Mathematica
Progress Together

Family Education Preschool Promise Process Evaluation

July 2024

Megan Hague Angus, Walter Herring, Vanessa Quince, Jennifer Tippins, Alejandro Espinoza, Janasha Higgins

This page has been left blank for double-sided copying.

Contents

Executive Summary vi

Key findings vi

I. Introduction 1

A. Conceptual framework 2

B. Research questions and data sources 3

C. Evaluation focus on K-12 school- and community-based investments 4

D. Data sources 4

E. Role of the Evaluation Advisory Committee 7

F. Methodology 8

G. Limitations 9

H. Road map to the process evaluation report 10

II. Research Question 1: Did the Implementation of FEEP Levy Funding Adhere to DEEL's Key Implementation Principles? 11

A. The FEPP Levy intentionally prioritized investments to promote educational equity 11

B. Processes prioritized student and family voices and community engagement 12

C. DEEL utilized a competitive process to identify partner organizations 12

D. DEEL partnered with diverse organizations to implement the levy 13

E. Performance-based contracts promoted accountability 14

III. Research Question 2: Were Key System Conditions in Place to Support the Levy's Implementation? 15

A. Resources and supports to facilitate implementation were well received 15

B. Partners had mixed capacity to implement programming 17

C. Some partners expressed a desire for additional coordination 18

IV. Research Question 3: Were FEPP Levy Programs Implemented as Intended to Support Seattle Youth and Families? 19

A. Levy-funded interventions were tailored to address school and community needs 19

B. Levy funding increased students' and families' opportunities to engage 23

C. Culturally responsive programs and practices were enhanced under the levy 23

D. Parents appreciated the quality of levy-funded programs and services 24
E. Partners prioritized data for decision-making and adhered to CQI principles 24
F. Levy-funded partners worked with DEEL to establish the terms of their performance-based contracts and support accountability 25
V. Research Question 4: What Are the Key Learnings from Implementation of the FEPP Levy That Could Inform Future Citywide Efforts to Support Seattle Youth and Families? 27
A. Trends in key student, program, and system outcomes 27
B. Key successes 31
C. Key challenges 33
VI. Emerging Recommendations 37
VII. Next Steps: Reporting and Dissemination 39
References 40
Appendix: A Process evaluation questions 1
Appendix B: Survey Tool 1
Appendix C. Interview Protocol with SPS School Administrators and Levy Coordinators and Opportunity and Access partner staff 1
Introduction for Interviews 1
Introduction and Levy Funded Strategies (5-8 min) 2
System supports (10 min) 2
Supporting youth and families (10 min) 3
Data systems and performance measures (10 min) 3
Lessons learned (all are higher priority) (15 min) 4
Closing & Looking Forward (this section and the next- 5 min) 4
Thank You 4
Appendix D. FEPP Levy: Focus Group Protocol for Students 1
FEPP Levy: Focus Group Protocol for Families 4
FEPP Levy: Focus Group Protocol for Staff 7
Appendix E. DEEL Survey Quantitative Analysis 1
Appendix F. Administrative Data Details and Supplementary Exhibits 1

Descriptions of Measures Used 1

Supplementary Exhibits 1

Executive Summary

The Families, Education, Preschool, and Promise (FEPP) Levy is a seven-year, $619 million investment in Seattle's youth that voters approved in November 2018. Through strategies funded by the levy, the city's Department of Education and Early Learning (DEEL) partners with families and community agencies to close educational opportunity gaps and build a better future for Seattle's students. The levy invests resources in four areas: (1) preschool and early learning, (2) K-12 school- and community-based programming, (3) K-12 school health, and (4) Seattle Promise, which provides financial and academic support to Seattle high school students attending Seattle Colleges. DEEL partnered with Seattle Public Schools (SPS), the Seattle Colleges, local government agencies, and community-based organizations to design, implement, and continuously improve educational services supported by the FEPP Levy.

DEEL partnered with Mathematica to assess the implementation and outcomes of the levy through two evaluations: a process evaluation and an impact evaluation. These evaluations focus on the levy's K-12 investments and strategies to complement existing and ongoing evaluations of early learning and post-secondary strategies. These evaluations have three objectives:

1. Evaluate the implementation of the FEPP Levy, with a focus on strategic and operational effectiveness.
2. Evaluate the outcomes and impact of the FEPP Levy at the participant, program, and system levels.
3. Offer implementation and policy recommendations to inform the current implementation of the FEPP Levy investment strategies as well as future levy-funded efforts.

This report documents the findings from the process evaluation, which seeks to understand the implementation of the K-12 school- and community-based investments funded by the levy, to supplement existing external efforts focused on early learning and postsecondary. It includes four main research questions:

1. Did the implementation of FEPP Levy funding adhere to DEEL's key implementation principles?
2. Were key system conditions in place to support the levy's implementation?
3. Were FEPP Levy programs implemented as intended to support Seattle youth and families?
4. What are the key learnings from implementation of the FEPP Levy that could inform future citywide efforts to support Seattle youth and families?

To address these research questions, the evaluation team analyzed administrative data and primary data from document reviews, interviews, focus groups, and surveys with students, parents, and leaders in levy-funded K-12 initiatives. These analyses yielded the following key findings:

Key findings

- **The implementation of the FEPP Levy adhered to DEEL's key implementation principles.** DEEL leaders intentionally sought to promote educational equity through levy investments by partnering with diverse organizations that primarily serve people of color. Consistent with these priorities, the majority of students and families served by the investments identified as people of

color. The processes that were established prioritized student and family voices and funded organizations that promoted community engagement.

- **DEEL offered strong support for its funded partners by providing resources such as dedicated advisors, technical assistance, and coaching.** These supports were woven into the structure of the levy, with levy contracts and other documentation providing partners with information on who they could contact at DEEL and what sorts of support they could expect from them. Levy-funded partners were largely satisfied with these resources, with 98% reporting that they were somewhat or very satisfied with DEEL support.
- **The levy empowered schools to offer programs and interventions that addressed their local needs and were positively received by families.** School leaders and staff reported that they had considerable autonomy in selecting school-based interventions that were tailored to their community's needs. Families that participated in focus groups appreciated these interventions, highlighting that they supported their children's academic progress.
- **Levy-funded organizations prioritize data for decision-making and adhere to principles of continuous quality improvement.** A majority of partners surveyed (70%) reported having the tools and infrastructure to collect and store data, and nearly all partners reported using data to understand program quality. This data infrastructure was complemented by DEEL's strong performance-based contracting practices that encouraged accountability for results.
- **Key academic and nonacademic indicators show promise, though some challenges persist.** Trends in K-12 outcomes suggest an increase in the racial diversity of educators since the onset of the levy. Trends also suggest an increase in high school graduation rates and advanced course-taking. Additionally, there are strong perceptions of culturally relevant practices and belonging in levy-funded schools. However, other indicators of students' academic progress and program quality have declined slightly, reflecting nationwide trends in academic outcomes in the wake of the COVID-19 pandemic.
- **Key successes of the levy included forging strong partnerships and facilitating engagement with linguistically and culturally diverse families.** In addition to high levels of satisfaction with the supports offered by DEEL, organizations that partnered with the agency to offer levy-sponsored programming reported that the FEPP Levy strengthened their ability to provide culturally responsive services to families such as providing dual language programming.
- **Levy partner feedback suggests a need for improved alignment of strategies across the early learning to postsecondary continuum and improved communication about continuum efforts to partners.** Although partners expressed satisfaction with many aspects of the levy, they reported mixed success with implementing programming and expressed a desire for additional support to understand the levy investments across the pre-K to postsecondary continuum. Recommendations for future citywide efforts include building out infrastructure and opportunities to network and collaborate and continued monitoring of student, program, and system indicators.

I. Introduction

The Families, Education, Preschool, and Promise (FEPP) Levy is a seven-year, $619 million investment in Seattle's youth that voters approved in November 2018. The city's Department of Education and Early Learning (DEEL) partners with families and community agencies to close educational opportunity gaps and build a better future for Seattle's students. The levy invests in four key areas:

1. Preschool and early learning
2. K-12 school and community based
3. K-12 school health
4. The Seattle Promise

The overall goal is to improve academic opportunities and success from pre-K to postsecondary education for historically underserved students, including students of color, refugees and immigrants, students experiencing homelessness, English-language learners, and LGBTQ students.

The FEPP Levy Oversight Committee outlined its funding and implementation principles in Ordinance 125604, which included the following:

- Prioritize investments to ensure educational equity for groups furthest from educational justice.
- Ensure authentic student, family, and community engagement.
- Maximize partnerships with community, cultural, and language-based organizations.
- Implement competitive processes that identify organizations to partner with the city of Seattle to deliver services to children and youth.
- Implement performance-based contracts and continuous quality improvement (CQI).

These principles and others guide how DEEL implements and executes funding strategies to achieve the FEPP Levy's goal.

Investment areas

Each investment area includes a diverse set of funded strategies.

Preschool and early learning. High-quality early learning opportunities that prepare children for success in kindergarten

- Child care subsidies
- Comprehensive provider supports (coaching and training)
- Classroom supports, including behavioral and developmental supports
- Organizational and facilities development
- Family Child Care Mentorship program, to encourage licensing among family child care homes
- Homeless Childcare program, providing case management and subsidies to families experiencing homelessness

K-12 school and community based. Investments focus on providing children and youth with academic and nonacademic supports throughout K-12 education to promote on-time high school graduation and college and job readiness

- Investments in 30 FEPP Levy priority schools
- Opportunity and access programs (community-based programs)
- Culturally specific and responsive investments (educator diversity and culturally specific programs and mentoring)
- Wraparound services (homeless and housing supports, family supports, sports, and transportation services)
- Community-based summer learning

K-12 school heath. Physical and mental health services that support learning

- School-based health centers
- School nursing
- Oral health services
- Health system enhancements

Seattle Promise. Postsecondary opportunities that promote attainment of a certificate, degree, or other credential

- Supports for preparation and persistence
- Tuition scholarships
- Equity scholarships

DEEL partnered with Seattle School District No. 1 in Seattle Public Schools (SPS), the Seattle Colleges, local government agencies, and community-based organizations (CBOs) to design, implement, and continuously improve educational services in Seattle. The FEPP Levy implementation period runs from the 2019–2020 school year through the 2025–2026 school year.

In 2023, DEEL hired Mathematica to design and conduct two related evaluations of the levy—a process evaluation and an impact evaluation—between 2024 and 2026. Together, the process and impact evaluations will assess the implementation and outcomes of the FEPP Levy. Specifically, this project has three objectives:

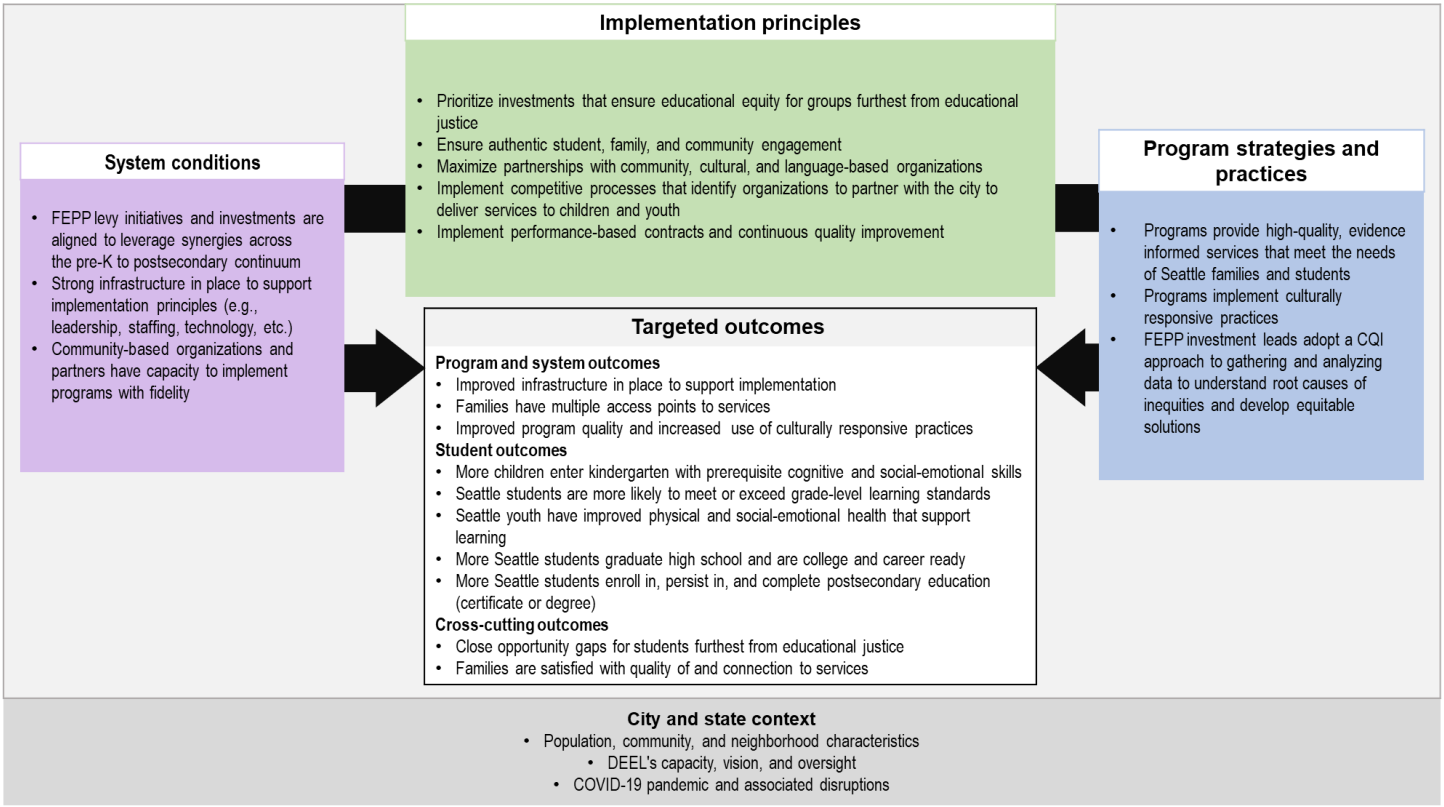
1. Evaluate the implementation of the FEPP Levy, with a focus on strategic and operational effectiveness.
2. Evaluate the outcomes and impact of the FEPP Levy at the participant, program, and system levels.
3. Offer implementation and policy recommendations to inform the current implementation of the FEPP Levy investment strategies as well as future levy-funded efforts.

This report presents findings and recommendations from the process evaluation. The impact evaluation will be published in June 2026.

A. Conceptual framework

Based on key facets of the FEPP Levy's design and implementation and conversations with the DEEL team about its learning priorities, the evaluation team developed a conceptual framework to guide the process and impact evaluations (Exhibit 1). As the framework shows, the provision of levy funds, as governed by DEEL's implementation principles, is intended to support system conditions and program strategies and practices to improve outcomes for Seattle youth and close opportunity gaps from pre-K through postsecondary education. The framework acknowledges certain contexts within the greater community, city, and state that may influence how levy programs are implemented and the effects they have on system, program, and youth outcomes.

Exhibit 1. Conceptual framework for the FEPP Levy evaluation



The conceptual framework informed our research questions and the data we collected to answer them.

B. Research questions and data sources

The FEPP Levy process evaluation includes four main research questions:

1. Did the implementation of FEPP Levy funding adhere to DEEL's key implementation principles?
2. Were key system conditions in place to support the levy's implementation?
3. Were FEPP Levy programs implemented as intended to support Seattle youth and families?
4. What are the key learnings from implementation of the FEPP Levy that could inform future citywide efforts to support Seattle youth and families?

Each of the main research questions prompts more granular questions, which are introduced in each section of this report. (Appendix A identifies the research questions and sub questions). Answering the process evaluation questions required the input of SPS staff, students, and their families.

The subsequent impact evaluation research questions, listed below, will rely on secondary data that will be provided by DEEL or other non-SPS sources. The impact evaluation will address two additional research questions:

1. Have FEPP Levy investments and initiatives improved key program- and system-level conditions that support Seattle youth and families?

2. Have FEPP Levy investments made progress toward achieving educational equity and closing opportunity gaps across the pre-K to postsecondary continuum?

C. Evaluation focus on K-12 school- and community-based investments

The primary goal of the process evaluation is to enhance DEEL's understanding of the implementation of K-12 school- and community-based investments, while the impact evaluation will help DEEL understand the outcomes of students served by levy-funded investments. To achieve these goals, both evaluations will focus on an analysis of data from school-based respondents, particularly those working on K-12 strategies.[1] This emphasis on implementation of school-based investments (SBI) focuses the process evaluation on the Program Strategies and Practices section of the conceptual framework, as SBI schools focus on expanded learning, academic support, social-emotional skills, college readiness, and career exploration.

The FEPP Levy is funding 30 SBI schools for a period of six years, beginning in the 2020–2021 school year. Twenty of those schools are elementary or K-8 schools and 10 are secondary schools (five middle schools and five high schools). Each school is eligible to receive funds to implement a series of programs and interventions. The schools created plans for how they would use the levy funds, based on the unique needs of their students. Each school community selected interventions from two types: (1) expanded learning and academic support (ELAS) and (2) college and career readiness (CCR) support.

The process evaluation includes perspectives from all four FEPP investment areas; however, the qualitative data collection focuses on the experiences of those working in or being served by the SBI schools.

D. Data sources

Each research question draws on both primary and secondary data as well as administrative data sources. The process evaluation collected primary data from (1) semi-structured interviews with school administrators and partners that provide opportunities and access (O&A) services; (2) web-based surveys of leaders of levy-funded partner organizations; (3) focus groups with families, students, and staff; (4) document reviews; and (5) administrative sources provided by DEEL or publicly available through the Washington Office of the Superintendent of Public Instruction (OSPI). Exhibit 2 offers key details.

1. Interviews with school administrators and levy-funded partner organizations

Mathematica conducted a total of nine, one-hour interviews with school and partner organization administrators. Of the 30 funded schools, we selected five schools to approach for administrator interviews by using the following criteria: (1) grades served, (2) level of levy funding, (3) assigned DEEL advisor, and (4) intervention strategy focus.[2] We interviewed administrators from four of the 14 recently

[1] DEEL already conducted or is in the process of conducting evaluations of postsecondary and early learning investments, which will be reviewed in the impact evaluation.

[2] Additional detail about the four selection criteria follow: (1) Given that the evaluation plan specifies six leaders for interviews, Mathematica selected schools to represent the approximate breakdown of the 30 levy-funded schools, placing a slight emphasis on elementary or K-8 schools. For the six leaders, we strove to select four elementary or K-8 schools, one middle school, and one high school. School website information informed this criterion. (2) Levy funding

funded O&A partners, with selection informed by three criteria: (1) grades served, (2) length of time receiving levy funds, and (3) number of staff at the organization. The aim of these interviews was to discover the extent to which levy funding supported conditions that expanded opportunities for Seattle youth and that levy-funded programs implemented culturally responsive practices that met the needs of Seattle families.

2. Survey of leaders of Levy-funded partner organizations

DEEL contracts with dozens of partner organizations that carry out DEEL's vision based on the strategy and guidance it offers. The evaluation team fielded a 10-minute, web-based survey of leaders at DEEL-funded partner organizations. These partners included the universe of organizations funded by the levy, including SBI site leaders, wraparound support partners, school health staff, Seattle Preschool Program partners, and Seattle Promise partners. The web survey helped determine the extent of (1) DEEL-facilitated community engagement during the levy; (2) DEEL-implemented, performance-based contracts that used CQI processes; and (3) DEEL aid offered to support the levy implementation principles.

Distribution of survey respondents*

- **46%** worked in the preschool and early learning investment area
- **56%** worked on K-12 school- and community-based efforts
- **7.4%** worked on K-12 health and wraparound services
- **3.7%** worked on the Seattle Promise

In partnership with DEEL, the evaluation team identified 91 partners to respond to the survey. Fifty-nine percent of the partners (54) responded to the survey. They worked across all four investment areas. Some supported more than one investment area (See Textbox)

3. Focus groups with families, students, and staff

Mathematica conducted six focus groups with families, students, and staff. The team held two focus groups with families, two with staff, and two with high school students served by levy-funded programs. (The Methodology section includes additional information about the criteria used to select the schools.)

Staff focus groups. These focus groups focused on staff perspectives about implementing levy-funded programs. Questions were asked to capture staff perceptions on the levy's approach; program and service quality; the extent to which services were culturally responsive; changes over time; and the influence of contextual factors; as well as successes, challenges, and lessons learned. A total of eight staff members from two schools participated in the staff focus groups.

Family focus groups. The evaluation team asked families to reflect on their access to and quality of

ranges widely, even among schools serving the same grades. Using information provided to us by SBI advisors, we designated each school as low, middle, or high funding relative to the grade level or grades served. This allowed us to select a mix of schools that reflect diversity in funding amounts. (3) Each of the 30 SBI schools is associated with an SBI advisor, who is a DEEL staff member. Although the three individuals work as a team, efforts to support schools on their caseload may vary. Including schools with different SBI advisors allowed us to explore potentially differing experiences in the level of support DEEL offered. (4) Given the diversity of the strategies each of the schools chose, we wanted to ensure that the schools included in the process evaluation also reflected a variety of content areas and interventions.

programs and services in which they or their children participated, how their participation may have changed over time, and their satisfaction with the services, as well as key challenges and successes from their perspectives as families. Families were asked to reflect on their experience with high-quality, culturally responsive services and practices and offer suggested improvements on how the FEPP Levy could best support students furthest from educational justice. A total of ten individuals from two school communities participated in the family focus groups.

Student focus groups. The student focus groups offered perspectives from the students themselves about services they received, the quality of those services while attending a levy-funded school, and their reflections on their ability to meet their academic and nonacademic goals. Like families, students were also asked to reflect on their experience with high-quality, culturally responsive services and practices and to offer suggested improvements on how the FEPP Levy could best support students furthest from educational justice. A total of 11 students participated in the focus groups.

4. Document review

Mathematica also reviewed DEEL documents related to the levy. This document review assessed the extent to which the implementation of levy funding adhered to DEEL's key implementation principles. DEEL sent Mathematica 54 documents. We randomly selected 20 for review after first organizing and stratifying them by each of the four investment areas and then by four types of documents, including (1) contracts, (2) fact sheets and investment summaries, (3) funding recommendation memos, and (4) RFI/RFQs. These four types of documents are indicative of the ways DEEL selects, contracts, and supports levy-funded work.[3]

5. Administrative data

The evaluation team analyzed administrative data from several data sources to address the research questions:

- **SPS administrative data.** The evaluation team collected administrative records from DEEL for K-12 students attending SPS schools between the 2017–2018 and 2022–2023 school years. These data included students' demographic information (for example, race and ethnicity, English-language learner status); academic information (for example, state assessment scores, GPA); information about disciplinary incidents; students' attendance records; and information about which levy-funded programs students participated in.
- **SPS teacher data.** DEEL provided the evaluation team with two data sets containing race and

[3] DEEL staff sent the evaluation team 54 documents. We excluded four documents that were summary documents or annual reports from our randomization process. We then split the documents by both investment area and type of document. There were four overall investments areas (for example, postsecondary) and four types of documents (for example, contracts). This resulted in 12 unique groupings that identified an investment area by type of document from the remaining 49 documents. For example, one grouping was K-12/RFQ, which is the investment area (K-12 school and community based) by document type (RFI/RFQ). We then numbered each of the 50 documents and began randomly selecting documents from the 12 groupings. We first randomly selected four documents associated with the two investment areas that were underrepresented in the document sample (school health and postsecondary). This left us with eight remaining groupings to select from. From there, we randomly selected two documents from the remaining eight groupings until we selected all 20 documents.

ethnicity information about the teaching workforce in SPS: one from spring 2020 (the first year of the levy) and another from spring 2022.

- **Seattle school climate survey results.** DEEL provided the evaluation team with school-level results from the district's school climate survey from spring 2022 and spring 2023. Among other topics, the school climate surveys asked students about their perceptions of teachers' pedagogical effectiveness, their sense of belonging at their school, and the use of culturally responsive practices at their school.
- **School-level data from OSPI.** The evaluation team collected publicly available data from the OSPI website, including information about four-year graduation rates at Seattle High Schools and the percentage of students taking Advanced Placement (AP) or International Baccalaureate (IB) courses at the school. Exhibit 2 summarizes key information for each of our data sources.

Exhibit 2. Sample size and characteristics of process evaluation data sources

Data sources	Number and characteristics of respondents
Semi-structured interviews	SBI interviews: 5 O&A interviews: 4
Survey of levy-funded partners	59% response rate; 54 responses
Focus groups	Family members: 10 Students: 11 Staff: 8
Document review	20 documents
	Administrative Data
Data Source	Number of Records
SPS administrative data	More than 300,000 administrative records of SPS students between 2017–2018 and 2022–2023
SPS teacher data	Demographic information for more than 7,000 SPS teachers in 2020 and 2022
OSPI data	Graduation rates and course taking data from 15 to 20 SPS high schools (depending upon the year) between 2017–2018 and 2022–2023
SPS school climate survey data	School climate survey results from all 109 SPS elementary, middle, and high schools

E. Role of the Evaluation Advisory Committee

The Evaluation Advisory Committee (EAC)—composed of 10 members who represent the breadth of perspectives from partners and community members involved in or affected by the FEPP Levy—helped guide the process evaluation. The committee acts as an advisory board for the evaluation by providing recommendations and feedback on all substantive tasks—from informing evaluation designs to interpreting findings. The EAC supported a culturally responsive and equitable evaluation approach by providing input and feedback on key steps, decisions, and deliverables throughout all evaluation processes and across project tasks.

EAC members attended virtual meetings at key points in the evaluation period. For example, during the first EAC meeting in July 2023, members reviewed draft research questions and provided feedback on potential data sources and data collection methods and approaches. The evaluation team used this feedback to design additional focus groups with students and with families. In the second meeting, EAC members provided feedback on the data collection protocols. Based on their feedback, the evaluation team made changes to the protocols by using terms that would best resonate with other community members. Lastly, in spring 2024, the EAC gathered to review preliminary findings. EAC members helped the evaluation team contextualize the findings and determine which findings to emphasize based on their lived experiences. They weighed in on all preliminary recommendations and discussed which recommendations resonated with them most.

F. Methodology

The evaluation team relied on several methods to examine implementation of the FEPP Levy, depending upon the data source:

- **Descriptive analyses of survey data.** The evaluation team developed a descriptive analysis of the survey items. We generated frequencies and means for all items in the survey. For the small number of open-ended survey items, the team coded them into discrete categories. A second coder reviewed the responses to ensure consistency in the categorization.

- **Interviews and focus group analyses.** The evaluation team used conventional qualitative content analysis techniques which included a multistep, deductive, and inductive coding process. With respondents' permission, the evaluation team recorded and transcribed all interviews and focus groups. Transcripts from these recordings formed the data set for qualitative analyses. During the deductive phase, Mathematica staff developed a codebook for each source that defined key constructs and coding rubrics relevant to the data collection protocol and research questions. During the inductive phase, Mathematica identified emerging themes, including those outside of the original deductive code list. In the analysis phase, the evaluation team created short analytic statements in a secured Mural board. The evaluation team analyzed the data and compared and contrasted findings by respondent type and investment area. As the evaluation team moved from analysis to articulating early findings, the team engaged the EAC in interpreting the data to help identify salient themes, takeaways, and recommendations.

- **Document review.** The evaluation team created a data collection form and rubric to summarize data gleaned from DEEL documents. The form included the type of document reviewed, its associated investment area, and fields for information that addressed each research question. Mathematica used the form to systematically compile and analyze the findings.

- **Descriptive analyses of administrative data.** The evaluation team used quantitative methods to produce descriptive statistics of trends in relevant outcomes over time. Where possible, the team explored these trends separately for students in SBI schools as well as for those from key subgroups of interest (for example, students of color furthest from educational justice).

The evaluation team triangulated findings across data sources. Exhibit 3 shows the mapping of the

different data sources to the relevant research questions.

Exhibit 3. Data sources by research question

	Survey of leaders of levy-funded partner organizations	Interviews with school administrators and levy coordinators	Family focus groups	Student focus group	Staff focus groups	Document review	Administrative data from SPS and other secondary data sources
1. Did the implementation of FEPP Levy funding adhere to DEEL's key implementation principles?	X	X			X	X	X
2. Were key system conditions in place to support the levy's implementation?	X	X				X	
3. Were FEPP Levy programs implemented as intended to support Seattle youth and families?	X	X	X	X	X	X	
4. What are the key learnings from the FEPP Levy that could inform future citywide efforts to support Seattle youth and families?	X	X	X	X	X		X

G. Limitations

The process evaluation has several key limitations. First, the evaluation has a small sample size for several of its key data sources (see Exhibit 2). In particular, the scope of the process evaluation limited the team's ability to collect data from more staff, parents, and students. Although the interviews and focus groups reflect experiences and information gathered in other data sources, such as the survey or administrative data, the perspectives in the process evaluation reflect individual experiences and may not generalize to all students, staff members, or parents. Throughout the report, when possible, the evaluation team identified the number of individuals who shared a specific sentiment.

With respect to the administrative data, the evaluation analyzed data from before and during the FEPP Levy. This period included the COVID-19 pandemic, which caused well-documented disruptions to students' lives and learning experiences. The trends reported here in students' academic and nonacademic outcomes should be interpreted within this context. Moreover, the trends and comparisons

made in this report are not intended to isolate the impact of FEPP Levy investments. Rather, they provide readers with a sense of how key indicators of student-, program-, and system-level outcomes have changed over time to identify areas of strength and future growth.

H. Road map to the process evaluation report

The remainder of this report is organized in sections that address each of the four process evaluation research questions. Each section draws on the data sources relevant to that question. In addressing the fourth research question, the report highlights the successes and challenges of the FEPP Levy implementation. The report concludes with recommendations and next steps.

II. Research Question 1: Did the Implementation of FEEP Levy Funding Adhere to DEEL's Key Implementation Principles?

Several principles guided how DEEL and its partners would implement the funded strategies to achieve the FEPP Levy's stated goals. To examine the extent to which implementation of the levy funding met these principles, the evaluation team examined information collected from the survey, the document review, staff focus groups, and SPS administrative data. The evaluation team examined key concepts presented in the Implementation Principles section of the conceptual framework, which included prioritizing investments, maximizing partnerships, using competitive processes to identify partner organizations, and using performance-based contracts.

A. The FEPP Levy intentionally prioritized investments to promote educational equity

The FEPP Levy aims to partner with and serve the children, students, and families who are furthest from educational justice. The evaluation examined information from the survey, the document review, staff focus groups, and administrative data to determine who was served by the FEPP Levy and to what extent the funding promoted educational equity.

Administrative data reveal that K-12 levy investments served a large and diverse population of SPS students. More than 31,000 students attended an SBI school, received services from a school-based health center, or participated in other levy-funded K-12 investments[4] between school years 2020–2021 and 2022–2023. Nearly three-quarters of students served by K-12 levy investments identified as students of color (compared to 54 percent of students district-wide) (OPSI, 2020). On a year-to-year basis, roughly 20,000 of SPS's 51,000 K-12 students participated in one of these programs.

These findings align with findings from survey data, which demonstrate that the majority of the partners primarily served African American students (76 percent), Hispanic or Latino students (53 percent), other students of color (31 percent), and Asian or Pacific Islander students (29.4 percent). About one-third of the levy-funded partners also noted that they primarily served English-language learners, refugees, and immigrants. Findings from these partners suggest that the levy funds are reaching the students furthest away from educational justice.

The document review offers additional evidence that the levy funds aimed to serve those furthest from educational justice. All documents described the goals of a program or initiative as aligning with the levy's goal of serving those furthest from educational justice. This is particularly true in the contracts DEEL wrote with funded partners. For example, funding recommendation memos, which DEEL staff write to suggest which programs should be funded, specify whom the programs will serve. For example, one program is described as "focused on students with the greatest need such as those experiencing non-academic barriers to learning, students not yet meeting grade-level learning standards, students less likely to access care in the community, and other historically underserved student groups, including students

[4] For this analysis, the other investments include O&A, culturally specific and responsive investments, and wraparound services for family support. Data on programs organized under the wraparound services did not include programs that served those experiencing homelessness due to the small size of the families served.

experiencing homelessness and LGBTQ students." Contracts additionally identify whom partners work with when using the levy funds. For example, a document for one funded program stated: "Family support staff will work with building leaders and school-based staff, including current and previous year (when possible) educators, to identify focus students and families who have risk factors that may include safety, sustenance, shelter and other barriers to academic success." This common refrain and allegiance to the mission of the FEPP Levy was evident in the documents reviewed.

B. Processes prioritized student and family voices and community engagement

DEEL staff were especially keen to ensure that student, family, and community voices shaped how FEPP Levy funds were used and that they met the needs of the community. Two documents provided evidence that a student, family member, or community member was involved in funding decisions. Specifically, these documents described such individuals sitting on a review panel. For example, one funding recommendation memo noted that "86 eligible applications were forwarded to a 56-person review panel. This review panel was comprised of 50 community members, 19 youth members and 6 DEEL staff."

The evaluation team found more robust evidence related to funded organizations. All 20 documents included evidence that levy-funded organizations promoted student, family, or community engagement. For example, of the four RFPs that were reviewed by the evaluation team, two explicitly identified criteria related to such organizational priorities and capacities. One of the RFPs required that the applying organization "demonstrates that student and/or community voice is incorporated into programming."

Fact sheets, which are summary documents of different investment areas, described the types of organizations working together to implement the levy, including some that focus on specific populations. One such description noted that the organization My Brother's Teacher (MBT) "recruits high school African American males of color to become MBT Fellows who then complete service-learning hours and internships in Seattle Preschool Program classrooms. These experiences will serve as a unique foundation in early learning [and] allow preschool children to have males of color as role models in the classroom."

C. DEEL utilized a competitive process to identify partner organizations

In the implementation and evaluation plan, DEEL staff sought to streamline the RFI, RFP, and PRP review processes to better ensure equitable funding practices across several stages: bidders' workshops and submission, review, evaluation, and appeal processes. The evaluation team drew on the document review, surveyed partners, and conducted interviews to assess the extent to which partners engaged in a competitive process.

> "There is a lot of work in prepping for [the application process]. Also, it's like a final exam—can't cram at [the] last minute and be successful. In the process of application or renewal, it is an opportunity for [the] team at school to reflect on data and reflect on how it's going—really forced it, in a way, to see how it's been working. We were looking at data. And if we were to gain additional resources, we had to ask ourselves, where would we put them? What is [the] long-term goal about using funds? And how do we go about targeting students that are underserved in many of our schools?"
>
> —SBI leader

Eight of the 20 documents in the document review included details about the procedures by which a partner would be selected through a competitive process. Perhaps unsurprising, all eight of the documents were funding recommendation memos. One example of how the competitive process played out came from an RFI that described how a nine-member panel would review and score each proposal and how the various panel members'

scores would be averaged to determine funding.

Information collected through the document review can shed light on the intent, but survey and interview data reveal actual experiences. A large majority (89 percent) of the surveyed partners noted that they strongly agreed or somewhat agreed that it was easy for their agency to apply for levy funding. About 11 percent disagreed. Additionally, nearly 50 percent of surveyed partners noted that they received some technical assistance from DEEL as they applied for funding.

Interviewed respondents described a somewhat mixed experience with the process of applying for funds. All four O&A respondents noted that they found the process easy and less difficult to complete than other similar grant-funded efforts. School leaders shared more diverse experiences. Of the five SBI interviewees, two had inherited levy-funded efforts because they started in their positions after the application process. Those that did play a role in applying said the application process itself was not very easy. School leaders described it as time-consuming and noted that it included stressful interviews. Leaders in these schools noted that the effort required teamwork and collaboration among school staff. For example, applying for the funds meant collecting and then reviewing data for their applications. Of those that applied for funds, one leader identified one beneficial outcome of the application process, despite the stress involved: "Well, it is good. I mean, staff and leaders having a much more concrete vision of what they wanted to see in their school, and how they would set about reaching their goals."

D. DEEL partnered with diverse organizations to implement the levy

The third guiding principle is to maximize partnerships with community, cultural, and language-based organizations. The evaluation team relied on data from the partner survey, document review, interviews, and focus groups to establish that DEEL sought to fund a diverse group of CBOs that served diverse cultures throughout the city.

The survey of partner organization leaders offers several indicators of organizational diversity among DEEL's partners. Of the surveyed partners, 58 percent described themselves as CBOs, 27 percent as schools, and 10 percent as government agencies. An additional 4 percent noted that they were a different type of agency or organization. These organizations also ranged in size. The reported range of full-time staff spanned from three to about 2,500, with an average of 150 staff.

About half of the documents (nine) reviewed described the ways levy-funded organizations met the goal of partnering with diverse organizations. RFPs or RFIs identified the types of characteristics DEEL sought to fund. For example, DEEL specified that a qualified application should meet several requirements, including the ability to offer dual-language programming. Facts sheets noted that the Dual Language Initiative "seeks to provide culturally responsive programming in efforts to build high quality learning environments that contribute to equitable educational outcomes." Twenty-two different classrooms operated by eight different agencies participated in the initiative. They offered eight languages, including American Sign Language, Amharic, Mandarin, French, Somali, Spanish, and Vietnamese.

Interviewed SBI leaders, O&A partners, and school staff, described establishing partnerships to meet the diverse needs of their school communities. These partners offered academic supports, mental health, behavioral or trauma-informed support, arts, enrichment or after-school support, mentoring, community resources, and college and career readiness. Of the five principals interviewed, four had selected both

academic-based partnerships as well as mental health–based partnerships.

A few interviewed principals noted that DEEL staff facilitated these partnerships by "vetting" CBOs. Given the wide array of organizations available to schools, school leaders are often overwhelmed about which organizations would be good partners. Principals shared that they relied on DEEL advisors for their advice; principals asked DEEL advisors to weigh in on the selection of partners that were previously approved by DEEL to provide supports to school students and families.

Most school leaders identified partners to serve their school communities both during school and outside of school, when they had a need school staff could not meet. The school leaders and staff selected partners based on the focus of the intervention. For example, an elementary principal noted that they wanted to focus on literacy in younger grade levels, so they leveraged partnerships to provide small group literacy supports throughout the school day. Staff members who participated in a focus group quickly ticked off several partners the FEPP Levy had funded to meet the needs of their students.

E. Performance-based contracts promoted accountability

The FEPP Levy Oversight Committee sought to implement accountability structures based on student outcomes. These included performance-based contracts and awards and encouraging CQI. To analyze the extent to which DEEL implemented these structures, the evaluation team reviewed documents, including six contracts, across all four investment areas. All six contracts included detailed performance measures and performance targets that were outlined by DEEL. For example, one contract noted, "Actual payment will be awarded at the same percentage as the target is met. If 50% of the target is met, 50% of the maximum payment will be awarded. Payment shall not exceed 100% of the maximum amount." Research Question 3 explores the experiences of partners in the selection of performance measures and their experiences working with and adhering to performance-based contracts.

III. Research Question 2: Were Key System Conditions in Place to Support the Levy's Implementation?

To meet the goal of the FEPP Levy, the evaluation and implementation plan acknowledged that there would need to be alignment, collaboration, and trust among partners; sustainable infrastructure development; and multiple access points to high-quality services across the education continuum for students, families, and youth. These ideas are included in System Conditions section of the conceptual framework. DEEL envisioned supporting partners through leadership, technical assistance, and infrastructure to foster success as diverse partners implemented levy-funded programming. The process evaluation examined the extent to which these supports were in place to facilitate FEPP Levy program implementation. To assess these supports, the evaluation team relied on data from the document review, partner survey, and interviews. An additional source that DEEL shared with the evaluation team about how it supports SBI schools also was included.

A. Resources and supports to facilitate implementation were well received

DEEL offered varying supports across the investment areas:

- A DEEL advisor was assigned to each of the 30 levy-funded schools, with a caseload of about 10 schools per advisor.
- For the O&A investments, a program advisor oversees a portfolio of CBOs. Two additional staff members also support those investments. One DEEL staff member oversees the O&A partners and another oversees the wraparound services and supports partners.
- The Operations and Quality Practice Professional Development managers oversee the pre-K initiative. Together with other Education Specialists, preschool program directors and coaches, they meet regularly to discuss issues related to pre-K investments, such as dual-language learners and pre-K strategies.
- Managers as well as a post secondary associate oversee the Seattle Promise initiative. They focus on implementing the investment and collecting data that can contribute to CQI efforts.

The survey asked levy-funded partners to report the types of support they received from DEEL and to assess its effectiveness. Partners reported receiving varying types of technical assistance, most frequently related to administering the contract and opportunities to network or learn from other partners. Over 50 percent also reported participating in advising or coaching sessions as well as training or professional development related to implementation of their program (Exhibit 4).

Exhibit 4. Partner participation in different types of DEEL supports

Type of support partners received from DEEL	Percentage of partners
Technical assistance with contract administration	64.7%
Opportunities to participate in networks or learning communities with other organizations	64.7%
Advising or coaching	58.8%
Professional development related to implementation and quality of my program	54.9%
Professional development related to data, evaluation, or continuous improvement	49.0%

Type of support partners received from DEEL	Percentage of partners
Technical assistance with the process of applying for levy funding	47.1%
Other (Questions about specific programs, check in meetings)	7.8%

Respondents also reported in the survey on their level of satisfaction with the supports their agency received from DEEL, with 48 percent reporting being very satisfied, 50 percent somewhat satisfied, 2 percent somewhat dissatisfied, and none very dissatisfied.

The documents reviewed provide some descriptive detail on the structures and supports in place to facilitate implementation. About 15 of 20 documents offered guidance on whom grantees should contact with questions or described the types of supports that would be offered under the FEPP Levy. The documents, specifically contracts, offered resources that foreshadowed the supports the contract would require or encourage. For example, DEEL noted that it would monitor progress on deliverables by meeting with an organizational representative at least monthly and work in collaboration with them to determine the best possible data presentation.

Other documents noted what an applicant might expect in terms of supports. For example, one document concerning preschool supports noted that providers are required to participate in DEEL instructional coaching that supports directors and teachers in the classroom. The variation in the types of supports is reflected in the types of technical assistance reported by surveyed respondents. Interviewed K-12 school leaders and O&A partners described the supports they received as a levy-funded school as frequent and valued.

Each SBI school had a single point of contact at DEEL who served as their advisor. The five SBI leaders noted that they met frequently with their advisor. These regular meetings—which occurred monthly or every other month—enabled school leaders to ask questions, receive guidance, and brainstorm strategies. School leaders viewed these meetings as very helpful.

> "[My DEEL advisor] is very supportive and figures out how to make my vision happen. The ability to have autonomy, to make [the] levy tailored to my school is very important. [My DEEL advisor] has been very instrumental in helping me think about … my vision and what my goals are for this school year. How do I get to it utilizing levy plans and levy funds? She is there to coach and support."
>
> —SBI leader

Interview respondents also reported that DEEL staff conducted walk-throughs of classrooms several times per year to gather observational data. Being a levy-funded school, according to the school leaders, also meant they had the opportunity to participate in professional development. These opportunities allowed leaders to participate in communities of practice and to learn from others. Respondents appreciated being able to participate in such networking.

> "One of the things I felt was incredibly valuable for school leaders—prior to [the] pandemic, we used to do in-person school meetings once a month with the levy coordinator. As school leaders, [we would] share strategies, interventions, and ideas. I felt that the opportunity to come alongside other school leaders to compare notes, talk about challenges, share some wins, and build collective knowledge together was something that wasn't offered anywhere else."
>
> —SBI leader

Of the four O&A partners interviewed, three also reported feeling supported by DEEL. Other O&A partners noted that they attended DEEL-facilitated networking opportunities, where they had the opportunity to meet with other O&A organizations both in person and virtually. The respondents found this useful. Specifically, the partners noted that these opportunities to connect with others and learn about organizations they could refer families and students to enhanced referrals and information shared to meet needs.

> "Our contract monitor was incredible. When I had questions, I could call her, she would show up. We invited her to some of the activities we have here. They were able to see our investment. For example, they did a fashion show—taught budgeting, careers in fashion industry—DEEL came and brought a council person to come. The fact they came to hear about what we were doing in [the] community, [the] support was there. And you felt the support. All questions were welcomed. Not just around the financial support. Never a time they didn't receive support, and received quickly."
>
> —OA partner interviewee

B. Partners had mixed capacity to implement programming

The FEPP Levy utilizes partnerships throughout the city to supplement services. Building sustainable partnerships and programming largely relies on organizations' capacity. The survey asked partners to weigh in on their ability to deliver high-quality services and the extent to which teachers and staff of levy-funded programs have the training, skills, and experience to deliver high-quality services.

> "Yes, there were workshops. We were able to work on some things in collective groups with other grantees—connect and learn about what they were doing, at times collaborate with other organizations, which I thought was great. I would always talk to the contract monitor. [They] would also help with referrals between programs for some of the families they serve. All-grantee meetings, training, and information given to us."
>
> —OA partner interviewee

Although 66 percent of surveyed partners reported that they had enough staff to meet demand for services, 34 percent disagreed. This feedback may not be attributed to the FEPP Levy because hiring practices at SBI schools are different from practices associated with CBOs and other entities funded as O&A partners. Still, it is noteworthy that one-third of those surveyed reported being shorthanded when it came to having enough staff to meet the demand for services. Although partners reported needing more staff, over 90 percent reported that they strongly agreed or somewhat agreed that their staff had the training, skills, and experience they needed to deliver high-quality services.

> "Sometimes there is one tutor a day or a counselor helping. They are qualified but not knowledgeable enough in all academics. It is just kind of confusing, because there is supposed to be academic help but there is usually one—if one—tutor. If you need reading and writing help but they are only good at math, then it is hard to get help."
>
> —Student

Focus groups also suggest there is more work to be done to build capacity to meet students' and families' needs. Families believed that additional counseling resources would benefit them and their children, so they would like to see increased funding for additional family support workers. Families also wanted to see additional supports offered in

the classroom through additional academic enrichment staff. Students themselves argued for additional tutors in the classroom and after-school supports. One student suggested, "Well, maybe you can give teachers an extra hour of pay to stay late and help us out. Then, they could explain the curriculum to us." The after-school tutoring was flagged in one of the case study schools as a program that just needed more staff.

C. Some partners expressed a desire for additional coordination

The FEPP Levy aims to be holistic by supporting students and families from preschool through postsecondary education. DEEL sought to communicate the holistic nature of the effort to the public but also to the partners themselves. Ideally, partners not only understand the role they play in the citywide effort, but the role that other partners play in supporting the overall goal of the FEPP Levy. To examine this issue, the evaluation team analyzed data from the partner survey.

Although partners understand the goals of the FEPP Levy and the intended alignment across the pre-K to postsecondary continuum, there is little deliberate coordination between service providers. Nearly all survey respondents (96 percent) strongly agreed or somewhat agreed that they understood how DEEL funded investments to support this continuum.

The surveyed partners understood the structure of the levy and the different types of investments and goals of those investments. A slightly smaller percentage (76 percent) strongly agreed or somewhat agreed that agencies receiving DEEL funding have a shared understanding of FEPP Levy strategies. Nearly one-quarter (24 percent) somewhat disagreed or strongly disagreed.

> "It is really a challenge to find the time to design systems and supports that create that vertical alignment from middle school to high school. It is a good 10-year goal, but it's hard."
>
> —SBI staff member

Staff participating in focus groups noted that while they understand their role as middle school teachers and how efforts made in middle school effect high school, it was difficult to ensure alignment across systems. Although partners understood the role they played individually, they were less clear about how all of the strategies contributed to outcomes.

Additionally, while 57 percent strongly agreed or agreed, 43 percent strongly disagreed or disagreed that agencies receiving DEEL funding coordinate services with each other. However, the evaluation team did not identify a similar theme in the information collected from SBI partners or O&A partners. Indeed, interview respondents generally assessed service coordination in a positive light.[5] It is possible that other funded agencies that do not work in the K-12 setting offered this feedback in the survey.

[5] An additional "unofficial" data source aligns with the survey respondents. During informal meetings conducted in July 2023 with DEEL staff, respondents expressed concerns about siloing and a lack of coordination across the education continuum.

IV. Research Question 3: Were FEPP Levy Programs Implemented as Intended to Support Seattle Youth and Families?

To address the question of whether levy-funded programs were implemented as intended, the evaluation team drew from all available data sources and focused most of the analysis on implementation in K-12 SBI schools and O&A partners. However, where survey results are discussed, the findings apply across the four investment areas. [6] To address this research question, the evaluation team examined the implementation principles identified in the conceptual framework as well as the programs and strategies used to support students and families. The team explored the extent to which levy-funded programs implemented (1) high-quality services that met students' and families' needs, (2) culturally responsive practices, and (3) a CQI approach to analyzing data and improving services.

A. Levy-funded interventions were tailored to address school and community needs

The FEPP Levy was designed to meet community needs. DEEL advisors empowered SBI leaders to select strategies from specific categories. Interventions were organized into two focus areas, which included expanded learning and academic support as well as college and career readiness. Although DEEL advisors may offer guidance, the onus to select interventions that were based on research associated with the goals of the levy, was on the school leaders and communities. In interviews with SBI leaders, O&A organizations that partnered with schools, and school staff members, respondents noted that they had the autonomy to tailor school-based interventions to meet the needs of their students and school and they were intentional in these efforts.

Focusing on those students and families furthest from educational equity, SBI leaders and staff described in interviews a careful and collaborative process to select interventions. They described reviewing school data before working with DEEL advisors to select interventions that would meet the needs of the students and families they served. For example, one principal noted that each year, the school reviews student performance on state assessments, Measure of Academic Progress (MAP) assessments, Smarter Balance assessments, and student performance in the classroom. They then work collaboratively with staff members to determine what might be the best supports for their students. The school leader further described how they used their Muti-Tiered System of Supports (MTSS) process to select the specific interventions to address academic performance gaps: "This year, I hired folks who spoke [a] second language to help our students who spoke a different language at home. As a team, we identify what interventions are necessary." This sentiment about carefully and collaboratively selecting interventions was shared among all SBI leaders.

SBI leaders partnered with organizations outside the school community to extend learning or provide wraparound supports. When interviewed, the O&A partners who provide these supports echoed school leaders, noting that they are intentional about the services they provide. One partner said, "We are very

[6] Although this chapter focuses on K-12 school- and community-based programs, survey respondents span all four FEPP Levy investment areas. However, we were unable to do any analysis by the four investment areas. Survey respondents indicated which of the investment areas they participated in, with many respondents indicating multiple categories.

intentional to understand where kids are beginning. We are not certified school teachers, but we create plans based on where students are, helping support them get to [the] next level and progress allowing kids to guide and inform us.... We lean into the voice of the participants to make sure [the] program is relevant to their needs."

Staff in focus groups appreciated this intentionality and celebrated how the FEPP Levy interventions extend their work and come together as a holistic approach to caring for students. As one staff member put it, "The levy funds fill the gaps." Another staff member explained that the levy has funded staff "extensions" to do work the school sought to do all along but did not have adequate resources for: "When I think about the FEPP Levy, it feels like an ecosystem of support. Knowing that I have a student who needs more support than I can provide in the classrooms, I start to think about what else they can do. What groups do we have? Almost always, I will be able to connect that student to the FEPP Levy. It is cool to see that level of support and funding. And I'm trying to imagine what would happen if we didn't have that money. Where would our kids be?"

Exhibit 5 demonstrates the diversity and comprehensiveness of the interventions funded by the FEPP Levy in the seven SBI schools of focus. It includes the grades each school serves, the content area focus, the number of interventions selected, and a description of partner activities.

Exhibit 5. SBI process study schools of focus

School	Grades served	Content area focus (CCR ad ELAS)	Number of interventions	Partnership activities
Elementary Schools				
School A	K-5	Attendance and Engagement CCR - Career Inventory & Self Assessment ELA/Literacy Expanded Learning & Academic Support Math	9	• In-school and after-school programming supporting academics and SEL • Academic and case management • Health and nutrition supports • Family support workers providing essential services and advocacy to students and families
School B	K-8	Arts Attendance and Engagement CCR - 21st Century Skills CCR - Academic Preparation ELA/Literacy Math	9	• SEL, math, and literacy supports • After-school programming • Advisory/mentoring program for African American male students • Supports for public speaking through performing arts, writing, and presentation skills
School C	K-5	CCR - 21st Century Skills CCR - Academic Preparation CCR - College Going Culture/Awareness ELA/Literacy Math	6	• Individualized reading support • Positive behavior intervention system support • Career exploration activities
School D	K-5	Attendance and Engagement CCR - 21st Century Skills ELA/Literacy Math	5	• Mental health resources and services • Restorative circle practices • After-school programming • Arts programming for students and families

School	Grades served	Content area focus (CCR ad ELAS)	Number of interventions	Partnership activities
Middle School				
School E	6-8	Attendance and Engagement Care Management CCR - 21st Century Skills CCR - Career Exposure & Exploration ELA/Literacy Enrichment Math	10	• Classroom tutoring • Arts programming for students
High School				
School F	9-12	Attendance and Engagement Care Management CCR - Academic Preparation CCR - Career Exposure & Exploration CCR - Career Inventory & Self Assessment CCR - College Application Support CCR - College Going Culture/Awareness Family/Community Engagement Math School Transitions/Vertical Alignment Social Emotional	27	• Arts programming for students • Ethnic studies curriculum • College access and support • Seattle Promise liaison
School G	9-12	Attendance and Engagement CCR - 21st Century Skills CCR - College Going Culture/Awareness Culturally Responsive Programming Math	5	• Advisory support • College and career readiness • Supports for student leadership

Source: SBI leader interviews, summary intervention tables shared by DEEL, focus group participants.

B. Levy funding increased students' and families' opportunities to engage

> "I would say hopeful is a theme that runs through the school, because it came from a different place and now it has a new culture—engaged. And I would say I feel supported and heard."
>
> —Mother

The FEPP Levy increased opportunities for families and students to engage in supportive services. The survey asked partners to reflect on the services they offer students and families and determine to what extent they increased their capacity to engage with students and families. The evaluation design does not allow us to examine survey responses from before the FEPP Levy compared to now. However, 86 percent of surveyed partners strongly agreed or somewhat agreed that their agency had stronger student and family engagement since becoming a levy-funded partner, 12 percent somewhat disagreed, and none strongly disagreed.

During focus groups, families described schools as successfully engaging them and welcoming them into the school community. When asked to talk about the school community's culture, one mother used the word "engaged" to describe the school her children attended.

C. Culturally responsive programs and practices were enhanced under the levy

The survey showed that more than half (64 percent) of the partners strongly agreed, and 34 percent somewhat agreed that their agency strengthened its strategies or capacity to provide culturally responsive services. Respondents may have done this by creating partnerships with other agencies or organizations. Nearly all (90 percent) noted that their organization strengthened or expanded existing partnerships to provide levy-funded services to their community—for example, by providing culturally or linguistically responsive services.

School leaders, when interviewed, spoke about their efforts to improve their capacity to provide culturally responsive services by hiring a family outreach worker who spoke Spanish and worked explicitly with the migrant workers who spoke Spanish. The family support worker supports family involvement through the school-family Latinx council and partners with other organizations to connect families with resources they need (for example, food drop-offs). This same school hired an instructional assistant who speaks Spanish and can give targeted intervention in students' native language. Other school leaders hired multilingual staff to facilitate family and student communication. One school leader described offering what they called Latino Nights, when a staff member would gather Spanish-speaking families together and communicate how they could be engaged in the school. The staff member updated families on school happenings, instructed them on how to check their child's grades and how to contact teachers. School leaders described their own schools as "community hubs where families and students are feeling connected to their school community." Families in the focus group commented on offerings that sought to celebrate and include diverse families. They noted that evening events and opportunities such as multicultural nights or Latino Nights offered families a nice chance to form community. Another parent noted that the school offered language interpretation during events, which made them feel welcomed.

It is unlikely that levy funded resources had the ability to fully address systemic challenges facing families with respect to overcoming barriers to participation. And while families noted that the levy funded

program did make strides towards ensuring linguistic and culturally specific and responsive practices, families in the focus groups noted ongoing challenges. Families that took part in focus groups noted that barriers related to language translation, transportation, and lack of awareness limited their ability to participate in programs and services. One mother noted, "English is my second language. I get so frustrated. I don't understand much, so I think I was left a little bit sideways." Another member of the focus group agreed, "There is not much help in Spanish." Another family member asserted that while there were multilingual events, the school had not done a great job communicating about them. "There is the multicultural week and things that are going on this year that I didn't know about. So, there are still things flying under the radar—even in PTA—I didn't know about." In addition to language barriers, a few parents noted that transportation was a challenge to their family's participation. School leaders acknowledged these challenges, highlighting the difficulty of responding to a changing student and community population. Two leaders noted that an influx of different migrant or immigrant families over recent years requires nimble supports that can adapt as diverse student populations grow.

D. Parents appreciated the quality of levy-funded programs and services

Families that participated in focus groups from schools served by FEPP Levy dollars described the programming as important to their children's social and academic growth. They shared that the programming and supports were meaningful experiences for them. Among the eight families that participated in the focus groups, all ascribed value to receiving services or participating in programs funded by the FEPP Levy.

Parents spoke to how specific levy-funded interventions supported academic progress and enhanced their children's experiences. For example, one parent commented on the role that an external partner played: "If she didn't have [external partner], she wouldn't have made this progress or been at grade level with reading—or exceeding grade level." Two parents in the focus groups ascribed their children's social progress to the school's supports. One said, "My older son had some difficulty making friends after the pandemic. He was having some social issues. The teachers, counselors, and student success coach—I can see the change from the beginning to the end of the year. He had his birthday in June, and all these kids came. It was great to see. I feel like they work really hard to help kids make friends and have a good environment." Other parents described their child's participation in the wraparound supports to address mental health. One parent said it was valuable to their son. "My son benefitted from the dedicated counseling services. It gave him a place and a person to talk to. And the ability to go there during lunch and know that you have that person. She provides that support and structure for the kids. She is a fountain of information for anything you or [your] kid might be dealing with."

E. Partners prioritized data for decision-making and adhered to CQI principles

The use of data to drive decision-making is a key tenant of the FEPP Levy implementation. In order for the FEPP investments to improve educational equity and close opportunity gaps, DEEL and its partners strived for CQI, among other key strategies. The process evaluation explored to what extent leaders of levy programs adopted a CQI approach to analyzing data and improving their services. In general, the results suggest that funded partners implemented the lev y's requirements related to collection and use of data as intended.

In the partner survey, respondents largely reported that they have the tools and infrastructure in place to collect and store data. About 70 percent of the partners noted that they have a dedicated database in their organization or electronic files that they use to collect and store levy-funded program data. Additionally, 94 percent noted that their organization effectively tracks and stores information about program participants. However, about half (51 percent) reported that the system they used to collect, store, and monitor information about FEPP Levy services are only somewhat effective and 10 percent noted the systems are somewhat ineffective or very ineffective.

> "It is important to align our interventions with the Continuous School Improvement Plan. That is the heart of the work. If you make a separate goal, it seems overwhelming to us. If you align it and you streamline all of your work, you are focused towards making progress to your goals."
>
> —SBI leader

Partners also reported using data to make decisions. Nearly all (94 percent) agreed that they collect and use data to understand program quality. Slightly fewer (88 percent) reported that they use data to understand participant experiences. Most partners (92 percent) agreed that they use data to evaluate the outcomes and effectiveness of their program.

The document review suggested that all six contracts, across all investment areas, placed requirements on contractors to collect and use data. In most cases, the contract specified the type of data that partners were to collect. For example, "The agency will monitor and report progress, by student proxy, on student attendance, academic growth and proficiency, and other indicators of student success for identified students by school."

The emphasis on data use among partners was echoed in interviews with SBI schools and O&A partners. Most schools and some O&A organizations meet regularly to review, analyze, and make decisions based on what the data reveal. Some school leaders collected and analyzed data to review progress as part of a midyear reflection. Other schools used the data to inform their CQI plans. The majority of school leaders noted that the school ensures that data are collected, analyzed, and used as part of CQI processes every six weeks. Although this might reflect pre-existing school and district preferences, as opposed to the FEPP Levy, using information to make informed decisions is a hallmark of the strong school processes that the levy sought to encourage.

F. Levy-funded partners worked with DEEL to establish the terms of their performance-based contracts and support accountability

DEEL leaders implemented accountability measures so that they and their contracted partners would implement investments with fidelity and ensure that funded activities would make progress toward intended outcomes. Performance-based contracts are a key implementation principle. The process evaluation sought to determine what role, if any, levy-funded partners played in selecting performance measures and their experiences with this type of contract.

All partners played a role in selecting or identifying performance measures. The survey found that 83 percent of partners strongly agreed or somewhat agreed that they played a role in identifying the performance measures and 100 percent of the staff understood the performance measures in their contract. In addition, 96 percent agreed or strongly agreed that the performance measures aligned with their organizations' work.

In interviews, school leaders described performance measure selection as being informed and guided by levy advisors. Leaders described a process by which the schools selected interventions that they felt would meet the needs of their students, then they referred to DEEL's menu of options to decide which measures made the most sense for the school. O&A partners described the process as a collaborative feedback loop by which they worked with DEEL to select performance measures as the terms of the contract were negotiated. Only one of the interviewed O&A partners, which offered supports to students off campus, noted that operating under a performance-based contract was challenging. This partner, which supported both the academic and the social-emotional needs of immigrant families, asserted that the performance measures only focused on academic measures and that the program had little ability to impact the measures they were held accountable for.

V. Research Question 4: What Are the Key Learnings from Implementation of the FEPP Levy That Could Inform Future Citywide Efforts to Support Seattle Youth and Families?

The findings from the process evaluation point to more broadly applicable lessons stemming from the implementation of the FEPP Levy. This section first draws on administrative data to examine how key student-, program-, and system-level indicators have changed since the onset of the levy. It then highlights successes of the levy's implementation and explores the key implementation challenges that may have impeded outcomes. Lastly, it offers recommendations and considerations for how these lessons may inform future efforts aimed at improving educational equity through multiyear, citywide initiatives.

A. Trends in key student, program, and system outcomes

The FEPP Levy aims to improve a host of student-, program-, and system-level factors that would support better outcomes for Seattle students and their families. To provide a sense of how key academic and nonacademic indicators have changed since the beginning of the levy, the evaluation team analyzed administrative data from a range of sources—including, SPS administrative records, SPS teacher diversity data, school climate survey results, and OSPI data on SPS schools (see Appendix for more details on the measures used). While the FEPP Levy offers supports across the pre-K to postsecondary continuum, these analyses focus on outcomes related to the levy's K-12 investments and strategies to complement existing and ongoing evaluations of the levy's early learning and postsecondary investments.

1. System-level indicators suggest increasing racial diversity among educators

A key aim of the levy strategies—particularly the culturally specific and responsive investments—was to increase the diversity of the teachers who provide instruction to SPS students. To better understand how the diversity of the SPS teacher workforce has changed since the onset of the FEPP Levy, the evaluation team used administrative data from SPS to compare the demographics of the teachers who taught in SPS in the 2019–2020 school year (the first year of the FEPP Levy) to the demographics of teachers who taught in SPS in the 2021–2022 school year who were not present in 2019–2020. This comparison shows that the teachers who were hired since 2020 were more likely to identify as African American or Black, Hispanic or Latino, or as two or more races (Exhibit 6).

Exhibit 6. Demographics of teachers from the 2019–2020 school year and teachers from the 2021–2022 school year who were hired after 2020

	% of teachers in 2019–2020	% of new teachers in 2021–2022
African American or Black	5%	9%
American Indian or Alaska Native	1%	1%
Asian or Pacific Islander	9%	10%
Hispanic or Latino	5%	7%
Two or more races	2%	7%
White	79%	66%

Source: SPS teacher demographic data.

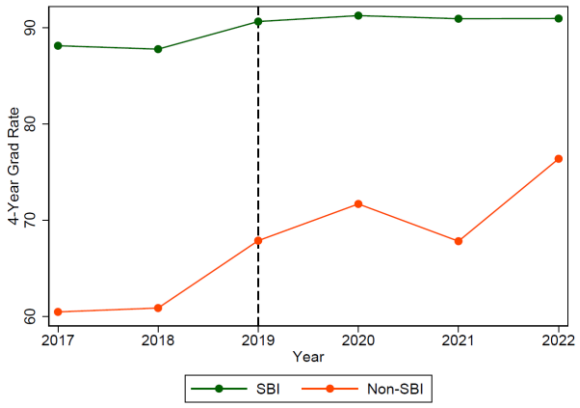
Note: The column for new teachers in 2021–2022 reflects all teachers in the teacher data in the 2021–2022 school year who were not present in the 2019–2020 data.

2. School graduation and advanced course-taking trended in a positive direction

One of the FEPP Levy's goals was to improve system-level indicators of student development and to close race-based opportunity gaps. Specifically, the levy's SBI strategies sought to increase students' likelihood of graduating high school and their readiness for college. Graduation rates, which were already strong in SBI schools prior to the levy (88 percent in the 2018–2019 school year), further increased during the FEPP Levy period to 91 percent in the 2022–2023 school year (Exhibit 7). This increase was even larger for Black students, whose graduation rate rose from 87 percent to 93 percent over the same period (Appendix F). Notably, graduation rates in non-SBI schools have also risen sharply during the levy period from 61 percent in 2018–2019 to 76 percent in 2022–2023 (Exhibit 7).

In addition to increasing graduation rates, SBI schools have seen a modest increase in the proportion of students taking AP or IB courses. Between 2018–2019 and 2021–2022, this figure rose from 36 percent to 42 percent among all students (Exhibit 8), with similar increases among Black students, Hispanic students, and English-language learners (see Appendix F). Taken together, these trends suggest that levy investments may be fostering more supportive and equitable learning environments in SBI schools as well as district-wide.

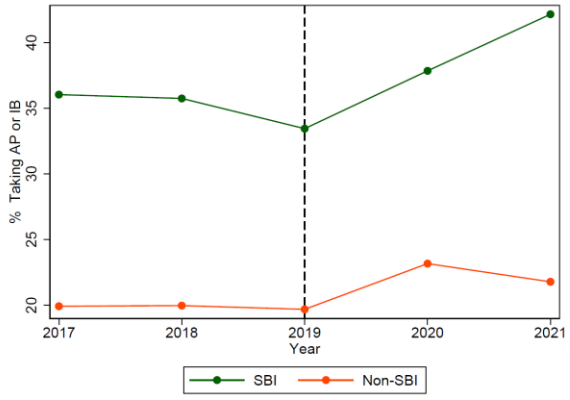
Exhibit 7. Four-year graduation rates



Source: OSPI data.

Note: Dotted line represents first year of levy funding. Years reflect the fall of a school year (for example, 2018 reflects averages from the 2018–2019 school year). Graduation rates reflect averages of four high schools receiving SBI funding and between 11 and 13 high schools that did not receive SBI funding, depending upon the year.

Exhibit 8. Percentage of students taking AP or IB courses



Source: OSPI data.

Note: Dotted line represents first year of levy funding. Years reflect the fall of a school year (for example, 2018 reflects averages from the 2018–2019 school year). Percentages represent students at the school taking an AP or IB course (whichever percentage is larger). Percentages reflect averages for four high schools that received SBI funding and between eight and 16 schools that did not receive SBI funding. School year 2022–2023 was omitted due to incomplete data.

3. Students have strong perceptions of culturally relevant practices and belonging in SBI schools

Based on the district's school climate survey, students in SBI elementary schools demonstrated relatively positive perceptions of culturally responsive practices at their school when compared with students from non-SBI schools (Exhibit 9). In SBI schools, 79 percent of students overall (and 80 percent of students of color furthest from educational justice) responded favorably to survey questions related to culturally responsive practices in spring 2023 compared to 76 percent of students (and 78 percent of students of color furthest from educational justice) in non-SBI schools. Similar trends held in SBI middle and high

schools (Appendix F).

Students in SBI schools also reported relatively strong senses of belonging in their school, with eight in 10 survey respondents in elementary schools responding favorably to questions about identity and belonging (though this figure was slightly lower than in non-SBI schools) (Exhibit 9). Notably, survey respondents who identified as students of color furthest from educational justice in SBI middle and high schools were more likely to respond favorably to questions about identity and belonging than their counterparts in non-SBI schools (Appendix F).

Exhibit 9. Percentage of elementary school students responding favorably to survey questions related to culturally responsive practices and belonging in spring 2023

	% responding favorably to questions about			
	Culturally responsive practices		Identity and belonging	
	SBI	Non-SBI	SBI	Non-SBI
All students	79%	76%	80%	83%
Students of color furthest from educational justice	80%	78%	81%	81%
Number of schools	20	51	20	51

Source: SPS school climate survey results, spring 2023.

1. Academic progress and program quality have declined slightly since the onset of the levy

Many of the K-12 strategies funded by the FEPP Levy aimed to improve students' academic outcomes. To assess several dimensions of student academic progress in elementary, middle, and high school, the study created a composite "on-track" measure for students in 3rd, 6th, and 9th grade. The measure combines three components: (1) math and ELA test results (or GPA for 9th graders who do not take a state math or ELA test), (2) disciplinary information, and (3) attendance records. The study uses these measures because they were outcomes the levy sought to support and are linked to students' longer-term success. However, each measure has shortcomings and should be weighed in the context of other measures of student-, program-, and system-level progress (see Appendix F for a more detailed discussion of the on-track measures).

Exhibit 10 shows that these composite on-track measures have fallen since the onset of the levy. While this trend is cause for concern, it reflects nationwide dips related to the COVID-19 pandemic, which coincided with the implementation of the FEPP Levy (Kuhfeld et al., 2022). The dips in the percentage of students meeting all three on-track benchmarks were experienced across all schools in the district, regardless of whether they received SBI support. Based on these data, it is not possible to discern the extent to which levy investments might have prevented on-track rates from sliding further.

Exhibit 10. Percentage of students meeting on-track benchmarks in 3rd, 6th, and 9th grade

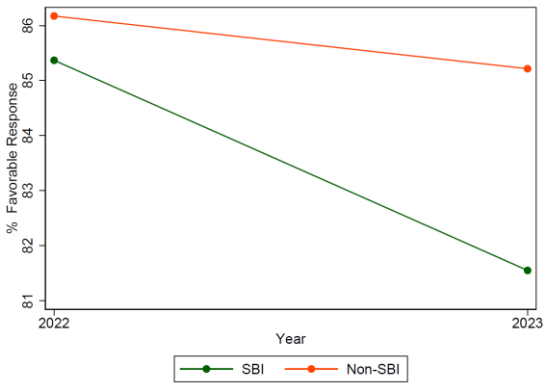
	% of students on track					
	SBI			Non-SBI		
	2018–2019	2022–2023	Change	2018–2019	2022–2023	Change
3rd Grade	36%	31%	-5%	63%	52%	-11%
6th Grade	47%	32%	-15%	60%	47%	-13%
9th Grade	31%	21%	-10%	32%	20%	-12%

Source: SPS administrative data.

Note: For 3rd and 6th graders, students are considered on track in a given year if they reached proficiency standards on both their math and ELA state assessments, were not involved in a disciplinary incident, and had a 90 percent attendance rate. Ninth-graders were considered on track if they had at least a 3.0 GPA, were not involved in any disciplinary incidents, and had at least a 96 percent attendance rate.

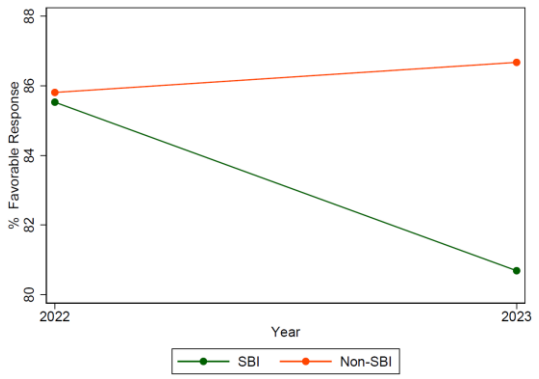
Further, students' perceptions of teachers' pedagogical effectiveness declined in SBI schools between 2021–2022 and 2022–2023. Although improving the quality of instruction in SBI schools was not a key outcome that levy investments explicitly sought to influence, students' perceptions of instruction are an important program-level indicator of school climate and are tied with the levy's goals of supporting children's academic outcomes and promoting culturally responsive teaching practices. It is notable that the proportion of students responding favorably to questions about pedagogy in SBI schools fell from 85 percent in 2021–2022 to 82 percent in 2022–2023 (compared to a 1 percentage point drop in non-SBI schools). The drop in perceptions of pedagogy was even steeper among students of color furthest from educational justice, decreasing from 86 percent to 81 percent during the same period (compared to a 1 percentage point increase in non-SBI schools) (Exhibit 11). Student perceptions of pedagogical effectiveness saw decreases (albeit smaller ones) in SBI middle and high schools as well (Appendix F).

Exhibit 11a. Percentage of elementary students responding favorably to questions about teaching pedagogy (all students)



Source: SPS school climate survey.

Exhibit 11b. Percentage of elementary students responding favorably to questions about teaching pedagogy students of color furthest from educational justice (SOCFFEJ)



Source: SPS school climate survey.

B. Key successes

The evaluation team identified several areas where the FEPP Levy supported positive outcomes. Future citywide efforts can learn from the levy's implementation and replicate these successes.

Key successes of the FEPP Levy

- DEEL staff fostered successful implementation by offering effective supports.
- Sufficient staffing, collaboration with DEEL, and specialized staff contributed to implementation success.
- Levy-funded programs fostered and expanded partnerships to improve the provision of services.
- The FEPP Levy funded linguistic and cultural supports to engage a diverse group of families and students.
- Several program- and system-level indicators are trending in a positive direction.

DEEL staff fostered successful implementation by offering effective supports. Although the four investment areas offered different levels of support and autonomy, surveyed partners from across the investment areas were satisfied with the role DEEL staff played in supporting their programs (see Research Question 2). Interviewed school leaders and O&A partners celebrated the important role that DEEL advisors played throughout the implementation. As one SBI respondent noted, "[Our levy advisor] is great—very supportive and figures out how to make our vision happen."

Sufficient staffing, collaboration with DEEL, and specialized staff contributed to implementation success. Surveyed partners from across all four investment areas were asked to identify what key factors supported their ability to successfully implement levy-funded services. This survey question was open-ended. Forty-nine respondents offered suggestions, with some offering multiple factors. The information was then reviewed and systematically coded into common key factors (Exhibit 12). Respondents noted sufficient or consistent staffing, collaboration with or support from DEEL, and culturally responsive or diverse staff as the top three factors associated with implementation success. Other factors included (1) a strong, existing foundation from previous work; (2) partners' ability to use data to drive outcomes and quality improvement; and (3) the ability to collect and react to participant feedback.

Exhibit 12. Factors for successful implementation identified by survey respondents

Key factor leading to implementation success	Number of survey respondents
Sufficient or consistent staffing	13
Collaboration with or support from DEEL	12
Culturally responsive and diverse specialized staff	9
Build on strong foundation	7
Ability to use data	7
Participant community feedback	6
Shared vision with DEEL	4
Other, Funding	3
Collaboration with other partners	3
Multiyear funding	2
Multiple funding sources	2
Organizational and administrative support	2

Key factor leading to implementation success	Number of survey respondents
DEEL advocacy with other stakeholders	1

1. Levy-funded programs fostered and expanded partnerships to improve services.

Survey data identified collaboration with other partners as a key factor in successful implementation of levy-funded programs. The survey also asked about partnerships explicitly. Over 90 percent of the surveyed partners strongly agreed or agreed that their agency strengthened or expanded existing partnerships to better provide levy-funded services to their community. Qualitative data from the interviews supports this success. School leaders in particular highlighted examples of partnerships they created with organizations outside of their schools (like food banks and social service agencies) to better meet the needs of the students and families that they served.

> "We work with a local organization that helps us [with] staffing tutors that are highly skilled. They come in and support classroom teachers and students. We have intervention classes that are truly engaging. They work with our students on math empowerment, reading empowerment, and [offering] more engaging small group and attention. And kids know they can opt in, [and that helps them] build confidence. Also, our summer program is funded [by the FEPP Levy]. So, the levy has helped us be able to have our school be a community hub. We have SEL supports, academic supports to track progress, multiple safeguards (data infrastructure to track student progress), student engagement, family engagement—so the Levy provides a lot."
>
> —Staff member

The FEPP Levy funded linguistic and cultural supports to engage a diverse group of families and students. Survey data as well as parents attending focus groups indicated that the FEPP Levy funded organizations and programs that engaged diverse families and students. The majority of surveyed partners primarily served African American or Black students (76 percent), Hispanic or Latino students (53 percent), other students of color (31 percent), and Asian or Pacific Islander students (29.4 percent). Additionally, about one-third of survey respondents noted that they primarily served English-language learners, students who were refugees, or students who were immigrants. Interviewed SBI respondents noted that these investments fostered a sense of connection between families and the schools. The schools are often viewed as community hubs that can organize resources and supports for families. Families and students noted that offering culturally responsive supports has created a sense of belonging.

> "I just want to raise my voice and let you know that the money is going in the right direction. We are using the money well. Because I know that the funds really help us. Without them, we wouldn't be able to run the after-school programs…. That is what is helping the kids learn at their own pace. And I am amazed and blown away by multicultural nights. They are beautiful."
>
> —Family member

Several system- and program-level indicators are trending in a positive direction. At the system level, SPS demographic information provides evidence that teachers hired since the beginning of the FEPP Levy are more likely to identify as people of color compared to SPS teachers in the first year of the levy. This suggests that SPS may be making strides in hiring a more diverse teacher workforce, which was a key aim of the levy's K-12 investments.

At the program level, administrative data suggest that the proportion of students in SBI high schools that took an AP or IB course has risen since the beginning of the FEPP Levy. This increase in advanced course-taking has been accompanied by modest increases in graduation rates in SBI schools, with particularly large increases among Black students. These encouraging trends offer suggestive evidence that the levy may be supporting more equitable educational outcomes for students.

C. Key challenges

The evaluation team also identified several key challenges for the FEPP Levy. Mitigating challenges like these will be important for future citywide efforts to improve program implementation and achieve intended outcomes.

Insufficient funding, insufficiently qualified staff, and a lack of communication or collaboration with DEEL may have hampered implementation. Surveyed partners across all four investment areas were asked to identify what key implementation challenges they faced. This survey question was open-ended. Twenty-four respondents offered suggestions, with most offering multiple challenges. This information was reviewed and systematically coded into common challenges (Exhibit 13).

Key challenges of the FEPP Levy

- Insufficient funding, insufficiently qualified staff, and a lack of communication or collaboration with DEEL may have hampered implementation.
- Capacity to implement high-quality programming posed challenges to implementation.
- Families cited barriers to their participation.
- Students expressed disappointment with a lack of rigor, a lack of attention to student voices, and limited opportunities with the levy-funded programs.
- Additional support was needed to improve students' academic outcomes in the wake of the COVID-19 pandemic.

Exhibit 13. Challenges with FEPP Levy implementation

Challenge	Number of responses
Insufficient funding	9
Insufficiently qualified staff	7
Communication and collaboration with DEEL	6
Funding requirements	5
Data collection and performance measurement	5
Late payments	3
Dealing with uncertainty	3
Time constraints	3
Equity inclusion	2
Interagency oversight and requirements	2
Coordination with partners	2

Challenge	Number of responses
Inconsistent funding	2

The most common challenges cited by partners who responded to the survey related to insufficient and inflexible funding, staff qualifications and recruitment, and issues communicating with DEEL. Concerns about funding and staffing extended to families and students as well. Participants in family focus groups expressed a need for additional resources, such as counselors and family support workers, to fully realize the levy's goals. Students, for their part, also pointed to funding as a key limitation of levy programming—particularly for after-school programs, which they felt lacked resources.

Staff did not have the time capacity to implement high-quality programming posed challenges to implementation. School staff in the focus group spoke about pressures they face with their time and energy. Although the staff strongly desired to improve upon the services and experiences offered to students and families, they reported that they simply did not have the time to think about how to support students and families outside of the classroom. Staff also mentioned concerns regarding projected budget cuts, which may mean larger class sizes. Teachers wondered aloud how those challenges would impact their ability to teach and provide supports and wraparound services. Even when staff did feel they had the capacity to improve on services and programs, they noted they did not have the time to communicate or share that with others. Two teachers noted that they needed time and resources to communicate FEPP Levy updates to their colleagues. One staff member offered, "A team of four meets regularly to build out the continuous improvement plan. The challenge for us is looping in the entire school and getting everyone's input with our plan." As noted above, three surveyed partners noted challenges related to time. One surveyed partner note, "The biggest challenge is time, time, time."

> "We are all high-functioning teachers, but we are all stressed. We are thinking about our classrooms. We don't have the bandwidth to think beyond our classrooms."
>
> —SBI teacher

Families cited barriers to their participation in school-based interventions. Families participating in the focus groups noted that they would like additional supports, particularly to encourage multilingual families to fully access programming and resources, given the linguistic and cultural diversity of SPS. In addition to expressing a desire for transportation supports and translation, two families in the focus group echoed the need for culturally responsive supports.

> "I think as a Latino immigrant parent, we raise a kid in this country and it is so different. I feel like we need help to understand this culture. I don't know at what age they are allowed to make decisions. Now I'm struggling because my daughter wants to decide where she goes to high school. But, in my case, I'm the parent and I decide the best education. My counselor says it is my daughter's decision. So, I just don't know. I think we need more counseling for parents and for parents and kids to connect. Now we are separate. My daughter is in a different world. She was born here and grew up here and has friends who were born here and grew up here, and I did not. So, it is very hard."
>
> —SBI family member

Technology presented another barrier to families. One parent talked about barriers related to participating in various school-supported technology platforms: "In Latino culture, technology is a big

issue. I don't know how to sign up, and I always have to have someone help me with how to sign up and look at the grades. Who can help translate? And I think Latino people are mostly focused on working and don't have time to have meetings. That is very hard." Another family member in a second focus group noted that being a busy family means you are often unable to keep up with school communication: "Not a lot of people [take the time] to sit down and show you how to do things. I'm not saying things are too rushed. But if you aren't catching up or aren't on that level, you will get behind. It is very easy to get lost." This evidence suggests a need to support families in using technology to access supports for their children.

Students in SBI schools expressed disappointment with a lack of rigor, a lack of attention to student voices, and limited opportunities. The evaluation team spoke with 11 high school students at two different high schools who shared their experiences as students in SBI-funded schools. These students were mostly upperclassmen. In addition to challenges related to staff capacity described above, the students shared two main challenges. First, while administrative data suggests that more students in SBI schools participated in AP and IB courses, students participating in college readiness supports desired more rigorous programming and expressed disappointment. As one student noted, "The IB class to me feels like regular class. It doesn't feel specialized. They are trying to call it extra, but if you go to a different school or to college out of state, it's going to be hard. What we learn won't help us. We didn't learn what we needed to learn." Students cited the lack of availability and structure of IB classes as disappointments.

> "Feels like we are getting bottom of the barrel. I feel like at other schools they have good teachers…. We have good teachers too. But some new teachers just aren't as good as some of the new teachers at other schools. It always feels like we're not getting the worst, but just pick up what we can get."
>
> —Student

Second, students sought more voice in bringing about change. Although the FEPP Levy aims to foster engagement among students, families, and communities, students communicated that they did not feel very empowered. One student said, "You can complain to whoever, like to the IB coordinator—he understands us and is amazing—but he has no power and can't change anything. The school barely has enough teachers as it is now—they can't replace them. It puts the students in a position where we are stuck. [When I come to school], I'm not learning and understanding." These student sentiments are consistent with findings from the school climate survey in which students expressed declining perceptions of pedagogical effectiveness in their school. Together, these findings suggest that, in addition to providing pathways to advanced courses, future investments should ensure that schools have the staff and resources necessary to support students along these pathways.

Additional support is needed to improve students' academic progress in the wake of the pandemic.

The COVID-19 pandemic, which coincided with the implementation of the FEPP Levy, impacted students' educational experiences in important and lasting ways. The downward trends in on-track measures documented in the administrative data analysis in this evaluation reflect nationwide trends in students' academic outcomes in the years following pandemic-induced school closures (Kuhfeld et al. 2022). While the present analysis cannot measure the extent to which FEPP Levy investments might have aided students' recovery from these disruptions, the results of the administrative data analysis in this evaluation

reiterate the importance of investing in programs to support student learning in the wake of the pandemic.

VI. Emerging Recommendations

DEEL seeks to utilize information and findings from the process evaluation to inform current FEPP Levy implementation and future citywide efforts. The following recommendations are from levy-funded partners, staff, students, and parents who participated in the process evaluation. They align well with the successes and challenges described above.

- **Maintain school autonomy and flexibility to define or revise strategies.** Although survey respondents and interviewed staff advised certain changes, they felt that the flexible nature of how FEPP Levy funds are used in schools should be retained. Centering the expertise of the staff and school leaders as those charged with meeting school and community needs was valued by individuals the evaluation team spoke to.
- **Build out infrastructure and opportunities to network and collaborate.** Interviewed SBI and O&A respondents noted that DEEL should continue to offer additional opportunities for staff at SBI schools to network and collaborate. Specifically, SBI leaders are seeking more in-person meetings to facilitate collaboration and information sharing. Survey data included eight responses from partners who requested additional training or additional opportunities to collaborate. The EAC committee noted that the FEPP Levy dollars do not fund partnerships because there isn't any infrastructure to explicitly support collaborative work.
- **Continue to center student voices.** Students especially noted that they wanted to have their voices be included in how school programs could best meet their needs. While those recommendations were aligned more with how programming could be implemented at the school setting, students want to play a role in decision-making.
- **Be clear about how funding decisions are made.** Some interview respondents noted that they would like DEEL to be more transparent in how funding decisions are made. Those partner organizations that were levy-funded in previous cohorts expressed disappointment that they were unsure why their funding was discontinued in subsequent years. Transparency is sought.
- **Streamline the grant application and funding process.** Interviewed SBI staff and O&A partners suggested that the grant application and renewal process was challenging and time-consuming. Streamlining the process may address some of these challenges. Six funded partners suggested that DEEL could offer additional clarity on the grant application and funding processes. One partner noted that steps could be taken to resolve barriers to the application process, such as eliminating interviews. Another partner noted that the funding process itself contributed to duplication of agency oversight. This partner noted that DEEL could offer flexibility for funding processes that allow for braiding or stacking of funding for programs that already have government oversight funds to operate without DEEL administration.
- **Streamline data collection systems.** Interviewed SBI staff and O&A staff noted that data collection processes could also be streamlined to facilitate using the same data required for the FEPP Levy funding as is currently collected by the schools. A partner noted that DEEL could take steps to reduce the administrative, invoicing, and paperwork requirements. They noted that there is a duplication of databases and system processes and in some cases the program was collecting data and gathering it in two places.

- **Further enhance culturally responsive practices.** Although there was some level of agreement across sources that levy-funded programming was culturally responsive, parents and staff as well as a few surveyed partners felt additional emphasis on culturally responsive practices could further support and engage diverse families.
- **Continue to support full access to programs and services.** Students, parents, and families also noted ongoing accessibility challenges related to transportation, translation, and lack of organizational capacity for levy-funded programs to realize their full potential.
- **Continue to fund and increase funding for holistic, school-based supports.** Staff and parents particularly noted the value that FEPP Levy programs played in their personal and academic lives. Funding programs that center the full social, emotional, and basic needs of a student—not just the academic needs—was highlighted by participants. Six survey partners suggested that the levy could be enhanced by increasing funding for programs and supports. Although the FEPP Levy addresses comprehensive needs, there is still work to be done. The EAC committee highlighted this as a key recommendation.
- **Continue monitoring key student, program, and system indicators.** The trends in key measures of students' academic and nonacademic outcomes, program quality, and other system-level indicators identified here are generally based on relatively few years of post-pandemic data. DEEL should continue to monitor trends in these indicators to identify areas of strength and need as the district emerges from the pandemic and funded partners continue to hone their implementation.

VII. Next Steps: Reporting and Dissemination

The evaluation team will use the information collected and analyzed in the process evaluation to develop a presentation and a community-facing brief. The Mathematica team will present to technical and nontechnical audiences. DEEL will convene the presentations and work with Mathematica to identify key audiences. The evaluation team will also develop a brief that summarizes key findings from the process evaluation. The briefs will be designed for a nontechnical audience.

The impact evaluation, also completed by Mathematica, will be released in the summer of 2025.

References

Balfanz, R., byrnes, vaughan, & Fox, J. (2015). Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade. Journal of Applied Research on Children: Informing Policy for Children at Risk, 5(2). https://doi.org/10.58464/2155-5834.1217

Cumpton, G., Schexnayder, D., King, C. T., & Stolp, C. (2012). Factors Associated with Education and Work after High School for the Classes of 2008 and 2009. Ray Marshall Center for the Study of Human Resources, Unifersity of Texas at Austin. http://hdl.handle.net/2152/20410

Dee, T. S. (2004). Teachers, Race, and Student Achievement in a Randomized Experiment. The Review of Economics and Statistics, 86(1), 195–210.

Gottfried, M. A. (2014). Chronic Absenteeism and Its Effects on Students' Academic and Socioemotional Outcomes. Journal of Education for Students Placed at Risk (JESPAR), 19(2), 53–75. https://doi.org/10.1080/10824669.2014.962696

Kuhfeld, M., J. Soland, and K. Lewis. (2022). Test Score Patterns Across Three COVID-19-Impacted School Years." *Educational Researcher,* 51(7), 500–506. https://doi.org/10.3102/0013189X221109178.

Lesnick, J., Goerge, R. M., Smithgall, C., & Gwynne, J. (2010). Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment? A Longitudinal Analysis of Third-Grade Students in Chicago in 1996-97 and Their Educational Outcomes. A Report to the Annie E. Casey Foundation. In Chapin Hall at the University of Chicago. Chapin Hall at the University of Chicago.

Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina. Educational Evaluation and Policy Analysis, 39(3), 485–510. https://doi.org/10.3102/0162373717693109

Mathematica (2023). Education-to-Workforce Indicator Framework: Using Data to Promote Equity and Economic Security for All. www.educationtoworkforce.org.Easton, J. Q., Johnson, E., & Sartain, L. (2017). The Predictive Power of Ninth-Grade GPA. University of Chicago Consortium on School Research.

Office of Superintendent of Public Instruction (2020). Seattle School District No. 1 Report Card 2019–2020. https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100229.

Seattle Department of Education and Early Learning (2019). "Families, Education, Preschool, and Promise Levy: Implementation and Evaluation Plan." https://seattle.gov/documents/Departments/DEEL/Results/Reports%20and%20Data/FEPP%20Levy%20Reports/FEPP_IE_Plan_Amended_v5CB_120398_ORD_Att%202.pdf.

Skiba, R. J., Horner, R. H., Chung, C.-G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race Is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline. School Psychology Review, 40(1), 85–107. https://doi.org/10.1080/02796015.2011.12087730

Walker, C. O., & Greene, B. A. (2009). The Relations Between Student Motivational Beliefs and Cognitive Engagement in High School. The Journal of Educational Research, 102(6), 463–472. https://doi.org/10.3200/JOER.102.6.463-472

This page has been left blank for double-sided copying.

Appendix: A
Process evaluation questions

Process evaluation
Research Question 1: Did the implementation of Levy funding adhere to DEEL's key implementation principles?
a. To what extent did the Levy invest in the children, students, families, and communities furthest from educational justice? How many students and families were served by Levy-sponsored programs?
b. To what extent did Levy implementation incorporate student, family, and community engagement?
c. To what extent did DEEL partner with community, cultural, and language-based organizations in implementing the Levy?
d. To what extent did DEEL identify partner organizations through competitive processes?
e. To what extent did DEEL implement performance-based contracts and adhere to continuous quality improvement (CQI) principles?
Research Question 2: Were key system conditions in place to support Levy implementation?
a. To what extent were Levy investments aligned to leverage synergies across the pre-K to postsecondary continuum?
b. To what extent was the necessary leadership, staffing, and technological infrastructure in place to support Levy implementation principles?
c. To what extent did partner organizations have the capacity to implement high-quality programs?
Research Question 3: Were Levy programs implemented as intended to support Seattle youth and families?
a. To what extent did Levy programs implement high-quality services that met the needs of Seattle students and families?
b. To what extent did Levy programs implement culturally responsive practices?
c. To what extent have leaders of Levy programs adopted a CQI approach to analyzing data and improving their services?
Research Question 4: What are the key learnings from implementation of the FEPP Levy that could inform future citywide efforts to support Seattle youth and families?
a. What were the key successes of Levy implementation? What facilitated those successes?
b. What were the key challenges of implementing the Levy? What led to those challenges?
c. To what extent have key indicators of Seattle K-12 students' academic and non-academic success (such as learning, high school graduation, and social-emotional well-being) changed since the beginning of the Levy?
d. What recommendations does the process evaluation reveal regarding future efforts aimed at improving educational equity through multiyear, citywide initiatives?

Appendix B:
Survey Tool

DEEL Funded Partner Survey

December 2023

The Seattle Department of Education and Early Learning (DEEL) hired Mathematica, a non partisan research company, to evaluate the Families, Education, Preschool, and Promise (FEPP) Levy. As you may know, Seattle residents voted in 2018 to pass a tax that would collect millions of dollars over several years and invest that money to achieve educational equity, close opportunity gaps, and build a better future for Seattle students. We are surveying partners that have received Levy funding to offer programming and services to students.

We would like to use the information to write a report and a public brief on how well the FEPP Levy does in supporting students and families. We will be using information from this survey, as well as other sources, to inform the report.

There are few risks related to participating in the study. You may skip any question in the survey you do not feel comfortable answering. There are no direct benefits to you from being in this study. Your participation in the study will help us learn more about the programs funded by the FEPP Levy. Your participation could also help inform future supports for students those programs serve in the future.

Your participation is voluntary. You can stop participating in the survey at any time.

By selecting 'next' you are agreeing to participate in the Mathematica study on the FEPP Levy. Should you have any questions, please contact evaluation director, Megan Hague Angus at mhagueangus@mathematica-mpr.com or 734-205-3082. If you decline to participate, select decline'.

Intro1 The following questions are about the current contract period for which your agency is receiving funding from DEEL.

1 Which investment area(s) does DEEL funding currently support at your agency/organization?

Mark all that apply

Preschool and early learning 1
K-12 school and community-based efforts..... 2
K-12 school Health and Wrap Around Services 3
Seattle Promise scholarship program 4

2 Please indicate your level of agreement with the following statements:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. It was easy for my agency/organization to apply for DEEL funding.	1	2	3	4
b. I understand the performance measures in my agency's contract.	1	2	3	4
c. The performance measures align with the work my agency is funded for.	1	2	3	4
d. Staff from my agency played a role in identifying the performance measures.	1	2	3	4
e. The performance measures align with community needs.	1	2	3	4
f. The support my agency receives from DEEL staff has helped us use data to improve our program.	1	2	3	4
g. Agencies receiving DEEL funding coordinate services with one another.	1	2	3	4

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
h. Agencies receiving DEEL funding have a shared understanding of Levy strategies to improve student outcomes throughout the pre-K to postsecondary continuum.	1	2	3	4

3 Please indicate your level of agreement with each statement about your agency's resources to provide DEEL funded services.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. My agency's leaders are committed to serving students most affected by disparities in educational outcomes.	1	2	3	4
b. DEEL provided the support we need to implement the services we agreed to in the contract.	1	2	3	4
c. We have enough staff to meet demand for services.	1	2	3	4
d. Teachers and/or staff of my DEEL-funded program(s) have the trainings,skills, and experience they need to deliver high-quality services.	1	2	3	4
e. I understand how the DEEL-funded investments support the Pre-K to postsecondary continuum.	1	2	3	4

4 Some agencies use DEEL funding together with other funding sources to provide services for an entire program. Please estimate the percentage of your entire program that DEEL-funding supports.

Less than 25% 1
25-50% 2
51-75% 3
76-100% 4

5 Which of the following does your agency use to collect, store and monitor information about individuals served with DEEL funding?

Mark all that apply

Management platform that allows information-sharing with external partners 1
Dedicated database in my organization 2
Electronic file (such as Excel, Google Sheets) 3
PDF or image 4
Paper 5
Other (specify) 99
(STRING (NUM))

6 To what extent is the system(s) your agency uses to collect, store and monitor information effective for your management of FEPP Levy-funded services?

Very effective 1

Somewhat effective 2
Somewhat ineffective 3
Very ineffective 4

7 Please indicate your level of agreement with the following statements. My agency effectively…

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. … tracks and stores information about program participants.	1	2	3	4
b. … collects and uses data to understand program quality.	1	2	3	4
c. …collects and uses data to understand participant experiences.	1	2	3	4
d. …uses data to evaluate the outcomes and effectiveness of my program.	1	2	3	4

8 What types of support have staff from your agency received from DEEL?

Mark all that apply

Professional development related to implementation and quality of my program 1
Professional development related to data, evaluation, and/or continuous improvement 2
Technical assistance with the process of applying for DEEL funding 3
Technical assistance with contract administration (invoicing, submitting data, etc.) 4
Opportunities to participate in networks/learning communities with other organizations 5
Advising or coaching 6
Other (specify) 8
(STRING (NUM))

9 How satisfied are you with the support your agency has received from DEEL?

Very satisfied 1
Somewhat satisfied 2
Somewhat dissatisfied 3
Very dissatisfied 4

10 Which best describes your agency/organization?

School or university 1
Government agency 2
Community based organization 3
Other (specify) 4
(STRING (NUM))

11 How many full-time equivalent staff (FTEs) does your agency employ? Your best estimate is fine.

Range: 1.0-999.9

12 From your perspective, please select up to three categories of students that are *primarily* served by your agency/organization through DEEL funding.

African American/Black 1
Hispanic/Latino 2
Native American 3
Asian/Pacific Islander 4
Other students of color 5
English language learners 6
Refugees and immigrants 7
Students experiencing homelessness 8
Lesbian, gay, bisexual, transgender, queer (LGBTQ) 9
Other (specify) 99
(STRING (NUM))

13 Please indicate whether your agency promotes services specifically to these populations.

Mark all that apply

African American/Black 1
Hispanic/Latino 2
Native American 3
Asian/Pacific Islander 4
Other students of color 5
English language learners 6
Refugees and immigrants 7
Students experiencing homelessness 8
Lesbian, gay, bisexual, transgender, queer (LGBTQ) 9
Other (specify) 99
(STRING (NUM))

Intro2 These next questions are about <u>the entire time</u> your agency has been a DEEL-funded partner.

14 In what year did your agency first become a DEEL-funded partner?

Before 2019-2020 1
2020-2021 2
2021-2022 3
2022-2023 4

15 Please indicate your level of agreement with each statement since your agency became a DEEL -funded partner.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. My agency has stronger student and family engagement since becoming a DEEL-funded partner.	1	2	3	4
b. My agency has strengthened its strategies and/or capacity to provide culturally responsive services.	1	2	3	4
c. My agency has strengthened or expanded existing partnerships to better provide DEEL-funded services to our community (e.g. to provide culturally or linguistically-responsive services).	1	2	3	4
d. My agency's DEEL-funded services have improved as a result of using data to refine our practices	1	2	3	4

16 What key factors have supported your ability to successfully implement DEEL-funded services?

Open-end

17 What is a key challenge of implementing DEEL-funded services?

Open-end

18 What is a key opportunity for DEEL to increase the impact or quality of its investments in children, youth and families?

Open-end

Appendix C.
Interview Protocol with SPS School Administrators and Levy Coordinators and Opportunity and Access partner staff

Introduction for Interviews

[*Greet respondent.] Thank you for meeting with me! Is now still a good time to talk?*

My name is [NAME] and I work for a consulting research firm named Mathematica. As you may know, we have been hired by Seattle Department of Education and Early Learning (DEEL) to evaluate the Families, Education, Preschool, and Promise (FEPP) Levy. As you may know the FEPP Levy is a multiyear, multimillion dollar investment that seeks to achieve educational equity, close opportunity gaps, and build a better future for Seattle students. We want to learn more about what strategies/interventions were used, supports you might have received, your work with families, what role data played in overseeing the FEPP Levy funded interventions and lessons you learned.

We have a series of questions to guide our conversation. We will use findings from these interviews and research to write a report and then a public brief on the implementation and impact of the FEPP Levy.

If you agree to be interviewed, I'd like to let you know that:

- *Participation in this discussion is voluntary. So, as we move through the conversation, you can decline to answer any question.*
- *There are no right or wrong answers to the questions that we ask. We are interested in learning about your experiences and opinions.*
- *The discussion should take no more than one hour of your time. To keep us on schedule, we may change the subject to move forward.*
- *What you share will remain confidential. We might use direct quotes from our conversation to illustrate a point, but we will NOT identify you by name in the report.*
- *There are few risks related to participating in the study. You may skip any question you do not feel comfortable answering. There are no direct benefits to you from being in this study. Your participation in the study will help us learn more about the programs funded by the FEPP Levy. Your participation could also help inform future supports for students those programs serve in the future.*
- *[if on video platform] Please note that you should not feel any obligation to appear on camera during this call so please turn off the camera if you don't feel comfortable being on camera at any point during our conversation.*
- *Should you have any questions about the study or your role in it, please do not hesitate to contact the evaluation lead Megan Angus at mhagueangus@mathematica.mpr-com or 734-205-3082*
- *Do you consent to participate?*
- *And lastly before we start, we would like to record the conversation for note taking purposes; notes will be kept confidential, too. Do you consent to be audio/or video recorded? (note: only ask about video recording if video option is available)*

Introduction and Levy Funded Strategies (5-8 min)

We'd love to get started by learning a little bit about you and your role. We then have some questions about the interventions/strategies your school/organization chose and why you chose those strategies.

We will be asking questions about the following programs at your school/organization: [name specific Levy-funded programs]

1. To start, please introduce yourself by saying your first name, your position, your organization/where you work.
    - [if school director/leader] How long have you been a leader or Levy coordinator there?
    - [For the O and A partner], Please tell us a about your organization- who do you serve? What is your mission? Please tell us about your role, function, and general responsibilities.
2. Please describe your school's (organization's) partnership with DEEL. What is your school's history of Levy-supported programs/services (first time, ongoing/recurring)?
3. Did you or someone at your school/organization complete the application for this funding? Tell us about that process. Was it easy to apply? How often do you apply (e.g., do you apply every year)?
4. Can you please tell us about the interventions you chose (at a high level)? What programs or services are offered through the Levy?
5. Did you partner with other organizations on Levy-supported programs/services?
6. *[For School Based Investment interviewees]* We understand that at the Levy funded schools, leaders needed to select strategies from specific categories. Interventions were organized into two focus areas which included 'expanded learning and academic support' as well as 'college and career readiness'.
    a. How did you choose selected interventions?
    b. What factors informed your decisions about which ones to select? Were others involved in the decision making? If so, who?
7. [*For O and A partners*] Does your program operate in schools or in partnership with schools? Please tell us a bit about that partnership. For example, how do you partner with and complement work the school is doing? What services are you providing and to whom?

System supports (10 min)

We would now like to turn to the supports that DEEL offered to you as a leader of school-based interventions (SBI) [as Opportunities and Access partners]. We are curious to learn about what supports you had and what supports you wish you had during implementation.

8. Can you tell us about how you interacted with DEEL staff (i.e., Levy Advisors)? What did you talk about when you met? How frequently did you meet with them?
9. What professional development, if any, was offered? To whom? Staff? Only teachers? Administrators? What did it contain? Did you participate? If yes, what did you think of the training?
10. Were you able to meet with other school partners at other schools also funded by the FEPP Levy? If so, how often? What was useful or successful about those meetings/opportunities? What was less useful or challenging?

11. Can you describe other supports that were used to implement Levy-funded strategies/programs. (Supports could be related to leadership, staffing, technological infrastructure, such as hardware, software, networks, facilities, IT, etc.)?
12. What supports or resources were the most helpful to you? Why?
13. Was there anything about the supports that was challenging? For example, were supports offered when you needed them or in ways that were easy to access?
14. What supports from DEEL do you wish you had but that weren't offered?

Supporting youth and families (10 min)

We would now like to learn more about the youth and families served by Levy-funded programs and services at your school/organization. Again, these programs are [name the specific Levy-funded programs and services in question].

15. *How would you describe the families your school/organization serves? Please share a little bit about the demographics of the families you serve, the community where your school/organization is located, etc.*
16. We would like to learn more about how families and students access the services or programs funded by the Levy. What does the school or your organization do to help families learn about these services and programs?
    a. Are the majority of the services open to all families? Some?
    b. What worked well to advertise or communicate the program to families? What could be improved?
17. *Please take a few moments to tell us what role you took to oversee the selected interventions/strategies/programs/services? [Note: Interviewer will review each SBI school summary prior to interview] Who oversaw the effort? Did you work with other partners or staff?*
18. Please share your thoughts on the quality of the programming offered to *families*. What worked well? What could be improved?
19. Now please share your thoughts about the quality of the services/programming offered to *students*? What worked well? What could be improved?

Data systems and performance measures (10 min)

We would like to ask you a few questions related to collecting data and performance measures.

20. What data are you asked to collect related to Levy-funded interventions/programs/services? How do you collect the data? Can you describe any data collection or reporting process(es) for DEEL you have in place?
21. How then do you use the data?
    a. Does your program / school collect and use data disaggregated by race/ethnicity? If so, what are some examples of how this information is used—how often, by whom, and what resulted from the practice of using the data?
22. [For SBI SPS administrators and Levy Coordinators] Can you tell us a little bit about what informed your goal setting? What were your key considerations in selecting goals as targets for using the Levy funds?
23. We'd like to get your thoughts and reflections on performance measures and performance-based contracts. Was there a process for selecting measures? If so, can you describe? Are the rewards associated with the performance measures fair? Why or why not?

Lessons learned (all are higher priority) (15 min)

We now would like to know about some of the lessons you have learned from implementing Levy-funded service(s)/program(s).

24. We'd like to get your reflections on whether or not the Levy funded programs and services worked to close academic achievement gaps, for example between different racial and ethnic groups. Do you feel it moved the needle on closing these gaps? Why or why not?

25. Thinking about the families in your community, how did the selected services meet or not meet the needs of families enrolled in your school?

26. In your opinion, what was most successful about the Levy-funded services/programs?

27. What were the biggest challenges to supporting and/or implementing the Levy-funded interventions/services/program?

28. What recommendations do you have as a school leader [key partner] about how DEEL's approach to the Levy could be improved in the future?

Closing & Looking Forward (this section and the next- 5 min)

We have asked our list of questions and want to provide time and opportunity for you to share anything else we did not cover yet.

29. Is there anything else you want to share? Or is there something I did not ask that you want me to know about?

Thank You

Thank you for participating in today's conversation! We will be using the information you provided to us and share it back with DEEL in efforts to strengthen the services that are available to Seattle children and their families. Mathematica will be preparing a report that we will share with DEEL that summarizing our findings. We also will publish a brief. We will be working with DEEL to ensure findings are shared with you and others those that participated in the conversations. Thank you!

Appendix D.
FEPP Levy: Focus Group Protocol for Students

Estimated Time: 1 hour

Introduction to the Study Team (2 min)

Thank you for taking the time to speak with us today. My name is [name] and my colleague is [name], and we are from Mathematica, a nonpartisan research company. The Seattle Department of Education and Early Learning (DEEL) hired Mathematica to evaluate the Families, Education, Preschool, and Promise (FEPP) Levy. As you may know, Seattle residents voted in 2018 to pass a tax that would collect millions of dollars over several years and invest that money to achieve educational equity, close opportunity gaps, and build a better future for Seattle students. We have a series of questions for you to guide our conversation. We will be talking about your experiences as students attending high school in Seattle Public Schools. More specifically, we will ask you questions about your school and programs funded by the levy that you've been involved in, as well as any recommendations you may have about how the city and the district can improve your experiences.

We would like to use the information you share with us today to write a report and a public brief on how well the FEPP Levy does in supporting students like you. The report will collectively capture not only your perspectives, but also the perspectives of parents, staff, and school leaders. We will not use any of your names, so please feel free to talk openly about your experiences.

Ground Rules for Discussion (1 min)

Before we start, we wanted to share some ground rules to be sure we are maximizing our time together:

- *Participation in this discussion is voluntary. So as we move through the conversation, you can decline to answer any question.*
- *There are no right or wrong answers to the questions that we ask. We are interested in learning about your experiences and opinions.*
- *The discussion should take no more than one hour of your time. To keep us on schedule, we may change the subject to move forward.*
- *What you share will remain confidential. We ask if you could please refrain from repeating what is shared during this conversation with others. We might use direct quotes from our conversation to illustrate a point but we will NOT identify you by name in the report.*
- *There are few risks related to participating in the study. You may skip any question you do not feel comfortable answering. There are no direct benefits to you from being in this study. Your participation in the study will help us learn more about the programs funded by the FEPP Levy. Your participation could also help inform future supports for students those programs serve in the future.*
- *To thank you for your time, we will be sending you a $25 gift card via email following the group discussion.*
- *[If on video platform] Please note that you should not feel any obligation to appear on camera during this call so please turn off the camera if you don't feel comfortable being on camera at any point during our conversation.*
- *Do you consent to participate?*

- *And lastly before we start, we would like to record the conversation for note taking purposes; notes will be kept confidential, too. Do you consent to be audio/or video recorded? (note: only ask about video recording if video option is available)*
- *Should you have any questions about the study or your role in it, please do not hesitate to contact the evaluation lead Megan Angus at* mhagueangus@mathematica.mpr-com *or 734-205-3082. This information is also printed on the consent form your parent/guardian signed.*

Participation in FEPP Levy Funded Activities (10 min)

To get us started, we wanted to spend a few moments talking about your participation in the Levy funded activities. [Note: Prior to the interview, the interviewer will tailor the protocol to remind the students which activities were funded by the levy since school strategies vary tremendously, we will remind/inform students of the specific activities. Since some strategies are school wide, and students may not be aware of their participation, we will work to distinguish for them what was funded by the Levy. We will tailor the references to 'services' and 'programs' to be school specific.]

1. Going around the room, can you share what grade are you in and what are 3 words you'd use to describe what it's like to be a student at your HS? [If virtual] Please enter your answers in the chat.
2. As you know, we are curious to learn about your participation in some of the programs offered in your high school.
    a. To the extent you feel comfortable sharing, can you please tell us what services you've participated in? *[The interviewer will share a list by categories ALL levy programs / services offered at their school and ask the participants to name which ones they participate in].*
3. How long have you participated? How often do you participate?
4. Were your parents and/or other family members involved in any way in these programs/services? If so, how?

Experiences as a Student Participating in Levy Funded Strategies (25 min)

Next, we wanted to get your thoughts on what your experiences have been like as a student participating in program(s) at your school.

5. What made you decide to participate in these programs or services?
    a. Probe: What did you expect to receive from the program?
6. What words best describe your experience at [program/service]? What did staff do or say that influenced your description of [name of program/service]?
7. Please spend just a few moments talking about your interactions with the staff involved with the *[name of programs / services associated with the school the student attends]? This could be school staff or partner staff.*
    a. If you know, were the staff part of the school or from a different agency?
    b. Did you see them frequently?
    c. Did you enjoy time spent with the staff? Why or why not?
8. What did you enjoy about your participation in the program/service? *[Note: using information from question 2, we will tailor this to be specific]*
    a. Probe: Did you like being with the other students that participated?
    b. Probe: What did you get out of the program?

9. Did you feel welcomed in the space? What did staff/organizers do to make you feel welcomed (or unwelcomed) in the space? What would you recommend they start/stop/continue to ensure future students experience a positive and welcoming space?

Successes / Challenges (5 min)

We wanted to take a few moments to discuss general successes and challenges.

10. What do you believe was successful about the program? How has the program/service fostered your success? What contributed to these successes?
11. What was challenging or hard about participating in the program/service? [Note only use probes if necessary]
    a. Probe: Was it offered at a time that worked for you and your schedule?
    b. Probe: Was it available in your language?
    c. Probe: Were the staff available to you? Good to work with?
    d. Probe: Did you feel included?

Suggested Improvements (10 min)

Lastly, we would like to offer DEEL some suggestions on how the program providers could get better at the work they're doing. And we wanted to get your thoughts and opinions.

12. What would make the program better?
    a. Are there any supports or programs that you feel are needed at your school that are not currently being offered?
13. Given your experiences, would you recommend this program/service to other students? Why or why not?
14. Anything else you would like to share before we wrap up?

Thank you

Thank you for participating in today's conversation! We will be using the information you provided to us and share it back with DEEL in efforts to strengthen the services that are available to Seattle children and their families. Mathematica will be preparing a report that we will share with DEEL that summarizing our findings. We also will publish a brief. We will be working with DEEL to ensure findings are shared with you and other people who participated in the conversations. Thank you!

FEPP Levy: Focus Group Protocol for Families

Estimate Time: 1 hour

Introduction to the Study Team (2 min)

Thank you for taking the time to speak with us today. My name is [name] and my colleague is [name], and we are from Mathematica, a nonpartisan research company. The Seattle Department of Education and Early Learning (DEEL) hired Mathematica to evaluate the Families, Education, Preschool, and Promise (FEPP) Levy. As you may know, the FEPP Levy is a multiyear, multimillion-dollar investment that seeks to achieve educational equity, close opportunity gaps, and build a better future for Seattle students. We have a series of questions for you to guide our conversation. We will be talking about your experiences as parents of students attending high school in Seattle Public Schools. More specifically, we will ask you questions about your school and programs funded by the FEPP Levy that you've been involved in, as well as any recommendations you may have about how the city and the district can improve your experiences.

We would like to use the information you share with us today to write a report and a public brief on how well the FEPP Levy does in supporting families like yours. The report will collectively capture not only your perspectives, but also the perspectives of students, staff, and school leaders. We will not use any of your names, so please feel free to talk openly about your experiences.

Ground Rules for Discussion (1 min)

Before we start, we wanted to share some ground rules to be sure we are maximizing our time together:

- *Participation in this discussion is voluntary. So as we move through the conversation, you can decline to answer any question.*
- *There are no right or wrong answers to the questions that we ask. We are interested in learning about your experiences and opinions.*
- *The discussion should take no more than one hour of your time. To keep us on schedule, we may change the subject to move forward.*
- *What you share will remain confidential. We ask if you could please refrain from repeating what is shared during this conversation with others. We might use direct quotes from our conversation to illustrate a point but we will NOT identify you by name in the report.*
- *There are few risks related to participating in the study. You may skip any question you do not feel comfortable answering. There are no direct benefits to you from being in this study. Your participation in the study will help us learn more about the programs funded by the FEPP Levy. Your participation could also help inform future supports for students those programs serve in the future.*
- *To thank you for your time, we will be sending you a $25 gift card via email following the group discussion.*
- *Should you have any questions about the study or your role in it, please do not hesitate to contact evaluation lead Megan Angus at mhagueangus@mathematica.mpr-com or 734-205-3082.*
- *[If on video platform] Please note that you should not feel any obligation to appear on camera during this call so please turn off the camera if you don't feel comfortable being on camera at any point during our conversation.*
- *Do you consent to participate?*
- *And lastly before we start, we would like to record the conversation for note taking purposes; notes will be kept confidential, too. Do you consent to be audio/or video recorded? (note: only ask about video recording if video option is available)*

Participation in FEPP Levy Funded Activities (15 min)

To get us started, we wanted to spend a few moments talking about your participation in Levy funded activities. [Note: Prior to the interview, the interviewer will tailor the protocol to remind the families which activities were funded by the Levy since school strategies vary tremendously, we will remind / inform parents of the specific activities. Since some strategies are school wide, and parents may not be aware of their participation, we will work to distinguish for them what was funded by the Levy. We will tailor the references to 'services' and 'programs' to be school specific.]

1. Going around the room, can you each take just a few moments to tell us what grade your child[ren] are they in? (And if in preschool, please share that).What three words would you use to tell me what it is like to be a parent there?
    a. [if virtual] Please enter your answers in the chat.
2. As you know, we are curious to learn about your participation in some of the FEPP Levy funded programs. *[Interviewer will list]*. To get an idea, can you each share what services you and/or your child participated in? Please note, you do not have to share anything that you do not feel comfortable with sharing and/or you feel you want to be kept confidential.
3. How long have you and/or your child been a participant, and how often did you and/or child participate?
4. What motivated you and/or your child to participate in these services?
    a. Probe: What did you and/or your child expect to receive from the program? What are your and/or your child's reasons for attending?
5. How did you find out about the FEPP Levy programs / services, and how were you engaged?

Experiences as a Parent Participating in FEPP Levy Funded Strategies (25 min)

Next, we wanted to get your thoughts on what your experiences have been like as a parent with a child attending a school that receives funds from the Levy.

6. We know that some of you might not have direct interactions with staff of the program. Can you raise your hand if you've interacted with [description of Levy staff and what they do]? [Note, the facilitator will probe accordingly]. Please spend just a few moments talking about your interactions with the staff involved with the [program / service]?
    a. Did you see them frequently? Were they part of the school or from a different agency?
    b. Did you enjoy meeting with the staff? Why or why not?
7. What did you enjoy about the program / service? [*Note: Using information from question 2, we will tailor this to be specific]*
8. What was challenging or hard about participating in the program / service*? [Note: Only use probes if necessary]*
    a. Probe: Was it available in your language?
    b. Probe: Were the staff available to you? Fun to work with?
    c. Probe: Did you feel included?
9. What words best describe your experience with [name of program/service]? What did staff do or say that influenced your description of [name of program/service]?
10. Do you feel welcomed in the space? What did staff/organizers do to make you feel welcomed in the space? What would you recommend they start/stop/continue to ensure future students experience a positive and welcoming space?

11. What were your expectations about [program/service] before participating?
    a. How were your expectations met, if at all?
    b. How were your expectations not met, if at all?
    c. Did the program/service exceed any of your expectations?

Successes / Challenges (5 min)

We wanted to take a few moments to discuss general successes and challenges.

12. How do you define success for your family and what from this program, if anything, contributed to that success? How has the program / service fostered your child's success?
13. What aspects of the program / service made it challenging for you and/or your child to participate, and what made it challenging?

Suggested Improvements (10 min)

Lastly, we are tasked with identifying ways to improve the services and supports. We wanted to get your thoughts on how to improve families' access to and experience with different kinds of supports. We'd love to get your thoughts and opinions.

14. How might the program increase families' use of the program / services?
15. Given your experiences, would you recommend this program / service to a student and/or parent? Why or why not?
16. Anything else you would like to share before we wrap up?

Thank you

Thank you for participating in today's conversation! We will be using the information you provided to us and share it back with DEEL in efforts to strengthen the services that are available to Seattle children and their families. Mathematica will be preparing a report that we will share with DEEL that summarizing our findings. We also will publish a brief. We will be working with DEEL to ensure findings are shared with you and other people that participated in the conversations. Thank you!

FEPP Levy: Focus Group Protocol for Staff

Estimated Time: 1.5 hours

Introduction to the Study Team (2 min)

Thank you for taking the time to speak with us today. My name is [name] and my colleague is [name], and we are from Mathematica, a nonpartisan research company. The Seattle Department of Education and Early Learning (DEEL) hired Mathematica to evaluate the Families, Education, Preschool, and Promise (FEPP) Levy. As you may know, the FEPP Levy is a multiyear, multimillion-dollar investment that seeks to achieve educational equity, close opportunity gaps, and build a better future for Seattle students. We have a series of questions for you to guide our conversation. We will be talking about your experiences as staff working in Seattle Public Schools. More specifically, we will ask you questions about your school and programs funded by the FEPP Levy that you've been involved in, as well as any recommendations you may have about how the city and the district can improve your experiences.

We would like to use the information you share with us today to write a report and a public brief on how well the FEPP Levy does in supporting staff members like you. The report will collectively capture not only your perspectives, but also the perspectives of parents, students, and school leaders. We will not use any of your names, so please feel free to talk openly about your experiences.

Ground Rules for Discussion (2 min)

Before we start, we wanted to share some ground rules to be sure we are maximizing our time together:

- *Participation in this discussion is voluntary. So as we move through the conversation, you can decline to answer any question.*
- *There are no right or wrong answers to the questions that we ask. We are interested in learning about your experiences and opinions.*
- *The discussion should take no more than one hour of your time. To keep us on schedule, we may change the subject to move forward.*
- *There are few risks related to participating in the study. You may skip any question you do not feel comfortable answering. There are no direct benefits to you from being in this study. Your participation in the study will help us learn more about the programs funded by the FEPP Levy. Your participation could also help inform future supports for students those programs serve in the future.*
- *What you share will remain confidential. We ask if you could please refrain from repeating what is shared during this conversation with others. We might use direct quotes from our conversation to illustrate a point but we will NOT identify you by name in the report.*
- *To thank you for your time, we will be sending you a $25 gift card via email following the group discussion.*
- *Should you have any questions about the study or your role in it, please do not hesitate to contact evaluation lead Megan Angus at* mhagueangus@mathematica.mpr-com *or 734-205-3082.*
- *[If on video platform] Please note that you should not feel any obligation to appear on camera during this call so please turn off the camera if you don't feel comfortable being on camera at any point during our conversation.*
- *Do you consent to participate?*

- *And lastly before we start, we would like to record the conversation for note taking purposes; notes will be kept confidential, too. Do you consent to be audio/or video recorded? (note: only ask about video recording if video option is available)*

Respondent Background (8 min)

1. Could you please introduce yourself in the chat [if virtual] by briefly sharing what school you work in/school you partner with, your official title [e.g., program staff, teacher, nurse]? And please also share the key responsibilities you have as a staff member/partner organization?

Key Strategies (20 min)

We've been learning more about the investment areas and wanted to get your perspective on this work. We know that each of the SBI "FEPP Levy" schools use the funding in different ways. We wanted to get your perspectives of those strategies.

2. To start off, from your understanding, what program / services does the FEPP Levy fund at your school? What funded strategies are you associated with?
    a. What part of your work is funded by the FEPP Levy?
3. What role, if any, did you or other staff play in selecting the Levy funded strategies? How were the strategies selected at the school level?
4. Do you feel that the strategies selected address the needs of the students and families in your school/partner agency? Why or why not?
5. Does your school/agency partner with other organizations to implement the program?
    a. If yes, who does your school partner with?
    b. What do you know about how these partners were selected? [probe: what was considered when choosing a partner? Community based? Cultural affiliations?]

System Supports (20 min)

We would now like to turn to the supports offered to you as a teacher / wraparound support staff. We are curious to learn about what supports you had and what supports and/or professional development you wish you had while you were delivering or overseeing the programs/services. We will then ask you to reflect on the extent to which you felt connected to others and partnerships that cross the preK-post secondary continuum. We'll begin with the supports you received.

6. What supports, if any, have you received from administrators, district staff or other staff to implement Levy funded strategies? What was the nature of those supports? [Probe: Professional development, staff meetings, partnership across agencies/schools in the form of meetings or convenings?]
7. Do you feel like you have the right staffing capacity people on your team? Do you think you have the tools and resources to do your job well? Why or why not? [Probe on funding and protected time]
8. One goal of the FEPP Levy is to create a series of supports offered to students and their families that support students and families from preschool through postsecondary education. Do you see the funding supports at your school fitting into that effort? Why or why not?
9. Do you feel there is alignment between what your school is doing in terms of school *interventions* and the *student outcomes* your school hopes to see related to academic performance and college and career readiness? Why or why not?

Data Collection and Reporting (15 min)

We know that DEEL collects a lot of data from its schools and their funded partners. We would like to get your perspective on how this information is used to support your work.

10. What data, if any, are you asked to collect related to Levy-funded programs or services?
    a. Probe: To what extent is this different from the data you already collect and use for continuous improvement purposes?
    a. Probe: Can you describe the data collection or reporting process for DEEL you have in place?
    b. Probe: To what extent does the data collection and reporting support your work?
11. Can you spend a few moments talking about how your school and program uses the data?
    a. For example, does your program / school collect and use data disaggregated by race / ethnicity to support students and/or improve practices? If so, what are some examples of how this information is used—how often, by whom?
    b. Do you have any examples of ways the data was used to support students or improve practices?
12. [For staff that are from a program agency] We'd like to get your thoughts and reflections on performance measures and performance-based contracts.
    a. What role did you play, if any, in selecting performance measures? Can you tell us what informed those decisions?
    b. Are the rewards associated with the performance measures fair? Why or why not?

Successes / Challenges (15 min)

We wanted to take a few moments to discuss general successes and challenges.

13. Reflecting on the program/services the FEPP Levy funded, can you share your thoughts about some of the successes?
    a. Probe to address key goals of the Levy and key activities funded by the Levy:
        i. What was most successful about the enrichment activities?
        ii. What was most successful about efforts to support academic skills and the long term goal of supporting college and career readiness?
    b. What factors contribute to the successes you've identified?
14. What would you say are some of the greatest challenges of the program/services that the FEPP Levy funded?
    a. Probe if respondent doesn't name any challenges
        i. Do you feel the strategies selected lead to anticipated outcomes? Why or why not?
        ii. Do you feel the families and students that need the services the most are receive them? Why or why not?
        iii. Do you have enough training and other resources to implement the funded program well?
        iv. Do you understand how to track data?
        v. Do you have the correct supports in place to implement the funded strategies/programs?

Suggested Improvements (10 min)

Lastly, the FEPP Levy, as you know, is a funding source. Schools receive funds from DEEL to implement programs and strategies. School administrators identify programs that they feel would best help their students meet the goal of closing opportunity gaps. Given your perspective we want to learn more from you about what could be changed about the strategies you are working to offer students and families.

15. From where you sit, to what extent do you think the FEPP Levy has the right strategies and approaches in place to meet its goals of achieving educational equity, closing opportunity gaps, and build a better future for Seattle students?
16. If you were to make recommendations about how DEEL and the FEPP Levy funded activities could improve their programs, what would make the program and/or services better?:
17. Anything else you would like to share before we wrap up?

Thank you

Thank you for participating in today's conversation! We will be using the information you provided to us and share it back with DEEL in efforts to strengthen the services that are available to Seattle children and their families. Mathematica will be preparing a report that we will share with DEEL that summarizing our findings. We also will publish a brief. We will be working with DEEL to ensure findings are shared with you and other people who participated in the conversations. Thank you!

Appendix E.
DEEL Survey Quantitative Analysis

Table E.1. Investment area(s) DEEL funding supports at partner agencies/organizations (N = 54)

Investment areas	Percent of partners
Preschool and early learning	46.3%
K-12 school and community-based efforts	55.6%
K-12 school Health and Wrap-around services	7.4%
Seattle Promise Scholarship	3.7%

Note: Total is greater than 100% because partners could select multiple investment areas.

Source: DEEL Funded Partner Survey Question 1

Table E.2. Level of partner agreement with statements about DEEL funding and collaboration (N=54)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
It was easy for my agency/organization to apply for DEEL funding.	41.5%	47.2%	9.4%	1.9%
I understand the performance measures in my agency's contract.	79.6%	20.4%	0.0%	0.0%
The performance measures align with the work my agency is funded for.	66.7%	29.6%	3.7%	0.0%
Staff from my agency played a role in identifying the performance measures.	59.3%	24.1%	7.4%	9.3%
The performance measures align with community needs.	51.9%	35.2%	11.1%	1.9%
The support my agency receives from DEEL staff has helped us use data to improve our program.	44.4%	33.3%	18.5%	3.7%
Agencies receiving DEEL funding coordinate services with one another.	22.6%	34.0%	30.2%	13.2%
Agencies receiving DEEL funding have a shared understanding of Levy strategies to improve student outcomes throughout the pre-K to postsecondary continuum.	32.1%	43.4%	17.0%	7.5%

Source: DEEL Funded Partner Survey Question 2

Table E.3. Level of agreement about partner's resources (N=53)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
My agency's leaders are committed to serving students most affected by disparities in educational outcomes.	96.2%	3.8%	0.0%	0.0%

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
DEEL provided the support we need to implement the services we agreed to in the contract.	58.5%	34.0%	7.5%	0.0%
We have enough staff to meet demand for services.	35.8%	30.2%	22.6%	11.3%
Teachers and/or staff of my DEEL-funded program(s) have the trainings, skills, and experience they need to deliver high-quality services.	58.5%	32.1%	7.5%	1.9%
I understand how the DEEL-funded investments support the Pre-K to postsecondary continuum.	60.4%	35.8%	3.8%	0.0%

Source: DEEL Funded Partner Survey Question 3

Table E.4. Percentage of program supported with DEEL-funding (N=54)

	Percent of program
Less than 25%	26.9%
25-50%	23.1%
51-75%	17.3%
76-100%	32.7%

Source: DEEL Funded Partner Survey Question 4

Table E.5. Systems used to collect, store and monitor information about individuals served (N=53)

	Percent of partners
Management platform that allows information-sharing with external partners	45.3%
Dedicated database in my organization	69.8%
Electronic file	67.9%
PDF or image	17.0%
Paper	15.1%
Other	3.8%

Note: Total is greater than 100% because partners could select multiple responses.

Source: DEEL Funded Partner Survey Question 5

Table E.6. Extent to which system(s) used to collect, store and monitor information are effective for management of FEPP Levy services, among partners who use each system

	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective
Management platform that allows information-sharing with external partners (N=22)	45.5%	50.0%	0.0%	4.5%
Dedicated database in my organization (N=35)	42.9%	51.4%	2.9%	2.9%
Electronic file (N=36)	36.1%	58.3%	5.6%	0.0%
PDF or image (N=9)	22.2%	77.8%	0.0%	0.0%
Paper (N=8)	50.0%	50.0%	0.0%	0.0%
Other (N=2)	50.0%	50.0%	0.0%	0.0%

Source: DEEL Funded Partner Survey Question 6

Table E.7. Extent to which system(s) used to collect, store and monitor information are effective for management of FEPP Levy services (N = 51)

	Percent of partners
Very effective	39.2%
Somewhat effective	51.0%
Somewhat ineffective	5.9%
Very ineffective	3.9%

Source: DEEL Funded Partner Survey Question 6

Table E.8. Level of partner agreement with statements about data collection and use (N=51)

My agency effectively…	Strongly agree	Somewhat agree	Somewhat disgree	Strongly disagree
tracks and stores information about program participants.	60.8%	33.3%	5.9%	0.0%
collects and uses data to understand program quality.	49.0%	45.1%	5.9%	0.0%
collects and uses data to understand participant experiences.	47.1%	41.2%	11.8%	0.0%
uses data to evaluate the outcomes and effectiveness of my program.	47.1%	45.1%	7.8%	0.0%

Source: DEEL Funded Partner Survey Question 7

Table E.9. Types of support partner staff received from DEEL (N=51)

	Percent of partners
Professional development related to implementation and quality of my program	54.9%
Professional development related to data, evaluation, and/or continuous improvement	49.0%
Technical assistance with the process of applying for DEEL funding	47.1%
Technical assistance with contract administration	64.7%
Opportunities to participate in networks/learning communities with other organizations	64.7%
Advising or coaching	58.8%
Other	7.8%

Note: Total is greater than 100% because partners could select multiple responses.
Source: DEEL Funded Partner Survey Question 8

Table E.10. Level of satisfaction with DEEL support (N=50)

	Percent of partners
Very satisfied	48.0%
Somewhat satisfied	50.0%
Somewhat dissatisfied	2.0%
Very dissatisfied	0.0%

Source: DEEL Funded Partner Survey Question 9

Table E.11. Type of partner agency/organization (N=48)

	Percent of partners
School or university	27.1%
Government agency	10.4%
Community based organization	58.3%
Other (specify)	4.2%

Source: DEEL Funded Partner Survey Question 10

Table E.12. Number of full-time equivalent staff (FTEs) partner employs (N=50)

	Number of FTEs
Mean	150
Median	40
Range	3-2,500

Source: DEEL Funded Partner Survey Question 11

Table E.13. Populations of students primarily served by partner through DEEL funding (N=51)

	Percent of partners
African American/Black	76.5%
Hispanic/Latino	52.9%
Native American	2.0%
Asian/Pacific Islander	29.4%
Other students of color	31.4%
English language learners	33.3%
Refugees and immigrants	29.4%
Students experiencing homelessness	9.8%
Lesbian, gay, bisexual, transgender, queer (LGBTQ)	3.9%
Other	7.8%

Note: Total is greater than 100% because partners could select multiple responses.

Source: DEEL Funded Partner Survey Question 12

Table E.14. When DEEL-funded partnership began (N=51)

Year	Percent of partners
Before 2019-2020	72.5%
2020-2021	15.7%
2021-2022	0.0%
2022-2023	11.8%

Source: DEEL Funded Partner Survey Question 14

Table E.15. Level of agreement with statements about partnership outcomes (N=50)

	Strongly agree	Somewhat agree	Somewhat disgree	Strongly disagree
My agency has stronger student and family engagement since becoming a DEEL-funded partner.	52.0%	34.0%	12.0%	2.0%
My agency has strengthened its strategies and/or capacity to provide culturally responsive services.	64.0%	34.0%	2.0%	0.0%
My agency has strengthened or expanded existing	54.0%	36.0%	8.0%	2.0%

	Strongly agree	Somewhat agree	Somewhat disgree	Strongly disagree
partnerships to better provide DEEL-funded services to our community (e.g. to provide culturally or linguistically-responsive services).				
My agency's DEEL-funded services have improved as a result of using data to refine our practices	46.0%	42.0%	12.0%	0.0%

Source: DEEL Funded Partner Survey Question 15

Appendix F.
Administrative Data Details and Supplementary Exhibits

This appendix provides additional details about the measures used for the analysis of administrative data sources. It also contains supplementary exhibits that provide additional information about the key measures examined by the evaluation.

Descriptions of Measures Used

Program Participation

The evaluation team was provided information about students' participation in the following Levy-funded strategies that supported K-12 students: Opportunity and Access, Culturally Specific and Responsive, Family Support, Summer Learning, and School Based Health Centers. The data contained participants in these programs from between the 2020-2021 and 2022-2023 school years. Data on participants in Housing and Homelessness programs were only available for the 2022-2023 school year and were not included in the count of program participants.

3rd, 6th, and 9th Grade "On Track" Measures

The evaluation team combined several indicators of students' academic preparedness by creating "on track" measures for students at key junctures of their K-12 educational experience. These on-track measures are based in part on measures recommended by the Education-to-Workforce Indicator Framework developed by Mathematica, Mirror Group, and the Gates Foundation (Mathematica, 2023). The specific measures used in this analysis were selected due to their accessibility in the available data and their demonstrated relationship with students' future outcomes. Exhibit F.1 describes the specific measures used to define each on-track measure and provides a rationale for their inclusion.

Exhibit F.1: Description of on-track measures

Grade level(s)	Students identified as "on-track" met all of the following conditions	Rationale for inclusion
3rd and 6th Grade	Student reached proficiency on ELA and mathematics state assessment AND	Math and reading proficiency in in elementary and middle school are highly predictive of outcomes like high school graduation and college enrollment (Cumpton et al., 2012; Lesnick et al., 2010)
	Student was not involved in a disciplinary incident AND	Disciplinary involvement has been linked to reduced attendance, course passing, and high school graduation (Balfanz et al., 2015).
	Student attended school at least 90% of eligible school days	Absenteeism has been linked to reduced academic achievement, graduation rates, and social engagement (Gottfried, 2014)
9th Grade	Student had a GPA of at least 3.0 AND	9th grade students do not take state assessments, and 9th grade GPA

Grade level(s)	Students identified as "on-track" met all of the following conditions	Rationale for inclusion
		predicts later success in high-school and college (Easton et al., 2017)
	Student was not involved in a disciplinary incident AND	Disciplinary involvement has been linked to reduced attendance, course passing, and high school graduation
	Student attended school at least 96% of eligible school days[7]	Absenteeism has been linked to reduced academic achievement, graduation rates, and social engagement

While each of the indicators included in the "on-track" measures are predictive of students' future academic success, they are also flawed measures. Disciplinary actions, for example, can reflect the biases of school administrators as Black and Latinx students, for instance, are more likely than their White peers to be expelled for similar behaviors (Skiba et al., 2011). Test scores also measure only specific skills and do not capture the full range of students' abilities. Given these shortcomings, trends in these on-track measures should be interpreted alongside other measures of students' academic and non-academic outcomes.

Graduation Rates

The evaluation team used publicly available data from the OSPI data portal to compare the average four-year graduation rates in SBI high schools to the average four-year graduation rates in non-SBI high schools. For some schools in the data, OSPI reports top or bottom coded graduation rates in order to protect student confidentiality. Rather than excluding these cases, the evaluation team assigned the school the top or bottom coded graduation rate provided by OSPI to include the maximum number of schools in the analysis. OSPI also does not report graduation rates if there were fewer than 10 students in a particular group. As a result, for some subgroups the specific number of schools that are included in the averages reported in the tables in the following section might vary from year to year.

In the OSPI data, Interagency Programs are reported under one school identification number such that the evaluation team could not identify graduation rates for specific Interagency campuses that were supported by SBI. As a result, the evaluation team excluded Interagency programs from graduation rate calculations from both the SBI and non-SBI groups of schools in the main results. Trends in graduation rates were qualitatively similar when the study included all Interagency Program campuses in the SBI group.

Percentage of Students Taking an AP or IB Course

The evaluation team used publicly available data from the OSPI data portal to construct measures of the percentage of students in a given school that took an AP or an IB course. This measure is important because research has demonstrated that students who successfully complete more than one AP or IB course in high school are more likely to enroll in a 4-year college (Cumpton et al.,, 2012). For each school in the state, OSPI separately reports the percentage of students taking an AP course and the percentage

[7] The Education-to-Workforce Indicator Framework suggests raising the attendance threshold for 9th grade on-track measures to 96% (rather than 90% for elementary and middle school).

of students taking an IB course. Because it is possible that individual students could have taken both an AP and an IB course, the evaluation team could not sum the percentage of students in AP and IB courses to construct a final measure. Instead, the evaluation team assigned each school the maximum value for either the percentage of students taking an AP course or the maximum value of the percentage of students taking an IB course, whichever was larger. This approach may slightly understate the proportion of students that took either an AP or an IB course, but the OSPI data suggest that during the period examined by the evaluation students in each school tended to either take AP courses or IB courses, not both. As with graduation rates, Interagency Programs were excluded from both the SBI and non-SBI groups of schools when calculating AP and IB course completion rates in the main results. Trends in advanced course-taking were qualitatively similar when the study included all Interagency Program campuses in the SBI group.

School Climate Survey Data

The evaluation team analyzed data from the SPS School Climate Survey administrations in the spring of 2022 and spring of 2023. Specifically, the evaluation team assessed results from three domains on the survey that were tied to Levy priorities and goals: Belonging and Relationships, Identity and Culturally Responsive Teaching, and Pedagogical Effectiveness. The domain totals that the study examined reflected the average percentage of students that responded favorably to questions in each domain. Exhibit F.2 describes the specific survey questions included in each domain.

Exhibit F.2: Description of school climate survey domains

Domain	Elementary school questions	Middle/high school questions
Belonging and relationships	I can talk to adults at my school when I have a problem	I can talk to adults at my school when I have a problem
	Adults at school care about me	Adults at school care about me
	There are adults at my school who share my same culture and background	There are adults at my school who share my same culture and background
	I can really be myself at school (elementary)	I feel like people at school accept me for who I am as a person (middle and high)
Identity and culturally responsive teaching	My teacher believes I can do great things (elementary)	My teachers have high expectations of me (middle/high)
	I get to learn about my culture at school (elementary)	My teachers connect what we learn to my interests, experiences, or cultural background (middle/high)
	I have adults at school that can teach me about my culture(s) and history	I have adults at school that can teach me about my culture(s) and history
	My racial or ethnic group (or groups) is an important part of who I am	My racial or ethnic group (or groups) is an important part of who I am
Pedagogical effectiveness	I get to be creative and think deeply at school	My teachers encourage me to think deeply, critically, and creatively
	My teachers show me how learning is fun	My teachers help me find joy in what we learn

A key caveat of the survey data is that not every student at a school responds to the survey every year. As such, the school climate survey figures reported in this evaluation should be interpreted as the average

percentage of *survey respondents* responding favorably to questions in each domain as it is not clear whether the survey respondents are representative of the student population in the particular school as a whole. Nonetheless, the school climate survey data give unique insight into SPS students' perceptions of important non-academic indicators and program quality that supplement the other measures included in the evaluation.

Educator Diversity

Students with teachers who are of their same race/ethnicity have higher academic achievement and lower incidents of exclusionary discipline like suspensions and expulsions (Dee, 2004; Lindsay & Hart, 2017). To measure how educator diversity in SPS has changed since the beginning of the FEPP Levy, the evaluation team used datasets containing the race/ethnicity of each teacher in Seattle Public Schools during the spring semester of the 2019-2020 school year and the spring semester of the 2021-2022 school year. Using these two datasets, the evaluation team identified all teachers in the spring 2022 that were not present in the data in the spring of 2020. These "new" teachers' demographics were then compared to the demographics of teachers in the spring of 2020 to gauge how the demographics of teachers hired since 2020 differed from those of SPS teachers at the beginning of the Levy.

Supplementary Exhibits

The tables below provide additional information about the key measures examined as part of the evaluation. Each cell represents the average value of the variable of interest

Exhibit F.3. 3rd Grade On Track Measures by Year and Subgroup

	All Students		Asian Students		Black Students		Hispanic Students		Other Students		English Learners		Students experiencing homelessness	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2017	38%	63%	45%	62%	24%	29%	22%	39%	49%	63%	11%	14%	16%	15%
2018	36%	63%	45%	59%	22%	24%	24%	35%	39%	61%	13%	21%	<16%	<16%
2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	30%	55%	37%	56%	20%	19%	11%	37%	34%	58%	11%	23%	<17%	<21%
2022	31%	52%	43%	53%	16%	16%	16%	32%	43%	56%	21%	28%	<17%	<21%

Source: SPS administrative records.

Note: Year reflects the fall of the school year. 2019 and 2020 assessments were cancelled due to the COVID-19 pandemic so on track measures could not be calculated. Data coarsening used for cells with small sample sizes.

Exhibit F.4. 6th Grade On Track Measures by Year and Subgroup

	All Students		Asian Students		Black Students		Hispanic Students		Other Students		English Learners		Students experiencing homelessness	
Year	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2017	48%	60%	57%	63%	18%	20%	31%	37%	54%	58%	5%	<8%	16%	19%
2018	47%	60%	59%	67%	18%	24%	22%	39%	46%	60%	6%	10%	16%	<17%
2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	29%	48%	38%	65%	8%	10%	10%	22%	34%	52%	5%	9%	<31%	<31%
2022	32%	47%	46%	60%	9%	9%	13%	26%	35%	49%	<5%	7%	<20%	<26%

Source: SPS administrative records.

Note: Year reflects the fall of the school year. 2019 and 2020 assessments were cancelled due to the COVID-19 pandemic so on track measures could not be calculated. Data coarsening used for cells with small sample sizes.

Exhibit F.5. 9th Grade On Track Measures by Year and Subgroup

	All Students		Asian Students		Black Students		Hispanic Students		Other Students		English Learners		Students experiencing homelessness	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2017	32%	39%	58%	57%	17%	23%	18%	22%	19%	42%	22%	21%	14%	11%
2018	31%	32%	52%	56%	19%	18%	18%	18%	18%	32%	24%	26%	<25%	<20%
2019	41%	46%	67%	60%	26%	42%	29%	32%	28%	47%	39%	41%	<20%	25%
2020	46%	58%	69%	75%	32%	35%	31%	44%	45%	56%	33%	33%	17%	15%
2021	22%	25%	49%	42%	10%	16%	7%	12%	15%	31%	20%	13%	<26%	<15%
2022	21%	20%	49%	51%	9%	11%	11%	13%	12%	22%	13%	20%	<24%	<16%

Source: SPS administrative records.

Note: Year reflects the fall of the school year. Data coarsening used for cells with small sample sizes.

Exhibit F.6. School Graduation Rates by Year and Subgroup

	All Students		Asian Students		Black Students		Hispanic Students		Students Identifying as Two or More Races		English Learners		Students experiencing homelessness	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2017	88%	60%	91%	78%	87%	61%	78%	74%	77%	88%	82%	61%	79%	52%
2018	88%	61%	90%	78%	87%	61%	86%	60%	87%	76%	77%	62%	82%	53%
2019	91%	68%	88%	80%	89%	68%	83%	67%	90%	91%	80%	70%	80%	60%
2020	91%	72%	92%	83%	90%	70%	86%	67%	85%	78%	79%	71%	84%	61%
2021	91%	68%	92%	91%	89%	79%	85%	74%	89%	81%	84%	71%	85%	59%
2022	91%	76%	90%	89%	93%	76%	83%	70%	82%	88%	79%	65%	85%	63%

Source: OSPI data portal

Notes: Year reflects the fall of the school year. Subgroups in OSPI data differ from subgroups available through the SPS data used to generate on-track measures. Specific schools included in averages each year may vary due to data suppression.

Exhibit F.7. School AP and IB Course Completion Rates by Year and Subgroup

	All Students		Asian Students		Black Students		Hispanic Students		Students Identifying as Two or More Races		English Learners		Students experiencing homelessness	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2017	36%	20%	38%	30%	33%	18%	30%	20%	37%	28%	22%	13%	33%	15%
2018	36%	20%	38%	30%	29%	16%	34%	19%	35%	32%	23%	13%	36%	12%
2019	33%	20%	36%	31%	27%	16%	33%	19%	33%	31%	20%	14%	20%	15%
2020	38%	23%	42%	33%	32%	18%	36%	24%	40%	34%	23%	15%	32%	22%
2021	42%	22%	46%	35%	39%	17%	39%	23%	43%	33%	30%	19%	41%	20%
2022	39%	NA	44%	NA	33%	NA	37%	NA	41%	NA	28%	NA	29%	NA

Source: OSPI data portal

Notes: Year reflects the fall of the school year. Subgroups in OSPI data differ from subgroups available through the SPS data used to generate on-track measures. Data for non-SBI schools incomplete in the 2022-2023 school year. Specific schools included in averages each year may vary due to data suppression.

Exhibit F.8. Proportion of students responding favorably to survey questions related to culturally relevant practices

	Elementary Schools				Middle Schools				High Schools			
	All Students		SOCFFEJ		All Students		SOCFFEJ		All Students		SOCFFEJ	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2021	79%	78%	80%	78%	74%	71%	76%	72%	82%	76%	83%	75%
2022	79%	76%	80%	78%	74%	69%	75%	70%	80%	76%	81%	76%

Source: SPS School Climate Survey

Note: Year reflects fall year of the school year that survey was offered.

Exhibit F.9. Proportion of students responding favorably to survey questions related to identity and belonging

	Elementary Schools				Middle Schools				High Schools			
	All Students		SOCFFEJ		All Students		SOCFFEJ		All Students		SOCFFEJ	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2021	83%	83%	82%	80%	75%	78%	75%	72%	87%	84%	87%	77%
2022	80%	83%	81%	81%	75%	76%	73%	72%	85%	84%	85%	80%

Source: SPS School Climate Survey

Note: Year reflects fall year of the school year that survey was offered.

Exhibit F.10. Proportion of students responding favorably to survey questions related to pedagogy

	Elementary Schools				Middle Schools				High Schools			
	All Students		SOCFFEJ		All Students		SOCFFEJ		All Students		SOCFFEJ	
	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI	SBI	non-SBI
2021	85%	86%	86%	86%	76%	78%	76%	78%	85%	83%	86%	81%
2022	82%	85%	81%	87%	75%	75%	74%	74%	83%	83%	84%	81%

Source: SPS School Climate Survey

Note: Year reflects fall year of the school year that survey was offered.

Mathematica Inc.

Our employee-owners work nationwide and around the world.

Find us at **mathematica.org** and **edi-global.com**.

Mathematica, Progress Together, and the "spotlight M" logo are registered trademarks of Mathematica Inc.