

CB 121240 – 2026 FEPP Levy Implementation and Evaluation Plan

Proposed Chair's Package of Consent Amendments – Version 2

Select Committee on the Families Education Preschool and Promise Levy 6-Year
Implementation and Evaluation Plan

Wednesday, July 22, 2026

No.	Short Title	Sponsor(s)	Page
1	Formation of Interdepartmental Team for FEPP Levy coordination	Rivera	1
2	Add Strategy Goals to Close Opportunity Gaps	Rinck	2
3	Reporting on Family Childcare Provider Inclusion in SPP	Lin, Saka, Rinck, Rivera	6
5	Collaboration between DEEL and Superintendent of Seattle Public Schools	Rivera	8
7	Allow Restorative Practices Coordinators in elementary schools to be part-time	Rinck and Foster	10
8	Requiring School Safety Coordination Report	Rinck, Kettle, Foster	11
9	College and Career Exposure for K-12 Students	Hollingsworth, Saka	12
10	Culturally Responsive Outreach for Path to Trades	Hollingsworth, Saka, Rinck, Foster	13
11	Add Prioritization to Support Programs Leading to City Careers	Rinck	14
12	Adding Red Barn Ranch to potential location for Environmental Learning Programs	Rivera	15
13	Path to Trades Non-Colleges Eligibility	Rivera	16
14	Modification to Timeline for Competitive Processes	Rivera	17
15	Public Service Career Programs Eligibility	Foster	18
16	Technical Corrections	Rivera	20

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Amendment 1 Version 2 to CB # 121240 – FEPP Levy Implementation and Evaluation Plan

Sponsor: Councilmember Rivera

Formation of Interdepartmental Team for FEPP Levy coordination

Effect: This amendment would direct the formation of an Interdepartmental Team (IDT) that includes the Department of Education and Early Learning (DEEL) and the other key departments that have programs and services funded by the Families, Education, Preschool and Promise (FEPP) Levy. This IDT would be led by DEEL and would meet quarterly. The purpose of this IDT is to ensure alignment with the requirements of the Levy and that all of the departments are coordinating with one another in the implementation and evaluation of programs and services funded by the FEPP Levy.

Amend Page 2 of Attachment 1 to CB 121240 by inserting a new paragraph as follows:

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

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

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

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Amendment 2 Version 2 to CB #121240 – FEPP Levy Implementation and Evaluation Plan

Sponsor: Councilmember Rinck

Add Strategy Goals to Close Opportunity Gaps

Effect: This amendment would add strategy goals in each of the three domains, to reflect the goal to close opportunity gaps for populations furthest from the achievement goals in each strategy.

The FEPP Levy Ordinance states that an implementation principle of the levy is to “achieve levy outcomes that advance educational equity.” The evaluation framework described in Section 1 of the I&E Plan further includes the question: “To what extent, and in what ways, do FEPP investments improve educational equity, close opportunity gaps, and build a better economic future for Seattle children and youth?” The I&E Plan provides for a robust process to ensure continuous quality improvement of investments, with reporting indicators disaggregated by demographic characteristics.

This amendment would reflect the desire to measure the success of the levy in part by closing opportunity gaps for those furthest from levy goals, consistent with the FEPP Levy Ordinance.

Amend Table 2 on Page 5 of Attachment 1 to CB 121240 by inserting the following:

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

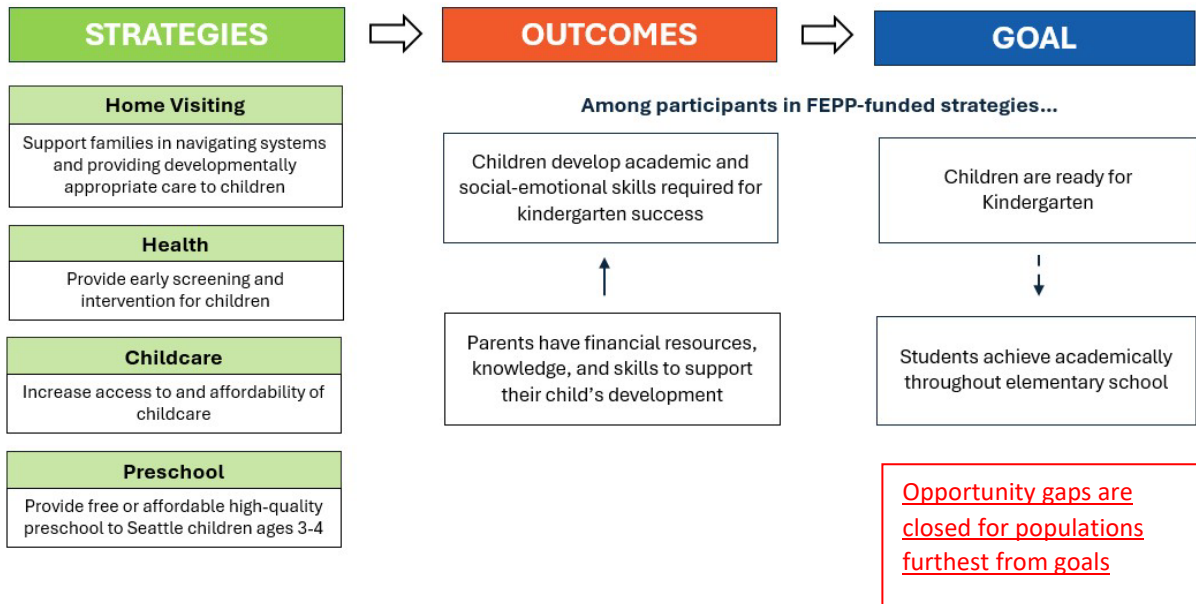
Investment Area	Strategies	Strategy Outcomes	Strategy Goals
Ready to Start	• Home Visiting • Health • Childcare • Preschool	• Parents have financial resources, knowledge, and skills to support their child's development • Children develop academic or social-emotional skills required for kindergarten success	• Children are ready for kindergarten • Students achieve academically throughout elementary school • <u>Opportunity gaps are closed for populations furthest from Kindergarten readiness and elementary achievement</u>

Ratzliff/Marwaha
Select Committee on FEPP Levy I&E Plan
July 22, 2026
D3

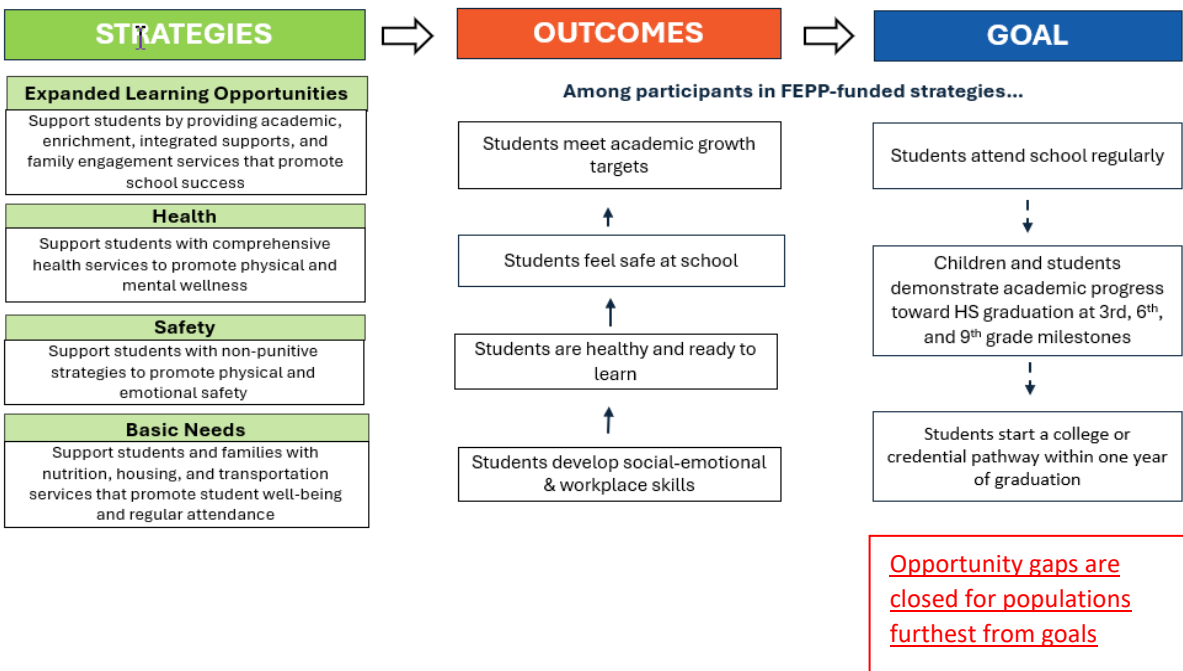
Ready to Learn	• Expanded Learning Opportunities • Health • Safety • Basic Needs	• Students develop social-emotional & workplace skills • Students are healthy and ready to learn • Students feel safe at schools • Students meet academic growth targets	• Students attend school regularly • Children and Students demonstrate academic progress toward HS graduation at 3rd, 6th, and 9th grade milestones • Students start a college or credential pathway within one year of graduation • <u>Opportunity gaps are closed for populations furthest from grade-level standards and college or credential pathways</u>
Ready to Launch	• College Pathways • Career Pathways	• Students are enrolled in a college, credential pathways, or career skills development program • Students develop social-emotional & workplace skills Students achieve academic student milestones toward transfer, degree or credential pathways • Increase in number of young adults with living-wage careers	• Students earn a degree or credential before age 26 • <u>Opportunity gaps are closed for populations furthest from earning a degree or credential before age 26</u>

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

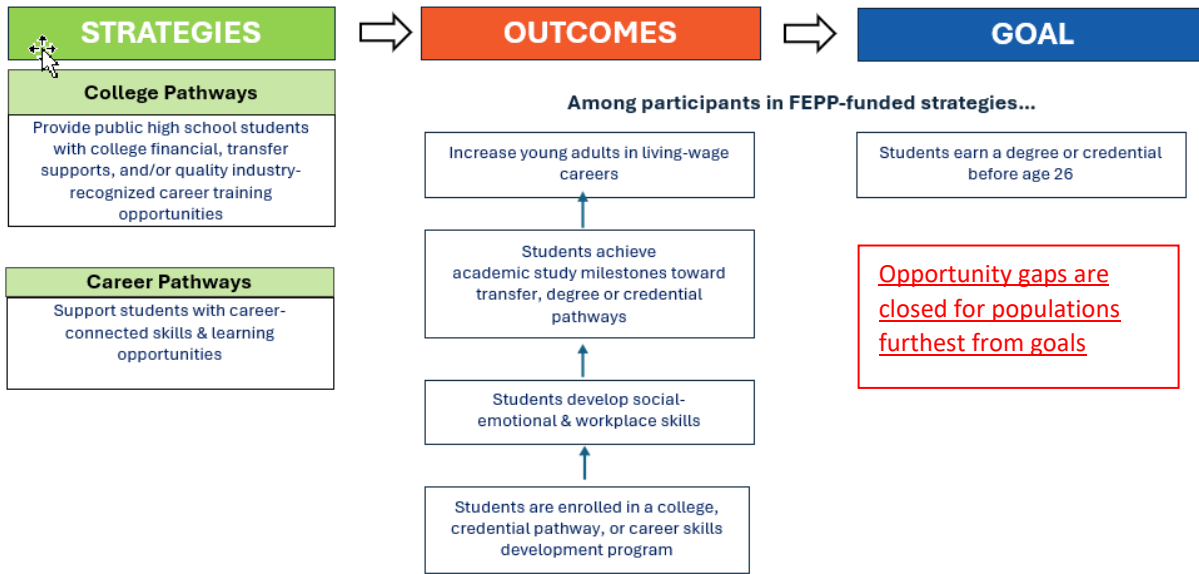
Amend Figure 2 on Page 18 of Attachment 1 to CB 121240 by inserting the following:



Amend Figure 3 on Page 29 of Attachment 1 to CB 121240 by inserting the following:



Amend Figure 4 on Page 45 of Attachment 1 to CB 121240 by inserting the following:



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Amendment 3 Version 2 to CB #121240 – FEPP Levy I&E plan

Sponsors: Councilmembers Lin, Saka, Rinck, Rivera

Reporting on Family Childcare Provider Inclusion in SPP

Effect: This amendment would request DEEL to report annually to the Levy Oversight Committee on the Seattle Preschool Program's (SPP's) mixed-delivery placement rates, recruitment activities for family childcare (FCC) providers, provider demographics, administrative barriers identified by participating FCC providers, and progress toward FCC inclusion in SPP.

This amendment would also specify that the FEPP Levy Oversight Committee members having experience in childcare should include but is not limited to, experience in family childcare.

The intent of this amendment is to provide greater oversight on FCC inclusion in FEPP Levy investments.

Amend Page 6 of Attachment 1 to CB 121240 by inserting the following:

Levy Oversight

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

section, “entity” does not include a City department or office. The provisions of this section are in addition to the requirements of Chapter 4.16 of the Seattle Municipal Code.

Amend Page 27 of Attachment 1 to CB 121240 by inserting the following:

Implementation Timeline

Seattle Preschool Program (SPP)

For school year 2026-2027, SPP providers in good standing with existing school year 2025-2026 agreements will continue to implement SPP. Planned expansion of SPP is as shown in Table 4 below. DEEL will conduct an annual process to identify new sites for SPP expansion, program models, dual language classrooms, and services as needed. DEEL will conduct site visits prior to contracting with new sites. DEEL shall report annually to the Levy Oversight Committee on mixed-delivery placement rates, recruitment activities for FCC providers, provider demographics, administrative barriers identified by participating FCC providers, and progress toward FCC inclusion in SPP.

Table 12. Expansion Targets

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

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

SPP Waitlist Voucher Pilot

SPP Waitlist Voucher Pilot will be developed during the 2026-2027 school year and implemented in the 2027-2028 school year. The program is funded through 2031-2032. It will be reviewed after implementation and adjustments made, as warranted.

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Amendment 5 Version 2 to CB #121240 – FEPP Implementation and Evaluation Plan

Sponsor: Councilmember Rivera

Collaboration between DEEL and Superintendent of Seattle Public Schools

Effect: This amendment directs the Director of the Department of Early Learning (DEEL) to obtain feedback from the Superintendent of Seattle Public Schools (SPS) and the leadership of Seattle charter schools regarding the development of K-12 investments.

Amend page 28 of Attachment 1 to CB 121240, by inserting the following:

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

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

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

Amend page 29 of Attachment 1 to CB 121240, by inserting the following:

Strategy #1: Expanded Learning Opportunities

Funded Services

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

Ratzliff/Marwaha
Select Committee on FEPP I&E Plan
July 22, 2026
D2

investments. Programs to be funded include School-Based Investments, Community-Based Investments, Middle School Sports, and Environmental Learning, as described below.

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Amendment 7 Version 2 to CB 121240 – FEPP Levy I & E Plan

Sponsors: Councilmembers Rinck and Foster

Allow Restorative Practices Coordinators in elementary schools to be part-time

Effect: This amendment would allow elementary school Restorative Practices Coordinators to be part-time.

Amend page 39 of Attachment 1 to CB 121240 as follows:

Table 18. Program Implementation Standards (DEEL Youth Safety)

	Restorative Practices	Opportunity-Based Mentoring
Quality	• Minimum 12 hours International Institute for Restorative Practices (IIRP), or equivalent, professional training for all staff providing services to youth • For school-based services, Restorative Practice Coordinators must be 1.0 FTE. <u>Elementary school Restorative Practice Coordinators may be part time.</u> • Coaching and ongoing professional development throughout year	• This new program, to serve students involved in, or at elevated risk of, involvement in the criminal justice system will develop implementation standards which may include the following: • Mentor-to-youth ratios to be determined as program is defined. • Services to pair students with professionally trained mentors, who may have lived experience navigating the justice system and school disconnection, • Consistent, relationship-based support anchored in school reconnection and post-secondary pathways • partnering with school staff to support re-entry after discipline or justice system involvement, reduce chronic absenteeism, and connect students to post-secondary pathways • Participate in DEEL-led professional development and YPQA activities

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Amendment 8 Version 2 to CB # 121240 - FEPP Levy Implementation and Evaluation Plan

Sponsors: Councilmembers Rinck, Kettle and Foster

Requiring School Safety Coordination Report

Effect: This amendment would require DEEL to submit a report to Council describing programmatic details of the new Opportunity-Based Mentoring program, planned systems-level coordination for the FEPP Levy's school safety investments, a comprehensive framework for such investments, and intersections with other Ready to Learn investments. This report is due to Council prior to the competitive funding processes and/or contract renewals for these programs in 2027.

Amend Strategy 3 in the Ready to Learn Domain, on page 41, as follows:

Implementation Timeline

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

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

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

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

Amendment 9 Version 2 to CB 121240 – FEPP Levy I & E Plan

Sponsors: Councilmembers Hollingsworth and Saka
College and Career Exposure for K-12 Students

Effect: This amendment would add “exposure” to college and career readiness activities listed in the Enrichment Supports for Expanded Learning Opportunities. This amendment would clarify that college and career readiness activities include activities that would expose K-12 students to college and career choices.

Amend Page 29 of Attachment 1 to CB 121240 as follows:

Strategy #1: Expanded Learning Opportunities

Funded Services

Expanded Learning Opportunities (ELO) services are intended to provide academic and enrichment support such as tutoring and mentoring, integrated student supports such as family case management and referrals, active family and community engagement, collaborative leadership and practices, and environmental learning for Seattle youth. Programs to be funded include School-Based Investments, Community-Based Investments, Middle School Sports, and Environmental Learning, as described below.

- **School-Based Investments** provide funding to Seattle public and charter schools, for targeted student interventions delivered during the school day or out-of-school time (OST) such as afterschool, break camps, or summer. These interventions must advance four pillars of investments:
 1. *Expanded and Enriched Learning Time and Opportunities*, which consists of two types of support:
 - *Academic supports* that are designed to close learning gaps and increase student proficiency in English Language Arts (ELA), math and/or science. Funded activities include, but are not limited to, high impact tutoring and extended instructional time.
 - *Enrichment supports* that are designed to boost student engagement, attendance, and overall well-being. Funded activities include, but are not limited to, mentoring, science, technology, engineering, math (STEM) programs, arts and culture, sports and physical wellness, social emotional learning, civic engagement, youth leadership development programming, international experiential learning, college and career exposure and readiness activities, environmental education, and Community Learning Centers.

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Amendment 10 Version 2 to CB #121240 – FEPP Levy I & E Plan

Sponsors: Councilmembers Hollingsworth, Saka, Rinck, Foster
Culturally Responsive Outreach for Path to Trades

Effect: This amendment directs that career exposure and exploration events for high school students for the Path to Trades programs shall be culturally relevant.

Amend Page 46 of Attachment 1 to CB 121240 by inserting the following:

- ***Seattle Promise Pathway Programs*** provide support via the following programs:
 - *Path to Trades Expansion at the Seattle Colleges, dedicating support for trade programs such as engineering technology, biomedical technology, welding technology, pipefitting, and construction and building programs to meet the needs of the Seattle economy. DEEL will work with the Seattle Colleges to prioritize services to support high-demand trade programs defined by the State of Washington. Support includes but is not limited to:*
 - *Career exposure and exploration events for public high school students and/or families that are culturally relevant and ~~to~~ build awareness of skilled trades careers, experience hands-on learning, and explore Seattle College trades training programs; local employer engagement with youth including but not limited to City of Seattle departments and local labor unions.*

Amendment 11 Version 2 to CB #121240 – FEPP Levy I&E Plan

Sponsor: Councilmember Rinck

Add Prioritization to Support Programs Leading to City Careers

Effect: This amendment would add a prioritization for services in the Seattle Promise Pathway Programs to support high-demand pre-apprenticeship and apprenticeship programs leading to City of Seattle careers.

Amend Page 46 of Attachment 1 to CB 121240 by inserting the following:

- **Seattle Promise Pathway Programs** provide support via the following programs:
 - Path to Trades Expansion at the Seattle Colleges, dedicating support for trade programs such as engineering technology, biomedical technology, welding technology, pipefitting, and construction and building programs to meet the needs of the Seattle economy. DEEL will work with the Seattle Colleges to prioritize services to support high-demand trade programs defined by the State of Washington, as well as high-demand pre-apprenticeship and apprenticeship programs leading to careers with the City of Seattle. Support includes but is not limited to:
 - Career exposure and exploration events for public high school students and/or families to build awareness of skilled trades careers, experience hands-on learning, and explore Seattle College trades training programs; local employer engagement with youth including but not limited to City of Seattle departments and local labor unions.
 - Seattle Promise retention, persistence, and completion supports including last-dollar tuition scholarship, equity scholarship, and dedicated program advisors. Financial and academic support provided up to eight quarters or 120 credits, which may be extended for students in registered apprenticeships. Additional one-time scholarship up to \$1,500 to support cost of tools, supplies, or other required program and professional items.
 - Career support, providing dedicated career counseling through Seattle Colleges for Promise students, engagement with Seattle Youth Employment Program, other City departments, and other local employers.

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Amendment 12 Version 1 to CB #121240 – FEPP Levy I & E Plan

Sponsor: Councilmember Rivera

Adding Red Barn Ranch to potential location for Environmental Learning Programs

Effect: This amendment would add Red Barn Ranch as potential location for Seattle Parks and Recreation Environmental Learning programs.

Amend page 30 of Attachment 1 of CB 121240 as follows:

- **Middle School Sports** provides funding for coaching stipends for SPS middle school athletic programs, to be administered by Seattle Parks and Recreation (SPR).
- **SPR Environmental Learning Programs** provide funding for environmental education, hands-on outdoor learning opportunities, and outdoor field trips, to be administered by SPR or qualified CBOs. Environmental learning programs may be delivered at SPR parks or other green spaces, including Red Barn Ranch.

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Amendment 13 Version 1 to CB # 121240 – FEPP Levy Implementation and Evaluation Plan

Sponsor: Councilmember Rivera
Path to Trades Non-Colleges Eligibility

Effect: This amendment clarifies that the Path to Trades Non-Colleges program is intended to support public school students in Seattle entering trades training programs, to be consistent with the Seattle Promise Path to Trades program eligibility.

Amend Page 52 of Attachment 1 to CB 121240 as follows:

Strategy 2: Career Pathways

Funded Services

- *Path to Trades Non-Colleges, providesing support for ~~prospective Seattle public school~~ students in Seattle to enter the trades at Washington state-accredited educational institutions, Washington state-registered apprenticeship programs, or Washington state-accredited training providers, offering a one-time scholarship up to \$1,500 for tools, supplies, or other required program and professional items, as well as other financial and academic supports.*

Amend Page 53 of Attachment 1 to CB 121240 as follows:

Participant Eligibility

- *Path to Trades Non-Colleges: Seattle Public school students in Seattle who meet provider eligibility criteria to become apprentices, and are working toward successful completion of education or a career pathway, ~~up to age 24.~~*

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Amendment 14 Version 1 to CB # 121240 – FEPP Levy Implementation and Evaluation Plan

Sponsor: Councilmember Rivera

Modification to Timeline for Competitive Processes

Effect: This amendment would state that all FEPP investments awarded by competitive process will be re-bid in 2- or 3-year cycles. All other investments will be renewed pursuant to Ordinance 127238, which includes authorization for the Director of Education to enter direct agreements for education-support services with public entities such as the Seattle Public School District, Seattle Colleges, Public Health-Seattle & King County, and the State of Washington.

Amend page 9 of Attachment 1 to CB 121240 as follows:

Timeline for Competitive Processes

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

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

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Amendment 15 Version 1 to CB 121240 – FEPP Levy I&E Plan

Sponsor: Councilmember Foster

Public Service Career Programs Eligibility

Effect: This amendment modifies the eligibility for Seattle Fire and Seattle Police Department Career Programs by giving additional consideration to students with household incomes at or below 80 percent of Area Median Income. In addition, it directs Seattle Police Department (SPD) to recruit diverse groups of students and families for outreach events for the Seattle Police Department (SPD) Career Programs.

Amend Page 53 of Attachment 1 to CB 121240 as follows:

Participant Eligibility

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

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

Amend Page 54 of Attachment 1 to CB 121240 as follows:

Implementation Standards

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

Table 28. Program Implementation Standards (Public Sector Careers)

	Fire Career Programs	Police Career Programs
Quality	• Stipends are provided in a timely manner allowing students to meet entry requirements and obtain required tools	• Stipends are provided in a timely manner allowing students to meet entry requirements, obtain required tools, and pay fees. • Life skills workshops use a growth-oriented approach focusing on

Ratzliff/Marwaha
Select Committee on FEPP Levy I&E plan
July 22, 2026
D1

	Seattle Fire recruits diverse groups of students and families for <u>community outreach</u> events	developing positive workplace behavior through personal goal setting <u>Seattle Police Department recruits diverse groups of students and families for outreach events</u>
Amount	Year-round programming with minimum 150 hours/year	Year-round programming with minimum hours/year in the explorers' program
Outcomes	Increase young adults in living-wage careers	Increase young adults in living-wage careers
Reporting Indicators	# Applications # Served % Completing program	# Applications # Served % Completing program
Service Target	50 Cadets annually 15 Prep participants annually	25 Explorers annually

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Amendment 16 Version 1 to CB # 121240 – FEPP Levy Implementation and Evaluation Plan

Sponsor: Councilmember Rivera

Technical corrections

Effect: This amendment would make technical corrections to the Implementation and Evaluation Plan, for clarity and consistency.

Amend Page 31 and 32 of Attachment 1 to CB 121240 as follows, and renumber tables as needed throughout Plan:

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

* * *

Frequency	See <u>Table 16</u> below	See <u>Table 16</u> below
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* * *

~~Expanded learning time and opportunities must meet the following frequency requirements:~~

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

Table ~~14~~ 15. Program Implementation Standards (Other Expanded Learning Opportunities Investments)

	Middle School Sports	Environmental Learning
Quality	Coaches meet SPS requirements for qualifications, trainings, and First Aid/CPR certification	- Evidence-based curriculum that incorporates WA State learning standards - Trained environmental staff to provide localized instruction - Ongoing professional development and mentoring for staff
Frequency	Determined by SPS Athletics as part of the annual school calendar	Will follow expanded learning time and opportunities frequency requirements specified in Plan

Ratzliff/Marwaha
Select Committee on FEPP I & E plan
July 22, 2026
D2

	Varies by sport	See Table 16 below - Drop-in programming allowed
Outcomes	Students are healthy and ready to learn	Students develop social-emotional & workplace skills
Reporting Indicators	# Served # Coaches supported % Attending 90% of the school year	# Served % Reporting increased knowledge of local ecology or conservation Amount of time students spend outdoors
Service Target	- Minimum 20 schools served 3,000 students annually	3,500 annually

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

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

Amend pages 39-40 of Attachment 1 to CB 121240 as follows:

Table 18. Program Implementation Standards (DEEL Youth Safety)

	Restorative Practices	Opportunity-Based Mentoring
Quality	- Minimum 12 hours International Institute for Restorative Practices (IIRP), or equivalent, professional training for all staff providing services to youth - For school-based services, Restorative Practice Coordinators must be 1.0 FTE - Coaching and ongoing professional development throughout year	- This new program, to serve students involved in, or at elevated risk of, involvement in the criminal justice system will develop implementation standards which may include the following: - Mentor-to-youth ratios to be determined as program is defined. - Services to pair students with professionally trained mentors, who may have lived experience navigating the justice system and school disconnection - Consistent, relationship-based support anchored in school reconnection and post-secondary pathways - Partnering with school staff to support re-entry after discipline or justice system involvement, reduce chronic absenteeism, and connect students to post-secondary pathways - Participate in DEEL-led professional development and YPQA activities

Ratzliff/Marwaha
Select Committee on FEPP I & E plan
July 22, 2026
D2

Frequency	<u>In consultation with SPS, may include:</u> • Tier 1 circles: Daily in elementary (10-15 min), 3x weekly in middle school (15-20 min), weekly in high school (20-30 min) • Tier 2: Within 48 hours of incident • Tier 3: Pre-meetings within 72 hours, formal conference within 5 school days, follow-up support circles as needed. Re-entry circles before return from any suspension CBO Consultant: • Coaching/training session per participating school (min 2 days/week on-site, 30-60 min per session for educator coaching and 1-2 hours monthly for principal/leadership coaching) • Tier 2 Responsive circle modeling (2-4 circles per week in year 1 – consultant models while staff observe, gradual release) • Tier 3 Conference co-facilitation (1-2 hours per circle, as needed)	• Minimum 1 mentor meeting per week per youth (2 direct hours) • Mentor-student matches maintained through the full 2-year relationship, with a program target of 80% • Re-entry support within the required 5-business-day window • Absenteeism interventions initiated within 3 days of trigger • Career-connected activities completed per participant annually
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Amend page 40 of Attachment 1 to CB 121240 as follows:

Table 19. Program Implementation Standards (HSD School Safety)

	School-Based Safety	Gender-Based Violence Prevention
Quality	• Specific school services sites selected by City of Seattle and SPS • Participation in HSD-led networking cohorts to share referrals, quality practices, and program improvements • Culturally and/or linguistically responsive	• Culturally and/or linguistically responsive • Age-appropriate educational material • Involve youth in planning and development
Frequency	• School hours (Mon-Fri) • Year-round services (extra emphasis during SPS school year)	<u>In consultation with SPS, may include:</u> • Weekly education courses • Multi-week or semester-long classes in schools • 2 semi-annual cohorts with an annual conference

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Amend page 43 of Attachment 1 to CB 121240 as follows:

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- School Meals: OSE will direct award funding to Seattle Public Schools to implement School Meals through the 2027-2028 school year. ~~Funding will be allocated subject to the Plan's requirements for Competitive Processes.~~

Amend pages 51-52 of Attachment 1 to CB 121240 as follows:

Implementation Timeline

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

Amend page 52 of Attachment 1 to CB 121240 as follows:

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- **HSD Youth Development Programs**, provide educational support to Seattle youth such as academic and career mentoring, college and career exploration, pre-employment and career readiness training, Science, Technology, Engineering, Arts, and Math (STEAM) learning, and postsecondary navigation. See Appendix V.III for a list of contracted organizations in this program that are funded through 2027.

Amend page 53 of Attachment 1 to CB 121240 as follows:

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- HSD Youth Development: Seattle ~~youth-students~~ ages 14-24 who remain engaged in and are working toward successful completion of education or career pathways.

Amend page 54 of Attachment 1 to CB 121240 as follows:

Table 29. Other Career Pathways

	Path to Trades Non-Colleges	HSD Youth Development
Quality	- Selected apprenticeship providers are registered through WA Labor & Industries and are directly tied to employment - Registered apprenticeships combine on the job training with related supplemental instruction in a classroom - Apprentices receive pay from employer for work performed while on the job and in training	- Services are culturally responsive and reflective for populations served. - Programs provide developmental and skill-building supports that strengthen protective factors, confidence, self-determination, supportive adult connections, and readiness skills when directly tied to helping priority populations of youth access, remain engaged in, and successfully complete education or career pathways - Participate in HSD-led networking cohorts to share referrals, quality practices, and program improvements
Amount	<u>To be determined as part of RFP design. Minimum 2 years</u>	Minimum 6-weeks of programming
Outcomes	Increase # of youth in living-wage careers	- Youth develop social-emotional & workplace skills - Increase of # of youth who successful complete education or career pathway
Reporting Indicators	# Enrolled % Completing program # Connected to employment or apprenticeship	# Served % Completing program % Achieving employment or skills development outcomes # Connected to employment or career pathway
Service Target	TBD following RFP	990 youth annually

Amend page 62 of Attachment 1 to CB 121240 as follows:

Ready to Launch: College and Career Supports

Strategy	Department	Investment	Contracted Partners
College Pathways	DEEL	Seattle Promise	Seattle Colleges
College Pathways	DEEL	Promise Path to UW	University of Washington
College Pathways	DEEL	Promise SYEP	Human Services Department (HSD)

Ratzliff/Marwaha
Select Committee on FEPP I & E plan
July 22, 2026
D2

Career Pathways	HSD	Supporting Youth and Young Adults for Success <u>HSD Youth Development</u>	• Asian Counseling and Referral Services • Consejo Counseling and Referral Services • Dare 2 Be • El Centro De la Raza • Empowering Youth and Families Outreach • Geeking Out Kids of Color • Good Foot-Rainier Valley Corps • Life Enrichment Group • Open Doors for Multicultural Families • Stem Path Innovation Network • YMCA of Greater Seattle • World Mind Creation Academy • Seattle Goodwill Industries • Youth Build
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Amend page 67 of Attachment 1 to CB 121240 as follows:

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Conflict Mediation and Deescalation

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