based Goal and Outcomes	
Goal	<ul style="list-style-type: none"> Seattle students have access to and utilize increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.
Outcomes	<ul style="list-style-type: none"> Students are academically prepared by meeting or exceeding grade level learning standards^{C/Y} Students graduate high school on-time^{C/Y} Students graduate high school college and career ready^{C/Y} Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices^P Students are educated by a more diverse educator workforce^P Students have access to a network of expanded learning opportunities^S Structures are promoted for advancing college awareness and access to career preparation resources^S <p>Race-based opportunity gaps are closed^S</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
Monitoring and Performance	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	
Process Evaluation	Design		**		***				DEEL and/or External evaluators
	Execution			**		***			
	Report			**		***			
Outcome and Impact	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.⁶⁷ 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.

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%
Total K-12 School Health	\$67,255,222	100%

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.”⁶⁸

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.⁶⁹ 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.⁷⁰ Healthcare utilization also improved, including substantial increases in immunizations and other preventive services.⁷¹ 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.

Table 22. School Based Health Center Investment Timeline							
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
Elementary	<i>8 continuing*</i>	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8	Up to 8
Secondary	17 <i>continuing*</i> 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	Student and Family Supports
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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.⁷² 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.⁷³

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.^{74,75} 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.⁷⁶ 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 way⁷⁷
- Linkages to connect students and families to community-based and/or specialty dental care that may not be provided in school setting⁷⁸

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.^{79,80}

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).

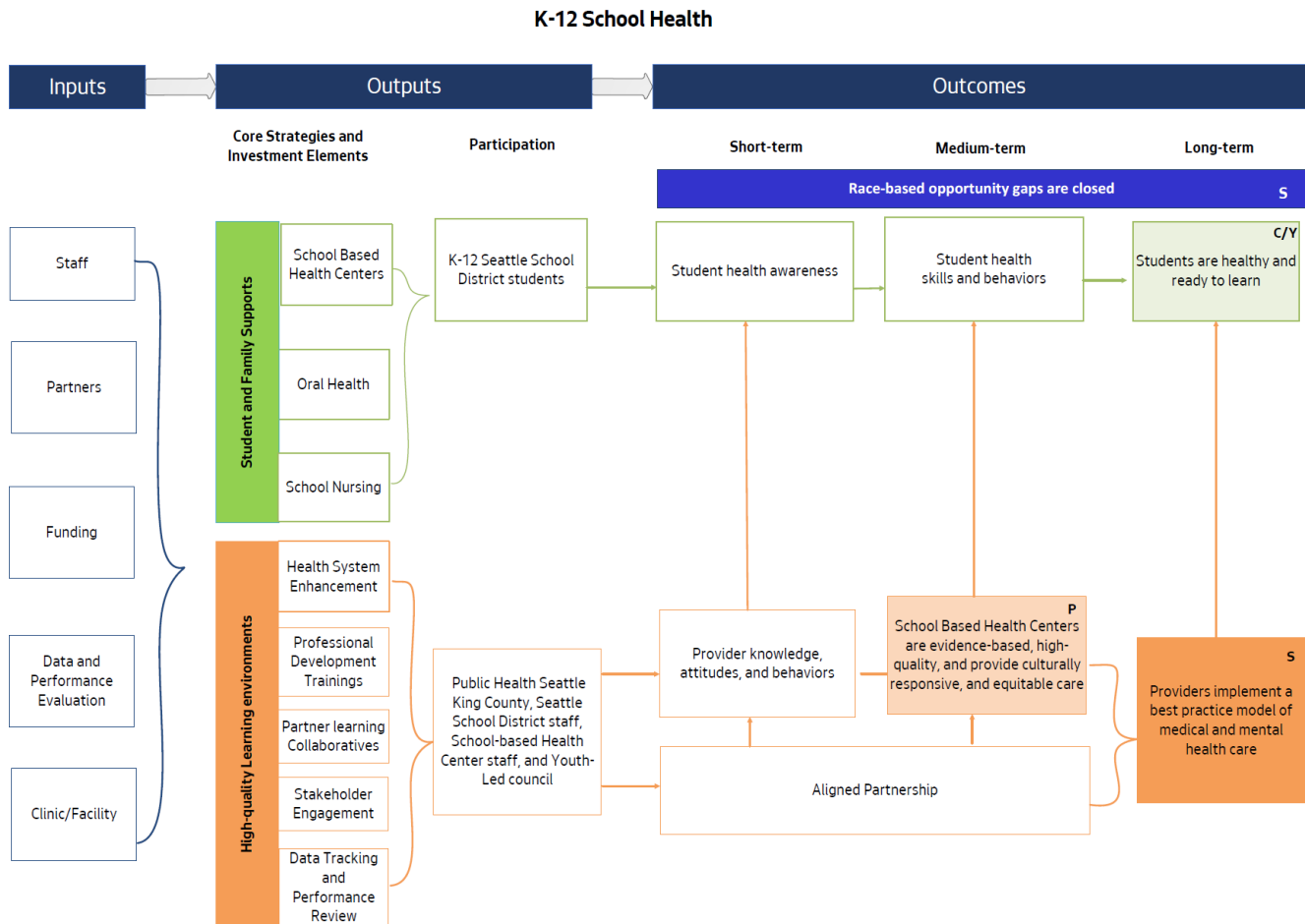
Table 24. K-12 School Health Goal and Outcomes	
Goal	<ul style="list-style-type: none"> • Seattle students have access to and utilize physical and mental health services that support learning.
Outcomes	<ul style="list-style-type: none"> • Students are healthy and ready to learn ^{C/Y} • School Based Health Centers are evidence-based, high-quality, and provide culturally responsive and equitable care ^P • Providers implement a best practice model of medical and mental health care ^S • Race-based opportunity gaps are closed ^S

**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	
Monitoring and Performance	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	
Process Evaluation*	Design		**						DEEL, PHSKC, and External Evaluators
	Execution			**					
	Report			**					
Outcome and Impact*	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 2020⁸¹; 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 13th 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.

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 11th grade and continuing through their 14th 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%
Total Seattle Promise	\$40,682,480	100%

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
12th Grade Students*	1,360	1,360	1,360	1,360	1,360	1,360	1,360
13th Year Students**	261	544	544	544	544	544	544
14th Year Students***	129	157	326	326	326	326	326
Total 13th and 14th Year Students	390	701	870	870	870	870	870

*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 12th grade to 13th year at Seattle Colleges is assumed to be 40%

***The persistence rate from 13th to 14th year is assumed to be 60%. The cost model assumes full implementation for 13th year students in SY 2020-21, the 1st year of FEPP Levy investment, and full implementation for 14th 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 11th and 12th graders and (2) Seattle College Support Staff (i.e. advisors) to provide services to 13th and 14th 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 13th and 14th 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).⁸²

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 11th and 12th 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 13th 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 assistance⁸³. 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 12th grade through their 14th 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?

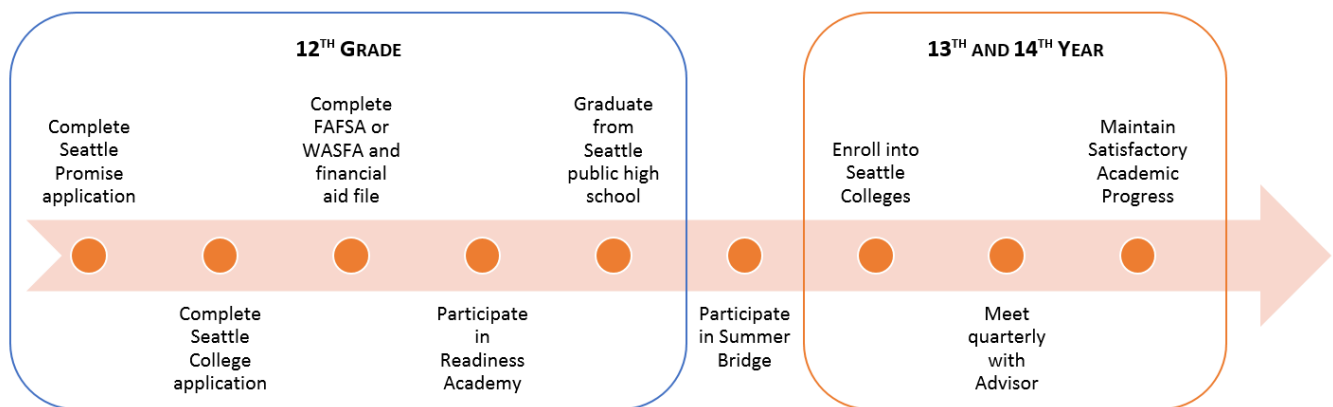
DEEL will contract with the Seattle Colleges to administer the tuition investment subject to mutual agreement. For the past 10 years, South Seattle College has administered the 13th Year Promise Scholarship Program; this program informed many program elements within the Seattle Promise. Seattle Promise 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 12th grade through their 14th year, in order to become and remain a Seattle Promise student (Figure 8):

1. Complete a Seattle Promise application during 12th grade
2. Complete a Seattle College application during 12th grade
3. Complete FAFSA or WASFA and financial aid file
4. Participate in Seattle Colleges Readiness Academy activities during 12th 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 quarterly¹¹
9. Maintain Satisfactory Academic Progress (SAP) as determined by the Seattle College campus that the student attends^{84 85 86 87}

Figure 8. Eligibility Criteria for Seattle Promise Students



How will Tuition investments be managed and phased in?

¹¹ 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	Student and Family Supports
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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.⁸⁸ The 13th 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.⁸⁹

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 13th 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 13th year. Students can use equity scholarship funds for specified school-related expenses such as books, fees, child care, food, housing, and/or transportation.

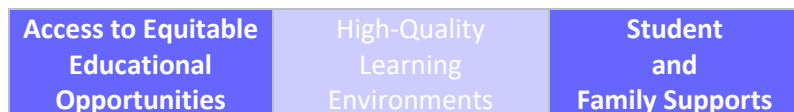
In Years 1 (SY 2019-20) through Years 2 (SY 2020-21):

- 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 11th and 12th grade high school students and 13th and 14th Year Seattle Promise students. This investment reaches Seattle youth at each stage of their college-going experience, starting in the 11th and 12th 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 13th 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?

11th and 12th grade students at eligible public high schools, including Seattle School District and charter schools, and all 13th and 14th Year Seattle Promise students will be provided college preparation and persistence support. 13th and 14th 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 11th and 12th 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 13th and 14th 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 13th 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 11th and 12th 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 12th 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.¹² 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, 12th 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 13th and 14th 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 13th 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.

¹² 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 13th 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.⁹⁰
 - Academic Standing: Seattle Promise students must meet the Satisfactory Academic Progress⁹¹ (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

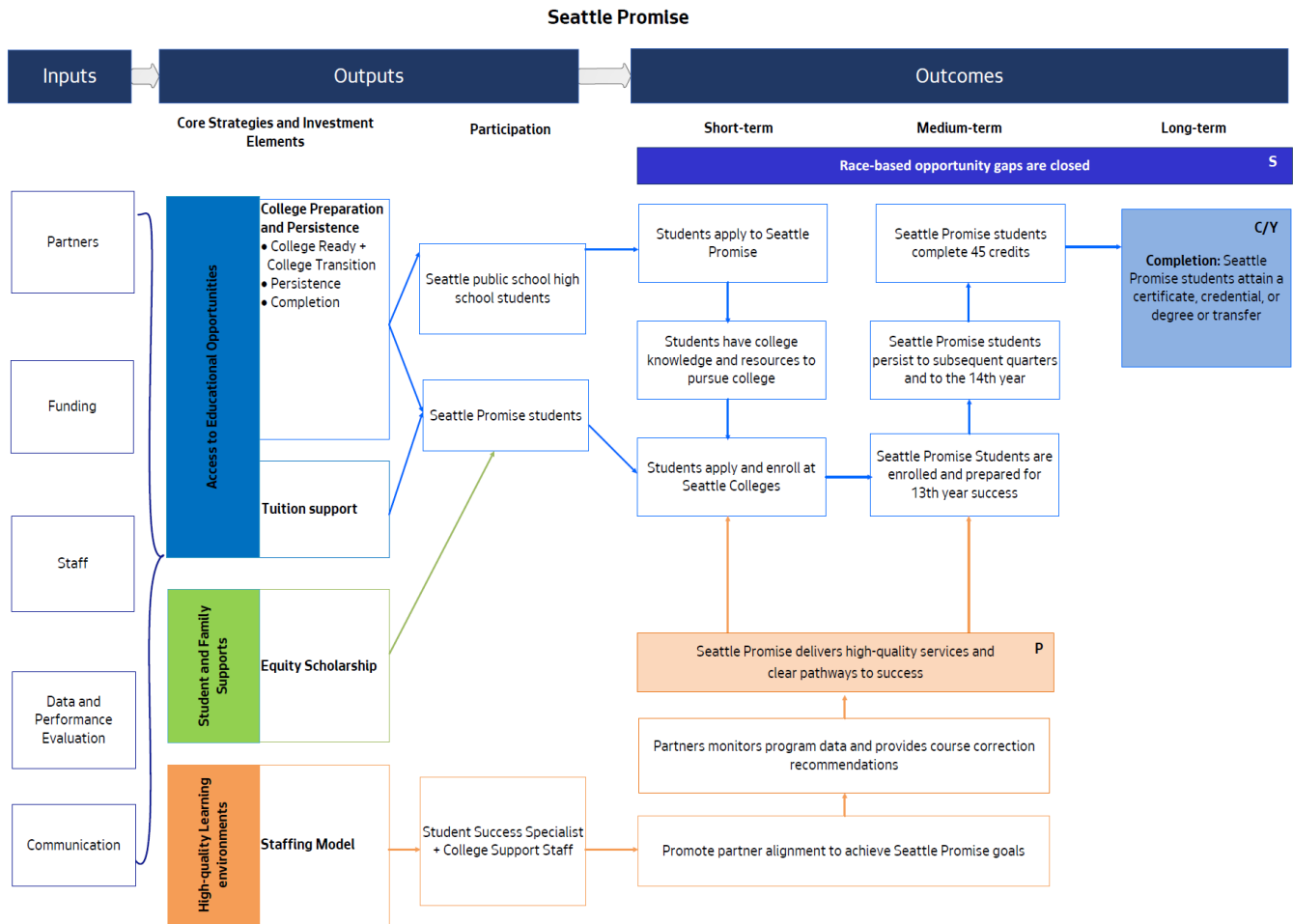
Seattle Promise evaluation activities will track progress toward outcomes (Table 28). Evaluation for Seattle Promise strategies (i.e. tuition support, equity scholarship, college preparation and persistence activities) will follow the approach detailed herein for the life of the FEPP Levy (SY 2019-20 through SY 2025-26).

Table 28. Seattle Promise Goal and Long-Term Outcomes	
Goal	<ul style="list-style-type: none"> • Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential, or degree.
Long-Term Outcomes	<ul style="list-style-type: none"> • Seattle Promise students complete a certificate, credential, degree or transfer ^{C/Y} • Seattle Promise delivers high-quality services and clear pathways to success ^P • Race-based opportunity gaps are closed ^S

**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
Monitoring and Performance	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	
Process Evaluation	Design	**		***					DEEL and/or External Evaluators
	Execution		**		***				
	Report		**		***				
Outcome and Impact	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

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
Preschool and Early Learning								
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
Total Preschool	\$40,572,000	\$42,705,211	\$45,333,871	\$48,409,965	\$51,642,152	\$54,858,638	\$58,291,345	\$341,813,182
K-12 School and Community-Based								
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
Subtotal, School-Based Investments	\$19,305,950	\$14,835,725	\$15,785,130	\$15,979,760	\$16,179,250	\$16,383,730	\$16,593,320	\$115,062,865
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
Subtotal, Opportunity & Access	\$0	\$1,281,250	\$1,601,563	\$2,001,953	\$2,252,197	\$2,337,781	\$2,425,331	\$11,900,074
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
Subtotal, Wraparound Services	\$2,998,186	\$3,100,590	\$3,206,653	\$3,316,509	\$3,430,300	\$3,548,170	\$3,670,271	\$23,270,680
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
Subtotal, Culturally Specific & Responsive	\$1,433,121	\$1,477,964	\$1,523,783	\$1,564,335	\$1,597,791	\$1,632,055	\$1,660,304	\$10,889,353
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
Total K-12 School and Community-Based	\$27,179,383	\$24,233,584	\$25,799,149	\$26,691,776	\$27,444,742	\$28,046,593	\$28,660,351	\$188,055,577
K-12 School Health								
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
Total K-12 Health	\$9,003,658	\$8,986,567	\$9,263,581	\$9,549,234	\$9,843,801	\$10,147,565	\$10,460,816	\$67,255,222
Seattle Promise								
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
Total Seattle Promise	\$4,246,484	\$5,355,347	\$5,857,273	\$6,031,131	\$6,210,482	\$6,395,467	\$6,586,295	\$40,682,479
GRAND TOTAL	\$81,001,524	\$81,280,709	\$86,253,875	\$90,682,106	\$95,141,178	\$99,448,262	\$103,998,807	\$637,806,461

V.II Resolution 31821 Policy Guide

Table 30. Guide to Locate Content detailed by Council in Resolution 31821		
Council Priorities	Section	Page(s)
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)⁹², 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.

Table 31. SY 2019-20 Contracted Partners	
Elementary Community Based Family Support	<ol style="list-style-type: none"> 1. Chinese Information Services Center 2. Refugee Women’s Alliance 3. Seattle Indian Health Board
Elementary School Innovation sites	<ol style="list-style-type: none"> 1. Bailey Gatzert 2. Beacon Hill 3. Concord 4. Dearborn Park 5. Emerson 6. Graham Hill 7. Highland Park 8. John Muir 9. John Rogers 10. Leschi 11. Madrona (K-5) 12. Martin Luther King Jr. 13. Northgate 14. Olympic Hills 15. Roxhill 16. Sand Point 17. Sanislo 18. South Shore (K-5) 19. Viewlands 20. West Seattle 21. Wing Luke
Middle School Innovation sites	<ol style="list-style-type: none"> 1. Aki Kurose 2. Denny 3. Mercer 4. Washington
Middle School Linkage sites	<ol style="list-style-type: none"> 1. Broadview Thomson K-8 2. Eckstein 3. Hamilton 4. Hazel Wolf K-8 5. Jane Addams 6. Madison 7. McClure 8. Orca K-8 9. Pathfinder K-8 10. Salmon Bay K-8 11. South Shore (6-8) 12. Whitman
High Schools Innovation sites	<ol style="list-style-type: none"> 1. Cleveland STEM 2. Franklin 3. Ingraham 4. Interagency Academy

	5. West Seattle
Summer Learning	<p><i>Early Learning</i></p> <ol style="list-style-type: none"> 1. Launch 2. Neighborhood House 3. Refugee Women’s Alliance (ReWA) 4. Sound Child Care Solutions, Refugee and Immigrant Family Center <p><i>Elementary School</i></p> <ol style="list-style-type: none"> 1. Boys & Girls Club—Olympic Hills 2. Boys & Girls Club—Broadview-Thomson K-8 3. Catholic Community Services—Bailey Gatzert 4. Chinese Information and Service Center 5. Empowering Youth & Families Outreach—Emerson 6. Seattle Parks and Recreation—Northgate 7. John Muir Elementary 8. Beacon Hill International Schools 9. South Shore PK-8/Graham Hill Elementary 10. STEM Pathways Innovation Network 11. Sylvan Learning Center 12. Team Read—MLK Elementary <p><i>Middle School</i></p> <ol style="list-style-type: none"> 1. Academy for Creating Excellence 2. Boys & Girls Club—Smilow Rainier Vista Club 3. Computing Kids 4. El Centro de la Raza 5. eMode 6. Empowering Youth & Families Outreach 7. Life Enrichment Group 8. Seattle Parks and Recreation—Aki Kurose 9. Seattle Parks and Recreation—Mercer 10. Seattle Parks and Recreation—McClure 11. Seattle Parks and Recreation—Washington 12. Robert Eagle Staff 13. Aki Kurose 14. Denny 15. Hamilton 16. Woodland Park Zoo <p><i>High School</i></p> <ol style="list-style-type: none"> 1. ReWA—Seattle World School 2. Seattle Goodwill Industries 3. Southwest Youth & Family Services 4. Roosevelt 5. South Lake 6. Ingraham 7. Chief Sealth 8. Cleveland

	<ol style="list-style-type: none"> 9. Franklin 10. West Seattle 11. Urban League of Metropolitan Seattle 12. WA-BLOC
<p>School-Based Health Centers</p>	<p><i>Neighborcare Health</i></p> <ol style="list-style-type: none"> 1. Bailey Gatzert 2. Dearborn Park 3. Highland Park 4. Roxhill 5. Van Asselt 6. West Seattle 7. Denny International 8. Madison 9. Mercer 10. Chief Sealth 11. Roosevelt 12. West Seattle <p><i>Odessa Brown Children’s Clinic, a clinic of Seattle Children’s Hospital</i></p> <ol style="list-style-type: none"> 1. Beacon Hill 2. Madrona K-8 3. Garfield <p><i>Kaiser Permanente</i></p> <ol style="list-style-type: none"> 1. Aki Kurose 2. Washington 3. Franklin 4. Interagency Academy 5. Nathan Hale <p><i>International Community Health Services</i></p> <ol style="list-style-type: none"> 1. Seattle World School <p><i>Public Health—Seattle & King County</i></p> <ol style="list-style-type: none"> 1. Cleveland 2. Ingraham 3. Rainier Beach <p><i>Swedish Medical Center</i></p> <ol style="list-style-type: none"> 1. Ballard

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~~ its 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.

Table 1. Seattle Preschool Program Tuition Sliding Fee Scale				
Step	Percent of Federal Poverty¹	Percent Family Contribution to Slot Cost²	2019-20 SY Estimates³	
			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

¹ 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.

² The estimated preschool slot cost for the 2019-20 school year is estimated to be \$11,000.

³ 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			
Were staff and resources allocated as intended?	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				
		Who are the beneficiaries of early learning investments?	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"> # of new preschool seats created through facilities investments % of preschool partners receiving organizational capacity-building supports 	
		Family Child Care Mentorship and Quality Supports	<ul style="list-style-type: none"> # of FCC providers supported through investment strategy 	
What is the observed quality of classrooms? How does quality vary within SPP across children and providers?	Short and Medium-term outcomes	Program quality	<ul style="list-style-type: none"> % of sites achieving quality ratings that have been shown to have positive impacts on child outcomes (e.g., the Classroom Assessment Scoring System - CLASS) 	Independent assessor-administered; DEEL
			<ul style="list-style-type: none"> % of classrooms meeting expectations for structural quality (e.g., Early Childhood Environment Rating Scale-ECERS) 	
			<ul style="list-style-type: none"> % of staff implementing approved curriculum with fidelity 	
How did the learning of children attending SPP classrooms progress?	Short and Medium-term outcomes	Child-level outcomes	<ul style="list-style-type: none"> % children meeting widely held expectations (e.g., Teaching Strategies Gold) 	SPP Teacher-administered and independent assessor-administered
			<ul style="list-style-type: none"> % of children meeting standard or making adequate growth in language and literacy (e.g., Peabody Picture Vocabulary Test, Woodcock Johnson Tests of Achievement) 	
			<ul style="list-style-type: none"> % of children meeting standard or making adequate growth in math (e.g., Woodcock Johnson Tests of Achievement) 	
			<ul style="list-style-type: none"> % of children meeting standard or making adequate growth in executive function (e.g., peg-tapping, Dimensional Change Card Sort Task) 	
Does SPP enrollment prepare children to be kindergarten ready?	Long-term outcome	Kindergarten readiness	<ul style="list-style-type: none"> #, % found to be kindergarten ready in all domains observed (e.g., WaKIDS). 	Seattle School District

K-12 School and Community-Based				
Evaluation Questions	Result	Sample Categories	Sample Indicators	Data Source
Are Levy focus students being served?	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	
Did Levy investments increase college knowledge and career connections?	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 th grade	
			• #, % of students annually reviewing and updating their High School and Beyond Plan starting in 8 th grade	
			• #, % of eligible students registering for the College Bound Scholarship by the end of 8 th 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 th grade	
			• #, % of students successfully submitting Seattle Promise application	
Did Levy investments increase college knowledge and career connections?	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"> • #, % of students participating in a work-based learning experience (paid or non-paid) • #, % of students participating in at least two industry tours and/or presentations annually 	
<p>Did Levy investments help close achievement gaps in elementary, middle, and high school state assessments?</p>	<p>Short and Medium-term Outcome</p>	<p>Academic Preparation</p>	<ul style="list-style-type: none"> • #, % of students achieving typical or high growth in core subjects as measured by state and local assessments 	<p>Seattle School District</p>
			<ul style="list-style-type: none"> • #, % of English language learners making gains on the state English language proficiency assessment 	
			<ul style="list-style-type: none"> • #, % of students attending 90% or more school days over the course of an academic year 	
			<ul style="list-style-type: none"> • #, % of students not suspended or expelled 	
			<ul style="list-style-type: none"> • #, % of students passing core courses with grades of C or better 	
			<ul style="list-style-type: none"> • #, % of students achieving proficiency in English language arts as measured by state assessment(s) 	
			<ul style="list-style-type: none"> • #, % of students achieving proficiency in mathematics measured by state assessment(s) 	
			<ul style="list-style-type: none"> • #, % of students promoting on-time to the next grade level (credits) 	
			<ul style="list-style-type: none"> • #, % of students meeting state standards through alternative graduation pathways 	
			<ul style="list-style-type: none"> • #, % of students achieving a minimum score on the SAT or ACT 	
<ul style="list-style-type: none"> • #, % of students achieving a minimum score on an Advanced Placement or International Baccalaureate test 				
<ul style="list-style-type: none"> • #, % of students completing a dual credit course such as Running Start or College in High School 				
<p>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?</p>	<p>Long-term Outcomes</p>	<p>High school graduation</p>	<ul style="list-style-type: none"> • #, % of students graduating high school on-time (4 years or fewer) 	<p>Seattle School District</p>
		<p>College and Career ready</p>	<ul style="list-style-type: none"> • #, % 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) 	<p>Seattle School District; Seattle Colleges; National Clearinghouse</p>

K-12 School Health				
Evaluation Questions	Result	Sample Categories	Sample Indicators	Data Source
What type of services did students receive and at what frequency?	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	
Did health services improve student health awareness?	Short-term Outcome	Student health awareness	• #, % of students reporting improved symptom awareness	DEEL, PHSKC, and External Evaluators
			Did health services improve student health skill and behaviors?	
• #, % 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				
Did students who received SBHC services healthy and ready to learn compared to similar students that did not receive services?	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*
What type of services did students receive and at what frequency?	Output	College Ready and College Transition	<ul style="list-style-type: none"> # of outreach efforts conducted and events held (e.g., communication touch points and outreach presentations, FAFSA/WASFA workshops, cohort advising events) 	Seattle Colleges
			<ul style="list-style-type: none"> #, % of students participating in Seattle promise activities (e.g., Readiness Academy) 	
			<ul style="list-style-type: none"> #, % of completed Seattle Promise applications 	
Did Seattle Promise increase Seattle College Enrollment?	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> #, % of Seattle Promise students completing federal and/or state financial aid file (e.g., FAFSA or WASFA) 	Seattle Colleges
			<ul style="list-style-type: none"> #, % of Seattle Promise students participating in Summer Bridge 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students enrolled at Seattle Colleges as full-time students starting in the fall semester 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students participating in different pathways (e.g., prof tech, A.A, certificate, transfer) 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students enrolling in college-level courses due to alternative placement pathways (SBAC scores, HS math grades) 	
			<ul style="list-style-type: none"> #, % of Seattle Promise students enrolling in development math or English courses each quarter (i.e., remedial courses) 	
Did Seattle Promise provide high-quality services?	Short-term outcome	College Ready and College Transition; Persistence	<ul style="list-style-type: none"> 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) 	Seattle Colleges
			<ul style="list-style-type: none"> % of case load who are Seattle Promise students 	
			<ul style="list-style-type: none"> Seattle Promise student satisfaction (e.g., outreach, onboarding and advising services; appointment availability) 	
			<ul style="list-style-type: none"> Diversity of Seattle Promise staff 	
Did Seattle Promise students persist to the 14th year? What are students intended pathway?	Medium-term Outcome	Persistence	<ul style="list-style-type: none"> #, % of Seattle Promise students with continuous quarter enrollment 	Seattle Colleges
			<ul style="list-style-type: none"> #, % of Seattle Promise students persisting to 14th year 	

			<ul style="list-style-type: none"> • #, % Seattle Promise students maintaining satisfactory academic progress (GPA, etc.) • #, % of Seattle Promise students completing 15, 30, and 45 credits • #, % of Seattle Promise students enrolling in different pathways (e.g., prof tech, A.A, certificate, transfer) 	
<p>To what extent are Seattle Promise students graduating from Seattle Colleges and to what extent can changes be attributed to the Seattle Promise program?</p>	<p>Long-term Outcome</p>	<p>Completion</p>	<ul style="list-style-type: none"> • #, % of Seattle Promise students receiving, completing, or transferring 	<p>Seattle Colleges</p>
			<ul style="list-style-type: none"> • #, % of Seattle Promise students graduating within 150-200% of normal time 	
			<ul style="list-style-type: none"> • # of Seattle Promise students completing program pathways (certificate, credentials, or degrees by type) 	
			<ul style="list-style-type: none"> • #, % of Promise students attempting 90 credits and not completing 	
			<ul style="list-style-type: none"> • #, % of Promise students earning 90 credits and not completing 	
			<ul style="list-style-type: none"> • # of types of Seattle Promise supports received 	

**Should funding be secured for a 3rd 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

SY	School Year
The Plan	Implementation and Evaluation Plan
TSG	Teaching Strategies Gold
ToC	Theory of Change
VSA	Vendor Services Agreement

V.VIII Glossary

Term	Definition
Access	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.
Achievement Gap	Significant and persistent disparity in academic achievement or educational attainment between different groups of students, including historically underserved students.
Causal Evaluation Design	An evaluation design that determines to what extent an intervention produced intended outcomes by taking into consideration other influencing factors.
Child/Youth-Level Outcomes	Expected changes in child or youth behaviors, knowledge, or skills
City	Refers to the City of Seattle as a consolidated governmental entity.
city	Refers to Seattle as a consolidated geographical area.
College and Career Readiness	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.
College and Career/Job Ready	Students equipped with the knowledge and skills deemed essential for success in post-secondary programs and in the modern workforce
Community-based Organization (CBO)	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.
Continuous Quality Improvement	Ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness
Contracted Partner	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".
Culturally Responsive	The ability to learn from and relate respectfully with people of one's own culture as well as those from other cultures.
Culture	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.
Data Disaggregation	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.
Descriptive Evaluation Design	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.
Dual Language Learners	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.
Early Childhood Environmental Rating Scales	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.
Educational Equity	Access to educational opportunities and academic achievement are not predicated on a person's race.
Equity/Equitable	Just and fair inclusion into a society in which all can participate, prosper and reach their full potential.
Evaluation Categories	Refers to multiple measures collecting information about a similar topic.

Expanded Learning Opportunities	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.
Family and Community Engagement	Consistent and persistent engagement with an entire community to establish a foundation of partnership, trust and empowerment.
Family Engagement	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.
Goal	General statement of intended result.
Headline Indicator	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.
Historically Underserved Students	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)
Homeless	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) ⁹³
Indicator	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.
Input	Resources (human resources, employee time, funding) used to conduct activities and provide services.
Institutional Racism	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.
Kindergarten Ready	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).
Letter of Intent	Formal notification and non-binding document sent to contracted partner to communicate intended funding plans.
Logic Model	A visual depiction of how inputs will achieve outputs and outcomes.
Mentor	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.
Opportunity Gap	A significant and persistent disparity in access to educational experiences and expanded learning opportunities between different groups of students, including historically underserved students.

Our Best	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.
Outcome	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.
Outcome Evaluation	Evaluations aimed to assess return on investment by measuring changes in outcomes due to the intervention.
Output	Products and services delivered; completed product of a specific activity, whether executed internally by the organization or by an external contractor.
Parent	Used as an inclusive and respective term for all adults—biological, adoptive, foster parents, grandparents, legal, adult siblings, and information guardians—who raise children.
Partner	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.
Post-secondary Opportunity	Education and/or job training beyond high school, including apprenticeships, trades, certificate programs, career credentials, and degrees.
Preschool	An organized education program provided to children below the age and grade level at which the State provides free public education for all.
Process Evaluation	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.
Program-Level Outcomes	Expected changes in practice, policies, and/or adult behaviors, knowledge, or skills.
Program Quality Assessment	Validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs
Race	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.
Race and Social Justice Initiative (RSJI)	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 www.seattle.gov/rsji.com .
Racial Equity	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.
Request for Investment	More prescriptive than an RFP, but similar in composition of elements in response (cost estimate, proposed approach, relevant information to the questions, etc.)
Request for Proposal	Evaluates and scores various factors, including cost estimate/pricing, experience, technical expertise, etc.
Request for Qualification	Assesses an agency's qualifications to perform a scope of work.
Result	Refers to the systemic collection of information at a point in time.

School Based Health Centers	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.
School Year	Minimum or 180 days (average 1,027 hours) of schooling required for Kindergarten-12 th grade students annually. Typically, these days occur between the months of September and June.
Seattle Colleges	The Seattle Colleges District, a multi-college district that includes South Seattle College, Seattle Central College, and North Seattle College
Seattle public schools	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.
Seattle School Board	The Board of Directors of Seattle School District No.1
Seattle School District	Seattle School District No. 1
Secondary Indicator	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
Social Justice	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.
Students of Color	Students from non-white racial or ethnic backgrounds.
System-Level Outcomes	Expected changes in systemic conditions, processes, and/or adult behaviors, knowledge, or skills
Targeted Universalism	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.
Teaching Strategies Gold	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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SUMMARY and FISCAL NOTE*

Department:	Dept. Contact/Phone:	CBO Contact/Phone:
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