



# SEATTLE CITY COUNCIL

## Governance and Education Committee

### Agenda

Tuesday, April 13, 2021

2:00 PM

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

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

Chair Info: 206-684-8809; [Lorena.González@seattle.gov](mailto:Lorena.González@seattle.gov)

[Watch Council Meetings Live](#) [View Past Council Meetings](#)

Council Chamber Listen Line: 206-684-8566

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206-684-8888 (TTY Relay 7-1-1), email [CouncilAgenda@Seattle.gov](mailto:CouncilAgenda@Seattle.gov), or visit  
<http://seattle.gov/cityclerk/accommodations>.



**SEATTLE CITY COUNCIL**  
**Governance and Education Committee**  
**Agenda**  
**April 13, 2021 - 2:00 PM**

**Meeting Location:**

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

**Committee Website:**

<http://www.seattle.gov/council/committees/governance-and-education>

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

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State Governor's Proclamation 20-28.15, until the COVID-19 State of Emergency is terminated or Proclamation 20-28 is rescinded by the Governor or State legislature.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

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

**Online registration to speak at the Governance and Education Committee meeting will begin two hours before the 2:00 p.m. meeting start time, and registration will end at the conclusion of the Public Comment period during the meeting. Speakers must be registered in order to be recognized by the Chair.**

**Submit written comments to Councilmember Lorena Gonzalez at [Lorena.Gonzalez@seattle.gov](mailto:Lorena.Gonzalez@seattle.gov)**

**Sign-up to provide Public Comment at the meeting at <http://www.seattle.gov/council/committees/public-comment>**

**Watch live streaming video of the meeting at <http://www.seattle.gov/council/watch-council-live>**

**Listen to the meeting by calling the Council Chamber Listen Line at 253-215-8782 Meeting ID: 586 416 9164**

**One Tap Mobile No. US: +12532158782,,5864169164#**

*Please Note: Times listed are estimated*

**A. Call To Order**

**B. Approval of the Agenda**

**C. Public Comment**

**D. Items of Business**

1. [Appt 01868](#) **Appointment of Zachary Pekelis Jones as member, Seattle Ethics and Elections Commission, for a term to December 31, 2022.**

Attachments: [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote**  
(10 minutes for items 1 and 2)

**Presenter:** Michelle Chen, Mayor's Office

2. [Appt 01869](#) **Appointment of Kristin A. Hawes as member, Seattle Ethics and Elections Commission, for a term to December 31, 2023.**

Attachments: [Appointment Packet](#)

**Briefing, Discussion, and Possible Vote**  
(10 minutes for items 1 and 2)

**Presenter:** Michelle Chen, Mayor's Office

3. **Best Starts for Kids Levy Renewal**

**Briefing and Discussion** (30 minutes)

**Presenter:** Sheila Ater Capestany, Best Starts for Kids Lead, King County

4. [Res 32002](#)      **A RESOLUTION supporting renewal of King County’s Best Starts for Kids Levy.**

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

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

**Presenter:** Brian Goodnight, Council Central Staff

5.                      **Seattle Promise**

*Supporting Documents:* [Seattle Promise Racial Equity Toolkit \(RET\) Analysis Report Presentation](#)

**Briefing and Discussion** (30 minutes)

**Presenters:** Dwane Chappelle, Director, Ismael Fajardo, and Dana Harrison, Department of Education and Early Learning (DEEL); Brian Goodnight, Council Central Staff

**E. Adjournment**



Legislation Text

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**File #:** Appt 01868, **Version:** 1

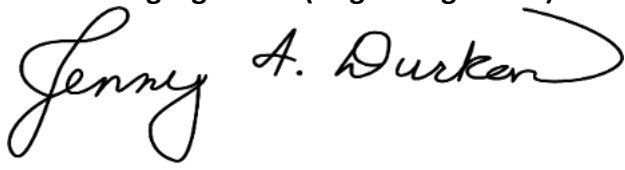
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Appointment of Zachary Pekelis Jones as member, Seattle Ethics and Elections Commission, for a term to December 31, 2022.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Zachary Pekelis Jones</i>		
<b>Board/Commission Name:</b> <i>Seattle Ethics and Elections Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	<b>Date Appointed:</b> 3/15/2021	<b>Term of Position: *</b> 1/1/2020 <b>to</b> 12/31/2022  <input checked="" type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b>	<b>Zip Code:</b>	<b>Contact Phone No.:</b> <i>N/A</i>
<b>Background:</b>  Zach Pekelis Jones, Assistant Attorney General, Complex Litigation Division. Zach has expertise in elections law and voter rights law having worked as a trial attorney in the Civil Rights Division- Voting Section of the US Department of Justice. He has litigated cases to enforce federal voting rights law and investigated potential voting rights violations. Before attending law school, he was a Teach for America teacher in Brooklyn, NY and a Senior Associate at the Urban Education Leaders Internship program in District of Columbia Public Schools. He went to Yale undergrad and Yale law school.		
<b>Authorizing Signature (original signature):</b> 		<b>Appointing Signatory:</b> <i>Jenny A. Durkan</i> <i>Mayor of Seattle</i>

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

# ZACHARY PEKELIS JONES

## EXPERIENCE

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**WASHINGTON ATTORNEY GENERAL'S OFFICE**, Seattle, WA Aug. 2018–present  
*Assistant Attorney General, Complex Litigation Division*

Represent state agencies and officials in cases across range of subject matter, including constitutional law, administrative law, and campaign finance; lead team defending Washington's COVID-19 response in federal and state courts, going undefeated in all 28 cases; lead defense of ballot measure regulating assault rifles against constitutional challenge, winning summary judgment; represent Legislature in lawsuit over Governor's line-item veto, winning summary judgment; litigate case against Facebook for violations of state campaign disclosure laws, defeating motion to dismiss; litigated affirmative cases challenging Trump administration actions, including DHS's "public charge" rule and State Department's deregulation of 3D-printed firearms.

**U.S. DEPARTMENT OF JUSTICE**, Washington, D.C. Aug. 2016–July 2018  
*Trial Attorney, Civil Rights Division – Voting Section*

Litigated cases to enforce federal voting rights law, including Texas voter ID litigation; investigated potential voting rights violations by conducting legal research and writing, analyzing election and demographic data, and interviewing witnesses; performed outreach to state and local governments to ensure compliance with federal election laws regulating bilingual election programs, absentee ballots for military and overseas citizens, and voter registration; monitored federal elections in local jurisdictions across the United States.

**PERKINS COIE LLP**, Seattle, WA June–Aug. 2010, Sept. 2012–Aug. 2016  
*Litigation Associate (2012–16); Summer Associate (2010)*

Litigated complex cases across range of subject matter, including labor and employment, commercial disputes, and political law; tried three civil cases, second-chairing federal jury trial and state bench trial; served as lead associate in all phases of major commercial arbitration; prepared appellate briefs in state courts, Ninth Circuit, and U.S. Supreme Court; counseled political clients and litigated cases on redistricting, recounts, campaign finance, and voting rights; represented Alabama prisoners in state and federal habeas proceedings, partnering with Equal Justice Initiative; first-chaired two felony trials in King County prosecution fellowship.

**U.S. COURT OF APPEALS FOR THE SEVENTH CIRCUIT**, Bloomington, IN Aug. 2011–Aug. 2012  
*Law Clerk to Circuit Judge David. F. Hamilton*

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**, Washington, D.C. June–Aug. 2009  
*Senior Associate, Urban Education Leaders Internship Program*

Wrote legal memoranda on special education law; assisted at administrative hearings and court proceedings; served on team designing autonomous schools program; interviewed master educator candidates.

**TEACH FOR AMERICA**, Brooklyn, NY June 2005–June 2007  
*Social Studies Teacher, Dr. Susan S. McKinney Secondary School for the Arts*

Taught global history, government, and economics in 10th through 12th grades.

**U.S. DEPARTMENT OF STATE**, Florence, Italy June–Aug. 2004  
*Consular Intern*

Drafted cables; prepared daily Italian press briefs; assisted with visa interviews and U.S. citizen services.

## EDUCATION

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**YALE LAW SCHOOL**, New Haven, CT J.D., June 2011

*Honors and activities:* Thurman Arnold Prize for Oral Advocacy, Yale Law School Moot Court Competition  
Founding Director, Marshall-Brennan Constitutional Literacy Project (Yale-New Haven)  
Teaching Assistant for U.S. Congress; Health Econ. & Policy; U.S. Gay & Lesbian History

**PACE UNIVERSITY**, New York, NY M.S., Teaching, June 2007

**YALE COLLEGE**, New Haven, CT B.A., *cum laude*, May 2005

*Honors:* European Union Studies Fellowship; Distinction in Ethics, Politics & Economics major

## INTERESTS AND COMMUNITY INVOLVEMENT

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Fitness instructor; saxophonist; Washington Bus Education Fund board; Seattle JazzEd board (2013–16)

## LANGUAGES

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Italian (advanced proficiency)

# Seattle Ethics and Elections Commission

7 Members: Pursuant to Seattle Municipal Code 3.70.020, all members subject to City Council confirmation, 3-year terms:

- 3 Mayor- appointed
- 3 City Council- appointed
- 1 Other Appointing Authority: Commission

## Roster:

*D	**G	RD	Position No.	Position Title	Name	Term Begin Date	Term End Date	Term #	Appointed By
6	F	7	1	Member	Kristin Hawes	1/1/21	12/31/23	1	Mayor
6	M	6	2	Member	Richard Shordt	1/1/19	12/31/21	1	City Council
6	F	3	3	Member	Judith Tobin	1/1/19	12/31/21	1	Mayor
6	F	3	4	Member	Susan Taylor	1/1/19	12/31/21	1	Commission
5	M	6	5	Member	Hardeep Singh Rekhi	1/1/20	12/31/22	2	City Council
6	M	3	6	Member	Zach Pekelis Jones	1/1/20	12/31/22	1	Mayor
6	M	7	7	Member	Bruce Carter	1/1/18	12/31/20	3	City Council

## SELF-IDENTIFIED DIVERSITY CHART

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

### Key:

\*D List the corresponding *Diversity Chart* number (1 through 9)

\*\*G List *gender*, M= Male, F= Female, T= Transgender, NB= Non-Binary, O= Other, U= Unknown

RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*





Legislation Text

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**File #:** Appt 01869, **Version:** 1

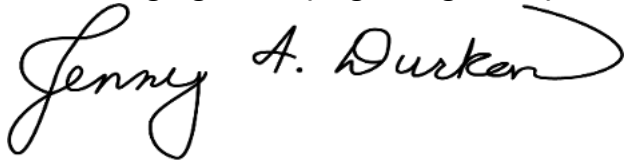
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Appointment of Kristin A. Hawes as member, Seattle Ethics and Elections Commission, for a term to December 31, 2023.

The Appointment Packet is provided as an attachment.



# City of Seattle Boards & Commissions Notice of Appointment

<b>Appointee Name:</b> <i>Kristin A. Hawes</i>		
<b>Board/Commission Name:</b> <i>Seattle Ethics and Elections Commission</i>		<b>Position Title:</b> <i>Member</i>
<input checked="" type="checkbox"/> <b>Appointment</b> OR <input type="checkbox"/> <b>Reappointment</b>		<b>Council Confirmation required?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appointing Authority:</b> <input type="checkbox"/> Council <input checked="" type="checkbox"/> Mayor <input type="checkbox"/> Other: <i>Fill in appointing authority</i>	<b>Date Appointed:</b> 3/15/2021	<b>Term of Position: *</b> 1/1/2021 <b>to</b> 12/31/2023  <input type="checkbox"/> <i>Serving remaining term of a vacant position</i>
<b>Residential Neighborhood:</b>	<b>Zip Code:</b>	<b>Contact Phone No.:</b> <i>N/A</i>
<b>Background:</b> Kristin is a real-estate attorney with Summit Law Group and prior to that she worked as a public defender in New York. Kristin is a Seattle native and actively engaged in her community through supporting her children’s schools and coaching their basketball teams. She attended Claremont McKenna college and NYU law school. She is interested in serving on the SEEC due to her strong interest in civic engagement and responsibility and will bring a great perspective to the Commission.		
<b>Authorizing Signature (original signature):</b> 		<b>Appointing Signatory:</b> <i>Jenny A. Durkan</i> <i>Mayor of Seattle</i>

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



## Kristin A. Hawes

### Real Estate, Business

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[REDACTED]

[REDACTED]

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#### Profile Introduction

Kristin dedicates her practice to helping clients with commercial and residential real estate matters, including purchase, sale, financing, joint venture, and leasing transactions. She has a particular interest in leasing, having worked with clients of all sizes to secure “the right space”, whether office, retail, industrial, warehouse, or a combination thereof; she is also experienced with asset management, including negotiation of lease amendments, termination agreements, property management documents, and brokerage agreements.

Prior to joining Summit, Kristin was senior counsel at SSL Law Firm LLP, where she represented landlords and tenants with national and regional real estate portfolios, including some of the country’s largest institutional property owners. As the former General Counsel and Secretary at John L. Scott Real Estate, she enjoys helping residential brokerage clients implement best practices. Early in her career, Kristin served as an Assistant Public Defender in New York, and she maintains an interest in ensuring equitable access to legal services.

Outside the office, Kristin enjoys running around Lake Union, cooking for friends, and exploring the Cascades with her intrepid husband, enthusiastic dog, and three reluctant children.

#### Community Service

Volunteer, Allied Aid Team #9

Coach, Queen Anne Community Center Cub Basketball

Auction Committee Member, John Hay Elementary School



Past Board Member, Soundview School

**Education**

New York University School of Law (J.D., 2000)  
Claremont McKenna College (B.A., 1994, cum laude)

**Bar Admissions**

Washington State  
New York State

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## SELF-IDENTIFIED DIVERSITY CHART

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

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RD Residential Council District number 1 through 7 or N/A

*Diversity information is self-identified and is voluntary.*



Legislation Text

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**File #:** Inf 1784, **Version:** 1

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Legislation Text

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**File #:** Res 32002, **Version:** 1

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**CITY OF SEATTLE**

**RESOLUTION \_\_\_\_\_**

A RESOLUTION supporting renewal of King County’s Best Starts for Kids Levy.

WHEREAS, since 1990, Seattle voters have generously supported investments in education and support services for the city’s youngest learners, students, and their families; and

WHEREAS, Seattle voters approved successive seven-year property tax lid lifts known as the Families and Education Levy in 1990, 1997, 2004, and 2011; and

WHEREAS, in 2014, Seattle voters approved an expansion of the City’s education efforts by approving the four-year Seattle Preschool Program Levy to provide Seattle children with accessible high-quality preschool services; and

WHEREAS, since 2018, with voter approval of the Families, Education, Preschool, and Promise Levy (FEPP Levy), the City has continued its investments in high-quality early learning, expanded learning opportunities, culturally-responsive programming, physical and mental health services, college and job readiness experiences, and post-secondary opportunities; and

WHEREAS, the overall goal of the FEPP Levy is to partner with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle students; and

WHEREAS, despite these valuable investments and support for children, students, and their families, widespread educational inequities still exist within Seattle with respect to students meeting grade level standards, discipline rates, and graduation rates; and

WHEREAS, eliminating racial and economic educational inequities for Seattle children and students cannot be accomplished in isolation through the investments of only one entity, but must be approached

systemically and supported by entities at many levels; and

WHEREAS, collaboration and partnership are essential in supporting the development and education of the city's children and youth; and

WHEREAS, the City values its many partners in this work, including students, families, educators, community-based organizations, cultural- and language-based organizations, the Seattle School District, Public Health-Seattle & King County, Seattle Colleges, and King County; and

WHEREAS, in 2015, King County voters approved the six-year Best Starts for Kids Levy (BSK Levy) to fund programs and services that support promotion, prevention, and early intervention for King County's children, youth, and families; and

WHEREAS, the goals for the BSK Levy that voters approved in 2015 are to ensure that babies are born healthy, King County is a place where everyone has equitable opportunities for health and safety as they progress through childhood, and communities offer safe, welcoming, and healthy environments that help improve outcomes for all of King County's children and families; and

WHEREAS, the levy focuses on five investment areas: programs for pregnant parents and children prenatal to age five; programs for children, youth, and young adults age five to 24; community-level programs and policies developed by community members themselves; programs identifying needs for families with children and young adults in crisis to assist with maintaining their housing; and evaluation and data collection to monitor the impact and progress of the levy's investments; and

WHEREAS, since its inception, the BSK Levy has funded 570 programs and has reached over 500,000 babies, children, youth, and families throughout the county with community-driven programming; and

WHEREAS, the King County Executive has recently proposed legislation to renew and expand the expiring BSK Levy; and

WHEREAS, the proposal would create a new six-year levy, providing services from 2022 through 2027, that would continue providing funding for prevention and early intervention programs and services for



children, youth, young adults, and their families and communities; and

WHEREAS, the proposal would also generate funding for a new child care subsidy program, a new workforce demonstration project for low-wage child care workers, would expand out-of-school time programs for school-age children, and create up to four new school-based health centers; and

WHEREAS, the new child care subsidy program is estimated to help more than 3,000 King County families per year afford child care costs; and

WHEREAS, the new workforce demonstration project is estimated to supplement the salary and benefits of 1,400 child care workers across the county, focusing on child care providers that serve low-income communities and communities of color; and

WHEREAS, the City has a long history of providing child care subsidies to low- and moderate-income families through its Child Care Assistance Program to help pay for child care for children ages one month through 12 years; and

WHEREAS, the arrival of the COVID-19 pandemic and its associated financial impacts have created hardships for many small businesses, including child care providers; and

WHEREAS, as of January 2021, Child Care Aware data indicates that ten percent of licensed child care programs in King County have temporarily closed due to the impacts of the COVID-19 pandemic; and

WHEREAS, in response to the pandemic, the City launched a temporary emergency child care program providing no-cost child care to children of essential workers, has provided copay relief for income-eligible families participating in the Child Care Assistance Program and child care offered through Seattle Parks and Recreation, and provided over \$2 million in stabilization grant funding to over 500 child care providers; and

WHEREAS, additional investments in child care by King County through the proposed renewal of the BSK Levy offer a new partnership opportunity for the City and King County and will benefit underserved families and child care providers within the city; and

WHEREAS, the City and King County have collaborated and coordinated educational investments in the past, such as with the ParentChild+ program and school-based health centers; and

WHEREAS, King County’s newly proposed child care programs provide another opportunity for the City and King County to collaborate and to ensure that their respective child care programs are complementary and are assisting the families that need it most; and

WHEREAS, the King County Regional Policy Committee recently clarified, via an amendment, that the BSK Levy’s implementation plan will ensure that residents in any city in King County will be able to access Levy-funded strategies regardless of the availability of similar services and programs provided by their city or in their community; and

WHEREAS, a continuation of investments through a renewed King County BSK Levy will benefit residents of the city and county by investing in programs that: promote improved health and well-being; prevent and intervene early on negative outcomes; reduce inequities in outcomes; and strengthen and improve health and human services systems; NOW, THEREFORE,

**BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF SEATTLE, THE MAYOR  
CONCURRING, THAT:**

Section 1. The Mayor and the City Council support the renewal of King County’s Best Starts for Kids Levy for the purpose of funding prevention and early intervention strategies to improve the health and well-being of children, youth, families, and their communities.

Adopted by the City Council the \_\_\_\_\_ day of \_\_\_\_\_, 2021, and signed by me in open session in authentication of its adoption this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

\_\_\_\_\_

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

The Mayor concurred the \_\_\_\_\_ day of \_\_\_\_\_, 2021.

\_\_\_\_\_  
Jenny A. Durkan, Mayor

Filed by me this \_\_\_\_\_ day of \_\_\_\_\_, 2021.

\_\_\_\_\_  
Monica Martinez Simmons, City Clerk

(Seal)

**SUMMARY and FISCAL NOTE\***

<b>Department:</b>	<b>Dept. Contact/Phone:</b>	<b>CBO Contact/Phone:</b>
Legislative	Brian Goodnight / 4-5597	N/A

\* Note that the Summary and Fiscal Note describes the version of the bill or resolution as introduced; final legislation including amendments may not be fully described.

**1. BILL SUMMARY**

**Legislation Title:** A RESOLUTION supporting renewal of King County’s Best Starts for Kids Levy.

**Summary and background of the Legislation:** This resolution states that the Mayor and the City Council support renewal of King County’s Best Starts for Kids Levy (BSK Levy) for the purpose of funding prevention and early intervention strategies to improve the health and well-being of children, youth, families, and their communities.

The current six-year BSK Levy was approved by voters in 2015 and will expire at the end of 2021. Since its inception, the BSK Levy has funded 570 programs and has reached over 500,000 babies, children, youth, and families throughout the county. The proposed renewal would create a new six-year levy providing services from 2022 through 2027. In addition to continuing its current suite of services, it would also generate funding for a new child care subsidy program, a new workforce demonstration project for low-wage child care workers, would expand out-of-school time programs for school-age children, and create up to four new school-based health centers.

**2. CAPITAL IMPROVEMENT PROGRAM**

**Does this legislation create, fund, or amend a CIP Project?** \_\_\_ Yes \_\_\_ X No

If yes, please fill out the table below and attach a new (if creating a project) or marked-up (if amending) CIP Page to the Council Bill. Please include the spending plan as part of the attached CIP Page. If no, please delete the table.

Project Name:	Project I.D.:	Project Location:	Start Date:	End Date:	Total Project Cost Through 2026:

**3. SUMMARY OF FINANCIAL IMPLICATIONS**

**Does this legislation amend the Adopted Budget?** \_\_\_ Yes \_\_\_ X No

If there are no changes to appropriations, revenues, or positions, please delete the table below.

Appropriation change (\$):	General Fund \$		Other \$	
	2021	2022	2021	2022
Estimated revenue change (\$):	Revenue to General Fund		Revenue to Other Funds	
	2021	2022	2021	2022

Positions affected:	No. of Positions		Total FTE Change	
	2021	2022	2021	2022

**Does the legislation have other financial impacts to the City of Seattle that are not reflected in the above, including direct or indirect, short-term or long-term costs?**

If so, describe the nature of the impacts. This could include increased operating and maintenance costs, for example.

No.

**Is there financial cost or other impacts of *not* implementing the legislation?**

Estimate the costs to the City of not implementing the legislation, including estimated costs to maintain or expand an existing facility or the cost avoidance due to replacement of an existing facility, potential conflicts with regulatory requirements, or other potential costs or consequences.

No.

**4. OTHER IMPLICATIONS**

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

If so, please list the affected department(s) and the nature of the impact (financial, operational, etc.).

No.

**b. Is a public hearing required for this legislation?**

If yes, what public hearing(s) have been held to date, and/or what public hearing(s) are planned/required in the future?

No.

**c. Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**

For example, legislation related to sale of surplus property, condemnation, or certain capital projects with private partners may require publication of notice. If you aren't sure, please check with your lawyer. If publication of notice is required, describe any steps taken to comply with that requirement.

No.

**d. Does this legislation affect a piece of property?**

If yes, and if a map or other visual representation of the property is not already included as an exhibit or attachment to the legislation itself, then you must include a map and/or other visual representation of the property and its location as an attachment to the fiscal note. Place a note on the map attached to the fiscal note that indicates the map is intended for illustrative or informational purposes only and is not intended to modify anything in the legislation.

No.

**e. Please describe any perceived implication for the principles of the Race and Social Justice Initiative. Does this legislation impact vulnerable or historically disadvantaged**

**communities? What is the Language Access plan for any communications to the public?**

If yes, please explain how this legislation may impact vulnerable or historically disadvantaged communities. Using the racial equity toolkit is one way to help determine the legislation’s impact on certain communities. If any aspect of the legislation involves communication or outreach to the public, please describe the plan for communicating with non-English speakers.

This legislation does not have any implications for the principles of the Race and Social Justice Initiative. However, King County’s Best Starts for Kids Levy, which this legislation supports, provides funding and services that reach vulnerable and historically disadvantaged communities and clearly acknowledges that race, ethnicity and place within King County has strongly correlated with which kids and families benefit from systems and policies.

**f. Climate Change Implications**

**1. Emissions: Is this legislation likely to increase or decrease carbon emissions in a material way?**

Please provide a qualitative response, considering net impacts. Are there potential carbon emissions impacts of not implementing the proposed legislation. Discuss any potential intersections of carbon emissions impacts and race and social justice impacts, if not previously described in Section 4e.

No.

**2. Resiliency: Will the action(s) proposed by this legislation increase or decrease Seattle’s resiliency (or ability to adapt) to climate change in a material way? If so, explain. If it is likely to decrease resiliency in a material way, describe what will or could be done to mitigate the effects.**

Describe the potential climate resiliency impacts of implementing or not implementing the proposed legislation. Discuss any potential intersections of climate resiliency and race and social justice impacts, if not previously described in Section 4e.

No.

**g. If this legislation includes a new initiative or a major programmatic expansion: What are the specific long-term and measurable goal(s) of the program? How will this legislation help achieve the program’s desired goal(s).**

This answer should highlight measurable outputs and outcomes.

No.

**List attachments/exhibits below:**



Legislation Text

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**File #:** Inf 1785, **Version:** 1

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# **Racial Equity Toolkit Analysis**

## **Final Report**

**December 2020**

*Recommendations submitted to the  
Department of Education and Early Learning (DEEL)  
by the Seattle Promise Racial Equity Toolkit (RET) Team*



**Seattle** Department of  
Education & Early Learning



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## I. Executive Summary

In accordance with the Families, Education, Preschool, and Promise (FEPP) Levy Implementation & Evaluation (I&E) Plan, the Department of Education and Early Learning (DEEL) conducted a Racial Equity Toolkit (RET) analysis related to the Seattle Promise investment area, with specific focus on program elements that could have inequitable outcomes for Seattle youth. DEEL is committed to apply RETs toward FEPP Levy budgetary, programmatic, and policy decisions in order to minimize harm and maximize benefits to Seattle’s communities of color. The FEPP Levy I&E Plan specifies that the Seattle Promise RET include, at a minimum, an analysis of:

- Program expansion to serve Opportunity Youth, public charter school students, and students wishing to enroll on an exclusively part-time basis; and
- The impact of Satisfactory Academic Progress requirements.

To conduct the Seattle Promise RET analysis, DEEL worked in collaboration with a RET Team totaling 19 individuals representing the City of Seattle, Seattle Colleges, Seattle Public Schools (SPS), and the community. Through a series of monthly meetings and engagements spanning from November 2019 through December 2020, the RET Team addressed questions focused on 14 program elements categorized as follows:

<b>Seattle Promise RET Areas of Analysis</b>	
<i>Category</i>	<i>Element</i>
<b>Eligibility Expansion</b>	Opportunity Youth Charter School Students Non-Traditional Diploma GED Completion
<b>Continuous Enrollment</b>	Exclusive Part-time Enrollment Path to Regain Eligibility Satisfactory Academic Progress (SAP) Impacts
<b>Program Support Services</b>	Prioritization of Tuition Support Student to Support Staff Ratios Equivalent Supports by Academic Program Promise Readiness at non-FEPP Levy Schools Academic Preparation and Developmental Coursework College Fees Equity Scholarship Impact on Family Income

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

## II. Seattle Promise Program Background and Overview

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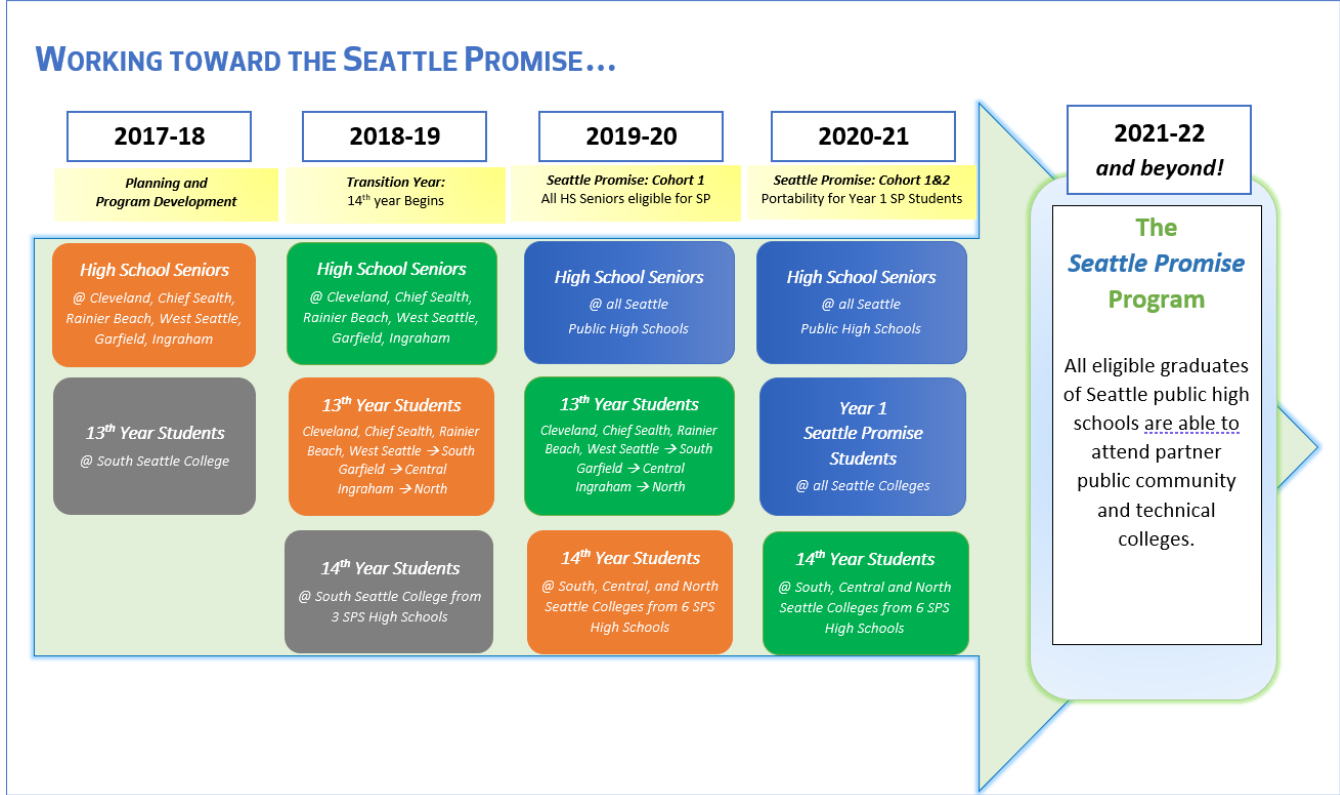
### A. History of Seattle Promise

In 2018, the City of Seattle partnered with the Seattle Colleges and Seattle Public Schools to officially launch the Seattle Promise program, but its origin and programmatic evolution can be tracked back to 13 years ago. In 2008, the South Seattle College Foundation established the 13<sup>th</sup> Year Promise Scholarship based on research from the State Board for Community and Technical Colleges (SBCTC) that demonstrated a high school diploma and one year of college is a critical "tipping point" for students to earn living wage jobs and/or continue their education. The "promise" was to guarantee that all graduating seniors from Cleveland High School had the opportunity to attend South Seattle College tuition-free for one year, with a support network in place to help them navigate the transition from high school to higher education and forge a path toward a successful career. The mission was to increase access to higher education for our community's students, particularly those from underrepresented groups including students of color, low-income students and first-generation college students. After its initial success, the 13<sup>th</sup> Year Promise Scholarship expanded in 2011 to include graduating seniors from Chief Sealth International High School, and then again in 2014 at Rainier Beach High School.

Three years later in 2017, the City of Seattle, through the leadership of Council President Bruce Harrell, invested \$1.5 million dollars into further expanding the 13<sup>th</sup> Year Scholarship Program. This funding would increase the number of participating high schools to a total of six. This would add West Seattle High School in the South Seattle College service area, as well as at least one high school in each of the Seattle College district service areas—Ingraham High School in the North Seattle College area, and Garfield High School in the Seattle Central College area—each implementing the 13<sup>th</sup> Year Scholarship on their respective campuses.

After coming into office in late 2017, and inspired by the 13<sup>th</sup> Year Scholarship Program, Seattle Mayor Jenny Durkan signed an executive order to create the Seattle Promise that would lead to the development of the current program by the Seattle Promise Design Team. The Design Team, comprised of individuals from the City of Seattle's Mayor's Office, DEEL, and Office of Civil Rights; Seattle Colleges; Seattle Public Schools; and other higher education stakeholders, came together to build out the initial program elements for Seattle Promise. Referencing the 13<sup>th</sup> Year Scholarship Program, best practices from state and national promise programs, feedback from students, feedback from college and career readiness organizations, and research from the field, the Design Team created a new promise program that would provide two years of free in-state tuition at Seattle Colleges for graduating seniors from Seattle public high schools, as well as advising and counseling in high school and in college, and non-tuition financial assistance for those in need of additional support.

The FEPP Levy, passed in 2018, would invest \$40.7 million into the Seattle Promise over the seven-year life of the levy, providing a stable source of local funding that would remove a financial barrier for many students in Seattle who would not otherwise be able to afford to go to college, and equally important, enable the development of a culture within the city that makes a post-secondary education accessible to any student who wants to pursue one. Seattle Promise is now in its third year of implementation and there have been many lessons learned along the way. Both the City of Seattle and Seattle Colleges are committed to the continuous quality improvement of the program, and the work of the RET Team will help in providing important feedback and recommendations on how to make Seattle Promise more equitable for the students it serves.



**B. Seattle Promise Goal and Outcomes**

The intent of the Seattle Promise program is to reduce and/or remove the financial barriers that keep some public high school graduates from earning a credential, certificate, degree, or transfer to a 4-year institution. Seattle Promise builds upon the success of the 13<sup>th</sup> Year Scholarship Program, originally established at South Seattle College in 2008 and expanded to all Seattle Colleges in 2017—North Seattle College, Seattle Central College, and South Seattle College. Funding is directly awarded to the Seattle Colleges to achieve the following goal and outcomes:

Seattle Promise Goal and Outcomes	
<b>Goal</b>	Seattle students have access to and utilize post-secondary opportunities that promote attainment of a certificate, credential or degree.
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Seattle Promise students complete a credential, certificate, degree or transfer</li> <li>2. Seattle Promise delivers high-quality services and clear pathways to success</li> <li>3. Race-based opportunity gaps are closed</li> </ol>

To achieve this goal and set of outcomes, the FEPP Levy Seattle Promise investment area funds three strategies:

1. **Tuition:** Seattle Promise students that meet all program requirements are eligible to receive up to 90 attempted college credits or two-years of attendance, whichever comes first, at any of the Seattle Colleges towards a student's initial credential, certificate, degree, or transfer to a 4-year institution. Seattle Promise tuition is intended to be a last-dollar scholarship; a last-dollar scholarship means that the Seattle Promise scholarship will cover all tuition costs after Federal and State supports, and individual student scholarships are applied.
2. **Equity Scholarship:** Additional financial support to Seattle Promise students with a zero Expected Family Contribution (EFC), to assist with non-tuition related expenses such as books, fees, childcare, food, housing, transportation, etc. A student's EFC is determined based on their financial aid award.
3. **College Preparation and Persistence Support:** Provides students with college and career supports beginning in the 11<sup>th</sup> grade and continuing through their 14<sup>th</sup> year, in three stages: 1) college ready and college transition, 2) persistence, and 3) completion. Student Success Specialists provide services to 11<sup>th</sup> and 12<sup>th</sup> graders (approximately 1.0 FTE Student Success Specialist for up to 300 high school seniors) and Seattle College Support Staff provide services to 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students (approximately 1.0 FTE College Support Staff for up to 100 13<sup>th</sup> and 14<sup>th</sup> Year Seattle Promise students).

### C. Eligibility and Continuous Enrollment

Currently, graduates of Seattle Public Schools high schools are eligible to participate in Seattle Promise. Seattle Promise is a universal program meaning all students may apply regardless of family income. Students do not need to achieve any minimum GPA or test score to be eligible.

To enroll and participate in the program students must:

- **Complete the Seattle Promise application:** Students and families must complete the Seattle Promise application during the students' senior year. Completing this form gives students access

to all the benefits of the Seattle Promise program, even if they do not intend to attend a Seattle College after graduation.

- **Participate in Readiness Academies:** Readiness Academy is the body of work associated with preparing high school Seattle Promise students for college. During the spring, students spend a day at one of the Seattle College campuses. Students engage in workshops consisting of (but not limited to) financial aid package completion assistance, college application assistance, career awareness, placement exam support, and more.
- **Complete the Financial Aid Package:** Students must complete their financial aid package by the Federal and college deadline. Completion of the financial aid package includes completing the Free Application for Federal Student Aid (FAFSA) or the Washington Application for Student financial Aid (WASFA) and other financial information required by each college.
- **Graduate from High School:** Students must graduate from an SPS high school with a diploma.
- **Participate in Summer Bridge:** Upon graduation, Seattle Promise students will participate in the Summer Bridge program. The Summer Bridge Program connects students to their college campus and peers the Summer between high school graduation and their Fall quarter.

After a student enrolls at a Seattle College, they maintain their eligibility by meeting certain milestones designed to help students progress towards completion. Those milestones include:

- **Enrolling in Fall quarter:** Students must enroll in a Seattle College the Fall quarter after they graduate from high school. This allows the Seattle Colleges to build robust cohorts where students can develop support systems with each other.
  - **Maintaining good academic standing:** Students must maintain the Standard Academic Progress (SAP) as defined by the college where they are enrolled. SAP includes both enrolling in at least a minimum number of credits and maintaining at or above a minimum GPA. Students who do not achieve SAP in a quarter will lose access to financial resources through the Seattle Promise, but may work with their school's financial aid officer to identify other sources for tuition assistance.
  - **Meeting quarterly with a Seattle College Retention Specialists:** Students must meet with their Retention Specialist quarterly. Through these meetings, students will be able to check-in on progress towards their desired degree or certificate, as well as learn about opportunities and resources available on- and off-campus. During their second year, students will work with the college support staff to develop a plan for exiting the Seattle College system.
- Attending school full-time:** Seattle Promise students are required to enroll full-time every quarter. Full-time is defined as 12 or more credits attempted quarterly. Students are able to work with their assigned Retention Specialist to submit an appeal for part-time enrollment. Appeals are granted on a case by case basis.

### III. Seattle Promise RET Team and Process

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

The Seattle Race and Social Justice Initiative (RSJI) is a citywide effort to end institutionalized racism and race-based disparities in City of Seattle government. "RSJI builds on the work of civil rights movement and the ongoing efforts of individuals and groups in Seattle to confront racism. The initiative’s long term goal is to change the underlying system that creates race-based disparities in (the) community and to achieve racial equity."<sup>1</sup> As part of the overall initiative, the Racial Equity Toolkit (RET) lays out a process to help end individual, institutional, and structural racism inherent in government systems. The RET is intended to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity, and involves the engagement of relevant stakeholders participating in a careful analysis of a certain body of work, in this case, the Seattle Promise.

#### B. Seattle Promise RET Team

To conduct the analysis, a 19-member Seattle Promise RET Team was established and selected based on their background and experience. The composition of the team consisted of City of Seattle staff, Seattle Colleges, Seattle Public Schools, and community stakeholders. Below is a list of individuals who participated on the Seattle Promise RET Team:

RET Team Member	Membership
Clarence Dancer, Jr.	City of Seattle
Rosa Ammon-Ciaglo	City of Seattle
Roberto Lopez	City of Seattle
Lisa Gaccione	City of Seattle
Cashayla Rodgers	City of Seattle/Seattle Colleges
Melody McMillan	Seattle Colleges
Yoshiko Harden	Seattle Colleges
Kelsey Peronto	Seattle Colleges
Lauren Fonoimoana	Seattle Public Schools
Anna-Maria de la Fuente	Seattle Public Schools
Marcel Hauser	Seattle Public Schools
Isaiah Kenard	Seattle Public Schools
Halisi A. El	Community Member
Monique Franklin	Community Member
Tracy Hillard	Community Member
Jon Lanthier	Community Member

<sup>1</sup> City of Seattle’s Race and Social Justice Initiative Webpage- <https://www.seattle.gov/rsji/about>

Monika Mathews	Community Member
Hassan Werder	Community Member
DonYeta Madden*	RET Team Lead Consultant

\*Due to COVID-19 impacts on the City, the contract with the consultant was terminated in April.

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

As part of the Seattle Promise RET Team, members played an essential role in surfacing the program’s benefits and/or burdens on community in terms of racial equity. This included analyzing the program for impacts and alignment with racial equity outcomes, developing strategies to create greater racial equity or minimize unintended consequences, and providing recommendations for consideration by DEEL leadership. The RET Team met monthly between November 2019 and December 2020 and utilized their time together discussing various topics, engaging one another in small subcommittees between monthly meetings, reviewing materials, participating in and designing community outreach and engagement efforts, and providing their individual expertise. RET Team community members and members of the community that participated in RET outreach activities were compensated for their time. Outlined below are the tasks and topics/objectives that were covered during the Seattle Promise RET Team meetings.

Seattle Promise RET Team Meetings		
Date	Task(s)	Topic(s)/Objectives
November 2019	RET Team Introductions and Purpose	Relationship building RET Team roles and responsibilities Racial Equity Toolkit overview
December 2019	Review Seattle Promise program	RET Team notebook Seattle Promise program
January 2020	<i>No Seattle RET Team Meeting</i>	
February 2020	Continue review of Seattle Promise program	Establish a foundation and awareness of Seattle Promise program structure SharePoint Data Review: <ul style="list-style-type: none"> <li>• Student and staff demographics</li> <li>• Eligibility</li> <li>• Financial aid criteria</li> </ul>
March 2020	Meet with Seattle Colleges & Seattle Promise Design Team	Seattle College discussion on how Seattle Promise is implemented Seattle Promise Design Team discussion on how program decisions were made



April 2020	Understand program development and implementation plan	Overview of Seattle Promise Executive Order and FEPP Implementation and Evaluation (I&E) Plan Community Engagement Planning
May 2020	Determine community engagement questions and format	Determine which eligibility questions can be answered by the RET Team and which require additional community feedback Eligibility <ul style="list-style-type: none"> <li>• Students who receive a diploma outside of the traditional high school route</li> <li>• GED students--What are the parameters?</li> <li>• Part-time students</li> <li>• Current eligibility and delivery model</li> </ul>
June 2020	Community engagement planning	Determine which College & Career Preparation questions can be answered by the RET Team and which require additional community feedback College & Career Preparation <ul style="list-style-type: none"> <li>• Student Outreach Specialist - specialist-to-school v. specialist-to-student ratio?</li> <li>• Pathway for students to come back into the program</li> <li>• Pre-apprentice, trades, prof-tech student supports</li> <li>• College and career readiness support for students at non-Levy supported high schools</li> </ul>
July 2020	Community engagement planning	Determine which Finance/Budget questions can be answered by the RET Team and which questions will require additional community feedback Finance/Budget <ul style="list-style-type: none"> <li>• Reducing remedial coursework for students</li> <li>• College/student fees</li> <li>• Equity Scholarship funding impact income for students</li> </ul>

		<ul style="list-style-type: none"> <li>Increased student enrollment and potential need for additional tuition support than is allocated</li> </ul>
August 2020	<p>Facilitate community engagement events</p> <p>Draft initial RET Team recommendations</p>	<p>Review and provide feedback on RET Team recommendations by DEEL, Seattle Colleges and Team</p> <p>Team will be informed of feedback from DEEL and Seattle Colleges</p>
September/ October 2020	Review and feedback on recommendations	Continued review of RET Team recommendations including DEEL and Seattle Colleges feedback
November 2020	Review and feedback on recommendations	Finalize review and add feedback from DEEL and Seattle Colleges

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

<b>Seattle Promise RET Analysis</b>		
<b>Step</b>	<b>Description</b>	<b>Summary of Action</b>
Set Outcomes	Leadership communicates key community outcomes for racial equity to guide analysis.	<p>The RET Team was given 14 items to consider in the toolkit analysis.</p> <p>The RET Team established norms for working together and to guide its engagement and outcomes.</p> <p>The outcomes used to guide the group’s focus and designs were:</p> <ul style="list-style-type: none"> <li>Inform and Empower low-income communities and families of color to participate in Seattle Promise by removing barriers to access.</li> <li>Provide recommendations that increase access for students historically disenfranchised by the education system to attain academic and economic success.</li> </ul>

Involve Stakeholders + Analyze Data	Gather information from community and staff on how the issue benefits or burdens the community in terms of racial equity.	<p>The RET Team met with the Seattle College leadership and staff to help inform the team on current practices, program implementation concerns and successes, data, funding model, and equitable practices.</p> <p>The RET Team met with the City of Seattle’s Department of Education and Early Learning leadership and staff to help inform the team on City legislative implications, Design Team, data, and funding model.</p> <p>The RET Team met with community members to solicit their feedback on program elements. The engagement included students and parents.</p>
Determine Benefits and/or Burden	Analyze issue for impacts and alignment with racial equity outcomes.	Outcomes from this step will be found within the recommendations from the RET Team.
Advance Opportunity or Minimize Harm	Develop strategies to create greater racial equity or minimize unintended consequences.	Outcomes from this step will be found within the recommendations from the RET Team.
Evaluate. Raise Awareness. Be Accountable.	Track impacts on communities of color overtime. Continue to communicate with and involve stakeholders. Document unresolved issues.	This step will depend upon what recommendations the City Council adopts, which will give us guidance on what elements to follow and evaluate. However, in the recommendations, the RET Team has documented items that were unresolved by the team.
Report Back	Share information learned from analysis and unresolved issue with Department Leadership and Change Team.	This report will share learned information to DEEL leadership, LOC, Mayor’s Office, City Council, Seattle Colleges leadership, and SPS leadership.

## **D. Limitations**

Due to the COVID-19 pandemic, restrictions on social activity, and social unrest sparked by numerous killings of black people at the hands of the police, the Seattle Promise RET Team ran into many challenges with community engagement and outreach and soliciting additional input from the community and other stakeholders. The plan for conducting a large community forum in April/May 2020 was modified to smaller virtual and survey outreach. However, even that proved to be a challenge. The RET Team tried to conduct several virtual events from August to November, but was only able to manage two—one with high school students and the other with Charter School parents. The RET Team also designed a survey to solicit further feedback, but unfortunately that yielded no responses.

To offset some of these limitations, the Seattle Colleges conducted an exit survey with a group of Seattle Promise students who had completed the program. Feedback from those surveys provided the RET Team with additional insight on student experience. In addition, the RET Team reviewed a recent report from the Community Center for Education Results (CCER) that focused on the postsecondary needs and challenges of Opportunity Youth in King County. Finally, the team also leaned into the diversity of expertise within the group. The breadth of backgrounds and experiences that members brought to the discussions helped provide additional, valuable feedback that could be used to inform report recommendations.

## **IV. RET Team Recommendations**

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The Seattle Promise RET Team was given 14 program elements to review which were grouped into three categories: Eligibility Expansion, Continuous Enrollment, and Program Support Services. This section details the recommendations born out of the team's outreach engagement, data evaluation, and dialogue amongst members. The estimated annual cost for each item indicates new monies needed and does not assume a re-allocation of current funds sourced from the FEPP Levy to support. All program elements reviewed were deemed essential to building a high quality and equity focused program. However, there were some elements discussed that would take additional time to implement, or the cost of implementation would require time to find an adequate funding source. Therefore, for each element analyzed, the RET Team felt it was necessary to communicate the group's priority—high, medium, or low—around how important it was to address. The priorities take into consideration the needs identified by the community and Seattle Promise RET Team, the overall impact on program, and the ability to implement recommendations in a timely manner.

RET Team Recommendations				
Eligibility Expansion				
Element	Question	Recommendation	Annual Cost	Priority
<b>Opportunity Youth</b>	Should Opportunity Youth be eligible for Seattle Promise?	<p>The RET Team used the King County definition for Opportunity Youth—youth between the ages of 16 and 24 that are neither in school nor work.</p> <p>Students who have been identified as Opportunity Youth and are Seattle residents should be eligible to participate in Seattle Promise. This group of students may have higher needs than the current structure of supports offered within the program can meet. Along with recommending the inclusion of this group it is recommended that the City of Seattle, Seattle Colleges and SPS work together to design support services that will meet the needs for this group of students.</p>	\$5.8M-\$8.7M	High
	<i>Considerations</i>	<ul style="list-style-type: none"> <li>• Opportunity Youth begin as young as 16. The RET Team believes that 16 is too young for Seattle Promise and would recommend age 18.</li> <li>• Must build adequate supports to meet the needs of these students.</li> <li>• The number of Opportunity Youth in the Seattle area was difficult to identify. The numbers were based on King County as a whole citing 18,816 Opportunity Youth.</li> <li>• The cost for including this group of students could be significant. This would not fit within the current funding for Seattle Promise within the FEPP Levy. Would require a new funding source.</li> <li>• Inclusion of Opportunity Youth would require building out a different outreach plan and modifying the student to staff ratio.</li> </ul>		
	<i>Implementation Notes</i>	Including Opportunity Youth is a significant difference in current program implementation. It will take time for the City and the Seattle Colleges to fully design the supports needed to best help Opportunity Youth access the opportunity and support them to completion. Many Opportunity Youth have faced significant challenges in the traditional system so it may take time for the City and Seattle Colleges to fully understand the breadth of needs and build the necessary supports. The RET Team anticipates it will take a year to properly plan for implementation. Assuming funding is made available, Opportunity Youth could be included into Seattle Promise as early as Fall of 2023.		
<b>Charter School Students</b>	Should Charter School students be eligible for Seattle Promise?	Charter schools are independently managed public schools that are operated by approved nonprofit organizations. They are free and open to all students who live in Washington state. Charter schools receive funding based on student enrollment, just like any other district public school. (OSPI)	\$675K-\$1M	High

		Students from Charter Schools within the City of Seattle city limits should be eligible to participate in Seattle Promise. Many students and families have chosen Charter schools because their needs were not being met in traditional public schools. These students should not be excluded from the program simply for searching for better suited education opportunities for their students.		
	<i>Considerations</i>	<ul style="list-style-type: none"> <li>• There are three Charter high schools in the Seattle area.</li> <li>• The number of eligible students each year could be 200 once all three schools have reached full senior classes.</li> </ul>		
	<i>Implementation Notes</i>	The Charter school structure will not require a change within the current Seattle Promise delivery model. This group would be easy to include within the program. Charter school students could be included as early as SY 2021-22 for high school outreach for Fall 2022 college enrollment.		
<b>Non-Traditional Diploma</b>	Should students who earn a high school diploma outside of an SPS or Charter School be eligible for Seattle Promise?	<p>Some students may complete a K-12 education outside of an SPS or Charter School. This could include, but not be limited to, home school students, Open Doors students, on-line K-12 education programs, and others.</p> <p>Students who complete a diploma outside of the traditional route and live within the City of Seattle city limits should be eligible to participate in Seattle Promise.</p>	\$450K-\$675K	Low
	<i>Considerations</i>	There will need to be a way to determine academic rigor for students who fall into this group.		
	<i>Implementation Notes</i>	The City of Seattle and Seattle Colleges need more time to assess who these students are and how to best support them. The RET Team would consider the inclusion of this student populations in 3 or 4 years or possibly as part of the next Levy.		
<b>GED Completion</b>	Should students who pass their General Education Development (GED) test be eligible for Seattle Promise?	Students who pass their General Education Development test, live within the City of Seattle city limits, and if they would have graduated with a diploma in a year their school was eligible for Seattle Promise should be eligible to participate in Seattle Promise. The K-12 system has failed many of our students of color. Parents or students that choose a better option for them should not be punished for it. This group of students may have higher needs than the current structure of supports offered within the program can meet. It is also recommended that the City of Seattle, Seattle Colleges and SPS work together to design support services that will meet the needs for this group of students.	\$775K-\$1.2M	High

	<i>Considerations</i>	<ul style="list-style-type: none"> <li>• Building adequate supports to meet the needs of this student population is needed.</li> <li>• The number of people who complete a GED was difficult to identify. The numbers were based on ERDC and OPSI reporting.</li> <li>• Outreach planning and the student to staff ratio would need to change significantly.</li> </ul>
	<i>Implementation Notes</i>	<p>Including people who complete a GED is a significant difference in current program implementation. It will take time for the City and the Seattle Colleges to fully design the supports needed to best help this student population to access the opportunity and support them to completion. Many students have seen significant challenges in the traditional system. so it may take time for the City and Seattle Colleges to fully understand the breadth of needs and build the necessary supports. Supporting this group of students is a high priority for the team, however, the RET Team anticipates it will take a year to properly plan for implementation. Assuming funding is made available, students completing GEDs could be included into Seattle Promise as early as Fall of 2023.</p>

RET Team Recommendations				
Continuous Enrollment				
Element	Question	Recommendation	Annual Cost	Priority
<b>Exclusive Part-time Enrollment</b>	Should students be allowed to enroll in an exclusive part-time basis?	<p>This will allow students to not be required to enroll full-time to maintain eligibility for the program. Students would have the freedom to choose part-time as an option for their entire time as a Seattle Promise student.</p> <p>It is too soon in the program to determine if this is a need and it is recommended that continued monitoring occur. Currently, students can submit a request to attend part-time. The request is reviewed by the student's Retention Specialist and other Seattle Promise staff. At this time, this seems to meet the needs for Seattle Promise students.</p>	\$400K-\$510K	Low
	<i>Considerations</i>	<ul style="list-style-type: none"> <li>• Data shows that students who enroll full-time are more likely to complete their postsecondary education.</li> <li>• If students are allowed to enroll at a part-time exclusive basis, they would not complete within two years. The FEPP I&amp;E Plan would need to be amended and allow for longer time to complete.</li> <li>• This would have an impact on Retention Specialists and the ability to maintain a ratio of 1:100.</li> </ul>		
	<i>Implementation Notes</i>	No implementation notes suggested at this time.		
<b>Path to Regain Eligibility</b>	Should a formal pathway to regain eligibility be developed for students?	<p>To maintain program eligibility, Seattle Promise students must meet with their Retention Specialist quarterly, enroll full-time (unless the student has submitted a formal appeal), and must meet Satisfactory Academic Progress (SAP). If a student fails to meet any of these requirements, then they are removed from the program.</p> <p>Students should be allowed to re-enter the program. City of Seattle, Seattle Colleges and SPS staff will need to develop a formal program re-entry process.</p>	\$390K-\$590K	High
	<i>Considerations</i>	<ul style="list-style-type: none"> <li>• Students should still have to meet the two year or 90 credit requirement or this will highly impact the budget and support ratio for staff.</li> </ul>		
	<i>Implementation Notes</i>	The City of Seattle and Seattle Colleges would need to convene and create a policy for this program component. This can be implemented as soon as Fall 2021, pending availability of funding.		
<b>Satisfactory Academic</b>	What is the impact of SAP	<p>SAP indicates the successful completion of coursework towards a degree or certificate.</p> <p>According to federal regulations, students who fail to make satisfactory academic</p>		Low



<b>Progress (SAP) Impacts</b>	requirements on Seattle Promise students?	<p>progress towards their degree or certificate will lose their eligibility to receive Federal Student Aid (FSA).</p> <p>The Seattle Colleges have a system in place to support students who do not meet SAP. At this time, continued observation of this is needed in order to make a more informed recommendation at a later time.</p>		
	<i>Considerations</i>	<ul style="list-style-type: none"> <li>• SAP is a requirement for students to maintain eligibility for federal financial aid.</li> <li>• SAP helps to ensure that students are progressing towards completing their degree.</li> </ul>		
	<i>Implementation Notes</i>	No implementation notes suggested at this time.		

RET Team Recommendations				
Program Support Services				
Element	Question	Recommendation	Annual Cost	Priority
<b>Prioritization of Tuition Support</b>	How should tuition support be prioritized if more students enroll in Seattle Promise than there is funding allocated?	<p>Seattle Promise is a universal program. Any student that has graduated and received a diploma from a SPS high school is eligible. However, if funding for tuition supports are ever short for any given year, what will the City and Seattle Colleges do to ensure that students who are furthest from education justice are able to access the program?</p> <p>The FEPP Levy I&amp;E Plan has provided the City with guidance in the event that the allotted tuition does not meet the need. In the event that demand for Seattle Promise tuition supports exceed supply, tuition <b>funds will be prioritized for low-income, first-generation</b> (i.e. students who are first in their family to attend college), and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. In collaboration with Seattle Colleges, DEEL will collect and analyze Promise Student enrollment, persistence, and completion trends to better understand how FEPP-funds are being utilized. DEEL and the Colleges will use this analysis to inform the further refinement of a student prioritization mechanism that responds to Seattle student and family needs, and promotes equitable access to post-secondary opportunity.</p>		Medium
	<i>Considerations</i>	<ul style="list-style-type: none"> <li>When to make the decision is difficult as the Seattle Colleges would not know how many students until they complete the application. May need to make the decision based on previous year's applications.</li> </ul>		
	<i>Implementation Notes</i>	If necessary, this can be implemented as soon as Fall 2021 for high school outreach.		
<b>Student Support Staff Ratios</b>	Should student outreach and retention staff ratios be modified?	<p>Seattle Promise currently has in its design a ratio of 1 Student Outreach Staff person for every 300 students. The Retention Staff is at a ratio of 1 for every 100 students.</p> <p>There is need for continued monitoring of this element in order to make a more informed recommendation at a later time. However, designing outreach staff support as a ratio does not seem equitable. Some students may have a need for more support than others.</p>		Medium

		It is recommended that a) the Seattle Colleges have some flexibility in moving staff to meet student needs; b) the Seattle Colleges, DEEL, and SPS continue to look at and modify the outreach to meet equitable needs.		
	<i>Consideration</i>	<ul style="list-style-type: none"> <li>• Potential costs for adding more staff.</li> <li>• Impacts other potential changes in the program.</li> </ul>		
	<i>Implementation Notes</i>	Support staff is very important to the success of the students and this program. Given the program is still in its infancy, it may be too early to suggest modifications at this time.		
<b>Equivalent Supports by Academic Program</b>	Are the pre-apprentice, trades, prof-tech students receiving the same or equivalent student supports?	<p>Seattle Promise students can use program supports for pre-apprentice, trade, and prof-tech programs. Some of these programs are not located on the main campuses.</p> <p>Seattle Promise has not had many students to date enroll in a pre-apprentice, trade or prof-tech program. The low-number of students participating in those programs makes it challenging to determine if the current support services within Seattle Promise are not adequate. What is known is students who enroll in these programs receive career and academic supports from program staff. At this time, there is no need to make a change, but continued monitoring and information gathering is recommended to inform future modifications in this element.</p>		Low
	<i>Consideration</i>	<ul style="list-style-type: none"> <li>• Supports are included within the prof-tech programs.</li> </ul>		
	<i>Implementation Notes</i>	No implementation notes suggested at this time.		
<b>Promise Readiness at non-FEPP Levy Schools</b>	How do we make sure that students attending non-Levy high schools are "Promise Ready?"	<p>Five SPS high schools have been awarded School Based Investment (SBI) funds through the FEPP Levy. These schools are defined as Levy high schools. The intent for topic is to ensure that services are provided to students who do not attend one of those five schools that is preparing them for postsecondary opportunities and Seattle Promise.</p> <p>No recommendation. This is not within the area of influence for this RET Team. This is a systemic issue and it is requested that the City, SPS, and Seattle Colleges work to prepare Seattle students for postsecondary opportunities.</p>		Low
	<i>Consideration</i>	<ul style="list-style-type: none"> <li>• No additional considerations</li> </ul>		

	<i>Implementation Notes</i>	No implementation required		
<b>Academic Preparation and Developmental Coursework</b>	As a system, how can we reduce the need for students to take remedial courses?	<p>Many students enroll in college needing to take developmental courses. These courses are below college level courses and students do not receive college credits when taking these courses. Students can use Seattle Promise supports to fund these courses, but they do count against the students 90 credit allotment which means many students do not complete within two years.</p> <p>The RET Team does not have the authority to address the system that impacts remedial/developmental course taking. However, it is understood that this mostly impacts students of color and students from lower income families. It is recommended that leadership from the DEEL, SPS, and the Seattle Colleges develop a plan towards addressing this systemic issue. Alternatively, expansion of the program for more than two years or 90 credits could be considered, however, this does not reduce the need for remediation/developmental course taking. Instead, it would allow students to not be harmed by losing eligibility after 2 years if they need more time to complete.</p>	\$328K-\$492K	High
	<i>Consideration</i>	<ul style="list-style-type: none"> <li>Students of color within the program are the students who have been the most negatively impacted by this system of practice.</li> </ul>		
	<i>Implementation Notes</i>	This is having the highest impact on students of color completing within two years. The RET Team recognizes that this is a large systemic issue that is not the responsibility for Seattle Promise to solve, but provides an opportunity for the City, Seattle Colleges and SPS to work together to address it collectively and sincerely.		
<b>College Fees</b>	Should college fees be covered under Seattle Promise?	<p>Seattle College student must pay fees each quarter. These fees are additional to tuition and some are mandatory.</p> <p>It is recommended that mandatory and general fees for all 0 EFC (Expected Family Contribution) students and mandatory fees for all 1 to 1000 EFC students be covered.</p>	\$120K-\$180K	High
	<i>Consideration</i>	<ul style="list-style-type: none"> <li>Could impact a student's financial aid package, but would be minimal, if at all.</li> <li>A significant number (over 80%) of Promise students have an unmet financial need.</li> </ul>		
	<i>Implementation Notes</i>	Depending on the availability of funding, this component can be implemented as early as Fall 2021.		

<b>Equity Scholarship Impact on Family Income</b>	How will Equity Scholarship funding impact income for families and students?	Students who have a 0 EFC are eligible for a \$1,500 Equity Scholarship (\$500 per quarter). Council has a concern if this dollar amount could have any negative impact on students or families. In particular, families who receive government assistance.  No program changes are recommended. At this time, no negative impact to students have been identified. The impact may come after students transfer.		Low
	<i>Consideration</i>	<ul style="list-style-type: none"> <li>• Still one of the highest financial award supports in the nation.</li> <li>• Impact may come after students leave the two- year institution and transfer to a four-year institution. There are 34 students the Seattle Colleges are monitoring to determine any negative impacts.</li> </ul>		
	<i>Implementation Notes</i>	Based on the RET Team's research, the current structure does not show any negative impacts at this time.		

## V. Conclusion

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From its initial inception as the 13<sup>th</sup> Year Scholarship Program, the Seattle Promise was designed with students at the focus and with equity in mind. It provides a tremendous opportunity for students who have traditionally been left out of a college education to access and earn a certificate, credential or degree. To date, the program has seen increased numbers of students of color, low-income, and first-generation students participating. However, this does not mean that the program is perfect. Rather, in order to achieve greater equity within Seattle Promise, a continuous improvement agenda must be prioritized, requiring the rethinking and reimagination of certain aspects of the program. The recommendations provided in this report serve as a starting point to initiate some of those changes, and the Seattle Promise RET Team humbly submits this report for DEEL's consideration.

# DEEL Seattle Promise Updates and Racial Equity Toolkit Recommendations

Governance & Education Committee Presentation

April 13, 2021



# Briefing Objectives

- Provide update on Seattle Promise 2020-21 School Year enrollment and implementation data
- Present Seattle Promise Racial Equity Toolkit (RET) analysis and recommendations



# DEEL Results



**All Seattle families have access to affordable, quality childcare.**



**All Seattle children are kindergarten ready.**



**All Seattle students graduate high school college and career ready.**



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

# Seattle Promise

*Outcomes and Implementation*

# Goal & Outcomes

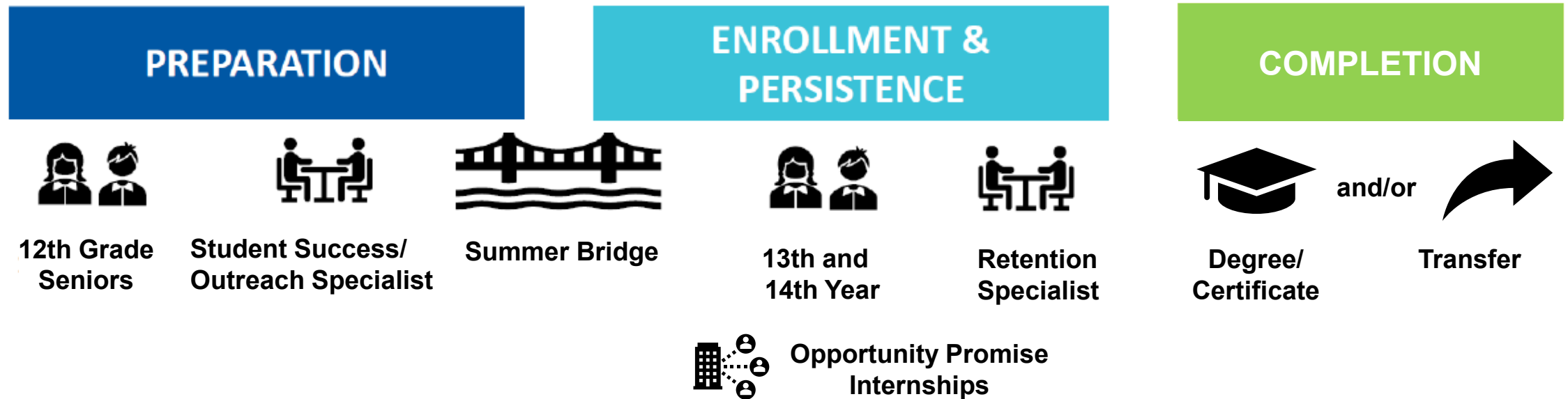
**Seattle students have access to and utilize postsecondary opportunities that promote attainment of a certificate, credential or degree.**

**Outcome #1:** Seattle Promise students complete a certificate, credential, degree or transfer.

**Outcome #2:** Seattle Promise delivers high-quality services and clear pathways to success.

**Outcome #3:** Race-based opportunity gaps are closed.

# Program Model



# Timeline

- 2008: South Seattle College launches 13th Year Scholarship program
- 2017: Mayor Durkan signs Promise Executive Order
- 2018-19: 13<sup>th</sup> Year program transitioned into the Seattle Promise
- 2019-20 SY: FEPP-Levy funded and accessible to graduates from 17 SPS HS

School Year	2017-2018	2018-2019	2019-2020	2020-2021 →
<b>Name of Program</b>	13 <sup>th</sup> Year	13th & 14th Year (Transition Year)	<i>Seattle Promise →</i>	
<b>Fund Source</b>	South Seattle College Foundation, City General Fund	South Seattle College Foundation, City General Fund	<i>FEPP Levy →</i>	
<b>High School Prepare &amp; Apply</b>	<b>HS Class of 2018</b> <i>6 High Schools</i>	HS Class of 2019 <i>6 High Schools</i>	HS Class of 2020 <i>All 17 High Schools</i>	HS Class of 2021 <i>All 17 High Schools</i>
<b>First Year Enroll &amp; Persist</b>	HS Class of 2017 <i>1<sup>st</sup> Year at South</i>	<b>Cohort 2018</b> <i>1<sup>st</sup> Year at North, Central, and South (not-portable)</i>	Cohort 2019 <i>1<sup>st</sup> year at North, Central, and South (not-portable) (Full-Scale Retention Advising)</i>	Cohort 2020 <i>1<sup>st</sup> year – any campus (Full-Scale Retention Advising)</i>
<b>Second Year Persist &amp; Complete</b>		Cohort 2017 <i>2<sup>nd</sup> Year at South</i>	<b>Cohort 2018</b> <i>2<sup>nd</sup> Year at North, Central, and South (not-portable) (Full-Scale Retention Advising)</i>	Cohort 2019 <i>2<sup>nd</sup> year at North, Central, and South (not-portable) (Full-Scale Retention Advising)</i>

# Winter Quarter Updates

- Continued remote learning and virtual supports
- 668 students enrolled in winter 2021
- 2,100 Promise applications received from HS Class of '21 seniors
  - Upcoming eligibility milestones:
    - Complete admissions application and choose Seattle College campus
    - Complete financial aid applications
    - Participate in Readiness Academy
    - Graduate from high school
    - Participate in Summer Bridge

# SY 2020-21 Enrollment

Quarter	Total Enrollment	Cohort 2020 <i>1st year students</i>	Cohort 2019 <i>2nd year students</i>	Students of Color	Part-Time Status
Fall	846	699	147	522 (62%)	199
Winter	668	555	113	<i>expected May 2021</i>	
Spring	<i>TBD</i>				

Notes:

- Disaggregated data expected early May
- Requests to defer enrollment: Fall quarter 18

# Promise Cohort Progress



	2018 Cohort		2019 Cohort		2020 Cohort		2021 Cohort	
Promise-Eligible SPS High School Graduates	1,265		1,454		3,183		3,700***	
Seattle Promise Applicants	589		720		1,739		2,100	
<b>Entering Cohort (Year 1 Fall)</b>	194		290		699		Expected October	
Year 1 Winter	161	83%	253	87%	555	79%	--	
Year 1 Spring	137	71%	228	79%	--		--	
Year 2 Fall	119	61%	173	60%	--		--	
Year 2 Winter	103	53%	113	39%	--		--	
Year 2 Spring	98	51%	--	--	--		--	
Completions	56	29%*	26	9%**	--		--	

\*Completions to-date; 2-year completion rate is 24%

\*\*Promise scholars completing early; 2-year completion target is Spring 2021

\*\*\*SPS graduate estimate

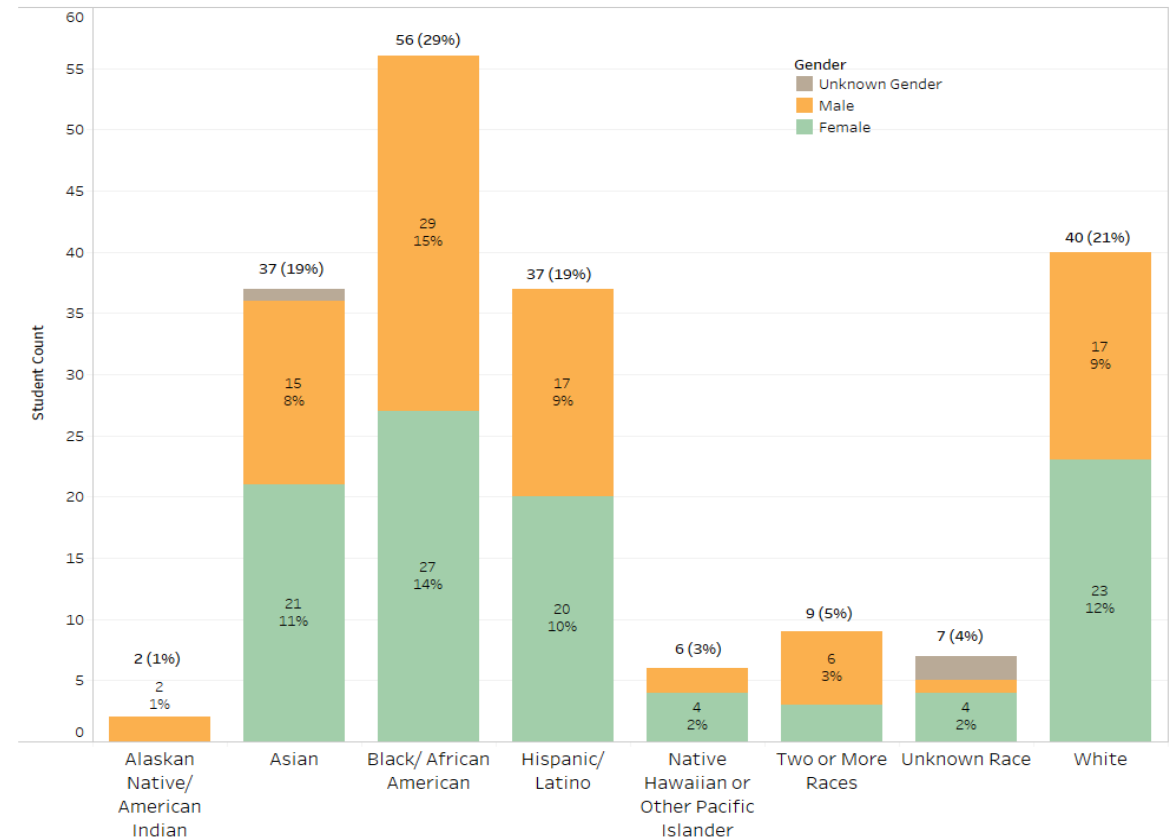


# 2018 Cohort: *Enrollment*

**Finding:** Black males were the largest race/gender group representing 15% of the cohort (29)

- The cohort was 76% students of color
  - 56 (29%) of scholars are Black/African American
  - 40 (21%) White
  - 37 (19%) Asian
  - 37 (19%) LatinX
- The cohort was 53% female, 46% male, and 2% unknown gender

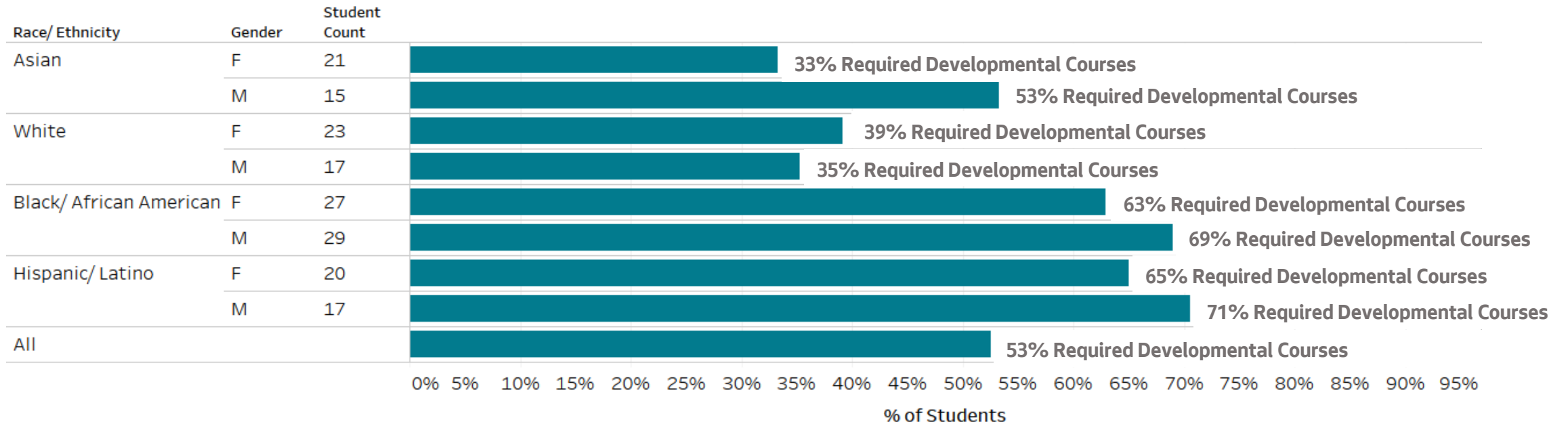
Enrollment of 2018 Cohort by Race and Gender



Data source: Seattle Colleges. Analyzed by DEEL.

# 2018 Cohort: *Preparation*

**Finding:** ~70% of Black and Hispanic/Latino males entered Promise requiring developmental courses



*Race/ ethnic groups with small numbers not included.*

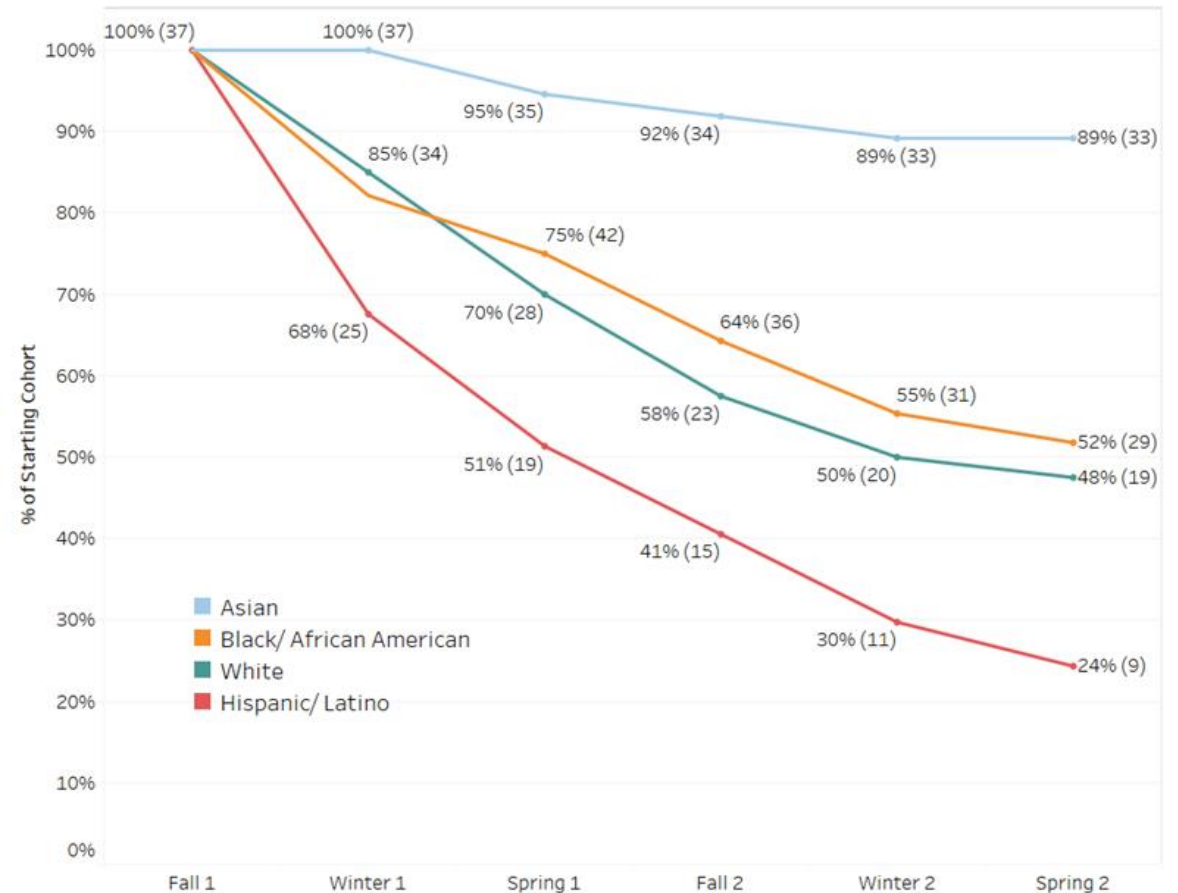
Data source: Seattle Colleges. Analyzed by DEEL.

# 2018 Cohort: Persistence

**Finding:** Half of the 2018 Cohort remained in Seattle Promise for the full two-year program

- Asian students were the most likely to be retained with 89% (2-year persistence rate)
- LatinX students had the lowest quarterly persistence; only 24% remained enrolled for 2 years

2018 Cohort Quarterly Persistence



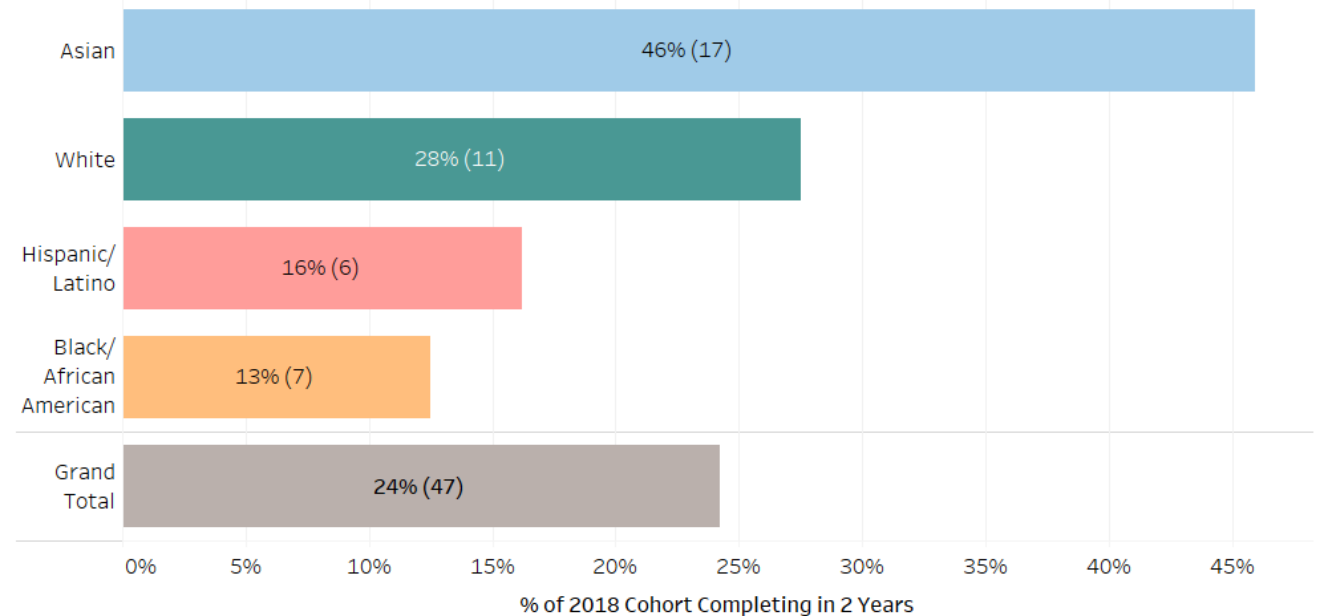
Data source: Seattle Colleges. Analyzed by DEEL.

# 2018 Cohort: *Completion*

**Key finding:** 24% of Promise Scholars completed a degree/certificate within 2 years; however racial disparities exist

- Asian students are about 3 times as likely as LatinX and Black students to complete their program in 2 years
- Black students were retained at similar rates to White students but received degrees at far lower rates

2018 Cohort Degree/Certificate Completion by Spring 2020



*\*Does not include the 9 students that finished in the summer after the 2-years*

Data source: Seattle Colleges. Analyzed by DEEL.

# 2018 Cohort: *Comparisons*

**Finding:** Seattle Promise performed better than the Seattle Colleges overall, but trails established programs

Program Comparisons	Fall-to-Fall Retention	+/-	2-Year Completion Rate	+/-
<b>Seattle Promise 2018 Cohort</b>	<b>61%</b>		<b>24%</b>	
<b>Community Colleges</b>				
National	62%	-1%	13%	+11%
Washington	-		21%	+3%
King County	-		24%	0%
Seattle Colleges (full time students)	56%	+5%	23%	+1%
<b>Similar Last-Dollar Promise Programs with advising/student success supports</b>				
San Diego Promise (est. 2016)	63%	-2%	13%	+11%
Tennessee Promise (est. 2015)	83%	-22%	20%	+4%
ASAP, City Colleges of NY (CUNY) (est. 2007)	81%	-20%	25%	-1%

Data source: Seattle Colleges. Analyzed by DEEL.

# Data Summary

- **Data Limitations:**

- Only one full two-year cohort
- COVID-19 will impact longitudinal analysis

- **2018-2020 Program Growth:**

- From 6 to 17 SPS high schools
- Newer cohorts + changing characteristics
- Enrollment has more than tripled
- COVID-19 may be contributing factor to enrollment growth

- **2018 Findings:**

- Participants are diverse (76% students of color)
- Promise scholars persist and complete at rates comparable to Seattle Colleges overall
- Promise outcomes trail more established programs- *common for program in infancy*
- Racial disparities are seen on key student indicators of success:
  - Developmental Courses
  - Persistence
  - Completion

# Racial Equity Toolkit Analysis & Recommendations

# Racial Equity Toolkit (RET) Analysis

- 19 member RET Team met from November 2019 – December 2020
- Included 3 areas of analysis considering 14 total program elements
- RET Team submitted recommendations, considerations, and implementation notes to DEEL for each element analyzed





# RET Areas of Analysis

## Eligibility Expansion

- Opportunity Youth\*
- Charter Schools\*
- Non-Traditional Diploma
- GED Completion

## Continuous Enrollment

- Part-time Enrollment\*^
- Path to Regain Eligibility
- SAP Impacts^

## Program Support Services

- Prioritization of Tuition Support^
- Student-Staff Ratios
- Supports by Academic Program^
- Promise readiness at non-FEPP SBI schools
- Academic Prep and Developmental Coursework
- College Fees
- Equity Scholarship impact on Family Income^

*\* Required (FEPP I&E Plan page 105)*

*^ Of interest to Council (FEPP I&E Plan page 8)*

# Summary of RET Recommendation

Area of Analysis	Element	RET Team Recommendation	RET Team Priority
Eligibility Expansion	Opportunity Youth	Yes	High
	Charter School Students	Yes	High
	GED Completion	Yes	High
	Non-Traditional Diploma	Yes	Low
Continuous Enrollment	Path to Regain Eligibility	Yes	High
	Part-Time	Continued monitoring	Low
	SAP Impact	Continued monitoring	Low
Program Support Services	Academic Preparation and Developmental Coursework	Develop systemic plan DEEL-SPS-Colleges Consider expansion beyond 2yr/90cr	High
	College Fees	Cover mandatory + general fees for 0 EFC Cover mandatory fees for 1000 EFC	High
	Prioritization of Tuition Support	Continued monitoring	Medium
	Student Support Staff Ratios	Continued monitoring	Medium
	Equivalent Supports by Academic Program	No change	Low
	Promise Readiness at non-FEPP SBI schools	No recommendation	Low
	Equity Scholarship Impact on Family Income	No change	Low

# Action Planning Process for RET Recs

- ✓ Dec-Jan Small group FEPP Levy Oversight Committee (LOC) engagement
- ✓ Jan-Mar City/Colleges review of data and recommendations
- ✓ 3/25 FEPP Levy Oversight Committee (LOC) Introduction
- ✓ 4/13 Governance & Education Committee Presentation
- 4/22-5/27 FEPP LOC Retreat Series
  - Deeper review of RET team recommendations
  - Advise on implementation feasibility, sequencing, etc.
  - Consideration of available revenue

# Summary of RET Recommendations

*DEEL recommended 5 items for consideration in COVID-19 federal funding package*

Area of Analysis	Element	RET Team Recommendation	RET Team Priority
Eligibility Expansion	Opportunity Youth	Yes	High
Eligibility Expansion	Charter School Students	Yes	High
Eligibility Expansion	GED Completion	Yes	High
Eligibility Expansion	Non-Traditional Diploma	Yes	Low
<b>Continuous Enrollment</b>	<b>Path to Regain Eligibility</b>	Yes	High
Continuous Enrollment	Part-Time	Continued monitoring	Low
Continuous Enrollment	SAP Impact	Continued monitoring	Low
<b>Program Support Services</b>	<b>Academic Preparation and Developmental Coursework</b>	<b>Develop systemic plan DEEL-SPS-Colleges; Consider expansion beyond 2yr/90cr</b>	High
<b>Program Support Services</b>	<b>College Fees</b>	<b>Cover mandatory + general fees for 0 EFC; Cover mandatory fees for 1000 EFC</b>	High
<b>Program Support Services</b>	<b>Prioritization of Tuition Support</b>	Continued monitoring	Medium
<b>Program Support Services</b>	<b>Student Support Staff Ratios</b>	Continued monitoring	Medium
Program Support Services	Equivalent Supports by Academic Program	No change	Low
Program Support Services	Promise Readiness at non-FEPP SBI schools	No recommendation	Low
Program Support Services	Equity Scholarship impact on Family Income	No change	Low

# Prioritization of Tuition Support

- **Question:** How should tuition support be prioritized if more students enroll in Seattle Promise than there is funding allocated?
- **Area of Analysis:** Program Support Services
- **RET Team Recommendation:** Continued monitoring
- **RET Team Priority:** **Medium**

<b>Current Model:</b> Universal access; Last-dollar scholarship	<b>Considerations:</b> Continue current model + monitor; Colleges and DEEL could refine student prioritization mechanism outlined in FEPP I&E Plan
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- **Necessary partners:** City, SPS, Colleges
- **Timeline:** Could start prioritization in fall 2021 with high school outreach to apply to graduating class of 2022

# Academic Preparation and Developmental Coursework

- **Question:** As a system, how can we reduce the need for students to take remedial coursework?
- **Area of Analysis:** Program Support Services
- **RET Team Recommendation:** Develop systemic plan DEEL-SPS-Colleges; Consider expansion beyond 2yr/90cr
- **RET Team Priority:** **High**

**Current Model:** *Math/English course placement determinations (HS Spring) used to create fall class schedule (Promise Yr 1); students who do not graduate prepared for college credit bearing coursework enroll in developmental courses that do not count toward program/degree completion; developmental courses are funded by Seattle Promise and contribute to 90 credit allotment*

**Considerations:** Students of color have been most negatively impacted by this system of practice; Responsibility of institutional partners to solve; Expansion beyond two years or 90 credits would allow students to not lose eligibility if they need more time to complete

- **Necessary partners:** City, SPS, Colleges
- **Timeline:** Could start in summer/fall 2021

# Support Staff Ratios

- **Question:** Should student support staff ratios be modified?
- **Area of Analysis:** Program Support Services
- **RET Team Recommendation:** Continued monitoring
- **RET Team Priority:** **Medium**

<b>Current Model:</b> 1 Outreach staff: 300 HS students; 1 Retention staff: 100 Promise students	<b>Considerations:</b> Designing outreach support as a ratio is equal not equitable, some students have more need; Costs needed for more staff; Colleges need flexibility to reallocate staff to meet student need; Partners can modify outreach approach to increase equity
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- **Necessary partners:** City, SPS, Colleges
- **Timeline:** Could start in fall 2021

# College Fees

- **Question:** Should college fees be covered under Seattle Promise?
- **Area of Analysis:** Program Support Services
- **RET Team Recommendation:** Cover mandatory + general fees for 0 EFC; Cover mandatory fees for 1000 EFC
- **RET Team Priority:** **Medium**

**Current Model:** Students receiving Equity Scholarship (0EFC) receive \$500 per quarter (total: \$1500 per year) that they can choose to purpose toward fees; Promise does not cover fees for students with EFC > 0

**Considerations:** Impact to student financial aid package would be minimal

- **Necessary partners:** City, SPS, Colleges
- **Timeline:** Could start in fall 2021



# Path to Regain Eligibility

- **Question:** Should a formal pathway to regain eligibility be developed for students?
- **Area of Analysis:** Continuous Enrollment
- **RET Team Recommendation:** Yes
- **RET Team Priority:** High

<b>Current Model:</b> No path to regain eligibility	<b>Considerations:</b> Students should be allowed to re-enter Promise; Partners would develop formal re-entry process
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- **Necessary partners:** City, Colleges
- **Timeline:** Could start in fall 2021

## *Reminder:* Next Steps

- On-going Data analysis
- LOC Retreat and engagement
- Assess fiscal resources
  - Federal relief funds
  - City funds and leveraged supports
  - External partners and philanthropy

# Thank You

