

FAMILIES, EDUCATION, PRESCHOOL, AND PROMISE LEVY OVERSIGHT COMMITTEE

West Seattle High School (Library) | 3000 California Ave SW | Seattle, WA 98116

Thursday, July 25, 2019

MEETING MINUTES

I. Call to Order

Cristina Gaeta called the meeting to order at 3:00 p.m.

II. Attendees

Members Present: Chris Alejano (on behalf of Mayor Jenny A. Durkan), Donald Felder, Erin Okuno, Shouan Pan, Constance Rice, Kimberly Walker

Others Present: Cameron Clark (DEEL), Dwane Chappelle (DEEL), Cristina Gaeta (DEEL), Chrissie Grover-Roybal (DEEL), Veronica Guajardo (DEEL), Austin Miller (DEEL), Marissa Rousselle (DEEL); Brian Goodnight (Council Central Staff); Michael Stone (Seattle Public Schools)

III. Reports

The meeting began with a welcome and introduction by Dr. Cristina Gaeta (K-12 and Post-Secondary Director) and Austin Miller (Strategic Advisor) of the Seattle Department of Education and Early Learning (DEEL), followed by the approval of the June 27 meeting minutes, and a review of the July 25 meeting outcomes.

Summer Learning Presentation

Dr. Gaeta continued the meeting with a presentation of the Families and Education Levy (FEL) investments for 2019. Highlights of this presentation included the following:

- More than 3,000 students at 54 programs across the city will be served by FEL investments
- More than 75 additional students are currently served at West Seattle High School, including students from Chief Sealth High School
- There has been a new initiative to offer college visits to every middle school student at Parks/SPS sites
- A common curriculum focused on ELA and Math
- Data from 2018 showed that summer learning predominantly served students of color
- The challenge associated with summer learning, which was a brand-new strategy in 2011, has been the difficulty of evaluating investments and program impact. However, over the years, DEEL used the following to assess investments:

- School-year integration (extended in-school learning time, after-school programs, and summer learning)
 - Focus on populations served (e.g., English language learners, Immigrant and refugee, Level 1/Level 2, “Opportunity Gap”)
 - Funding a variety of school-based, CBO-based, and school and CBO-partnership program models
 - Outcomes (summer performance measures, reported metrics, school-year outcomes)
- Key takeaways and lessons learned from school-based program models have included the following:
 - Program hours, programming offered, and structure varies significantly across school-led programs
 - Students access and build relationships with core class teachers
 - Staff recruitment can be difficult
 - Focus on credit attainment (in HS) means less time for enrichment activities
- Lessons learned from CBO-based program models:
 - Higher proportion of students of color compared to other program models
 - Student and certificated staff recruitment can be difficult, particularly if the CBO is not connected to a school community
 - Variation across outcomes makes it difficult to compare programs, but allows programs to measure what they do best
- Key takeaways from School+CBO Partnership program models:
 - These partnerships provide students with opportunities for both academic and enrichment programming
 - Metrics primarily focus on summer academic growth as measured by pre-and post-assessments
- In FEPP, summer learning is no longer a separately funded intervention but is instead focused on building a culture of ‘year-round learning.’
- The goals of FEPP Summer Learning by school level include:
 - Elementary and Middle School: Helping students meet standard on state assessments in math or reading
 - High School: Providing students with opportunities to meet district graduation requirements such as recovering credit, earning first-time credit, repairing grades, completing service learning hours, or updating their High School and Beyond Plan
 - All School Levels: Providing students with college and career-focused enrichment such as career panels, college or industry visits, SAT/ACT test

preparation, beginning the college application, or connections to work-based learning opportunities

Workgroups and Share-Out

Following this introduction, the Levy Oversight Committee (LOC) divided into breakout groups to discuss the following questions:

Question 1 – Summer Student Learning

- Should summer learning be different from the rest of the school year, if so how? (Consider: staffing, curriculum/content, hours, location, food, field trips, etc.)

Question 2 - Measuring Success

- What should be our ultimate goal with summer or expanded learning? How is that best captured through data? How do we make that consistent across sites?

Question 3 – CBO / Equity, RFI Requirements

- What are the most important Expanded Learning elements to include in our School Based RFI on summer programming requirements?
- Today, you saw one model of summer learning, which is school-led. The other models are CBO-led, and a CBO/School partnership. Is CBO partnership integral for success? How prescriptive should we be for expectations that summer learning be CBO-led and/or school/CBO partnerships?

See attached discussion notes.

VI. Adjournment

The meeting was adjourned at 4:17 p.m.

Attachment 1

Levy Oversight Committee
July 25, 2019 Discussion Notes

PROMPT 1: SUMMER STUDENT LEARNING (Full group)

- Should summer learning be different from the rest of the school year, if so how? (Consider: staffing, curriculum/content, hours, location, food, field trips, etc.)

Chart Paper:

Observations:

-scaffolding lesson plans/teacher quality -small group size -mix certificated- WSHS- Sub UW instructors -teacher student relationships -mostly engaged POC + econ. Justice perspective - cell phones -content – student vibes (intensity) -need male teachers and diverse staff -need flexibility: structure and fun -connect learning to life	-curriculum/content different fun -Staff: representative of students -SEL-healing enrichment restorative not-discipline -overall experience + more exciting than school year -field trips -food - face to face vs online instruction (blended)
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Staff Notes:

Class sizes are small
Quality of teacher (WSHS example of UW prof)
Engagement
Intensity is important
Teacher diversity
flexibility, fun, structure needs to balance
connecting learning to life
teaching training
relationships matter, how to we connect to community
boost community through education
healing enrichment is needed (avoid discipline)
field trips/food
more exciting than the school year
avoid credit factories

What people saw:

- Small classes
- UW professor, high quality teachers during summer
- Most students were engaged, students seemed content
- Intensity, engagement,
- Saw male teachers
- Saw lots of UW
- Building in flexibility and fun with structure
- Connecting learning to life

- Scaffolding to bring 12-week history program to a 4-week program
- Relationships – staff build relationships with students that they might not connect with during the school year

Responses to Should it be different?

- Curriculum and content
- Fund aspect – Getting arts or some other healing enrichment activity; lots of socio-emotional things happening
- Maybe too much discipline, enrichment helps relieve some of the discipline and emotion stuff that's coming
- Experience should be different, kids need to be excited and want to complete their commitment to getting it done;
- Field trips, food, staffing,
- Opportunities to make things up, additional supports, not as rigid as school year, kids don't fall into a spiral if they get behind
- Online v. experiential – students need as much face-to-face as possible
 - To be successful, has to be a truly blended model, want to avoid becoming a credit factory
- CBOs play a strong role, reflecting on the community

PROMPT 2: MEASURING SUCCESS

- What should be our ultimate goal with summer or expanded learning? How is that best captured through data? How do we make that consistent across sites?

PROMPT 3: CBO / EQUITY, RFI REQUIREMENTS

- What are the most important Expanded Learning elements to include in our School Based RFI on summer programming requirements?
- Today you saw one model of summer learning, which is school-led. The other models are CBO lead, and a CBO/School partnership. Is CBO partnership integral for success? How prescriptive should we be for expectations that summer learning be CBO-led and/or school/CBO partnerships?

Chart Paper:

What are the most important expanded learning elements to include in RFI

- Community culturally responsive, building first
- Balance requirements with outcomes
- outcomes not just academic skills-whole child
- Family – take family situation into consideration
- Tutorials limited, for more interaction = goal 1:1 (CBO role)
- CBOs are integral/
- Look for CBO relationship with community, mutual commitment to outcome.
- Social-emotional/ trauma informed learning
- Whole child enrichment beyond academics
- Add student/family engagement during summer. SPS survey

Staff Notes:

Prompt 2: (discussion)

Prompt 2: Measuring Success

- Support systems and environment systems
- Socio-emotional, stability, trauma-informed
 - o How do we lighten the strictness of curriculum load to support the students we are working with
- Students in summer have above-average trauma,
- Students skipping classes because of high anxiety levels, can we figure out a way to measure school supportiveness?
- WA-BLOC creates a sense of community at the start of the day, it's bringing it together
 - o If we look at the elementary models, the district-led models do bring that sense of community in the morning, that sense of being, creating the sense of community
 - o Look at the whole child model, curriculum needs to be different
 - o How do we measure a program that is purely academic but still
- Look at the south shore/beach models where they've brought in the freedom schools
 - o Measured by academic growth, looking at how incoming freshmen do on staying on track for credits
- You need curriculum to have a structure; you can't do what they did during the school year because it didn't work the first time
- Key things: food (breakfast, lunch); meeting the needs of kids, SPED certified teacher at all summer staircase; more students with IEPs coming to summer programming, don't have the resources to staff during
- Math center is a hidden strength; opportunity to get one-on-one support; CBOs could jump into this space; similar to what happens in the school year (UTSS), how do you make this an extended year model?
- Community engagement beyond the parents is important, broader community celebrations, not something that is hidden
 - o Measuring – something that is built into the district's climate survey that is specific to summer
 - "Did you attend a summer-learning program" then you get an extended set of questions
- How do you calibrate and align programs to do something that has been successful?
 - o Hold programs to standard above in their programming
 - o In-district credit v. out-of-district credit (online), labeled on their transcript
- What is the state measuring? How does summer contribute to the on-time graduation rate?
- How is summer learning linked to school-year/fall outcomes?
 - o Increased attendance in the school year?
 - o Decrease in academic/behavioral issues
 - o Greater parent/guardian engagement

CBOs demonstrating their relationship with community

If the desired outcome is to find students of color, and the CBO has those relationships? Have CBO show demographics of students in program; demonstrate relationships with specific community groups

Describe how your relationship with a CBO helps to contribute or realize a specific outcome

At the end of the summer, this is the outcome we are looking for

Being honest about struggles of the past, with specific communities

Prompt 3: (discussion)

- food
- transportation
- CBO unique cultural opportunities for youth to learn i.e. elementary school more perspective on outcomes vs. program design/partnerships
- what is the co-creation before programs start?
 - planning and power dynamics
- what is the families experience? i.e. all-day programs, neighborhood based (CBO relationship w/)

- What is the outcome? Based on this, some designs require school staff vs. others that are delivered by CBOS

ES	MS	HS
		Credit retrieval College campus visits

Summary:

- variety is good
- bridges vs. mtg to school year
- unique when CBO providers can provide services ES to HS
- Program CBO Partnership:
 - enrollment/representation: OUTCOME
 - who has relationships with communities

Share-out:

Measure success/CBO

- Yes, CBO partnerships are integral
- Design needs to be driven by outcomes
 - partnerships dependent on outcomes
- Demographics matter, and relationships (acknowledge struggle)
- Social emotional relief, not pure academics, whole child model, summer staircase model.
- community building in the morning, culturally relevant
- More 1 on 1 interface
- Family engagement for unrepresented communities