



FAMILIES, EDUCATION, PRESCHOOL AND PROMISE LEVY

Implementation and Evaluation Plan
2026-2031



City of Seattle

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I. Introduction

On November 4, 2025, Seattle voters approved the Families, Education, Preschool, and Promise Levy – a 6-year, \$1.3 billion dollar investment in Seattle children and youth. Its passage reflects a renewal of communitywide commitment that helped pass similar levies dating back to 1990. The FEPP levy reflects Seattle’s commitment to investing in children, youth, and families, including investments prioritized to increase access to services for historically excluded communities, and achieve levy outcomes that advance educational equity. The programs and services financed with levy proceeds are supplemental to State-financed basic education funding and are not intended to serve as a basis for the reduction of State funding for the Seattle Public School District’s education programs.

Consistent with [Ordinance 127238](#), the FEPP Levy Implementation and Evaluation Plan (“The Plan” or “I&E Plan”) outlines the City of Seattle’s commitment to helping children and youth succeed through a continuum of investments organized around four education-support services: (1) Early Childhood, (2) K-12 Student Supports, (3) K-12 Health and Safety, and (4) College and Career Supports.

The City’s Department of Education and Early Learning (DEEL) holds primary oversight for FEPP Levy agreements with implementation efforts taking place in multiple departments. Additionally, as provided under Section 6 of Ordinance 127238, “in the annual City budget or by separate ordinance, the City shall determine from year-to-year the education-support services and funding allocations that will most effectively achieve levy priorities and outcomes.”

Under this Plan, the Human Services Department (HSD), Office of Sustainability & Environment (OSE), Seattle Parks and Recreation (SPR) and other City departments or offices may also administer and enter agreements using FEPP levy funds if proceeds are allocated to those departments in the annual budget process. All departments must expend FEPP Levy funds in accordance with the current approved Plan and Ordinance 127238.

An Interdepartmental Team (IDT) that includes DEEL, HSD, OSE, and SPR shall be formed to ensure close collaboration between these departments on implementation of FEPP funded programs. The IDT shall be led by DEEL and shall meet quarterly. These departments will also work together to ensure proposed investments align with Levy requirements including, but not limited to, Levy goals and outcomes. These departments will collaborate on:

- Development of program goals and outcomes;
- Development of requests for proposals;
- Evaluation of Levy funded programs;
- Program budgets;
- Any proposed modifications to Levy funded programs.

DEEL investments provide birth to post-secondary support for the whole child, supporting academic achievement. Investments stewarded by the Human Services Department have a strong emphasis on community-based youth development and behavioral health support in helping youth meet educational goals, which include students whose connections to schools are more likely to experience interruption. The Office of Sustainability and Environment investment helps ensure all students at Seattle Public Schools have access to school meals. SPR investments focus on environmental and expanded learning enrichment supports for students. Together, FEPP-funded investments and collaboration across City departments support the City’s Every Child Ready Initiative.

The success of FEPP Levy investments in meeting intended goals and outcomes depends on the strength of partnerships between the City, childcare and preschool providers, public agencies such as Public Health—Seattle & King County (PHSKC), Seattle Colleges, Seattle Public Schools (SPS), the University of Washington, King County Department of Community and Human Services (DCHS), the Washington State Department of Children, Youth, and Families (DCYF), and community-based partners. The City will establish agreements with public agencies to ensure coordinated implementation and data-driven decision making.

Theory of Change

The FEPP Levy Theory of Change (ToC) is an articulation of how Levy-funded strategies will help achieve the goals outlined above and why change will occur as a result of birth to post-secondary investments (Figure 1).

The ToC articulates the overall vision of the Every Child Ready Initiative and the FEPP Levy domains. The theory articulates the City's belief that:

- *If* we invest across the education continuum from birth to post-secondary in three domains: Ready to Start, Ready to Learn, and Ready to Launch.
- *By* partnering with families and communities to increase access to high-quality programs and supports for children and youth with an emphasis on historically excluded students.
- *Then* positive child, youth, family, program, and system-level outcomes that promote a better economic future for Seattle families and youth will be achieved.

Goals and Indicators

Each domain has a universal goal and one or more outcome indicators designed to facilitate progress monitoring and continuous improvement efforts toward educational achievement (Table 1). These universal goals and outcomes are designed to measure progress for all children and youth in Seattle—this is our population accountability. Population indicators tell us how the entire community is doing, regardless of who participates in FEPP funded programs. To ensure that these indicators reflect meaningful, actionable trends, they were selected for their communication value (easy for the public to understand), proxy power (aligned with what we aim to influence and reflective of harder to measure factors), and data power (supported by reliable, consistently available, or publicly accessible data).

FEPP universal goals will be assessed annually to monitor citywide academic outcomes for all children and youth. Universal outcome indicators help quantify the impact of FEPP investments over time and will be assessed for citywide impact.

Table 1. FEPP Universal Goals and Outcome Indicators

Domain	Investment Area	Universal Goal	Universal Outcome Indicators
Ready to Start	Early Childhood	All Seattle children will enter Kindergarten ready for school	• % of SPS students ready for kindergarten in six WaKIDS assessment domains
Ready to Learn	K-12 Student Academic Supports; K-12 Student Health and Safety	All Seattle students graduate high school ready for college and career	• % of SPS students attending school 90% of the time • % of SPS students with on-track academic progress in 3rd, 6th, and 9th grade • % of SPS graduates starting a college or credential pathway within one year of graduation
Ready to Launch	College and Career Supports	All Seattle youth have access to and utilize postsecondary opportunities that promote attainment of a certificate, credential or degree	• % of students who complete a degree, certificate or apprenticeship by age 26*

*Ready to Launch investments are intended to serve youth up to age 24, but outcome indicators will track youth up to age 26.

In contrast to universal goals and indicators, **performance accountability** measures how FEPP-funded programs and investments contribute to these broader universal goals. While population indicators show whether conditions for Seattle’s children and youth are improving overall, performance measures assess how well our specific strategies, services, and interventions are working toward meeting educational goals. Together, these two forms of accountability help us understand not only whether the city is moving in the right direction, but also the extent to which FEPP investments are driving that progress.

Table 2. Investment-Specific Goals and Outcomes for FEPP-Funded Services*

Investment Area	Strategies	Strategy Outcomes	Strategy Goals
Ready to Start	• Home Visiting • Health • Childcare • Preschool	• Parents have financial resources, knowledge, and skills to support their child's development • Children develop academic or social-emotional skills required for kindergarten success	• Children are ready for kindergarten • Students achieve academically throughout elementary school • Opportunity gaps are closed for populations furthest from Kindergarten readiness and elementary achievement
Ready to Learn	• Expanded Learning Opportunities • Health • Safety • Basic Needs	• Students develop social-emotional & workplace skills • Students are healthy and ready to learn • Students feel safe at schools • Students meet academic growth targets	• Students attend school regularly • Children and Students demonstrate academic progress toward HS graduation at 3rd, 6th, and 9th grade milestones • Students start a college or credential pathway within one year of graduation • Opportunity gaps are closed for populations furthest from grade-level standards and college or credential pathways
Ready to Launch	• College Pathways • Career Pathways	• Students are enrolled in a college, credential pathways, or career skills development program • Students develop social-emotional & workplace skills Students achieve academic student milestones toward transfer, degree or credential pathways • Increase in number of young adults with living-wage careers	• Students earn a degree or credential before age 26 • Opportunity gaps are closed for populations furthest from earning a degree or credential before age 26

*The reporting indicators for each strategy are specified further in the Plan, within the Implementation Standards for each investment.

Levy Oversight

[Ordinance 127238](#) establishes a FEPP Levy Oversight Committee (LOC) to advise the Mayor and City Council on the levy-supported programs and monitor for transparency and accountability. The committee composition will include the Mayor, the Chair of the City Council's committee with oversight of education programs, the Superintendent of the Seattle School District, a member of the Seattle School Board, the Chancellor of Seattle Colleges, and 12 appointed members who bring a range of perspectives, professional expertise, and lived experience. Collectively, the committee will include representatives from Seattle's seven City Council districts and individuals with experience in topics such as childcare (including but not limited to family childcare), Pre-K to 12 education, youth development, child and adolescent health, and college and career pathways. At all times no more than five Committee members shall be an officer, director, board member, trustee, partner, or employee of an entity that receives or competes for funding under this ordinance; or be an immediate family member of, or an individual residing with, an officer, director, board member, trustee, partner, or employee of an entity that receives or competes for funding under this ordinance; or be a person seeking or having an arrangement concerning future employment with an entity that receives or competes for funding under this ordinance. For the purposes of this ordinance an individual's "immediate family" means an individual's spouse or domestic partner, child, child of a spouse or domestic partner, sibling, sibling of a domestic partner, brother-in-law, sister-in-law, parent, parent of a spouse or domestic partner, a person for whom the individual is a legal guardian, or a person claimed as a dependent on the individual's most recently filed federal income tax return. Subject to the preceding sentence and applicable law, an individual serving as an officer, director, board member, trustee, partner or employee of an entity that receives or competes for funding under this ordinance, or who has an interest in such an entity, shall not thereby be disqualified from serving on the Committee, but shall fully disclose any such relationships and shall not vote on any matter that directly involves the interests of such entity. For purposes of this section, "entity" does not include a City department or office. The provisions of this section are in addition to the requirements of Chapter 4.16 of the Seattle Municipal Code.

The Mayor and the Chair of the City Council's committee with oversight of education programs, or their respective designees, will co-chair the Committee. The Oversight Committee may adopt rules for its own procedures, covering topics such as quorum requirements, and the frequency of meetings.

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. RSJI directs City departments to implement racial equity toolkits (RET) in budget, program, and policy decisions, including review of existing programs and policies. Departments funded by the FEPP Levy may complete RETs pertaining to FEPP investments as part of their department's standard work. RETs completed as part of development of the Plan are attached to the legislation Fiscal Note and Summary.

RSJI recognizes that targeting support towards those who have been historically under resourced, and are experiencing disparities in outcomes, creates cascading impacts that ultimately allow everyone to benefit. [Ordinance 127238](#) further specifies an implementation principle that the City "Prioritize investments to reach children, youth, and families, increase access to services for historically excluded communities, and achieve levy outcomes that advance educational equity."

Spending Plan

FEPP Levy proceeds may be used to make strategic cradle-to-career investments in three domains over six years:

- Ready to Start (\$656.8M)
- Ready to Learn (\$478.1M)
- Ready to Launch (\$113.0M)

When combined with Operations (Leadership & Administration) costs (\$82.2M, 6%), the levy totals \$1.3 billion. A detailed spending plan is found in Appendix I.

Operations costs include:

- Operations labor with personnel supporting areas such as the leadership, policy, finance, and evaluation functions.
- Administrative costs which are charges for services by other City departments for such as facilities and information technology.
- Evaluation which includes external contracts to assess program performance for the investments outlined in this plan.
- Cost and risk reserve which is a contingency for unanticipated cost increases.

FEPP Levy investments may leverage funding from other sources, including private, local, state resources, such as Washington State's Early Childhood Education and Assistance Program (ECEAP), Seattle Preschool Program (SPP) tuition, as well as federal resources such as Head Start.

Additionally, the spending plan in each domain includes a cost and risk reserve to help manage risk and uncertainty. The reserve was established to absorb moderate financial risks while maintaining a high proportion of funds for direct services. These funds serve as a financial buffer for unanticipated events, such as:

- Higher-than-expected inflation or cost increases (e.g. negotiated contract escalations, cost of living adjustments, etc.);
- Reductions in external funding sources (e.g., state funding, investment income, program revenue);
- Increases in baseline delivery costs that are higher than forecasted; and
- Transition costs related to reducing or discontinuing programs (e.g., contract terminations or employee separation costs).

The cost and risk reserve may be allocated annually during the budget process for uses consistent with this Plan. Any unused risk reserve becomes part of year-end underspend and may be reallocated in accordance with the levy's underspend policies, as described below.

Council Oversight Over Plan Modifications and Underspend

According to [Ordinance 127238](#), funds collected by the FEPP Levy shall be spent in accordance with the terms of the Implementation and Evaluation Plan, which shall be approved by Council. City departments may modify policies outlined in this Plan relating to participant eligibility, enrollment prioritization, and implementation standards, if necessary to maintain or create alignment with equivalent County, State, and Federal programs. All other policies and funding allocations contained in this Plan may be modified with Council approval, and in consultation with Chair of the Council Committee overseeing the Department of Education and Early Learning, unless otherwise specified in the plan. Any changes made will be documented in the FEPP Levy annual report and quarterly status updates to Council.

Proposed uses of annual underspend will be reviewed by the FEPP LOC and must be approved by Council. Throughout the year, City departments will monitor investment spending. Annual underspend should be used for programmatic course corrections, program modifications/expansions, or new programs. Unspent funds will be prioritized for evidence-based services supporting positive impacts on levy goals. Underspend may only be used to fund new or expanded programming if it can be sustained for the remaining life of the levy. The DEEL Department Director will prepare a recommendation for the LOC and Council on how to reallocate resources. Final determination of fund allocation will be made by Council as part of the annual City budget process or other legislation.

Methodology and Timeline to Identify Qualified Contracted Partners

Consistent with Ordinance 127238, the City will establish agreements with public and non-public entities to provide education-support services via competitive funding processes or direct agreement. City departments that receive levy funding allocations in the annual budget process are authorized to enter agreements for education support services outlined in this Plan, provided that the departments must use competitive funding processes when entering into agreements with non-public entities, except in case of emergency as determined by the Executive or when the department director determines that a process is not feasible because the services are only available from one source or are impracticable to solicit. When an exception to an advertised process is used to enter into an agreement with a non-public entity, the department director shall include a written explanation of the determination of exceptional circumstances with the agreement. Departments will continue to follow the process established under SMC Chapter 20.50 when contracting for consultant services.

Competitive funding processes, such as Request for Proposals, advance transparency and fairness in contracting while furthering the City's Levy goals by clearly defining service expectations, evaluation criteria, and decision-making processes in advance and applying them consistently across applicants. Equity-centered design features, such as standardized scoring rubrics, review panels, and clear documentation of funding decisions, serve as guardrails against bias and reduce reliance on informal networks or historical funding patterns. These processes center funding decisions on demonstrated applicant capacity, performance, and alignment with levy outcomes. Furthermore, applicants cannot participate in funding decisions. For each competitive process, the department will publish a list of panelists engaged in the evaluation process.

The City will engage with community members and service providers to design investments, as well as integrate learning from prior implementation and national best practices. Funding opportunities will be broadly communicated, with an emphasis on language access, to ensure awareness amongst a diverse group of potential qualified applicants. The City may also support prospective applicants by reviewing application requirements and best practices when applying for City funding through in-person workshops,

online webinars, or one-on-one technical assistance sessions to promote equitable and inclusive access to funding.

All departments disbursing FEPP Levy funds will use performance-based agreements that clearly describe the investment's intended outcomes and link the investment to strategy-level service standards and performance metrics. By linking funding to demonstrated results, rather than focusing solely on compliance or outputs, performance-based contracting creates accountability, encourages innovation among providers, and helps advance meaningful, equitable results.

Timeline for Competitive Processes

As authorized under Section 7 of Ordinance 127238, FEPP revenue began paying for education-support services in January 2026. City departments also made commitments to renew existing agreements for the 2026-2027 school year under the Plan in effect for the most recently expired FEPP Levy, to minimize disruption of services to Seattle children, youth, and families. Existing FEPP funded services and contracted partners, as well as planned contract renewals are detailed in Appendix III. These investments will be expected to report on performance indicators consistent with this Plan.

Planned competitive processes are outlined in Table 3. All investments awarded by competitive process will be re-bid in 2- or 3-year cycles. All other investments will be renewed pursuant to Ordinance 127238. City departments may modify the release date or announce additional competitive processes throughout the life of the levy in accordance with the Plan, annual City budget, or separate ordinance. Competitive processes will specify whether the award may result in annual extensions.

Table 3. Planned FEPP Funding Opportunities¹

Funding Opportunity	Page No	Dept	Release Date	Estimated Funding (\$M/Year) ²	Notes
Ready to Start					
Childcare Workforce Payment Program	21	DEEL	Q3 2026	\$2.9	Estimated funding amount is for the 2027-28 SY. Funding will be allocated subject to the Plan's requirements for Competitive Processes. This program is to aid in retention of childcare workers.
Seattle Preschool Program	25	DEEL	Q4 2026	N/A	The RFQ selects providers for a roster; there is no funding associated with it. The RFQ is open annually to select new providers and/or classroom/site expansion for existing providers.
Ready to Learn					
Environmental Learning	31	SPR	Q2 2026	\$0.6	Estimated funding for 2026. Funding will be allocated subject to the Plan's requirements for Competitive Processes. This investment funds environmental education for Seattle K-12 students.

¹ More detailed descriptions of each program are provided further in the I&E Plan. Page numbers provided for reference.

² Funding amounts reflect the first year of contracting; see spending plan in appendix for annual inflation.

Funding Opportunity	Page No	Dept	Release Date	Estimated Funding (\$M/Year) ²	Notes
Mental Health Investments	34	DEEL	Q2 2026	\$1.0	In addition to the overall mental health investments, DEEL will conduct a competitive process to award contracts for mental health service delivery for students with limited access to care. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
Summer Food Program	42	HSD	Q2 2026	\$1.0	Historically HSD has contracted with SPS for these services. The release of funds in Q2 is for 2026 summer contracting only. HSD is analyzing possible procurement plans for subsequent years. Funding will be allocated subject to the Plan's requirements for Competitive Processes. This program provides summer meals to students at designated community sites.
School-Based Investments 2026-2027	30	DEEL	Q3 2026	\$0.5	This funding is for the 2026-2027 SY, to expand access to school-based supports in response to community feedback during levy engagement. Funded schools will be selected by SPS. This funding provides services to five additional schools as part of the levy renewal process. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
Restorative Practices	38	DEEL	Q4 2026	\$1.7	Estimated funding amount is for the 2027-28 SY. Funding will be allocated subject to the Plan's requirements for Competitive Processes. These investments are relationship-centered strategies that build community, strengthen trust, and repair harm when conflicts occur. The focus is on taking personal responsibility rather than on punitive measures. Students are taught conflict resolution skills.
Opportunity-Based Mentoring	38	DEEL	Q3 2026	\$0.8	This is a new program that will serve students involved in, or at elevated risk of, criminal justice system involvement. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
School-Based Investments Citywide	30	DEEL	Q4 2026	\$25.0	Estimated funding amount is for the 2027-28 SY. Funding will be allocated subject to the Plan's requirements for Competitive Processes. These investments provide funding for supports such as tutoring, mentoring and case management.

Funding Opportunity	Page No	Dept	Release Date	Estimated Funding (\$M/Year) ²	Notes
Community-Based Investments	31	DEEL	Q4 2026	\$3.3	Estimated funding amount is for the 2027-28 SY. Funding will be allocated subject to the Plan's requirements for Competitive Processes. This investment supports student interventions toward academic progress.
School Based Health Centers	34	DEEL*	Q2 2027	\$3.5	Estimated funding amount is for the 2027-28 SY. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
Youth Behavioral Health	35	HSD	Q3 2027	\$1.2	This funding will support community-based behavioral health services that promote reengagement, retention and success in school with an emphasis on serving populations with the greatest need. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
Gender Based Violence Prevention	39	HSD	Q3 2028	\$0.5	This funding will support strategies to change student behaviors and norms around gender-based violence, that include in-school and after school educational programming with an emphasis on serving populations with the greatest need. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
School Safety	39	HSD	Q3 2029	\$3.1	This funding will support student safety at priority school sites around Seattle, with an emphasis on serving populations most impacted by violence. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
Ready to Launch					
Path to Trades	46	DEEL	Q3 2026	\$0.32	Estimated funding amount is for the 2027-28 SY. Funding will be allocated subject to the Plan's requirements for Competitive Processes. This investment supports post-secondary opportunities in the skilled trades with state-accredited educational, apprenticeship, and/training programs.

Funding Opportunity	Page No	Dept	Release Date	Estimated Funding (\$M/Year) ²	Notes
Youth Development	52	HSD	Q3 2027	\$4.5	This funding will support community-based youth development services for Seattle youth who remain engaged in and are working toward successful completion of education or career pathways, with an emphasis on serving populations with the greatest need. Funding will be allocated subject to the Plan's requirements for Competitive Processes.

*PHSKC will conduct this process

In addition to the funding opportunities listed above, DEEL is currently under contract with the UW Smart Center to evaluate all Youth Mental Health investments, which are planned to continue through the 26-27 School Year. Evaluation findings are expected in Q4 2026. After reviewing the findings, DEEL will either continue existing strategies or re-bid grants/change funded activities in order to achieve desired outcomes.

Investment Management and Continuous Quality Improvement

Continuous quality improvement (CQI) is integrated into levy performance-based contracting using the Results Based Accountability (RBA) framework. CQI is an ongoing, evidence-based collaborative practice of setting goals, measuring progress, reflecting on results, and making adjustments. CQI efforts for the FEPP Levy will leverage data, community feedback, and equity-centered reflection to strengthen programs and achieve outcomes.

Because the FEPP Levy prioritizes serving children, youth, and families who have historically had the least access to educational and economic opportunity, the CQI process is designed to both ask whether programs are working, and also if they are reaching communities with the greatest need for educational support services.

In stewarding FEPP Levy resources, City departments will:

- Implement evidence-based strategies and best practices to improve the quality of service and/or maintain high-quality services.
- Include clear performance expectations outlined in performance-based agreements, and if corrective action is needed, provide time-limited coaching, technical assistance, and capacity building to improve service delivery and program instruction, quality, and operations.
- Use data and regular check-ins with grantees and service providers to anticipate challenges to quality service delivery early.
- Examine outcomes disaggregated by factors including demographic data to ensure services reach those with the greatest need.

City departments will work closely with funded agencies throughout the contract period. Departments will review data on participation, service quality, and outcomes quarterly. Regular meetings with contracted partners will discuss progress toward outcomes and renegotiate or terminate agreements as needed. When a program falls short of its targets, staff and partners will immediately work together to understand why and develop a path forward to determine necessary changes and best path forward, whether that means adjusting service delivery or providing additional support. Promising practices, especially those that have demonstrated success in reaching historically underserved communities, will

be documented and shared widely so that all partners can learn and improve together. Levy resources may be used to convene funded partners as part of a broader vision of birth to post-secondary ecosystem development, shared learning, and attainment of levy goals.

Evaluation and Reporting

The evaluation framework is designed to support continuous learning and improvement while ensuring transparency and accountability to Seattle residents and City Council. Evaluations will help determine whether the investments are meeting stated levy goals, and if investments are not meeting goals, what improvements need to occur in doing so. Evaluations must be performed by City departments or external entities and may include the use of levy funding.

FEPP Levy evaluation activities seek to answer central questions: *To what extent are children meeting age-appropriate academic milestones? To what extent, and in what ways, do FEPP investments improve educational equity, close opportunity gaps, and build a better economic future for Seattle children and youth?*

This question anchors the evaluation approach and ensures that evaluation efforts remain focused on whether levy-funded services are contributing to meaningful and measurable improvements for children and youth.

Evaluation Approach and Schedule

The FEPP evaluation uses a tiered framework over the six-year levy timeline. Each tier aligns to a broad question and builds progressively toward understanding the impact of levy-supported activities.

- **Monitoring and Performance Management - What did we do? (Years 1–6)**
Monitoring and performance management will occur annually throughout the six-year levy. This tier focuses on tracking services delivered, populations served, participation levels, and implementation benchmarks across the Ready to Start, Ready to Learn, and Ready to Launch investment areas. Performance data will be used to support providers through continuous quality improvement and to inform quarterly and annual reporting to the City Council.
- **Formative Evaluation - How might we improve ongoing investments? (Years 1–6)**
Formative evaluation will occur continuously throughout the levy to generate timely, actionable learning that can strengthen investments while they are still in progress or inform design of new investments. This tier synthesizes data from monitoring, process evaluation, outcome evaluations and stakeholder feedback to identify what is working, for whom, and under what conditions. It also incorporates landscape analyses and needs assessments to ensure investments remain responsive to shifting community conditions, emerging research, and gaps in the service ecosystem. Findings will be shared with providers, City staff, and the levy Oversight Committee on an ongoing basis to support mid-course adjustments, resource alignment, and continuous improvement across the Ready to Start, Ready to Learn, and Ready to Launch domains.
- **Process Evaluation - How well did we do it? (Years 2–6)**
Beginning in Year 2, process evaluations will examine the quality and fidelity of implementation. These evaluations will assess whether programs are delivered as intended, how participants experience services, and what factors support or hinder success. Particular attention will be given to the quality of childcare and preschool instruction, effectiveness of school-based health and mental health supports, and the design and accessibility of college and career pathways.
- **Outcome Evaluation - Is anyone better off? (Years 2–6)**
Outcome evaluations will assess whether levy-funded activities contribute to measurable improvements in student outcomes aligned to the levy's goals. These analyses will examine trends in kindergarten readiness, academic milestone attainment, graduation rates, credential

completion, and entry into living wage careers. Where feasible, analyses may include comparison groups or longitudinal tracking to better understand the contribution of FEPP investments.

While monitoring and performance management will occur throughout the life of the levy for all programs, a subset of FEPP investments will undergo formative, process, or outcome evaluations conducted by City staff or external agencies. These planned evaluations are listed in Table 4 below.

Table 4: Planned schedule of FEPP Levy Formative, Process, and Outcome Evaluations

				Evaluation Contract and/or Design Start Year					
Domain	Investment	Eval Type	Evaluator	Y1-'26	Y2-'27	Y3-'28	Y4-'29	Y5-'30	Y6-'31
All	FEPP Levy Implementation	Process	External						
		Outcome	External						
	FEPP Levy Renewal Landscape	Formative	External						
	Investment Design for Levy Renewal	Formative	External						
Start	Universal Childcare & Preschool Feasibility	Formative	External						
	Home Visiting	Process	DEEL						
	Health	Process	DEEL						
	Childcare Worker Support	Outcome	DEEL						
	Child Care Assistance Program	Process	DEEL						
		Outcome	External						
	Seattle Preschool Program	Process	External						
		Outcome	External						
Learn	Expanded Learning Opportunities*	Formative	External						
		Process	DEEL						
		Outcome	External						
	Mental Health	Process	External						
		Outcome	External						
	School Based Health Centers	Outcome	External						
	Youth Safety	Process	DEEL						
		Outcome	External						
Launch	Post-secondary Landscape Analysis	Formative	External						
	College Pathways	Process	DEEL						
		Outcome	DEEL						
		Outcome	External						
	Career Pathways	Process	DEEL						
		Outcome	External						
			Total	5	7	7	5	2	3

*ELO evaluations to include, but not be limited to, utilization and impact of SPR teen programs, including Teen Life Centers and Late Night programs.

Quarterly and Annual Reporting

Pursuant to Ordinance 127238, DEEL will submit an annual report to City Council and the FEPP Levy Oversight Committee that includes updates on all levy outcomes and indicators, program implementation, and progress in meeting levy-intended priorities and goals. Any changes made to policies outlined in this Plan will be documented in the FEPP Levy annual report. Annual reports will be submitted to the LOC and City Council no later than Quarter 2 of the following year.

In addition to the annual reporting to the LOC, DEEL will:

- Publish quarterly data dashboards to its website reporting on implementation, access, and outcome indicators related to all FEPP investments
- Submit a quarterly memo to LOC describing program monitoring data and summarizing implementation highlights and challenges
- Provide quarterly status updates to the chair of the City Council's committee with oversight of education programs

All reporting deliverables will emphasize actionable insights to support continuous improvement while meeting the City Council's request for specific, measurable outcomes.

II. Ready to Start: Early Childhood

The Ready to Start domain and Early Childhood investment area funds strategies designed to prepare Seattle’s youngest children for kindergarten and establish a strong foundation for long-term academic success.

The Ready to Start domain will fund four primary strategies including: (1) Home Visiting, (2) Health, (3) Childcare, and (4) Preschool. Table 5 provides six-year budget totals by strategy.

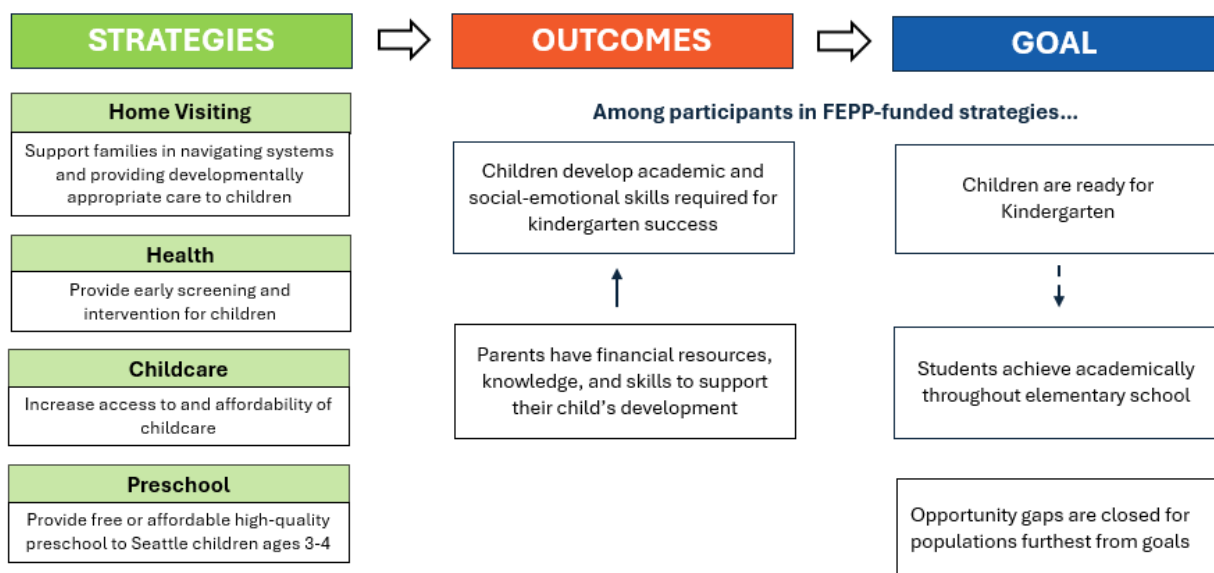
Table 5. Ready to Start Spending Detail*

	6-Year Total
Home Visiting	
Nurse Family Partnership	\$18,771,946
ParentChild+	\$9,543,014
Home Visiting Subtotal	\$28,314,961
Health	
Developmental Bridge	\$3,977,063
Childcare Health Program	\$22,806,335
Health Subtotal	\$26,783,398
Childcare	
Childcare Subsidies	\$90,537,870
Homeless Childcare Subsidies	\$3,234,126
SPR Childcare Scholarships	\$4,392,051
Childcare Workforce Payment Program	\$18,471,452
FCC Mentorship Program	\$4,038,976
Childcare Subtotal	\$120,674,475
Seattle Preschool Program	
Seattle Preschool Program	\$391,661,114
SPP Waitlist Voucher Pilot	\$5,073,099
Seattle Preschool Program Subtotal	\$396,734,213
Ready to Start Labor	\$70,773,008
Cost & Risk Reserve	\$12,572,072
Total Ready to Start	\$655,852,125

**Note: Numbers may not add up due to rounding*

The Ready to Start Theory of Change serves as an illustration of how and why change will occur because of Early Childhood investments and describes how inputs and strategies contribute to outcomes and the overarching goal for this domain (Figure 2).

Figure 2. Ready to Start Theory of Change



City departments will collect data on service implementation and report quarterly on access and service indicators. The FEPP Levy will also fund evaluations in this domain as detailed on page 15.

Strategy #1: Home Visiting

Funded Services

Home Visiting investments provide Seattle families guidance in navigating systems and provide developmentally appropriate support to families in their home or community-based settings. Services include but are not limited to health and developmental supports and home visiting programs, as well as program referral, case management, systems navigation, family engagement, or other community-based services. Programs to be funded include Nurse Family Partnership and ParentChild+, as described below.

- **Nurse Family Partnership** provides comprehensive prenatal and early childhood support including health education, parenting guidance, child development monitoring, and connections to community resources. These services are provided by a Registered Nurse.
- **ParentChild+** provides instruction on positive parent-child interactions using books and educational toys. These services are provided by trained early learning specialists.

Participant Eligibility

Home Visiting investments serve families including pregnant people during the prenatal and postnatal period, infants, toddlers, or children up to 5 years old, and the family systems of which they are members. To promote equitable access, services are prioritized for families who are low-income, first-time parents, experiencing housing instability, immigrant/refugee status, limited English language proficiency, or teen parents. Individual investments and activities may have different eligibility requirements.

- **Nurse Family Partnership:** Medicaid eligible, first-time pregnant parents enrolled by the end of their second trimester or 28th week of pregnancy¹

¹ As of February 2026, Medicaid eligibility is defined as $\leq$ 300% FPL or 61% SMI

- ParentChild+: Parents with children 16-26 months old who have another risk factor such as low-income, limited formal education, immigrant/refugee, social isolation, single parenthood, teen-aged parent, and/or housing or food insecurity

Implementation Standards

Program implementation standards are provided below. All services require the contracted partner to recruit and enroll participants, provide ongoing staff professional development and supervision, use an evidence-based curriculum, and provide culturally and linguistically responsive services. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics, as available. This requirement will be included in provider contracts.

Table 6. Home Visiting

	Nurse Family Partnership	ParentChild+
Quality	Evidence-based national NFP model with fidelity; registered nurses with ongoing professional development and reflective supervision; services in family's preferred language	• Evidence-informed curriculum implemented with fidelity • Trained Early Learning Specialists • Culturally and linguistically responsive services • Ongoing supervision and training
Frequency	• Prenatal (first month): weekly visits • Prenatal (5th visit until birth): bi-weekly visits • 0-6 weeks: weekly visits • 6 weeks-21 months: bi-weekly visits • 21-24 months: monthly visits • Sixty 60-90 minute visits total over 2.5 years of programming	• Two 30-minute visits per week • 92 visits total over 46 weeks of programming
Outcomes	Parents have financial resources, knowledge, and skills to support their child's development	Parents have financial resources, knowledge, and skills to support their child's development
Reporting Indicators	• # Served • % Completing program • % Meeting agreed-upon goals (educational/ career) before program exit • % Initiating Breastfeeding	• # Served • % Completing program curriculum before exit • % improving parent-child interactions
Service Targets	300 clients annually	275 children annually

Implementation Timeline

By direct award, in Year 1 (2026), DEEL will contract with Public Health Seattle-King County (PHSKC) to implement the Nurse Family Partnership and United Way of King County to implement ParentChild+.

Strategy #2: Health

Funded Services

Health investments are designed to increase access to health services and developmental screenings for Seattle families with children aged 0-5. Services include but are not limited to individualized care services, early intervention services, healthy development and wellbeing programs, developmental screening support, health and safety assistance, community outreach, education and staff training, and health

consultations for early learning and school-age childcare programs. Programs to be funded include Developmental Bridge (DB) and Childcare Health Programs (CCHP), as described below.

- **Developmental Bridge (DB)** provides developmental services to children with suspected developmental delays who are ineligible for federal/state programs but could benefit from individualized, quality early intervention services to promote ongoing healthy development and wellbeing. These services are delivered by Early Support for Infants & Toddlers (ESIT) agencies currently contracted with King County's Department of Community and Human Services (DCHS).
- **Childcare Health Programs (CCHP)** provides services to childcare and preschool sites for health and developmental screenings, behavioral, nutrition and health consultations, nursing consultations and staff training opportunities. The CCHP offers providers tools and resources including model health policy templates, communicable disease prevention information, nutrition and other materials to promote healthy child development and behaviors. These services are provided by Public Health of Seattle-King County.

Participant Eligibility

Developmental Bridge (DB) serves infants/toddlers 0-3 years of age who do not qualify to receive Part C services, which are early interventions for children ages 0-3 who have developmental delays as provided by the individuals with Disabilities Education Act, but have a mild developmental delay; children who received Early Support for Infants & Toddlers (ESIT) services and would benefit from either a short-term extension of services and/or support in accessing ongoing services, as well as children who were referred 45 days or less before their third birthday (47 months of age) and demonstrate a developmental concern on a screening or assessment and need support accessing ongoing services. Caregivers with a disability which may prevent them from caring for an infant or toddler ages 0-3, may also qualify for benefits as funding permits. In order to achieve levy outcomes that advance equitable access, DB services are prioritized for children from families who are low- income, English language learners, or have immigrant/refugee status. To qualify for Bridge, families cannot be enrolled in ESIT or school district special education services.

The Childcare Health Program (CCHP) supports Childcare Assistance Program (CCAP), Childhood Education and Assistance Program (ECEAP), and Seattle Preschool Program (SPP) providers.

Implementation Standards

Program implementation standards are provided below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics, as available. This requirement will be included in provider contracts.

Table 7. Program Implementation Standards (Health)

	Developmental Bridge	CCHP
Quality	Validated screening tools; timely referrals to early intervention; coordination with Help Me Grow and school district services	Licensed health professionals such as Registered Nurses and dietitians with early childhood expertise; national CCHP standards; culturally responsive approaches
Outcomes	• Parents have financial resources, knowledge, and skills to support their child's development	• Children develop academic or social-emotional skills required for kindergarten success

	Developmental Bridge	CCHP
Reporting Indicators	• # Served • % Families with positive experiences • % Connecting to services	• # Sites served • # Service types delivered • % Providers reporting skill/knowledge growth
Service Targets	175 children annually	90 sites annually

Implementation Timeline

By direct award, DEEL will contract with Public Health Seattle-King County (PHSKC) to implement the Childcare Health Program and with King County's Developmental Disabilities & Early Childhood Supports Division at DCHS to implement Developmental Bridge.

Strategy #3: Childcare

Funded Services

Childcare investments are designed to increase access to and affordability of childcare for Seattle families with children ages 0 through 12, or children older than age 13 with special needs. Funding is also provided for early childhood professional support services for childcare workers at licensed childcare facilities and workers seeking to join the field or open a licensed childcare business. Programs to be funded include: Childcare Assistance Program (CCAP), Seattle Parks and Recreation (SPR) Childcare Scholarship Program, Homeless Childcare Program, Family Childcare Mentorship Program, and Childcare Workforce Payment Program, as described below:

- **Childcare Assistance Program (CCAP)** provides tuition subsidies to Seattle residents for licensed childcare. Subsidies range from a rate of 25-100% based on child age, hours of care, and family income. Sites must have a Seattle business license and be located in Seattle or adjacent neighborhoods, including but not limited to White Center, Boulevard Park, Skyway, and Shoreline. Funding shall not exceed the cost of care for the number of Seattle children being cared for at each CCAP site.
- **Seattle Parks and Recreation (SPR) Childcare Scholarship Program** provides tuition subsidies for licensed childcare for school-aged children operated by the Associated Recreation Council (ARC) at Seattle community centers and Seattle Public School sites. Subsidies range from rate of 50-90% based on family income.
- **Homeless Childcare Program** provides childcare subsidies for Seattle families experiencing homelessness, co-payments for families receiving state childcare vouchers, navigation of state childcare subsidy programs, and case management. DEEL contracts with BrightSpark to provide these services.
- **Family Childcare Mentorship Program** provides mentorship to interns working to become licensed family childcare providers and new providers located in Seattle, connections to resources to grow their business in Seattle, build bonds with fellow providers, and access to free training.
- **The Childcare Workforce Payment Program** provides an annual payment to part- or full-time employees of licensed childcare providers located in Seattle in an effort to aid retention of childcare workers. This program was previously funded with the Payroll Expense Tax.

Participant Eligibility

To achieve levy outcomes that advance educational equity, childcare investments and family support services are prioritized for families who are low-income or experiencing housing instability and vary by investment.

As it relates to childcare subsidies, families may only participate in one subsidy program at a time, including childcare subsidies administered by the state Working Connections Childcare (WCCC) or County Best Starts for Kids Childcare Subsidy (BSK). Additional participant eligibility criteria is presented in the table below.

Table 8. Participant Eligibility Criteria

	CCAP	SPR	Homeless Childcare
Residency	Seattle	Seattle	Experiencing housing instability with a nighttime address in Seattle
Child age	1 month-12 years old; 13 years or older if child had special needs	5 years-12 years old	1 month-12 years old
Income	Up to 110% State Median Income (SMI)	Up to 94% SMI	None
Attendance	Child attends at least one day per month	Child attends minimum 60% days per month	None
Recertification	Annual**	Biennial	Monthly
Additional Eligibility Criteria	- Not receiving subsidy from another regional childcare subsidy program*** - Demonstrated need for childcare, including part- or full-time work or school****	Not receiving subsidy from another regional program***	- At risk of or currently homeless - Not yet enrolled in another subsidy program, or unable to pay the co-pay of their existing subsidy

**Guardians who are not working or in school, but are in need of childcare in order to attend medical appointments, utilize family medical leave, or look for work (among other short-term reasons) may qualify for a short-term voucher

***Includes WA State Working Childcare Connections (WCCC), King County Best Starts for Kids

Childcare Subsidy Program (BSK), Childcare Assistance Program (CCAP), and SPR Childcare

Scholarship; does not apply to other social service benefits such as Supplemental Security Income or Veterans Benefits

****School includes (but isn't limited to) trades, vocational, English Language Learner (ELL), and English as a Second Language (ESL) programs as well as a guardian's first associate, bachelor, or advanced degree such as Masters, JS, MD, PhD

Implementation Standards

Program implementation standards are provided below. All services require the contracted partner to recruit and enroll participants, provide ongoing staff supervision, and provide culturally and linguistically responsive services. Investments in these programs must report on access and outcome indicators, disaggregated by demographic characteristics as available. This requirement will be included in provider contracts.

Table 9. Program Implementation Standards (Childcare)

	CCAP	SPR	Homeless Childcare
Quality	• Have a license in good standing with by WA DCYF • Maintain business liability insurance at or above minimum set amounts • Invoice families monthly for services rendered • Early Achievers (EA) participation, if applicable**	• EA participation, if applicable**	• Resource and referral agency able to connect families to licensed care • Coordination with homeless services system; priority placement
Frequency	• Full- or part-time care based on family needs	• Full- or part-time care based on family's needs	• Full- or part-time care based on family's needs
Outcomes	• Parents have financial resources, knowledge, and skills to support their child's development	• Parents have financial resources, knowledge, and skills to support their child's development	• Parents have financial resources, knowledge, and skills to support their child's development
Reporting Indicators	• # Served • % Caregivers who report less financial stress after receiving subsidy • % Families paying 7% or less of their income in copays	• # Served • % Caregivers who report less financial stress after receiving subsidy • % Families paying 7% or less of their income in copays	• # Served • % Families paying 7% or less of their income in co-pays
Service Target	1,300 annually	450 annually	250 annually

** If the state is experiencing significant delays in its rating review process, DEEL has authority to determine an equivalent measure of quality.

Table 10. Program Implementation Standards (Childcare Providers)

	Childcare Workforce Payments	Family Childcare Mentorship
Quality	Streamlined application and payments distributed within 3 months	• Mentors provide culturally responsive mentorship to interns in their own facility • Mentors provide observation and guidance aimed at assisting their interns to become successfully licensed • Uses peer-to-peer model for mentors that honors existing knowledge and skills • Train culturally and linguistically diverse individuals to become childcare substitutes
Frequency	• Implement funding process annually • Issue staff payments in Quarter 4 annually	• Monthly mentor observation • Monthly intern trainings • One-time mentor completion agreements • One-time intern new provider award
Outcomes	• Children develop academic or social-emotional skills required for kindergarten success	• Children develop academic or social-emotional skills required for kindergarten success
Reporting Indicators	• # Served • % Workers retained year-over-year	• # Served • % Becoming DCYF-licensed childcare providers
Service Target	5,000 annually	• 15 FCC providers mentored annually • 25 childcare providers utilize substitute pool

Implementation Timeline

- Childcare Assistance Program (CCAP): Through a provider agreement, all licensed childcare providers who meet implementation standards will be invited to enter into a provider agreement with DEEL to receive Childcare Assistance Program subsidies.
- Seattle Parks and Recreation (SPR) Childcare Scholarship Program: The sole provider supporting the SPR Childcare Scholarship Program is the Associated Recreation Council.
- Homeless Childcare Program: By direct award, DEEL will contract with BrightSpark in 2026-2027 as a transition year. For subsequent levy years, DEEL will use a competitive process unless it is determined that there is no other provider that can meet this need as allowed by Section 9 of the levy Ordinance 127238, to implement the Homeless Childcare Program.
- Family Childcare Mentorship Program: By direct award, DEEL will contract with the Imagine Institute in 2026-2027 as a transition year. For subsequent levy years, DEEL will use a competitive process unless it is determined that there is no other provider that can meet this need as allowed by Section 9 of the levy Ordinance 127238, to implement Family Childcare Mentorship.
- The Childcare Workforce Payment Program: By direct award, DEEL will contract with BrightSpark to implement Childcare Workforce Payments in FEPP Year 1 (2026) and conduct a competitive grant process to identify an implementation partner for FEPP Years 2-6 (2027-2031).

Strategy #4: Preschool

Funded Services

Preschool investments provide access to free or subsidized high-quality preschool for all Seattle three- and four-year-olds. Programs to be funded include the Seattle Preschool Program (SPP) and the Seattle Preschool Program (SPP) Waitlist Voucher Pilot, described below.

- **Seattle Preschool Program (SPP)** provides preschool instruction and tuition subsidies for eligible three- and four-year-olds. The City uses a mixed-delivery model for the SPP which includes classrooms operated by Seattle School District, community-based organizations (CBO), and family childcare centers (FCCs). Administrative hubs may be competitively selected to facilitate the SPP service delivery at FCCs.¹ Providers must be licensed by the State of Washington and be located in Seattle or in adjacent neighborhoods that serve Seattle children. Funding for non-Seattle sites shall not exceed the cost of care for the number of Seattle children being cared for at each SPP site. In addition, providers must:
 - Use DEEL-approved evidence-based curriculum;
 - Participate in DEEL coaching and quality supports;
 - Provide comprehensive supports for all SPP students who may need them to be successful in preschool; supports may include, but not be limited to, temporary staff for developmental supports, behavioral support materials, sensory equipment, or environmental modifications;
 - Conduct family conferences in alignment with EA requirements;
 - Implement Kindergarten transition activities in alignment with Washington Administrative Code;
 - Participate in developmental screening resource programs; and
 - SPP is delivered via three service schedules to support working families:
 1. School year: Six-hours of daily instruction for 180 days of service in alignment with the Seattle Public Schools District calendar
 2. Full year: Six-hours of daily instruction for 215 days of services
 3. Extended day, full year: Ten-hours of daily instruction for 215 days of services
- Additional services funded at some SPP providers may include specialized programming and dual language programming.
- **The SPP Waitlist Voucher Program** – this new program will provide vouchers for preschool services for families that are unable to access SPP program due to long waitlists. DEEL will develop the SPP waitlist voucher pilot for implementation in the 2026-2027 school year. Families may only purchase services from eligible providers that have an active Child Care Assistance Program (CCAP) provider agreement. DEEL will develop quality standards for program curriculum and will require a minimum of six-hours of daily instruction be provided. The program will be available in Council Districts in which there are more than ten SPP providers with DEEL-managed enrollment waitlists. The intent of the program is to provide families with a voucher that can be used to access quality preschool close to home, where SPP slots are not available.

¹ Administrative hubs provide supports and services to family childcare (FCC) subcontractors who implement the Seattle Preschool Program, acting as the fiscal agent and prime contractor to DEEL, and monitoring and reporting on contracting compliance.

Participant Eligibility

Three- and four-year-old children who live in Seattle and are not yet eligible for kindergarten in Seattle School District are eligible to participate in SPP regardless of family income. Children are eligible to enroll in SPP when they are three or four years old as of August 31st of the school year. Families at or below 94% SMI are eligible for free tuition. Families above 94% SMI will pay tuition on a sliding scale.

SPP enrollment will be managed by DEEL and CBO/FCC providers. At sites where enrollment is managed by DEEL, children will be assigned to their requested site based on the following prioritization: 1) three- and four-year old children experiencing homelessness or in foster or kinship care; 2) four-year-olds; 3) children who apply to a site in their elementary school attendance zone; children with a sibling already enrolled in SPP or in the SPS building; three-year-olds with SMI below 54%; and three-year-olds who are dual-language speakers and are below 94% SMI.

Additional eligibility requirements for the SPP Waitlist Voucher Pilot may include but not be limited to: families who are located in Council Districts where more than ten SPP providers with DEEL-managed enrollment have a waitlist. Eligibility requirements will be developed in school year 2026-27 prior to implementation in school year 2027-28.

Implementation Standards

Program implementation standards are provided below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics, as available. This requirement will be included in provider contracts.

Table 11. Program Implementation Standards (Preschool)

	Seattle Preschool Program	SPP Waitlist Voucher Pilot
Quality	• Lead teachers hold Bachelor degree • Maximum 1:10 adult-to-child ratio • Maximum of 20 children per classroom • If regulated by WA DCYF, maintain minimum EA level 3 rating** • Conduct quarterly assessments using DEEL-approved methodology. • Monthly site visits by a DEEL Early Education Specialist for contract monitoring and compliance. • Monthly site visit by a DEEL Early Learning Coach to provide support in the areas of teacher practice including curriculum implementation, inclusive environments, child-teacher interactions, child social and emotional wellness, and classroom management.	• Maximum 1:10 adult-to child ratio • Maximum of 20 children per classroom
Frequency	• Minimum six-hour program day • Minimum 180 days of service (school year) • Minimum 215 days of service (full year; extended day, full year)	• Minimum six-hour program day • Minimum 180 days of service (school year)
Outcomes	• Children develop academic or social-emotional skills required for kindergarten success	• Children develop academic or social-emotional skills required for kindergarten success
Reporting Indicators	• # Served • % Lead teachers with bachelor's degree in early childhood education or equivalent • % Children meeting Teaching Strategies Gold Widely Held Expectations in Spring • % SPP participants ready for kindergarten	• # Served • % Families reporting quality preschool experience • % SPP voucher participants ready for kindergarten
Service Target	• 3,100 seats annually by year 6 (see Table 4 for annual targets) • 840 dual language seats by year 6	• Up to 100 vouchers annually

**In the event of EA rating delays, the City may contract with sites that have not yet received an EA rating

Implementation Timeline

Seattle Preschool Program (SPP)

For school year 2026-2027, SPP providers in good standing with existing school year 2025-2026 agreements will continue to implement SPP. Planned expansion of SPP is as shown in Table 12 below. DEEL will conduct an annual process to identify new sites for SPP expansion, program models, dual language classrooms, and services as needed. DEEL will conduct site visits prior to contracting with new sites. DEEL shall report annually to the Levy Oversight Committee on mixed-delivery placement rates, recruitment activities for FCC providers, provider demographics, administrative barriers identified by participating FCC providers, and progress toward FCC inclusion in SPP.

Table 12. Expansion Targets

Target	2026-27	2027-28	2028-29	2029-30	2030-32	2031-32
School Year Seats	1,460	1,500	1,540	1,580	1,620	1,660
Full Year Seats	720	760	800	840	880	920
Extended Day Full Year Seats	420	440	460	480	500	520
Total SPP Seats*	2,600	2,700	2,800	2,900	3,000	3,100

**Planned expansion of Dual Language services will occur within the three SPP service models*

SPP Waitlist Voucher Pilot

The SPP Waitlist Voucher Pilot will be developed during the 2026-27 school year. Prior to disbursement of funding for this program, and as a condition of further funding for future years, DEEL shall submit a report to Council examining SPP waitlist trends disaggregated by demographic factors; describing how the pilot's prioritization advances levy goals to close the opportunity gap for those furthest from kindergarten readiness; and reflecting engagement of stakeholders such as families, institutional providers, and family childcare providers. This report will inform Council approval of any changes to program details before implementation for the 2027-2028 school year.

III. Ready to Learn: K-12 Student Academic Supports; K-12 Student Health and Safety

The Ready to Learn domain includes the K-12 Student Academic Supports and K-12 Student Health and Safety investment areas. These two investment areas fund strategies designed to promote the academic achievement and social-emotional, physical, and mental wellness of Seattle students so they are ready to learn. Ready to Learn funded strategies seek to establish a strong foundation for college and career success.

These investments will be informed through collaboration with DEEL and the Superintendent of Seattle Public Schools. DEEL will also collaborate with the leadership of Seattle charter schools.

The Ready to Learn domain will fund four strategies including: (1) Expanded Learning Opportunities, (2) Health, (3) Safety, and (4) Basic Needs. Table 13 provides six-year budget totals by strategy.

Table 13. Ready to Learn Spending Detail*

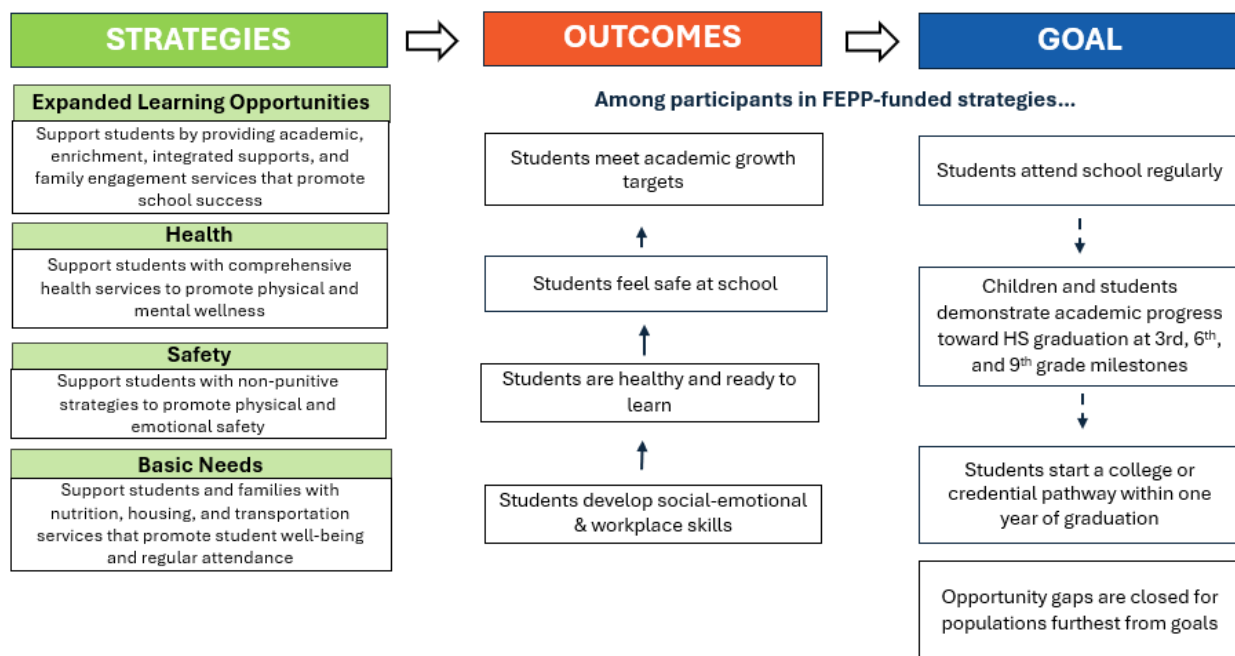
Investment	Dept	6-Year Total
Expanded Learning Opportunities (ELO)		
School-Based Investments	DEEL/SPR**	\$159,861,541
Community-Based Investments	DEEL	\$22,164,780
Sports	DEEL	\$1,760,209
Environmental Learning	SPR	\$6,539,562
ELO Subtotal		\$190,326,093
Health		
School Based Health Centers	DEEL	\$83,716,716
Expanded SBHC Mental Health Staff	DEEL	\$41,125,237
Youth Mental Health	DEEL	\$57,273,918
HSD Youth Behavioral Health	HSD	\$9,291,507
HSD Multisystemic Therapy	HSD	\$1,099,306
Health Subtotal		\$192,506,685
Safety		
Restorative Practices	DEEL	\$11,124,113
Opportunity-Based Mentoring	DEEL	\$5,174,728
HSD School-Based Safety	HSD	\$30,212,376
HSD Gender-Based Violence Prevention	HSD	\$3,428,256
Safety Subtotal		\$49,939,473
Basic Needs		
Housing and Homelessness	DEEL/HSD	\$4,249,525
Transportation	DEEL	\$3,016,150
Food Assistance Program	DEEL	\$3,927,710
HSD Summer Food Program	HSD	\$660,978
Universal School Meals	OSE	\$4,740,000
Basic Needs Subtotal		\$16,594,363
Ready to Learn Labor		\$20,590,536
Cost & Risk Reserve		\$9,023,292
Total Ready to Learn		\$478,980,441

*Note: Numbers may not add up due to rounding

**SPR Community Learning Centers are anticipated to continue to be funded, subject to the School-Based Supports RFP in Q4 2026. This funding would represent \$12.8 million of this line item.

The Ready to Learn Theory of Change serves as an illustration of how and why change will occur because of K-12 Student Academic Supports and K-12 Student Health and Safety investments and describes how inputs and strategies contribute to educational outcomes and the overarching goals for this domain (Figure 3).

Figure 3. Ready to Learn Theory of Change



City departments will also collect data on service implementation and report quarterly on access and service indicators. The FEPP Levy will also fund evaluations in this domain as detailed on page 15.

Strategy #1: Expanded Learning Opportunities

Funded Services

Expanded Learning Opportunities (ELO) services are intended to provide academic and enrichment support such as tutoring and mentoring, integrated student supports such as family case management and referrals, active family and community engagement, collaborative leadership and practices, and environmental learning for Seattle youth. The Department of Education and Early Learning shall consider feedback from the Superintendent of Seattle Public Schools in the development of Expanded Learning Opportunities investments. DEEL will also consider feedback from the leadership of Seattle's charter schools in the development of Expanded Learning Opportunities investments. Programs to be funded include School-Based Investments, Community-Based Investments, Middle School Sports, and Environmental Learning, as described below.

- **School-Based Investments** provide funding to Seattle public and charter schools, for targeted student interventions delivered during the school day or out-of-school time (OST) such as afterschool, break camps, or summer. These interventions must advance four pillars of investments:
 1. *Expanded and Enriched Learning Time and Opportunities*, which consists of two types of support:

- *Academic supports* that are designed to close learning gaps and increase student proficiency in English Language Arts (ELA), math and/or science. Funded activities include, but are not limited to, high impact tutoring and extended instructional time.
 - *Enrichment supports* that are designed to boost student engagement, attendance, and overall well-being. Funded activities include, but are not limited to, mentoring, science, technology, engineering, math (STEM) programs, arts and culture, sports and physical wellness, social emotional learning, civic engagement, youth leadership development programming, international experiential learning, college and career exposure and readiness activities, environmental education, and Community Learning Centers.
2. *Integrated supports* designed to provide students and their families with supportive relationships and navigation assistance including, but not limited to, student case management, intensive family case management, and mentoring. Case management helps identify and connect students with additional services to remove barriers to learning.
 3. *Active family and community engagement* supports designed to promote partnerships between schools, students and their families. These support decision making as well as connecting students and their families with needed services and supports to meet academic goals. Interventions may include, but are not limited to, language access supports, student-led conferences, and established frameworks like Family Co-Design, Dual Capacity Building, Academic Parent Teacher Teams (APTT).
 4. *Collaborative leadership and practices* designed to ensure that school-community partnerships share a common vision, communicate effectively, and have clear distribution of partner responsibilities as they work together to support the student. This could include temporary staff identified to serve as a coordinator for School-Based Investments; staffing allocation would be proportionate to grant amount.
- **Community-Based Investments** provide funding for Community Based Organizations or City departments to deliver targeted student interventions that advance at least one of the pillars described above in the School-Based Investments description. Support can be provided during the school day or out-of-school time (OST). Contracted partners operating within SPS buildings must be on the SPS roster. All contracted partners must be chosen in consultation with SPS. Contracted partners cannot deliver services at public schools that already receive a School-Based Investment grant.
 - **Middle School Sports** provides funding for coaching stipends for SPS middle school athletic programs, to be administered by Seattle Parks and Recreation (SPR).
 - **SPR Environmental Learning Programs** provide funding for environmental education, hands-on outdoor learning opportunities, and outdoor field trips, to be administered by SPR or qualified CBOs. Environmental learning programs may be delivered at SPR parks or other green spaces, including Red Barn Ranch.

See Appendix V for additional details. Proceeds from the FEPP Levy are supplemental to the basic education financed by the State of Washington and the Seattle School District levies, and do not supplant, displace, or reduce, state or School District funding for the Seattle School District.

Participant Eligibility

To promote equitable access, ELO investments are designed to provide varied opportunities based on Seattle K-12 student needs. Individual investments and activities may have different eligibility requirements.

- School-Based Investments: K-12 Seattle public and charter school students, with services prioritized for students not yet meeting grade-level standards
- Community-Based Supports: Seattle students who live in Seattle and/or attend a K-12 school in Seattle
- Middle School Sports: SPS K-8 and middle school students
- Environmental Learning: Seattle students who live in Seattle and/or attend a K-12 school in Seattle

Implementation Standards

Program implementation standards are provided below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics as available. This requirement will be included in provider contracts.

Providers of School-Based Investments and Community-Based Investments are required to enroll participants, use and articulate evidence-based instructional strategies and curriculum, provide culturally responsive services, and meet all local and state regulatory requirements. Schools may use levy funds or leverage non-levy funds such as district, state, federal, philanthropic, or community partner funds to implement required components of the School-Based Investment pillars. See Appendix V for additional details.

Table 14. Program Implementation Standards (School-Based and Community-Based Investments)

	School-Based Investments	Community-Based Investments
Quality	• Contracted school partners implementing services must meet public school partnership and insurance requirements • Funding prioritized to establish School-Based Investments feeder school patterns	• Participate in DEEL-led professional development and Youth Program Quality Assessment (YPQA) activities • Provider must maintain city insurance, licensing, and regulatory requirements
Outcomes	• Students meet academic growth targets • Students attend school regularly • Students develop social-emotional & workplace skills • Students are healthy and ready to learn	• Students meet academic growth targets • Students attend school regularly • Students develop social-emotional & workplace skills • Students are healthy and ready to learn
Frequency	• <i>See Table 16 below</i>	• <i>See Table 16 below</i>

	School-Based Investments	Community-Based Investments
Reporting	# Served % Attending 90% of the school year % Consistently attending OST or integrated support programs % Reporting positive experiences/growth in social emotional skills, self-reported as well as instructor-observed % Academic intervention students improving Measures of Academic Progress (MAP) and/or Smarter Balanced Assessment (SBA) scores % SPS graduates starting a college or credential pathway within one year of graduation	# Served % Attending 90% of the school year % Consistently attending OST or integrated support programs % Reporting positive experiences/growth in social emotional skills , self-reported as well as instructor-observed % Academic intervention students improving Measures of Academic Progress (MAP) and/or Smarter Balanced Assessment (SBA) scores % SPS graduates starting a college or credential pathway within one year of graduation
Service Target	- Approximately 30 schools supported annually 5,000 students annually	- Approximately 15 agreements annually 2,500 served annually

Table 15. Program Implementation Standards (Other Expanded Learning Opportunities Investments)

	Middle School Sports	Environmental Learning
Quality	Coaches meet SPS requirements for qualifications, trainings, and First Aid/CPR certification	- Evidence-based curriculum that incorporates WA State learning standards - Trained environmental staff to provide localized instruction - Ongoing professional development and mentoring for staff
Frequency	- Determined by SPS Athletics as part of the annual school calendar - Varies by sport	<i>See Table 16 below</i> - Drop-in programming allowed
Outcomes	Students are healthy and ready to learn	Students develop social-emotional skills
Reporting Indicators	# Served # Coaches supported % Attending 90% of the school year	# Served % Reporting increased knowledge of local ecology or conservation - Amount of time students spend outdoors
Service Target	- Minimum 20 schools served 3,000 students annually	3,500 annually

Table 16. Frequency Requirements for Expanded Learning Time and Opportunities:

School day	No min or max; Should not compete with required academic coursework
Afterschool	Minimum two 60-minute sessions per week for 10 consecutive weeks
School Breaks	Minimum of three days with 3-hours of programming
Summer	Minimum four days a week, 5-hours a day, for four consecutive weeks
Field Trips, Experiential Learning, or College Visits	Permitted as incentives for participation

Implementation Timeline

- School-Based Investments: For school year 2026-2027, existing agreements for ELO services with Seattle Public Schools will be extended for one school year, and DEEL will provide an additional \$500,000 to SPS to expand access to school-based investments at five additional schools as a one-year grant. In Q4 2026, DEEL will conduct a competitive process to award School-Based Investments. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
- Community-Based Investments: For school year 2026-2027, existing contracts with CBOs will be extended for one school year. In 2026, DEEL will conduct a competitive process to award Community-Based Investment contracts in alignment with 2025 FEPP Levy implementation standards.
- Middle School Sports: DEEL will renew an existing contract with SPS to provide coaching stipends for the duration of the levy.
- Environmental Learning: Environmental learning programs are primarily administered directly by SPR employees. In 2026, SPR will conduct a competitive process to identify service providers for a one-year contract. Future funding will be allocated subject to the Plan's requirements for Competitive Processes.

Strategy #2: Health

Funded Services

Funds dedicated to health support are designed to ensure that Seattle students have access to physical and mental health care services, promoting student wellbeing and school attendance. Student physical and mental health promote regular attendance and academic achievement. Funded programs include School Based Health Centers (SBHC) and DEEL and Human Services Department (HSD) Youth Mental Health Services as described below.

- **School Based Health Centers (SBHC)** provide evidence-based comprehensive healthcare services including, but not limited to, health education and promotion, comprehensive preventive care such as well-child exams and immunizations, healthcare assessments, diagnoses, treatment and referrals, age-appropriate reproductive health care, mental health screenings, counseling, treatment and referrals, and health insurance enrollment assistance. The comprehensive healthcare service model includes part- and full-time staff such as, but not limited to, a Clinic Coordinator, Mental Health Therapists, Behavioral Health Care Coordinators, Medical Providers, and School Nurses. SBHCs may also serve as hubs for additional mobile, portable, or fixed healthcare services such as, but not limited to, oral health and behavioral healthcare coordination.

Public Health Seattle King County (PHSKC) manages the provision of health, mental health, and health access services, in partnership with healthcare sponsors and community-based healthcare agencies, to operate SBHCs and other mobile, portable, and fixed school-based health services. Additionally, PHSKC may contract with SPS to supplement school nurse staffing at SPS schools with an SBHC on campus. SBHC staff coordinate with schools to integrate student support across other levy-funded strategies.
- **DEEL Youth Mental Health Investments** provide funding for mental health prevention, early intervention, and treatment services.

- Prevention services include outreach and education activities such as Youth Mental Health First Aid trainings designed to help identify students who may be experiencing mental health challenges and connect them to services; peer education, marketing and communication regarding available mental health resources; student enrichment programs with a focus on promoting social-emotional wellness, and supporting students to re-engage with school; and targeted prevention programs with a focus on school attendance and retention, barrier removal, and post-secondary pathways. Prevention services may be delivered by Seattle Parks and Recreation (SPR), the Office of Arts and Culture (OAC), schools, CBOs, and individuals trained in youth mental and behavioral health promotion and education.
- Early intervention services include implementing screening tools to assess student need for mental health services and intervention (e.g., Screening, Brief Intervention, Referral to Treatment). Services may be delivered by trained City department staff, school staff, CBOs, or individuals with expertise in screening, referrals, case management, and outreach and engagement.
- Treatment services include in-person and virtual therapeutic services, and one-on-one or group therapy. These services will be delivered by professionally trained and licensed individuals with expertise in mental health and behavioral health services. Referrals may be made by City departments, schools or CBOs. Treatment providers must maintain city and state insurance, licensing, and regulatory requirements.
- **HSD Multisystemic Therapy** investments are intended to provide intensive home treatment to teenage students to reduce high-risk behaviors and support services and interventions that address barriers to student success. Services include individualized strengths-based and family-focused treatment plans, and high-quality treatment services tailored to the teen youth's and family's cultural beliefs and practices for therapeutic change.
- **HSD Youth Behavioral Health (YBH)** investments provide students with high quality, clinical and non-clinical, culturally responsive behavioral health services and resources, and services that promote re-engagement, persistence, retention, and success in school, training programs and post-secondary pathways by addressing behavioral health barriers to participation and completion.

Participant Eligibility

Health investments are designed to improve the physical and mental wellness of Seattle students to support improved education outcomes, including opportunity for youth whose education has been interrupted to support their return to school. Individual investments and activities may have different eligibility requirements.

- School Based Health Centers: Seattle Public Schools K-12 students, regardless of what school they attend, and regardless of income
- DEEL Youth Mental Health: Seattle students who live in Seattle and/or attend school in Seattle, and regardless of income
- HSD Multisystemic Therapy: Seattle students ages 12-17 who have been referred for services by the King County Superior Court, Juvenile Court Services
- HSD Youth Behavioral Health: Seattle students who live in Seattle and/or attend school in Seattle with a household income at or below 80% AMI

Implementation Standards

Implementation standards for investments in this strategy are detailed below. All health services require the contracted implementation partner to recruit and enroll participants, use evidence-based practices and meet all local and state regulatory requirements. Program implementation standards and service targets are provided below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics as available. This requirement will be included in provider contracts. Reporting will not impact patient privacy or confidentiality.

Table 17. Program Implementation Standards (Health)

	School Based Health Centers
Quality	• Staff allocations scaled to provide appropriate care • Middle and High School SBHCs will have 2.0 FTE Mental Health Therapists and 1.0 FTE Behavioral Health Care Coordinators • School nurse minimum qualifications include a B.A./B.S. degree in nursing from an accredited college or university and requires valid WA State Educational Staff Associate (ESA) Certificate and WA State nursing license
Frequency	• School hours (Mon-Fri) • 180 days aligned with SPS school year calendar
Outcomes	• Students are healthy and ready to learn • Students attend school regularly
Reporting Indicators	• # Served • % Attending 90% of the school year • Other health indicators as determined by PHSKC
Service Target	• 29 schools in Year 1; up to 34 schools by Year 2 • 7,300 students in Year 1; Years 2-6 target to be developed after planned RFP annually

Table 18. Program Implementation Standards (DEEL Youth Mental Health Investments)

	Prevention	Early Intervention	Treatment
Quality	• Trainings and student enrichment programs are culturally responsive and have low barriers to participation	• Behavioral health screening and referral staff are integrated into school multi-tiered systems of support (MTSS) administrative structures • Services are time-limited, goal-oriented, and directly tied to participation in education or post-secondary programs; not intended to fund general or ongoing treatment	• Services available in various modalities (such as school-based, community-based, virtual,(i.e. Telehealth) to meet differentiated student needs
Frequency	• Minimum of five community events or in-person marketing activities annually • Minimum of 5 group trainings annually	• All students in a grade-level determined by SPS receive 1 screening per school year	• Minimum of one session per month • Frequency and duration of therapeutic services customized to participant need according to industry standards for evidence-based care
Outcomes	• Students are healthy and ready to learn	• Students are healthy and ready to learn	• Students are healthy and ready to learn
Reporting Indicators*	• # Served • % Demonstrating reduced stress, anxiety, or depression, self-reported as well as instructor-observed • % Reporting positive experiences/growth in social emotional skills, self-reported as well as instructor-observed	• # Served • % Demonstrating reduced stress, anxiety, or depression, self-reported as well as instructor observed • % Reporting positive experiences/growth in social emotional skills, self-reported as well as instructor-observed	• # Served • % Demonstrating reduced stress, anxiety, or depression, self-reported as well as instructor-observed • % Reporting positive experiences/growth in social emotional skills, self-reported as well as instructor-observed
Service Target	• 600 served annually	• Minimum 9 schools • 2,600 served annually	• 2,500 served annually

*Reporting indicators developed in partnership with PHSKC.

Table 19. Program Implementation Standards (HSD Youth Mental and Behavioral Health)

	Multisystemic Therapy (MST)	Youth Behavioral Health
Quality	• Appropriately MST-trained and certified staff • Maintain required licenses and insurance	• Maintain required licenses and insurance • Appropriately trained and licensed (or certified) staff • Behavioral health staff participation in HSD-led networking cohorts to share referrals, quality practices, and program improvements • Includes support for barrier mitigation to program participation and increased participant engagement • Services are culturally responsive and reflective for populations served
Frequency	• Minimum of twice weekly services per enrollee • Availability of clinicians 24 hours per day, 7 days per week	• Varies by program model
Outcomes	• Students are healthy and ready to learn	• Students are healthy and ready to learn
Reporting Indicators	• # Students served • % Completing treatment	• # Students served • # Achieving milestones • % Reporting improved well-being, self-reported as well as observed by licensed staff providing the treatment • % of students enrolled in K-12 or postsecondary pathways
Service Target	40 Students and families served annually	566 Students served annually

Implementation Timeline

- School Based Health Centers: DEEL will renew existing agreements with Public Health—Seattle & King County to implement SBHC services. PHSKC will conduct a competitive process in 2027 to identify service providers for planned expansion of school-based health services. Funding will be allocated subject to the Plan’s requirements for Competitive Processes.
- DEEL Youth Mental Health Investments:
 - o Prevention - In School Year 26-27, DEEL will maintain existing inter-departmental agreements with the Office of Arts and Culture and Seattle Parks and Recreation to provide arts-based programming at Seattle Parks and Recreation Community Centers and Teen Life Centers, with instructors from the Creative Advantage roster. Funding will be allocated subject to the Plan’s requirements for Competitive Processes.
 - o Early Intervention and Treatment - In School Year 26-27, DEEL will maintain existing agreements and/or contracts with Seattle Public Schools, telehealth providers, and community-based providers to provide student mental health intervention and treatment services. In addition, in 2026, DEEL will conduct a competitive process to award \$1 million in one-year contracts for mental health service delivery for mental health services for students with limited access to care, such as K-12 foster youth. Intervention and Treatment services will be provided by professionally trained and licensed individuals. In subsequent years, DEEL will conduct either

competitive processes, city interdepartmental agreements or direct awards as allowed by Section 9 of the levy Ordinance 127238, depending on the results of the UW Smart Center evaluation of the mental health services outcomes.

- **HSD Multisystemic Therapy:** HSD will continue to contract with King County Department of Community and Human Services to implement Multisystemic Therapy services. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
- **HSD Youth Behavioral Health (YBH):** HSD agreements for Student Behavioral Health are in place through the end of 2027. In 2027. Funding will be allocated subject to the Plan's requirements for Competitive Processes.

Strategy #3: Safety

Funded Services

Safety investments are designed to improve education outcomes by equipping Seattle students with tools to navigate and avert violence, helping students feel safe in their schools, and educating students on gender-based violence to build safer and supportive home environments, promoting regular school attendance and academic achievement. Physical and emotional safety is directly connected to a student's ability to learn or stay enrolled in, and/or return to, K-12 education or post-secondary pathway. Funded programs include Restorative Practices, Opportunity Based Mentoring, HSD School-Based Safety, and HSD Gender-Based Violence Prevention as described below:

- **Restorative Practices** are relationship-centered strategies that build community, strengthen trust, and repair harm when conflicts occur. The focus is on taking personal responsibility rather than on punitive measures. Students are taught conflict resolution skills. Teachers, staff and coordinators engaged in this practice are trained to educate and facilitate these skills with their students. This program will provide one or more of the following services:
 - Community Programming that focuses on the prevention of trauma, informs schoolwide practices that strengthen relationships, creates a sense of belonging and fosters social-emotional learning.
 - Restorative Circle Processes, or talking circles, provide opportunities for targeted intervention when conflicts or harm occur between students; bring together affected parties in facilitated circles to discuss the impact of actions; understand different perspectives, and develop plans to repair and restore relationships.
 - Conferencing and Re-entry Support that addresses serious incidents and supports students returning from suspension, expulsion, or justice system involvement through intensive conferencing that includes families, school staff, and community members, along with individualized re-entry plans that help students successfully re-integrate into the school community.
 - Skills Building and Training for school staff and Restorative Practice Coordinators, including coaching opportunities once a month and quarterly convenings with participating schools and CBOs in support of teaching students these conflict resolution skills.
- **Opportunity-Based Mentoring** is a new program that will work with Seattle public and charter schools to serve students involved in, or at elevated risk of, criminal justice system involvement. Services will pair students with professionally trained mentors, who may have lived experience navigating the justice system and school disconnection, to provide consistent, relationship-based

support anchored in school reconnection and post-secondary pathways. Participation incentives for meeting program milestones may be provided.

- Mentors will partner with school staff to support re-entry after discipline or justice system involvement, reduce chronic absenteeism, and connect students to post-secondary pathways.
- The new program will be designed in the 2026-2027 school year for implementation in the 2027-2028 school year. Elements may include a co-design with the schools, teachers, local CBOs and families that would adopt evidence-based models for Seattle students. As per the Plan, DEEL will provide program details for Council approval before implementation for the 2027-2028 school year.
- **HSD School-Based Safety** investments may include, but are not limited to, case management services, therapeutic support, family engagement, violence interruption/conflict mediation and deescalation services, safe passage to and from school, and resources to support the needs of students and families. These services will be provided at specific schools in partnership with SPS and community-based organizations. Contracted partners must be on the SPS roster.
- **HSD Gender Based Violence (GBV) Prevention** investments include in-school and afterschool educational programming that raises awareness around dating/sexual violence, promotes healthy and safe student relationships, increases positive support networks through adult and peer mentorship, and helps change social norms and conditions in which GBV happens to help students feel safer, supporting physical and mental health wellness to be ready to learn.

Participant Eligibility

Individual investments and activities may have different eligibility requirements. Services are prioritized for students, schools and communities most impacted by gun violence. Services may also enroll youth whose K-12 education has been interrupted to support their return to school and/or post-secondary pathways. Across all services, participation will be prioritized for youth most impacted by gender-based and gun violence including K-12 students and opportunity youth whose K-12 education has been interrupted to support their return to school and/or career. Participant eligibility criteria are as follows:

- Restorative Practices: Seattle students who live in and/or attend school in Seattle
- Opportunity-Based Mentoring: Seattle students who live in and/or attend school in Seattle
- HSD School-Based Safety: SPS K-12 students
- HSD Gender-Based Violence Prevention: Seattle students who live in and/or attend school in Seattle

Implementation Standards

Implementation standards for investments in this strategy are detailed below. All Safety services require the contracted implementation partner to recruit and enroll participants, provide ongoing staff supervision, use evidence-based or evidence-informed practices, and meet all local and state regulatory requirements. Program implementation standards and service targets are provided below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics as available. This requirement will be included in provider contracts. Additional details for HSD School Safety investments are provided in Appendix V.

Table 20. Program Implementation Standards (DEEL Youth Safety)

	Restorative Practices	Opportunity-Based Mentoring
Quality	- Minimum 12 hours International Institute for Restorative Practices (IIRP), or equivalent, professional training for all staff providing services to youth - For school-based services, Restorative Practice Coordinators must be 1.0 FTE. Elementary school Restorative Practice Coordinators may be part time. - Coaching and ongoing professional development throughout year	- This new program, to serve students involved in, or at elevated risk of, involvement in the criminal justice system will develop implementation standards which may include the following: - Mentor-to-youth ratios to be determined as program is defined. - Services to pair students with professionally trained mentors, who may have lived experience navigating the justice system and school disconnection - Consistent, relationship-based support anchored in school reconnection and post-secondary pathways - Partnering with school staff to support re-entry after discipline or justice system involvement, reduce chronic absenteeism, and connect students to post-secondary pathways - Participate in DEEL-led professional development and YPQA activities
Frequency	In consultation with SPS, may include: - Tier 1 circles: Daily in elementary (10-15 min), 3x weekly in middle school (15-20 min), weekly in high school (20-30 min) - Tier 2: Within 48 hours of incident - Tier 3: Pre-meetings within 72 hours, formal conference within 5 school days, follow-up support circles as needed. Re-entry circles before return from any suspension CBO Consultant: - Coaching/training session per participating school (min 2 days/week on-site, 30-60 min per session for educator coaching and 1-2 hours monthly for principal/leadership coaching) - Tier 2 Responsive circle modeling (2-4 circles per week in year 1 – consultant models while staff observe, gradual release) - Tier 3 Conference co-facilitation (1-2 hours per circle, as needed)	- Minimum 1 mentor meeting per week per youth (2 direct hours) - Mentor-student matches maintained through the full 2-year relationship, with a program target of 80% - Re-entry support within the required 5-business-day window - Absenteeism interventions initiated within 3 days of trigger - Career-connected activities completed per participant annually
Outcomes	- Youth feel safe at schools - Youth attend school regularly	- Youth feel safe at schools - Youth attend school regularly

Reporting Indicators	# Served % Reporting positive behavior % Reporting positive school climate	# Served % Completing program % Attending 90% of the school year % Reporting positive behavior
Service Target	- Minimum eight schools annually 200 Tier 2-3 students annually	100 served annually beginning in Year 2

Table 21. Program Implementation Standards (HSD School Safety)

	School-Based Safety	Gender-Based Violence Prevention
Quality	- Specific school services sites selected by City of Seattle and SPS - Participation in HSD-led networking cohorts to share referrals, quality practices, and program improvements - Culturally and/or linguistically responsive	- Culturally and/or linguistically responsive - Age-appropriate educational material - Involve youth in planning and development
Frequency	- School hours (Mon-Fri) - Year-round services (extra emphasis during SPS school year)	In consultation with SPS, may include: - Weekly education courses - Multi-week or semester-long classes in schools 2 semi-annual cohorts with an annual conference
Outcomes	Youth feel safe at schools	Youth feel safe at schools
Reporting Indicators	# Served # Incidents responded to % Youth engaged in services that meet a goal, self-reported as well as provider observed	# Served # Prevention activities % Taking actions to prevent GBV, including but not limited to developing improved skills relating to conflict resolution and bystander intervention, and stronger community and peer connections
Service Target	500 youth served annually	500 youth served annually

Implementation Timeline

- Restorative Practices: For school year 2026-2027, existing DEEL Restorative Practice agreements with SPS and CBOs will be extended for one year. In 2027, funding will be allocated subject to the Plan's requirements for Competitive Processes.
- Opportunity-Based Mentoring: In 2026, funding will be allocated per the Plan's Timeline for Competitive Processes.
- HSD School-Based Safety: Funding will be allocated subject to the Plan's requirements for Competitive Processes.
- HSD Gender-Based Violence Prevention: Funding will be allocated subject to the Plan's requirements for Competitive Processes.

The programs listed above serve similar populations and may have some overlap in services. In order to ensure efforts are not being duplicated, and to achieve better outcomes for students, departments will coordinate when implementing these investments.

Prior to the competitive funding processes and/or contract renewals for these programs in 2027, DEEL will submit a report to City Council containing the following:

- Programmatic details of the new Opportunity-Based Mentoring program
- Details of a comprehensive framework for all of the Strategy #3 safety investments and how this framework will influence the programs within these investments
- Highlights of any potential intersection between the safety programs and the other Ready to Learn K-12 levy investments

Strategy #4: Basic Needs

Funded Services

Basic Needs investments are designed to help eliminate non-academic and socio-economic barriers to educational achievement and post-secondary pathways for students. Funded programs include Housing and Homelessness Supports, Transportation, Summer Food Program, and School Meals described below.

- **Housing and Homelessness Supports** includes emergency housing assistance funding, client-centered housing case management, and screening, referral and connection to stabilization services. Services are provided by housing service providers.
- **Transportation** provides transportation for students participating in levy-funded activities and events, with a priority for supporting SPS districtwide middle school sports. Seattle Parks and Recreation to administer funding, with services provided by SPS approved vendors.
- **Food Assistance Program** provides support for students from low-income families in need of food assistance over weekends and school breaks (excluding summers). This assistance would be provided through vouchers and would be distributed by SPS personnel to students or their families, identified as in need of such assistance. SPS will designate how such funding will be distributed by school personnel.
- **Summer Food Program** provides prepared meals (breakfasts, lunches, and snacks) for students at designated community sites in Seattle during the summer months. Services are provided primarily by SPS.
- **New School Meals Program**, which will provide breakfast and lunch to all students at no cost during the school year. Services will be provided at 53 SPS schools to students who do not currently receive free or reduced meals supported by federal or state programs. Some students at these schools are already receiving free meals funded by these programs. This additional funding would support meals for those students who do not currently receive free meals. Funding for this new program is provided only for two years in anticipation of state funding supporting this program thereafter. Currently, 56 SPS schools fully fund meals for all students that are supported by federal and state programs.

Participant Eligibility

Basic Needs investments serve Seattle families, youth, and students. Participant eligibility criteria is as follows:

- Housing and Homelessness Supports: SPS K-12 students experiencing housing instability
- Transportation: SPS K-12 students participating in Out-of-School-Time (OST) programs or middle school sports
- Food Assistance Program: SPS K-12 students experiencing food insecurity.
- Summer Food Program: Children and youth ages 1-18
- School Meals: SPS K-12 students

Implementation Standards

Program implementation standards and service targets are provided below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics, as available. This requirement will be included in provider contracts.

Table 22. Program Implementation Standards (Basic Needs)

	Housing and Homelessness Supports	Transportation
Quality	Services will be culturally-responsive with an emphasis on services being delivered in student's home language	Determined by SPS using criteria such as experience and required staffing
Amount	Up to \$10,000 in emergency assistance funding per family, per school year	To align with school-year calendar and other FEPP-funded supports, such as expanded learning and sports
Outcomes	Youth are healthy and ready to learn	Youth are healthy and ready to learn
Reporting Indicators	# Served % Attending 90% of the school year	# Served % Consistently attending OST or integrated support programs
Service Target	90 students annually	Minimum 20 schools annually 650 students annually

Table 23. Program Implementation Standards (Basic Needs – Food)

	Food Assistance Program	Summer Food Program	School Meals
Quality	Vouchers will be provided by SPS personnel	At least 50% of a provider's participants must be Free and Reduced Lunch eligible in order to apply/qualify	Meals will be provided by SPS and meet Washington state nutrition standards
Amount		- Two meals plus snacks per youth per day - June through late August; exact dates and weeks vary by calendar year	- Up to one breakfast and one lunch per student per instructional day 180 days, Sept through June

Outcomes	Youth are healthy and ready to learn	Youth are healthy and ready to learn	Youth are healthy and ready to learn
Reporting Indicators	# of families served - Average voucher amount provided by family	# Meals served # Sites % of sites in areas where 50% or more students are eligible for free/reduced priced lunch	# Meals served % Participating in school meals
Service Target	Up to 5,000 families	60,000 meals annually 50 sites annually	Up to 53 school sites annually

Implementation Timeline

- Housing and Homelessness Supports: The existing DEEL contract for Housing and Homelessness Supports will be extended through August 2027, and shift to HSD for administration. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
- Transportation: SPR will continue its existing partnership with the SPS transportation office. SPS will manage vendor contracts directly. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
- Food Assistance Program: The DEEL Director may direct award funding pursuant to Ordinance 127238 to implement this program beginning in the 2026-2027 school year.
- Summer Food Program: Existing HSD agreements for Summer Food Program are valid through 2026. Future funding will be allocated subject to the Plan's requirements for Competitive Processes.
- School Meals: OSE will direct award funding to Seattle Public Schools to implement School Meals beginning in 2027-2028 school year.

IV. Ready to Launch: College and Career Supports

The Ready to Launch domain and College and Career Supports investment area funds strategies designed to support a successful transition from high school to postsecondary education or meaningful career pathways for Seattle youth.

The Ready to Launch domain will fund two primary strategies including (1) College Pathways, (2) Career Pathways. Table 22 provides six-year budget totals by strategy.

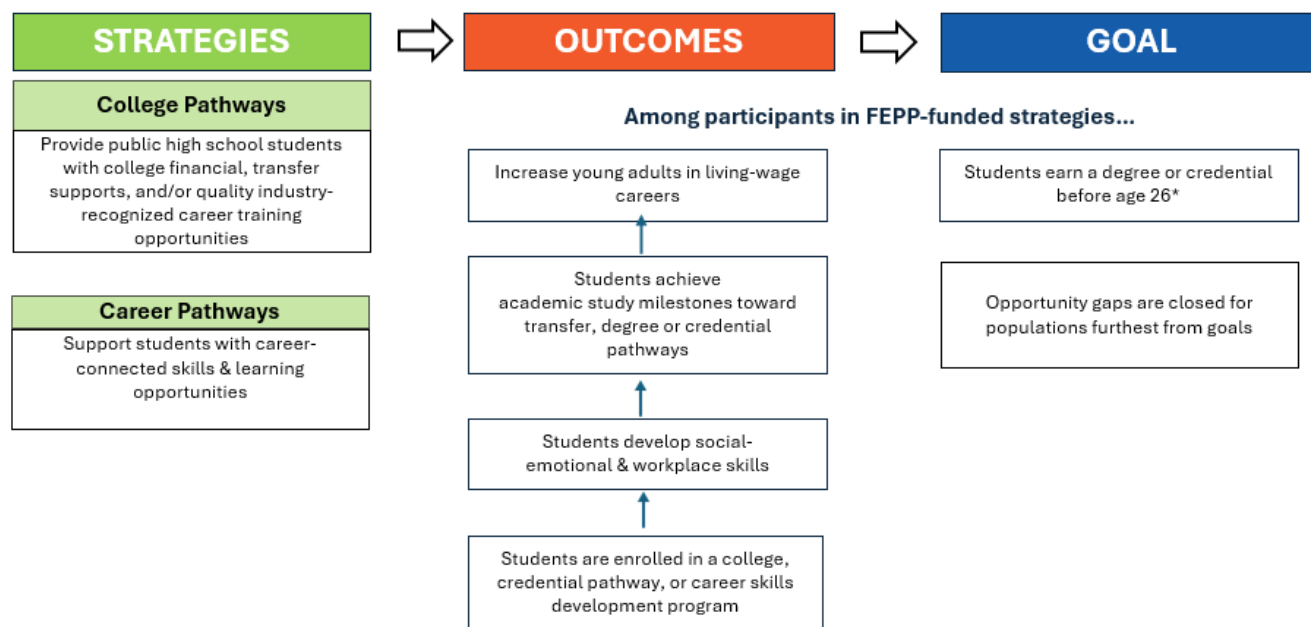
Table 24. Ready to Launch Spending Detail*

	6-Year Total
College Pathways	
Seattle Promise	\$56,299,588
Path to Trades	\$12,000,000
Path to UW	\$2,198,917
Path to Tech	\$614,502
Seattle Youth Employment Program	\$705,057
College Pathways Subtotal	\$71,818,063
Career Pathways	
Path to Trades Non-Colleges	\$2,000,000
Public Sector Pathways	\$1,121,021
HSD Youth Development	\$29,971,601
Career Pathways Subtotal	\$33,092,622
Ready to Launch Labor	\$5,987,296
Cost & Risk Reserve	\$2,144,689
Total Ready to Launch	\$113,042,670

**Note: Numbers may not add up due to rounding*

The Ready to Launch Theory of Change serves as an illustration of how and why change will occur because of College and Career Supports investments and describes how inputs and strategies contribute to outcomes and the overarching goal for this domain (Figure 4).

Figure 4. Ready to Launch Theory of Change



*Ready to Launch investments are intended to serve youth up to age 24, but outcome indicators will track youth up to age 26.

City departments will collect data on service implementation and report quarterly on access and service indicators. The FEPP Levy will also fund evaluations in this domain as detailed on page 15.

Strategy #1: College Pathways

Funded Services

College Pathways investments are designed to provide college access, persistence, completion, and transfer supports to public school students in Seattle. Programs to be funded include the Seattle Promise Program and Seattle Promise Pathways programs, described below.

- **The Seattle Promise Program** provides up to two years of support at Seattle Colleges for all graduating public high school students in Seattle. This support will be provided by Seattle Colleges staff, and includes, but is not limited to, investments in:
 - College Readiness, providing application support, Seattle Colleges exploration, financial aid guidance, and program information to 11th and 12th grade students and families.
 - College Enrollment, providing registration and orientation support (such as campus resources, advising, and peer connections); support to complete pre-enrollment requirements, financial aid applications, and course placement.
 - College Retention, Persistence and Completion, providing ongoing advising, academic planning, class selection assistance, transfer support, and career guidance; last-dollar tuition scholarships and equity scholarships for educational related expenses such as, but not limited to, books, transportation, housing, food, or childcare.

- **Seattle Promise Pathway Programs** provide support via the following programs:
 - Path to Trades Expansion at the Seattle Colleges, dedicating support for trade programs such as engineering technology, biomedical technology, welding technology, pipefitting, and construction and building programs to meet the needs of the Seattle economy. DEEL will work with the Seattle Colleges to prioritize services to support high-demand trade programs defined by the State of Washington, as well as high-demand pre-apprenticeship and apprenticeship programs leading to careers with the City of Seattle. Support includes but is not limited to:
 - Career exposure and exploration events for public high school students and/or families that are culturally relevant and build awareness of skilled trades careers, experience hands-on learning, and explore Seattle College trades training programs; local employer engagement with youth including but not limited to City of Seattle departments and local labor unions.
 - Seattle Promise retention, persistence, and completion supports including last-dollar tuition scholarship, equity scholarship, and dedicated program advisors. Financial and academic support provided up to eight quarters or 120 credits, which may be extended for students in registered apprenticeships. Additional one-time scholarship up to \$1,500 to support cost of tools, supplies, or other required program and professional items.
 - Career support, providing dedicated career counseling through Seattle Colleges for Promise students, engagement with Seattle Youth Employment Program, other City departments, and other local employers.
 - Path to University of Washington, providing transfer advising for prospective UW students enrolled in the Seattle Promise Program, to support transfer steps, credit equivalencies, and preparation for desired majors. Support includes, but is not limited to:
 - For-credit summer seminars to provide on-campus experience, meet instructors, and complete additional college-level credits toward a degree, including minimum of one Information Technology seminar annually. \$1,000 stipend to be provided for attending summer seminars to offset education-related expenses.
 - Transfer application information session and workshops to support completion of personal statements, workshops, and financial aid requirements at transfer institution.
 - Continued support through transfer advisor and hand-off to program of study advisor.
 - Connection to other Path to UW transfer students throughout transfer process, as well as peer mentoring from past Path to UW students for students at UW.
 - Dedicated UW admissions and advising supports.
 - Data-sharing to track student progress from enrollment through bachelor's degree completion.
 - Path to Tech, supporting students in fields such as artificial intelligence, coding, software engineering, and computer programming languages. Support includes, but is not limited to:
 - Tuition for Seattle Promise scholars and Path to UW scholars completing selected short-term IT training during summer, after school, or weekend sessions.
 - Seattle Youth Employment Program, which provides “learn & learn” and internship opportunities for Seattle students. Support includes, but is not limited to:
 - Recruitment and placement services aligned to students' fields of study or career interests.

- Career-connected paid work experiences with private sector employers, nonprofit organizations, or government agencies including City of Seattle departments; career exploration and reflection activities.
- Employer recruitment and partnership development, administrative coordination with Seattle Colleges, Seattle Public Schools, and City of Seattle Human Services Department.

Participant Eligibility

College Pathways investments and activities may have different eligibility requirements.

Seattle Promise

Seattle public high school students may receive college access supports. Promise applicants must meet the following eligibility milestones during 12th grade in order to participate:

1. Complete a Seattle Promise application
2. Complete a Seattle College application
3. Complete FAFSA or WAFSA financial aid application
4. Participate in Seattle Colleges registration event
5. Graduate with a high school diploma from a Seattle public high school (SPS or Seattle charter high school), contracted non-public agency, or program within that year

As a Seattle Promise participant, scholars must meet the following eligibility milestones:

1. Participate in Seattle Colleges orientation event
2. Enroll full-time at the Seattle Colleges
3. Meet with Seattle Promise Advisor quarterly
4. Maintain Satisfactory Academic Progress (SAP) as determined by the Seattle College campus that the student attends

Seattle Promise scholars that meet all program requirements are eligible to receive program services for up to two-years (eight quarters) or 90 attempted college credits, whichever comes first. 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. Students are allowed to re-enter the program if they lose eligibility before meeting the 90 attempted credit maximum or two-years of attendance. Promise scholars that demonstrate financial need, defined as having a Student Aid Index (SAI) within the annual federal Pell Grant eligibility range, will receive an equity scholarship of up to \$500 per quarter or up to the established cost of attendance.

Seattle Promise Pathway Programs

- Promise Path to Trades: Seattle public high school students in grades 9-12 are eligible to participate in Path to Trades career exposure and exploration services. Seattle Promise program participants are eligible to receive Path to Trades completion and career supports.
- Promise Path to University of Washington (UW): Seattle Promise scholars
- Path to Tech: Seattle Promise scholars and Path to UW students wanting to develop Artificial Intelligence-driven technical knowledge, such as generative, large language, classification, regression, and foundation models
- Promise Seattle Youth Employment Program (SYEP): Promise scholars who meet SYEP eligibility criteria

Implementation Standards

Promise implementation standards are provided below. All services and supports require the contracted implementation partner to recruit and enroll participant and provide culturally and linguistically responsive supports. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics, as available. This requirement will be included in provider contracts.

Table 25. Program Implementation Standards (Seattle Promise)

	College Readiness	College Enrollment	Retention, Persistence & Completion
Quality	- Seattle Promise partners with Seattle Public Schools and Seattle Charter schools to provide onsite and virtual Seattle Promise application support - Outreach Specialists adapt their strategies to each school's unique culture - Seattle Public Schools ensures all SPS graduates have awareness of the Seattle Promise	- A unified, cross-campus model ensures all students receive consistent, high-quality programming to support student transition and preparation - Specialists provide clear information about registering for classes, completing financial aid files, and accessing campus supports	- Target student-to advisor ratio of 100:1, with maximum of 160:1 - Equity-focused, student-centered approach
Frequency	- Outreach begins in 11th grade and continues through 12th grade - Drop-in office hours and scheduled appointments offered	- Registration event: Minimum 1 offered at each campus annually - Orientation event: Minimum 1 offered at each campus annually	- Quarterly advisor meetings - Scholars must maintain Satisfactory Academic Progress each quarter - Quarterly Equity Scholarship up to \$1,500 per year
Outcomes	- Youth are enrolled in a college, credential pathways, or career skills development program - Youth achieve academic student milestones toward transfer, degree or credential pathways		
Reporting Indicators	# Applications	# Enrolled	% Retained Fall-to-Fall % Completing or transferring
Service Target	22 Public high schools or programs 2,000 Promise applicants annually	1,475 Students enrolled each fall	1,475 students annually

Table 26. Program Implementation Standards (Promise Path to Trades Expansion at Seattle Colleges)

	Career Exposure and Exploration	Completion Support	Career Support
Quality	- Events designed in partnership with Seattle Colleges trades faculty and industry employers - Seattle Colleges provide transportation for students to attend events and food at the events - Hands-on activities reflect actual program curriculum and careers - Materials provided in multiple languages; family engagement integrated into event design	- Opportunities to explore trade careers prior to program selection and enrollment to generate awareness and align student interests, career requirements, and labor market demands - Academic advising ensures support for academic success and program completion - Last-dollar Promise tuition scholarship and equity scholarship remove barrier of tuition expense for all students and provide funding for other educational expenses for qualified students - Tools & Supplies Fund agreements based on program-specific requirements and removes barrier of high startup costs for trades programs	- Career counselors trained to support career preparation and transition from training programs to high-demand trades career attainment - Employer partnerships provide industry connections including but not limited to networking, industry events, career opportunities, and mentorship
Frequency	Minimum two career exposure events annually	- Quarterly advisor meetings - Quarterly Equity Scholarship agreements - One-time Tools & Supplies Fund award upon program enrollment	- Career counseling is available throughout program eligibility - Employer events in development with a minimum of 1 event annually
Outcomes	- Youth are enrolled in a college, credential pathways, or career skills development program - Youth achieve academic student milestones toward transfer, degree or credential pathways		
Reporting Indicators	# Served	# Enrolled % Retained Fall-to-Fall % Completing program	# Served # Connected to employment or apprenticeship
Service Target	500 high school students served in Year 1 1,300 students annually by Year 4	100 first-year students in Year 1 130 first-year students annually by Year 4	90-100% participating students utilized career supports 70% of trade completers are connected to employment or apprenticeship with 6 months of completion

Table 27. Program Implementation Standards (Promise Path to UW)

	Transfer Support	Transition & Completion Support
Quality	- Embedded UW Transfer Advisor at Seattle Colleges ensures accurate guidance and knowledge of UW systems, application, and majors - UW Transfer Advisors conduct outreach, follow-up, and support of current Promise students - Summer seminars are taught by UW instructors and take place on UW campus, providing students in-person access to UW campus and faculty and gain writing credits to be used toward bachelor's degree - Summer seminar stipend allows students to prioritize the seminar instead of opting out due to financial needs of a job	- UW Director of Advising Initiatives oversees UW transfer center and ensures UW advisors work with students from application to enrollment and handoff to UW program advisors. - Path to UW Peer Mentors assist new transfer students adjusting to new campus and schedule and build community
	- Coordination between Seattle Colleges advisors through Seattle Promise and UW Transfer Coordinator ensures seamless handoff - UW transfer advisor familiar with UW application, requirements, and how to elevate Promise student UW applications to increase chances of successful application	
Frequency	No maximum for student participation in transfer supports such as information sessions, workshops, or advising sessions	- Peer mentors hold occasional events and provide support as students start enrollment at UW - Path to UW transferred students can receive up to two transfer equity scholarships
Outcomes	- Youth are enrolled in a college, credential pathways, or career skills development program - Youth achieve academic student milestones toward transfer, degree or credential pathways	
Reporting Indicators	# Served # Applications to UW	% Admitted/Enrolled % Completing program
Service Target	70 served by summer seminar annually	120 enrolled at UW-Seattle annually

Table 28. Program Implementation Standards (Promise Path to Tech)

	Path to Tech
Quality	- Training reflects current industry standards - Completion agreements digital badges and certificates
Frequency	Programs may be delivered in-person at partner sites (Seattle Colleges, university campuses, community centers) or online with synchronous instruction
Outcomes	- Youth are enrolled in a college, credential pathways, or career skills development program - Youth achieve academic student milestones toward transfer, degree or credential pathways
Reporting Indicators	# Enrolled % Completing program
Service Target	65 Seattle Promise and Path to UW scholars annually

Table 29. Program Implementation Standards (Promise Seattle Youth Employment Program)

	Recruitment	Career Supports	Employer Engagement
Quality	• Priority given to students without prior professional internships, first-generation college students, and those pursuing high-demand credentials • Coordination with Seattle Colleges through Seattle Promise ensures alignment with academic pathways	• Host employers must designate a supervisor to provide regular feedback and mentorship • Placements must provide meaningful work aligned with students' fields of study • Compliance with all applicable labor laws	• Contracted partner organizations must demonstrate capacity for internship coordination, employer engagement, and student support services • Supervisors trained to provide quality mentorship
Frequency	• SYEP staff meet quarterly with Seattle Promise staff to discuss recruitment and support.	• Career exploration activities to identify interests and goals • Minimum duration and hours requirements per placement • Ongoing mentorship and check-ins throughout internship	• Ongoing employer cultivation and relationship management • Supervisor training prior to student placement
Outcomes	• Youth are enrolled in a college, credential pathways, or career skills development program		
Reporting Indicators	• # Applications	• # served • % Internship placements	• # served • % Completing program
Service Target	75 Promise scholars apply for SYEP programming annually	60 Promise scholars served annually	60 Promise scholar internship placements across private, nonprofit, and public sector employers

Implementation Timeline

- Seattle Promise Program: Through direct award, DEEL will contract with the Seattle Colleges to implement the Seattle Promise program.
- Promise Path to Trades: Through direct award, DEEL will contract with the Seattle Colleges to implement the Path to Trades expansion.
- Promise Path to University of Washington (UW): Through direct award, DEEL will contract with University of Washington to implement Promise Path to UW.
- Path to Tech: Through direct award, DEEL will contract with the Seattle Colleges to implement the Path to Tech program.
- Promise Seattle Youth Employment Program (SYEP): In 2026, DEEL will establish an inter-departmental agreement with HSD to implement Promise SYEP. Funding will be allocated subject to the Plan's requirements for Competitive Processes.

Strategy 2: Career Pathways

Funded Services

Career Pathways investments create career awareness, provide exploration, and preparation support for Seattle youth interested in careers such as public service and trades. Programs to be funded include

Public Sector Career Programs, Path to Trades Non-Colleges, and Youth Development programs administered by the Human Services Department (HSD), described below.

- **Public Sector Career Programs** provide support for local public sector career development through the following investments:
 - Seattle Fire Department (SFD) career programs, offering young adults an opportunity to explore a career in the fire service. Programming includes youth-focused community outreach, as well as additional funding for the SFD Fire Cadet and Fire Prep programs. The SFD Cadet program is for youth in the pre-application stage, meant to enhance youth familiarity with SFD staff, work culture, and job requirements before they are eligible to apply. The SFD Fire Prep program is for individuals in the SFD hiring pipeline, offering a structured 6–7-week program with a detailed curriculum designed to strengthen applicants before they are hired. The SFD Fire Cadet and Prep program investments include a \$1,250 stipend for youth participants.
 - Seattle Police Department (SPD) Explorer’s Program, providing workshops and activities to promote interest in law enforcement careers, and offering \$2,250 stipends for participants.
- **Path to Trades Non-Colleges**, provides support for public school students in Seattle to enter the trades at Washington state-accredited educational institutions, Washington state-registered apprenticeship programs, or Washington state-accredited training providers, offering a one-time scholarship up to \$1,500 for tools, supplies, or other required program and professional items, as well as other financial and academic supports.
- **HSD Youth Development Programs**, provide educational support to Seattle youth such as academic and career mentoring, college and career exploration, pre-employment and career readiness training, Science, Technology, Engineering, Arts, and Math (STEAM) learning, and postsecondary navigation. See Appendix V.III for a list of contracted organizations in this program that are funded through 2027.

Participant Eligibility

Seattle students who live in and/or attend school in Seattle are eligible to receive career pathways services. Individual investments and activities may have different eligibility requirements.

- Public Service Career Programs: Seattle students who meet the eligibility criteria for Seattle Fire and Seattle Police Department career programs, and are working toward successful completion of education or a career pathway, up to age 24. Students with a household income at or below 80% of Area Median Income will be given added consideration in the selection of students for these programs.
- Path to Trades Non-Colleges: Public school students in Seattle who meet provider eligibility criteria to become apprentices, and are working toward successful completion of education or a career pathway.
- HSD Youth Development: Seattle students ages 14-24 who remain engaged in and are working toward successful completion of education or career pathways.

Implementation Standards

Implementation standards for investments in this strategy are detailed below. Investments in this strategy will report on access and outcome indicators, disaggregated by demographic characteristics, as available. This requirement will be included in provider contracts.

Table 30. Program Implementation Standards (Public Sector Careers)

	Fire Career Programs	Police Career Programs
Quality	• Stipends are provided in a timely manner allowing students to meet entry requirements and obtain required tools • Seattle Fire recruits diverse groups of students and families for outreach events	• Stipends are provided in a timely manner allowing students to meet entry requirements, obtain required tools, and pay fees. • Life skills workshops use a growth-oriented approach focusing on developing positive workplace behavior through personal goal setting • Seattle Police Department recruits diverse groups of students and families for outreach events
Amount	• Year-round programming with minimum 150 hours/year	• Year-round programming with minimum 120 hours/year in the explorers' program
Outcomes	• Increase young adults in living-wage careers	• Increase young adults in living-wage careers
Reporting Indicators	• # Applications • # Served • % Completing program	• # Applications • # Served • % Completing program
Service Target	• 50 Cadets annually • 15 Prep participants annually	• 25 Explorers annually

Table 31. Other Career Pathways

	Path to Trades Non-Colleges	HSD Youth Development
Quality	- Selected apprenticeship providers are registered through WA Labor & Industries and are directly tied to employment - Registered apprenticeships combine on the job training with related supplemental instruction in a classroom - Apprentices receive pay from employer for work performed while on the job and in training	- Services are culturally responsive and reflective for populations served. - Programs provide developmental and skill-building supports that strengthen protective factors, confidence, self-determination, supportive adult connections, and readiness skills when directly tied to helping priority populations of youth access, remain engaged in, and successfully complete education or career pathways - Participate in HSD-led networking cohorts to share referrals, quality practices, and program improvements
Amount	To be determined as part of RFP design	Minimum 6-weeks of programing
Outcomes	Increase # of youth in living-wage careers	- Youth develop social-emotional & workplace skills - Increase of # of youth who successful complete education or career pathway
Reporting Indicators	# Enrolled % Completing program # Connected to employment or apprenticeship	# Served % Completing program % Achieving employment or skills development outcomes # Connected to employment or career pathway
Service Target	TBD following RFP	990 youth annually

Implementation Timeline

- Public Service Career Programs: Public Service Career Programs: Beginning in FEPP Year 2, DEEL will partner with SPD and SFD to implement public service career pathway services. Funding will be allocated subject to the Plan's requirements for Competitive Processes.
- Path to Trades Non-Colleges: In 2026, DEEL will conduct a competitive grant process to identify Path to Trades partners. Future funding will be allocated subject to the Plan's requirements for Competitive Processes.
- HSD Youth Development: Existing HSD agreements for Youth Development are valid through the end of 2027. In 2027, HSD will conduct a competitive process for the duration of the levy, after assessing program performance and impact related to levy outcomes.

V. Appendix

V.I Detailed Six-Year Spending Plan

The six-year spending plan presented here is planned spending. The budget may be amended and modified as part of the City's annual budget process.*

Strategy Funded Services	Year 1 2026-27 SY	Year 2 2027-28 SY	Year 3 2028-29 SY	Year 4 2029-30 SY	Year 5 2030-31 SY	Year 6 2031-32 SY	6-Year Total
Ready to Start (Early Learning)							
Home Visiting	\$4,377,422	\$4,508,744	\$4,644,007	\$4,783,328	\$4,926,827	\$5,074,632	\$28,314,961
Nurse Family Partnership	\$2,902,096	\$2,989,159	\$3,078,834	\$3,171,199	\$3,266,335	\$3,364,325	\$18,771,946
Parent Child	\$1,475,326	\$1,519,585	\$1,565,174	\$1,612,129	\$1,660,493	\$1,710,308	\$9,543,014
Health	\$3,961,769	\$4,151,864	\$4,349,799	\$4,555,874	\$4,770,398	\$4,993,693	\$26,783,398
Developmental Bridge	\$614,844	\$633,289	\$652,288	\$671,857	\$692,012	\$712,773	\$3,977,063
Childcare Health Program	\$3,346,925	\$3,518,575	\$3,697,511	\$3,884,017	\$4,078,386	\$4,280,921	\$22,806,335
Childcare	\$20,514,400	\$19,747,278	\$20,414,126	\$21,103,935	\$21,817,513	\$22,150,323	\$125,747,574
Childcare Subsidies	\$15,611,311	\$14,049,991	\$14,502,813	\$14,970,236	\$15,452,732	\$15,950,788	\$90,537,870
Homeless Childcare Subsidies	\$499,988	\$514,987	\$530,437	\$546,350	\$562,741	\$579,623	\$3,234,126
SPP Waitlist Voucher Pilot		\$955,541	\$984,208	\$1,013,734	\$1,044,146	\$1,075,470	\$5,073,099
SPR Childcare Scholarships	\$1,028,685	\$709,861	\$731,157	\$753,092	\$775,683	\$393,573	\$4,392,051
Childcare Workforce	\$2,750,000	\$2,873,750	\$3,003,069	\$3,138,207	\$3,279,426	\$3,427,000	\$18,471,452
Family Childcare Mentorship Program	\$624,416	\$643,148	\$662,442	\$682,316	\$702,785	\$723,869	\$4,038,976
Seattle Preschool Program	\$55,881,676	\$59,409,664	\$63,110,990	\$66,993,239	\$71,045,466	\$75,220,078	\$391,661,114
Ready to Start Labor	\$12,171,622	\$10,819,405	\$11,252,181	\$11,702,268	\$12,170,359	\$12,657,173	\$70,773,008
Cost & Risk Reserve	\$292,612	\$408,388	\$2,647,528	\$2,811,037	\$2,995,238	\$3,417,269	\$12,572,072
Total Ready to Start	\$97,199,500	\$99,045,344	\$106,418,631	\$111,949,680	\$117,725,801	\$123,513,169	\$655,852,125
Ready to Learn (K-12)							
Expanded Learning Opportunities	\$29,939,631	\$30,384,691	\$31,276,732	\$32,265,534	\$33,241,900	\$33,217,604	\$190,326,093
School-Based Supports	\$22,361,188	\$25,000,786	\$25,731,309	\$26,553,749	\$27,358,761	\$28,192,025	\$159,861,541
Community Supports	\$4,682,339	\$3,292,898	\$3,391,685	\$3,493,435	\$3,598,238	\$3,706,185	\$22,164,780
Sports	\$272,124	\$280,288	\$288,696	\$297,357	\$306,278	\$315,466	\$1,760,209
SPR Environmental Learning	\$1,531,665	\$1,056,950	\$1,088,659	\$1,121,319	\$1,154,958	\$586,011	\$6,539,562

Strategy Funded Services	Year 1 2026-27 SY	Year 2 2027-28 SY	Year 3 2028-29 SY	Year 4 2029-30 SY	Year 5 2030-31 SY	Year 6 2031-32 SY	6-Year Total
Basic Needs	\$5,032,684	\$5,558,401	\$1,456,314	\$1,495,365	\$1,535,588	\$1,516,009	\$16,594,363
Housing and Homelessness	\$656,966	\$676,675	\$696,975	\$717,884	\$739,421	\$761,604	\$4,249,525
School Meals		\$4,740,000					\$4,740,000
Transportation	\$466,289	\$480,278	\$494,686	\$509,527	\$524,813	\$540,557	\$3,016,150
Food Support Program	\$154,618	\$154,618	\$154,618	\$154,618	\$154,618	\$154,618	\$927,710
Food Assistance Program	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$3,000,000
HSD Summer Food Program	\$154,811	\$106,830	\$110,035	\$113,336	\$116,736	\$59,230	\$660,978
Health	\$33,677,205	\$30,096,902	\$30,999,809	\$31,929,805	\$32,887,698	\$32,915,265	\$192,506,685
School Based Health Centers (SBHC)	\$10,037,765	\$13,877,767	\$14,294,100	\$14,722,923	\$15,164,611	\$15,619,549	\$83,716,71
Expanded SBHC Mental Health Staff	\$8,863,119	\$6,077,000	\$6,259,310	\$6,447,089	\$6,640,502	\$6,838,217	\$41,125,237
Mental Health Prevention	\$4,446,582	\$3,048,800	\$3,140,264	\$3,234,472	\$3,331,506	\$3,403,451	\$20,632,075
Mental Health Early Intervention	\$2,253,335	\$1,545,000	\$1,591,350	\$1,639,091	\$1,688,263	\$1,738,911	\$10,455,950
Mental Health Treatment	\$5,342,272	\$3,662,930	\$3,772,818	\$3,886,003	\$4,002,583	\$4,121,660	\$24,788,266
Mental Health Operations	\$300,445	\$206,000	\$212,180	\$218,545	\$225,102	\$235,355	\$1,397,627
HSD Youth Behavioral Health	\$2,176,212	\$1,501,730	\$1,546,782	\$1,593,187	\$1,640,982	\$832,614	\$9,291,507
HSD Multisystemic Therapy	\$257,475	\$177,675	\$183,005	\$188,495	\$194,149	\$98,507	\$1,099,306
Safety	\$9,668,245	\$7,532,992	\$7,797,017	\$8,070,675	\$8,354,331	\$8,516,213	\$49,939,473
HSD Gender-Based Violence Prevention	\$802,950	\$554,089	\$570,711	\$587,832	\$605,467	\$307,207	\$3,428,256
HSD School-Based Safety	\$6,438,750	\$4,443,163	\$4,576,458	\$4,713,752	\$4,855,164	\$5,185,089	\$30,212,376
Restorative Practices	\$1,626,545	\$1,711,740	\$1,801,128	\$1,894,909	\$1,993,293	\$2,096,498	\$11,124,113
Opportunity-Based Mentoring	\$800,000	\$824,000	\$848,720	\$874,182	\$900,407	\$927,419	\$5,174,728
Ready to Learn Labor	\$3,400,369	\$3,173,771	\$3,300,722	\$3,432,751	\$3,570,061	\$3,712,863	\$20,590,536
Cost & Risk Reserve	\$252,464	\$341,187	\$1,943,730	\$2,037,958	\$2,142,531	\$2,305,421	\$9,023,292
Total Ready to Learn	\$81,970,599	\$77,087,944	\$76,774,324	\$79,232,088	\$81,732,108	\$82,183,375	\$478,980,441
Ready to Launch (Post-Secondary)							
College Pathways	\$10,783,539	\$11,421,518	\$11,870,021	\$12,213,675	\$12,567,497	\$12,961,813	\$71,818,063
Seattle Promise	\$8,703,776	\$8,964,889	\$9,233,835	\$9,510,851	\$9,796,176	\$10,090,061	\$56,299,588

Strategy	Year 1 2026-27 SY	Year 2 2027-28 SY	Year 3 2028-29 SY	Year 4 2029-30 SY	Year 5 2030-31 SY	Year 6 2031-32 SY	6-Year Total
Funded Services							
Path to Trades	\$1,540,757	\$1,900,974	\$2,063,919	\$2,113,436	\$2,164,312	\$2,216,602	\$12,000,000
Path to Tech	\$95,000	\$97,850	\$100,786	\$103,810	\$106,924	\$110,132	\$614,502
Path to UW	\$335,006	\$345,535	\$355,842	\$366,471	\$377,405	\$418,657	\$2,198,917
Promise SYEP Internships	\$109,000	\$112,270	\$115,638	\$119,107	\$122,680	\$126,361	\$705,057
Career Pathways	\$7,329,001	\$5,373,750	\$5,534,963	\$5,701,011	\$5,872,041	\$3,281,856	\$33,092,622
Path to Trades Non-Colleges	\$309,195	\$318,471	\$328,025	\$337,866	\$348,002	\$358,442	\$2,000,000
Pub. Sect. Pathways SPD Explorers		\$ 93,650	\$96,459	\$99,352	\$102,334	\$105,403	\$497,198
Pub. Sect. Pathways SFD Career Programs		\$117,500	\$121,025	\$124,656	\$128,395	\$132,247	\$623,823
HSD Youth Development	\$7,019,806	\$4,844,129	\$4,989,454	\$5,139,137	\$5,293,311	\$2,685,764	\$29,971,601
Ready to Launch Labor	\$887,509	\$941,559	\$979,222	\$1,018,390	\$1,059,126	\$1,101,491	\$5,987,296
Cost & Risk Reserve	\$58,811	\$79,010	\$478,519	\$500,845	\$525,921	\$501,583	\$2,144,689
Total Ready to Launch	\$19,058,859	\$17,815,837	\$18,862,725	\$19,433,920	\$20,024,586	\$17,846,743	\$113,042,670
Operations (Leadership & Administration)							
Administrative Costs	\$3,297,979	\$3,314,384	\$3,529,913	\$3,760,104	\$4,005,973	\$3,801,392	\$21,709,744
External Evaluation	\$1,189,961	\$1,225,659	\$1,262,429	\$1,300,302	\$1,339,311	\$1,379,490	\$7,697,153
Operations Labor	\$7,748,973	\$8,011,968	\$8,332,447	\$8,665,744	\$9,012,374	\$9,372,869	\$51,144,375
Cost & Risk Reserve	\$37,877	\$55,914	\$341,623	\$363,103	\$387,257	\$420,862	\$1,606,637
Total Operations	\$12,274,789	\$12,607,925	\$13,466,412	\$14,089,253	\$14,744,915	\$14,974,614	\$82,157,909
FEPP 25 TOTAL	\$211,276,840	\$206,402,432	\$215,367,474	\$224,550,324	\$234,072,791	\$238,363,283	\$1,330,033,144

*Note: Numbers may not add up due to rounding

V. II SLI Response

The table below identifies Council priorities outlined in 2026 Statements of Legislative Intent DEEL001S-A-1 and DEEL-002-A-3.

	Council Priority	Plan Section	Page
1	Quarterly Reporting	Quarterly Reporting	10 – 11
2	Universal citywide preschool feasibility study	Evaluation	13
3	Preschool voucher pilot program	Preschool	21
4	Restorative practices and non-punitive safety investments	Safety	34
5	Afterschool programming for at-risk youth	Community Supports; Youth Development	25
6	Food assistance	Basic Needs	38
7	Support for foster care youth transitioning to adulthood	Preschool; Youth Mental Health	21,35
8	Support for public sector careers	Career Pathways	50
9	Support for information technology careers	Promise Path to UW; Promise Seattle Youth Employment Program	48

V.III Year 1 (School Year 2026-2027) Contracted Partners

The 2025 FEPP Levy continues many existing City investments that provide education support services to Seattle children, youth, and families. The table below presents investments and contracted partners that will continue for the first year for FEPP implementation (Calendar Year 2026 or School Year 2026-2027), or longer, to prevent disruption of services to community. Contracts may be renegotiated to meet implementation standards outlined in this plan.

Ready to Start: Early Childhood

Strategy	Department	Investment	Contracted Partners
Home Visiting	DEEL	Nurse Family Partnership	Public Health—Seattle and King County (PHSKC)
Home Visiting	DEEL	ParentChild+	United Way King County
Health	DEEL	Developmental Bridge	King County Developmental Disabilities and Early Childhood Supports
Health	DEEL	Child Care Health Program	PHSKC
Childcare	DEEL	Child Care Assistance Program	See list below
Childcare	SPR	School Age Childcare	Associated Recreation Council
Childcare	DEEL	Homeless Child Care	BrightSpark
Childcare	DEEL	Child Care Referral	Mary's Place
Childcare	DEEL	Child Care Workforce Payments	BrightSpark
Childcare	DEEL	Family Child Care Mentorship	Imagine Institute
Preschool	DEEL	Seattle Preschool Program	See list below
Preschool	DEEL	SPP Scholars	North Seattle College

Ready to Learn: K-12 Student Supports

Strategy	Department	Investment	Contracted Partners
Expanded Learning Opportunities	DEEL	School-Based Investments	See list below
Expanded Learning Opportunities	DEEL	Family Support Services	SPS
Expanded Learning Opportunities	DEEL	Community-Based Organizations	• ACE Academy • Adult & Youth Learning Center • Atlantic Street Center • BRAVE • Celebrating Roots • Creative Justice • East African Community Services • Empowering Youth & Families Outreach • Eritrean Association • FEEST • Financial Leadership Skills Academy • Friends of the Children • Geeking Out Kids of Color • Girls on the Run • Kandelia • Movimiento Afrolatino Seattle • Multimedia Resources and Training Institute • Neighborhood House • OneWorld Now! • Refugee Women's Alliance • SafeFutures Youth Center • School Connect WA • SPR • South End Stories • STEM Paths Innovation Network • The Breakfast Group • The Good Foot Arts Collective • Urban League of Metropolitan Seattle • WA-BLOC • YMCA Young Women Empowered
Expanded Learning Opportunities	DEEL	Culturally Specific and Responsive	SPS
Expanded Learning Opportunities	DEEL	Sports	SPR

Ready to Learn: K-12 Health and Safety

Strategy	Department	Investment	Contracted Partners
Health	DEEL	Nursing	PHSKC
Health	DEEL	Behavioral Health Coordination	PHSKC
Health	DEEL	Universal Screening	SPS
Health	DEEL	Youth Mental Health	• Asian Counseling and Referral Service • Consejo Counseling and Referral Services • Joon • PHSKC • Seattle Children's - Odessa Brown • Southwest Youth and Family Services • Seneca Family of Agencies • SPS • TalkSpace • WA Therapy Fund Foundation
Safety	DEEL	Multisystemic Therapy	KC Dept. of Community and Human Services
Safety	HSD	School-Based Safety	• Atlantic Street Center • Lambert House • Neighborcare Health • Northwest Credible Messenger • South East Youth and Family Services • Southwest Youth and Family Services • Teen Link • Therapeutic Health Services • WAPI Community Services
Safety	DEEL	Restorative Practices	SPS
Safety	HSD	School-Based Safety	• Community Passageways • Freedom Project • InvestED • Seattle Children's Hospital • Seattle Neighborhood Group • Urban Family • YMCA of Greater Seattle
Safety	HSD	Gender-Based Violence Prevention	• Good Foot Arts Collective • Seattle Indian Health Board • Solid Ground WA
Basic Needs	DEEL	Housing and Homelessness Support	Neighborhood House
Basic Needs	HSD	Summer Food Program	SPS

Ready to Launch: College and Career Supports

Strategy	Department	Investment	Contracted Partners
College Pathways	DEEL	Seattle Promise	Seattle Colleges
College Pathways	DEEL	Promise Path to UW	University of Washington
College Pathways	DEEL	Promise SYEP	Human Services Department (HSD)
Career Pathways	HSD	HSD Youth Development	• Asian Counseling and Referral Services • Consejo Counseling and Referral Services • Dare 2 Be • El Centro De la Raza • Empowering Youth and Families Outreach • Geeking Out Kids of Color • Good Foot-Rainier Valley Corps • Life Enrichment Group • Open Doors for Multicultural Families • Stem Path Innovation Network • YMCA of Greater Seattle • World Mind Creation Academy • Seattle Goodwill Industries • Youth Build

Child Care Assistance Program Providers

- 1st Start Learning Family Home Center
- A Mother's Touch Daycare
- Aaliyah Family Learning Program LLC
- ABC Academy of Diversity LLC
- Adam Home Day Care
- Ages in Stages Childcare
- Aisha Family Childcare
- Aisha Home Daycare
- Al Fatha Home Day Care
- Al-Nura Home Daycare
- Amiin Family Child Care
- Anab Hash Haybe
- Anas Family Child Care
- Angels Nest Childcare
- Anisa Daycare LLC
- Asha's Family Child Care
- Associated Recreation Council
- Astan Childcare
- Aster Blossom Child Care
- Ayan Childcare
- Ayan Family Child Care
- Ayans Family Home Childcare
- Azhar Family Child Care
- Barakat Home Day Care
- Beginnings CC 1
- Hormuud Home Family
- Iftin Childcare
- Ilhan Home Day Care
- Iman Family Childcare
- In Toddler Care
- Innsha Allah Family Childcare
- Iqra Family Child Care
- Ismahan Family Childcare
- Jasmin Day Care
- Khayrd Home Childcare
- Khayre Family Daycare
- Kids First Early Learning
- Kiki Family Childcare
- Kusum's Family Child Care
- Laila Waran Childcare
- Le Jardin Day Care & Preschool
- Little Blessings Daycare
- Little Cubs
- Little Jewel Daycare LLC
- Lovable Nest Child Care
- Loved Kids Family Home Daycare
- Loving Family Home Childcare
- Loving Hands Childcare
- Mai Thanh Day Care, Inc.
- May May & Yan Yan's Family Day Care

- Boru Family Child Care
- Bright Minds Home Childcare
- Bright Start Family Home Child Care
- BrightSpark
- Busy Bee Childcare
- Causey's Learning Center
- Child Care For All
- Community School
- Cottage School
- Creative Kids
- Creciendo Juntos
- Denise Learning Center
- Denise Louie Education Center
- Discovery Child Care & Preschool
- Early Learning & Development Center
- Ebla Family Childcare
- El Centro de la Raza
- Fahima Home Day Care
- Fatah Child Care
- Fatax Home Child Care
- Fathiya Hassan
- FGH Corporation Yasmine Daycare
- Filsan Family Early Learning Program
- First Place
- Firststep Child Care Learning Center
- Grandmas Daycare LLC
- Growing Hearts Childcare
- Haggard-Nelson Child Care Resources Inc
- Hanan Family Daycare
- Happy Day Care
- Hayat Family Home Childcare
- Hidayah Family Child Care LLC
- Hinda Childcare
- Hoa Nguyen Home Daycare
- Hobyo One Childcare
- Maymun Home Childcare
- Miles of Smiles Family Child Care
- Minas Day Care
- Mona's Childcare LLC
- Moyale Home Family Childcare
- Muna Childcare
- Nasiib Family Child Care
- Nasri Family Child Care
- Nasteha Family Childcare
- Nesteho Child Care
- Nurturing Hands Daycare
- Paradise Family Home Childcare
- Playmates Daycare
- Radwaan Family Child Care
- Rahma Daycare
- Rahma Home Daycare
- Ram's Early Learning Program
- Ridwan Family Daycare
- Sabastian's Bilingual Preschool
- Salmaan Family Childcare
- Senait Family Home Child Care
- Small World Childcare
- Son Rise Child Care
- Suheila Childcare LLC
- Takaba Childcare
- Takawal Family Childcare LLC
- The Little Dreamers
- Tina Abdinoor Falestin daycare
- View Point Child Care
- Waliin In Home Childcare
- Weeble Peeple Day Care
- Yusra Home Day Care
- Zamzam's Family Home Childcare
- Zhi Weng Ye
- Hormuud Home Family

Seattle Preschool Program Providers

- Anas Family Child Care
- Angels Nest Childcare
- Associated Recreation Council
- Aster Blossom Child Care
- Boru Family Child Care
- Chinese Information Service Center
- Community School of West Seattle
- Creative Kids
- Denise Louie
- Launch
- Le Jardin Day Care and Preschool
- Lovable Nest Child Care
- Nasri Family Child Care
- Northwest Center Kids
- Nurturing Hands Daycare
- Primm ABC Child Care
- Puget Sound Ed. Svc. Dist. Educare
- Refugee Women's Alliance

- El Centro - Jose Marti CDC at Beacon Pacific Village
- Experimental Education Unit UW
- First Place Preschool
- Hanan Family Daycare
- Hayat Family Home Childcare
- Hearing, Speech and Deaf Center
- Hilltop Children's Center
- Hormuud Home Family
- Hutch Kids Child Care
- Ilhan Home Day Care
- Iman Family Childcare
- Innsha Allah Family Childcare
- Jasmin Day Care
- KinderCare
- Kusum's Family Child Care
- La Escuelita Bilingual School
- Sabastian's Bilingual Preschool
- Salmaan Family Childcare
- SPS
- Seed of Life
- Senait Family Home Child Care
- Sound Child Care Solutions
- The Children's Center B.G. Gardens
- The Little Dreamers
- Tiny Tots
- United Indians of All Tribes
- Voices of Tomorrow
- Waliin In Home Childcare
- West African Community Council
- WorldKids
- YMCA

School Based Investments

- Beacon Hill Elementary School (ES)
- Aki Kurose Middle School (MS)
- Chief Sealth High School (HS)
- Cleveland HS
- Concord ES
- Dearborn Park ES
- Denny International MS
- Dunlap ES
- Emerson ES
- Franklin HS
- Interagency HS
- John Muir ES
- Kimball ES
- Leschi ES
- Lowell ES
- Madrona ES
- Martin Luther King Jr. ES
- Mercer MS
- Northgate ES
- Olympic Hills ES
- Rainier Beach HS
- Rising Star ES
- Robert Eagle Staff MS
- Sand Point ES
- Sanislo ES
- South Shore PK-8
- Thurgood Marshall ES
- Washington MS
- West Seattle ES
- Wing Luke ES

V.IV Evaluation Principles

The evaluation of FEPP investments will be guided by five core values framed as actions. Putting principles into action requires city staff to: (1) practice accountability, (2) support continuous quality improvement, (3) commit to asset-based indicators, (4) disaggregate data by subpopulations, and (5) promote good stewardship of public funds.

1. **Practice Accountability:** Evaluation activities will ensure that levy-funded activities are aligned with stated goals and produce measurable results. Departments will clearly define expectations, track progress toward outcomes, and report findings transparently to the Levy Oversight Committee, City Council, and the public. Accountability will be framed not only as compliance, but as a shared commitment to delivering meaningful improvements for Seattle's children and youth.
2. **Support Continuous Quality Improvement:** Evaluation activities will function as a tool for learning and improvement across the six-year levy. Monitoring and evaluation findings will be used to refine strategies, strengthen program implementation, and support providers in improving service quality. By generating timely and actionable insights, evaluation activities will help ensure that FEPP investments evolve in response to emerging needs and lessons learned.
3. **Commit to Asset-Based Indicators:** Evaluation activities will prioritize asset-based indicators that reflect strengths, progress, and positive development. Rather than focusing solely on deficits or gaps, measures will highlight student growth, resilience, achievement, and milestones toward long-term success. This approach aligns with the City's Race and Social Justice Initiative by recognizing and building upon the strengths of Seattle's communities.
4. **Disaggregate Data by Subpopulations:** To ensure student achievement is improving equitably across student population, data will be disaggregated by race, ethnicity, gender, income, language, disability status, and other relevant characteristics. This practice ensures that improvements are not masked by aggregate averages and allows City to identify and address disparities. Evaluation will examine whether levy investments are reducing persistent opportunity gaps.
5. **Promote Good Stewardship of Public Funds:** As stewards of public resources, City will use evaluation to ensure that levy investments are deployed effectively and efficiently. Evaluation findings will inform strategic decisions about scaling, refining, or discontinuing approaches based on evidence of impact. By linking funding decisions to measurable outcomes, City aims to increase public trust and ensure responsible use of levy dollars.

V.V Ready to Learn Domain Investment Details

This appendix provides additional details to guide service implementation for funded strategies within the Ready to Learn Domain.

Expanded Learning Opportunities

Academic Supports

Academic supports are targeted interventions that are designed to close learning gaps and increase student proficiency in English Language Arts (ELA) and math. Funded activities include high impact tutoring and extended instructional time. Supports can be delivered during the school day or out-of-school time (OST) such as afterschool, break camps, or summer.

High impact tutoring services include one-on-one or small group tutoring (maximum 6:1 student to tutor ratio). Services must be aligned to approved school curriculum and delivered by certificated teachers or trained tutors. Minimum frequency is three 30-minute sessions per week for 10 consecutive weeks; frequency may be modified for OST settings such as a break camp or summer program.

Extended instructional time includes large group or traditional classroom format instruction with student to educator ratio in alignment with SPS grade-level policies. Services must be aligned to core classroom curriculum and delivered by certificated teachers or trained tutors. Minimum frequency is 30 minutes per week. This activity supplements, and does not supplant, the provision of basic education as defined and funded by the state.

Enrichment Supports

Enrichment supports are targeted interventions that are designed to boost student engagement, attendance, physical and mental health so they are ready to learn, and achievement of levy goals. Supports can be delivered during the school day or OST. Enrichment programs may include, but are not limited to, mentoring, science, technology, engineering, math (STEM), arts and culture, sports and physical wellness, social emotional learning, civic engagement, youth leadership development programming, international experiential learning, college and career readiness activities, environmental education, and Community Learning Centers. These activities supplement, and do not supplant, the provision of basic education as defined and funded by the state.

Enrichment support funding will prioritize career-connected learning in alignment Ready to Launch investments. This includes, but is not limited to, exposure to trades and industry skills, information technology artificial intelligence, coding, software engineering, and computer programming. School-Based Investments require funded schools to provide after-school and summer enrichment with the frequency standards listed below. Other FEPP-funded services have flexibility to choose their implementation model at the specified frequency.

Integrated Supports

Integrated supports are targeted interventions that are designed to provide youth and families with supportive relationships and navigation assistance. Interventions may include, but are not limited to, mentoring and case management services. Case management services support students who are chronically absent and not yet meeting grade level learning standards. Service models include attendance case managers or school social workers that may serve up to 200 students annually per FTE or intensive family case management (such as Family Support Services) that may support a caseload of 20 students. Intensive family case management removes 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. When students' basic needs are met, they are able to focus on learning and meeting academic goals. These investments are designed to help eliminate non-academic and socioeconomic barriers to educational achievement and career readiness.

Mentoring programs provide services such as structured case management, academic engagement support, leadership development, identity-affirming practices, and ongoing care coordination designed to improve attendance and academic outcomes for students. Services are delivered a minimum of 3 times per week and can occur during the school day or OST.

Active Family and Community Engagement

Family and community engagement consists of strategies and activities centered on school partnership with families in decision making and supporting students, as well as connecting families with needed services and supports. Interventions may include, but are not limited to, language access supports such as translation and interpretation, student-led conferences, and established frameworks like Family Co-Design, Dual Capacity Building, Academic Parent Teacher Teams (APTT).

Collaborative Leadership and Practices

Collaborative leadership and practices are essential to the success of School-Based Investments. These practices ensure school-community partnerships share common vision, communicate effectively, and have clear distribution of contracted partner responsibilities. This could include a temporary staff coordinator; staffing allocation would be proportionate to grant amount. The coordinator can be employed by SPS or a CBO. Duties may include:

- Primary liaison to City and responsible for the holistic implementation of the program model
- Member of school's Community Leadership Team
- Cultivates and manages school-CBO partnerships
- Coordinates community & family engagement activities
- Promotion of available services and student/family enrollment
- Data monitoring submission to City and use of data to improve student outcomes

School-Based Safety

Safe Passages

This program element places trusted adults from CBO staff along main routes to and from school grounds to foster safe environments. According to a Justice Department briefing, Safe Passage programs track locations with high volumes of students before and after school, and that may have seen previous violence. This element plays a key role in identifying emerging conflicts, preventing further escalations, and providing opportunities for de-escalation.

Conflict Mediation and Deescalation

This program element is a modification of Violence Interrupter strategies, with a specific focus on mediating conflict. According to the John Hopkins Bloomberg School for Public Health, violence Interrupters "are trained to interrupt cycles of retaliatory violence, help connect high risk individuals to social services, and change norms around using guns to solve conflict." The school-based conflict mediation efforts center on identifying emerging conflicts involving students, engaging those youth involved in a conflict, and de-escalating the conflict. Violence Interrupters are also charged with connecting students to case management support.

Case Management and Resource Navigation

Under the program model, case managers act as a resource for youth and assist their families. Case managers focus on meeting a wide range of needs to support the development of safe activities, relationships, and spaces for youth. If the case manager doesn't have direct access to a specific resource, they will connect the student and/or their family to other programs and resources to provide a tailored support plan.

Family Resource Fund

This fund is a flexible pool of funds available to students and their families at each school site selected by HSD and SPS for school-based safety measures. Family Resource Funds are intended to address a broad array of needs, ranging from basic needs support (utility or food support) to more flexible needs (yearbook or school activity costs). When a student's basic needs are met, they are able to focus on learning and meeting their academic goals. The Family Resource Fund is not intended to replace program-based participation incentives, like stipends, or be used to cover CBOs' direct program costs. Each situation is reviewed by SPS, HSD, and a contracted CBO who disperses funds to schools. These investments are designed to help eliminate non-academic and socioeconomic barriers to educational achievement and career readiness.

V.VI Abbreviations

Abbreviation	Full Meaning
CBO	Community-Based Organization
CCAP	Child Care Assistance Program
CCHP	Child Care Health Program
City	City of Seattle
CQI	Continuous quality improvement
DCHS	King County Department of Community and Human Services
DCYF	Washington State Department of Children, Youth, and Families
DEEL	Department of Education and Early Learning
ECEAP	Washington State's Early Childhood Education and Assistance Program
ELO	Expanded Learning Opportunities
FCC	Family Child Care
FEPP	Families, Education, Preschool, and Promise Levy
HSD	Human Services Department
LOC	Levy Oversight Committee
NFP	Nurse Family Partnership
MST	Multisystemic Therapy
OSE	Office of Sustainability and Environment
OST	Out of School Time
Plan	Implementation and Evaluation Plan for the FEPP Levy
PHSKC	Public Health Seattle King County
RET	Racial Equity Toolkit
SMI	State Median Income
SPR	Department of Parks and Recreation
SBHC	School Based Health Center
Seattle Colleges	South Seattle College, Seattle Central College, and North Seattle College, and Seattle Colleges District
Seattle Promise	Seattle Promise Program
SPP	Seattle Preschool Program
SY	School Year
ToC	Theory of Change
UW	University of Washington
YPQA	Youth Program Quality Assessment