



SCHOOL BOARD ACTION REPORT

DATE: March 12, 2019
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Diane DeBacker, Chief Academic Officer, 206-252-0180
Ronald Boy, Senior Assistant General Counsel, 206-252-0114
James Bush, Director School & Community Partnerships, 206-252-0513

For Introduction: March 27, 2019

For Action: April 17, 2019

1. TITLE

Approval of Families, Education, Preschool, and Promise Levy Partnership Agreement and funding for summer learning 2019 and the 2019-2020 School Year

2. PURPOSE

This Board Action Reports approves the Families, Education, Preschool, and Promise Levy Partnership Agreement between the District and City of Seattle and accepts ~~\$23,998,804.00~~ 25,673,221.00 in grant funding from the levy. The funding and agreement will support Seattle Preschool Program, Seattle Promise Program, summer learning, Elementary, Middle and High School Innovation, Middle School Linkage, and culturally-responsive programming at selected elementary, K-8, middle and high schools throughout the District.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute the partnership agreement with the city of Seattle as attached to this Board Action Report and accept grant funds totaling ~~\$23,998,804.00~~ 25,673,221.00 from the City of Seattle's Families, Education, Preschool, and Promise Levy (FEPP) for the Seattle Pre-School Program, Seattle Promise Program, summer learning, Elementary, Middle and High School Innovation, Middle School Linkage, and culturally-responsive programming with any minor additions, deletions and modifications deemed necessary by the Superintendent, and to take any necessary actions and enter into service agreements to accept the grant funds.

4. BACKGROUND INFORMATION

a. Background

In November 2018, Seattle voters approved the FEPP Levy to invest property tax revenues to provide education support services through the City of Seattle and its partners – Seattle School District No. 1, Seattle Colleges, Public Health – Seattle & King County, and community-based organizations – to work collectively and collaboratively with a Levy Oversight Committee to provide Seattle students and families with:

- Access to, and services across, a continuum beginning with high-quality early learning services that prepare children for success in kindergarten;
- Physical and mental health services that support learning;

- College- and job-readiness experiences that promote high school graduation; and
- Post-secondary opportunities that promote attainment of a certificate, credential, or degree.

Through the FEPP Levy, the City and the District are able to continue the work that began with the first Families and Education Levy in 1990. FEPP marks a new era for the District and the City that extends to the crucial early learning years before children enter kindergarten and sustains students' progress into post-secondary opportunities to provide skills and access to participate in Seattle's economy.

Specifically, the FEPP Levy funds the Seattle Promise College Tuition Program (Seattle Promise) to ensure that Seattle students have the education and resources to tap into the local job market. The intent of the program is to reduce and/or remove financial barriers that keep some Seattle public high school graduates from earning a credential, certificate, degree, or transfer to 4-year institution. The Seattle Promise builds upon the success of the 13th Year Scholarship Program, established at South Seattle College in 2008 and expanded to all Seattle Colleges in 2018—North Seattle College, Seattle Central College, and South Seattle College.

Working together, the City, acting primarily through the Department of Education and Early Learning (“DEEL”), and the District recognize the following priorities identified in the FEPP Ordinance:

- Invest in Seattle children, students, families, and communities who have been historically underserved to increase access to educational opportunities across the education continuum.
- Assure data-driven and outcomes-based decision making.
- Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
- Provide access to capacity-building opportunities among partner organizations for historically-underserved Seattle communities to improve program instruction, quality, and infrastructure.

Multiple agreements will collectively define the working relationship between the District and the City. In addition to this overarching Partnership Agreement, the District and the City will enter “Service Agreements” (“SA”), a General Agency Agreement (“GAA”), and a Data Sharing Agreement (“DSA”) to further define the shared work:

- Service Agreements. Service Agreements are contracts that define the specific roles and responsibilities of each party for each project/scope of work funded by the FEPP Levy. Service Agreements are renegotiated annually and are approved according to Seattle School Board policy.
- General Agency Agreement. The District and DEEL will negotiate a single GAA which will establish the general terms and conditions applicable to all Service Agreements. The GAA is a standard document that will be incorporated into each Service Agreement without further negotiation or amendment, provided that DEEL and the District may mutually agree to amend the GAA from time to time.
- Data Sharing Agreement. The DSA will be a contract to share data according to certain terms and conditions as described in more detail under Section 6. It is

negotiated annually and describes the purpose and responsibilities of each party for the contract year with respect to data, including any funding.

For the 2019-20 school year, the District has received Letters of Intent from the City of Seattle to provide funding for the following levy-supported work:

- Seattle Preschool Program. Up to 26 district-operated classrooms with additional tuition support to meet Federal and State Special Education law. Value: **\$5,645,129.00 estimated.**
- Summer Learning Program. Schools participating: John Muir, South Shore/Graham Hill, Beacon Hill, Denny, Aki Kurose, Hamilton, Robert Eagle Staff, High School Credit Retrieval, Cleveland, Franklin, Ingraham, and West Seattle. Value: **\$1,280,032.00.**
- Elementary School Innovation Program. Schools participating: Beacon Hill, Bailey Gatzert, Concord, Dearborn Park, Emerson, Graham Hill, Highland Park, Madrona, Northgate, Olympic Hills, Roxhill, Sand Point, Sanislo, South Shore, Wing Luke, John Muir, Leschi, Viewlands, John Rogers, and Martin Luther King Jr. Value: **\$7,671,321.00.**
- Middle School Innovation & Linkage Program. Innovation schools participating: Aki Kurose, Denny, Mercer, Washington. Linkage schools participating: Broadview-Thompson K-8, Eckstein, Hamilton, Jane Addams, Hazel Wolf K-8, Madison, McClure, Orca K-8, Pathfinder K-8, Salmon Bay K-8, South Shore PK-8, and Whitman. Value: \$2,576,024.00 (Innovation), \$1,940,156.00 (Linkage) = **\$4,516,180.00.**
- High School Innovation Program. Schools participating: Interagency, West Seattle, Franklin, Cleveland, and Ingraham. Value: **\$3,229,975.00.**
- Culturally Responsive Programming. Schools participating: Mercer, Interagency, Denny, and Aki Kurose. Value: **\$142,237.00.**
- Family Support Services: Schools participating: Bailey Gatzert, Beacon Hill, Leschi, Martin Luther King Jr., Northgate, Sand Point, Lowell, Dunlap and Hawthorne. Value: \$1,513,930.
- School Nursing: Various school sites with school health clinics. Value: **\$991,586.00**
- Out of School Time: Middle School Athletic stipends and bus transportation for afterschool programs: Value: **\$682,831**

b. Alternatives

- a. Not approve the Partnership Agreement. This is not recommended because the District will be unable to access the FEPP levy funds without first entering into a partnership agreement with the City of Seattle.
- b. Not accept the grant funds. This is not recommended, as the loss of these funds would severely impact the health and wellbeing of our students, as well as reduce the number and quality of supplemental educational supports available to our neediest students.

c. Research

- a. Seattle Preschool Program data demonstrates the value of levy-supported programming. For example, there is strong evidence to show that young children who participate in high-quality preschool programs enter school readier to learn

than their peers. A joint report, *Pre-k in American Cities*, analyzed ten key policies that are recognized as standards for highly effective programs. The Seattle Preschool Program achieved a Silver Medal for the second year in a row from the National Institute for Early Education Research (NIEER) at Rutgers University in partnership with the nonprofit policy advocacy group City Health. Among 40 large U.S. cities, The Seattle Preschool Program is the only city to earn 10/10 quality benchmarks, including high marks for teaching quality and training, student-teacher ratios and class sizes, curriculum supports, health services, and ongoing efforts toward quality improvement. Increasing access and participation for more children through the expansion of the Seattle Preschool Program, funded through the voter approved FEPP Levy will likely move the program into the gold category and help close opportunity gaps in Seattle Public Schools.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of an estimated ~~\$23,998,804~~ \$25,673,221.00.

The revenue source for this motion is the City of Seattle Families, Education, Preschool, and Promise Levy. The following table provides historical revenues + 19-20 projections.

Levy Investment	2016-2017	2017-2018	2018-2019	2019-2020
Seattle Preschool Program	\$ 2,493,068.00	\$ 3,799,879.00	\$ 5,210,889.00	\$ 5,645,129.00
ES Innovation	\$ 6,439,290.00	\$ 7,278,411.00	\$ 7,671,321.00	\$ 7,671,321.00
MS Innovation/Linkage	\$ 4,367,093.00	\$ 4,394,739.00	\$ 4,516,180.00	\$ 4,516,180.00
HS Innovation	\$ 2,378,814.00	\$ 2,991,675.00	\$ 3,229,975.00	\$ 3,229,975.00
Summer Summer Learning	\$ 578,812.00	\$ 625,479.00	\$ 2,172,545.00	\$ 1,280,032.00
Family Support Services	\$ 732,392.00	\$ 749,969.00	\$ 750,000.00	\$ 1,513,930.00
Culturally Responsive Programming				\$ 142,237.00
<u>School Nursing</u>	<u>\$ 845,381</u>	<u>\$ 865,948</u>	<u>\$ 886,730</u>	<u>\$ 991,586.00</u>
<u>Out of School Time</u>	<u>\$ 636,771</u>	<u>\$ 652,624</u>	<u>\$ 682,831</u>	<u>\$ 682,831</u>
Totals	\$ 18,354,856 <u>18,471,621.00</u>	\$ 21,358,724.00	\$ 25,156,645 <u>25,120,471.00</u>	\$ 23,998,804 <u>25,673,221.00</u>

* SPP will fund up to 26 classrooms. No dollar value has been sent to SPS for the cost of the 26 classrooms, if SPS received this same amount per classroom as received in FY18-19 it would be ~~\$ 434,240~~ \$ 234,240 for a total of \$5,645,129.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

The Levy Oversight Committee (LOC) meets regularly to discuss the programs funded through the Families, Education Preschool and Promise Levy. These meetings are open to the public and generally take place at Seattle City Hall. In addition to City and District representation, members of the community-at-large serve on the LOC.

7. EQUITY ANALYSIS

Seattle Public Schools and the City of Seattle engaged in a process to ensure that the FEPP Levy will prioritize programs that advance educational equity for historically underserved groups including African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugees and immigrants, homeless, English language learners, and LGBTQ students. The City of Seattle used the Racial Equity Toolkit to inform the development of the FEPP Ordinance and collaborated with the District in the development of the Implementation & Evaluation Plan currently under consideration by Seattle City Council.

FEPP is a targeted investment approach that will support SPS’s Strategic Plan and other District initiatives. The District will continue to partner with DEEL to ensure that Racial Equity Analysis are fully integrated into FEPP award processes.

8. STUDENT BENEFIT

The programming funded by the FEPP Levy will provide many benefits to students by providing preschool classrooms across our District, physical and mental health programming to support learning in grades K-12, college and job-readiness experiences that promote high school graduation, and access to post-secondary education and training.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

Policy 4265, School and Community Partnerships, indicates it is the policy of the Seattle School Board to create partnerships between Seattle Public Schools and the community. The Board is committed to the creation and implementation of effective school-community partnerships that enhance academic outcomes by providing high-quality services and instruction before, after and during the school day. Seattle Public Schools seeks to foster partnerships that further the District's vision, mission, and goals.

Policy 6114 Gifts, Grants, Donations and Fundraising Proceeds, acceptance of grant funds in excess of \$250,000 requires School Board approval

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on March 20, 2019. The Committee reviewed the motion and moved it forward to the full Board with a recommendation for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Superintendent will execute the Partnership Agreement with the City, staff will be hired to support the levy-funded programming, and work will begin to plan for and implement the levy-funded programming in our schools.

13. ATTACHMENTS

- Memo to Executive Committee
- ~~Draft: Partnership Agreement, Seattle School District No. 1 and City of Seattle~~
- Preschool Program Proposal 2019-20
- Draft: Partnership Agreement, Seattle School District No. 1 and City of Seattle (redlined)
- Final: Partnership Agreement, Seattle School District No. 1 and City of Seattle (for approval)

Date: March 15, 2019
 To: School Board Executive Committee
 From: James Bush, Director School & Community Partnerships
 Subject: **Families, Education, Preschool and Promise Partnership Agreement**

Purpose

Provide the Executive Committee an update on the status of the Families, Education, Preschool and Promise (FEPP) Partnership Agreement (PA) between SPS and the City. DEEL expects to vote on the PA and the Implementation & Evaluation Plan in April 2019. This memo outlines the approval timeline.

Background

SPS and DEEL have engaged with the School Board in a variety of ways including two Board work sessions and two-by-twos/three by threes> Additionally SPS and DEEL staff are organized in the work-groups (listed below):

- Preschool to Fifth Grade—Monica Liang-Aguirre, City of Seattle, and Cashel Toner, SPS
- Sixth Grade to Promise—Christina Gaeta, City of Seattle, and Caleb Perkins, SPS
- Data & Outcomes—Holly Campbell, City of Seattle, and Kyle Kinoshita / James Bush, SPS

SPS and DEEL have worked together to determine the elements of the Partnership Agreement and DEEL gave SPS an opportunity to provide advice on the Implementation and Evaluation Plan (now under consideration by City Council).

Tentative Timeline

February 2019	March 2019	April 2019
<ul style="list-style-type: none"> • 2/7 and 2/28 Levy Oversight Committee (LOC) Meetings • 2/27 City Council Committee Briefings • DEEL Issues fiscal year 2019-20 Letter of Intent to SPS for Transition Year 	<ul style="list-style-type: none"> • 3/5 Mayor’s Office transmits I&E Plan and PA to City Council • 3/13 City Council Committee Briefing • 3/20 Executive Committee • 3/25 Levy Oversight Committee Meeting • 3/27 School Board Introduction • 3/27 City Council Committee Briefing 	<ul style="list-style-type: none"> • Tentative 4/17 Board Action • 4/25 Levy Oversight Committee Meeting • <i>Tentative 4/18 City Council Committee Briefing</i> • <i>Tentative 4/22 City Council vote on I&E Plan and PA</i>

Items to note

- DEEL has committed to funding SPS’s transition year investments, 2019-20 school year
- DEEL will fund SPS investments via competitive and direct awards as outlined in the FEPP Implementation & Evaluation Plan

Attachments

1. Draft Board Action Report
2. Draft Seattle Public Schools & City of Seattle Partnership Agreement



Seattle Preschool Program Proposal 2019-20

The Seattle Public Schools preschool proposal for the 2019-20 school year provides for limited expansion during the FEPP Transition year, with a focus on expanding the SPP Plus program model within our current programming. We will continue to work on capacity building and strategic plans to support expansion of the SPP Plus model with the intention of providing more full-day, inclusive preschool programs across all Seattle Public Schools' preschool programs.

Proposed SPP Classrooms Continuing in 2019-20	Program Model	Number of Classrooms	Enrollment
Arbor Heights*	SPP Plus	2	36
Bailey Gatzert	SPP Plus	2	36
BF Day	SPP Plus	2	36
Boren STEM	SPP Plus	1	18
Broadview Thomson	SPP Head Start	1	20
Cedar Park	SPP	2	40
Dearborn Park	SPP	1	20
EC Hughes	SPP Head Start	2	40
Highland Park	SPP	1	20
Olympic Hills	SPP	1	20
Sand Point	SPP	1	20
South Shore*	SPP Plus	3	54
Thornton Creek	SPP Plus	2	36
Van Asselt	SPP Plus	2	36
West Seattle	SPP Head Start	1	20
*Converts to Plus		TOTAL: 24	TOTAL: 452

Proposed SPP Classrooms NEW 2019-20	Program Model	Number of Classrooms	Enrollment
Olympic Hills	SPP Head Start	1	20
Broadview Thomson	SPP Head Start	1	20
		TOTAL NEW: 2	TOTAL NEW SEATS: 40

Proposed SPP Classrooms TOTAL 2019-20	Program Model	Number of Classrooms	Enrollment
	SPP	6	120
	SPP Plus	14	252 (65 SpEd)
	SPP Head Start	6	120
		TOTAL: 24 26	TOTAL SPP: 492

City of Seattle & Seattle School District No. 1 PARTNERSHIP AGREEMENT

In Support of the Families, Education, Preschool, & Promise Levy



This Partnership Agreement is entered into by the City of Seattle and Seattle ~~Public School~~ [District No. 1](#) ("[Seattle Public Schools](#)" or "[SPS](#)") for the purpose of outlining roles and responsibilities with respect to the City of Seattle Families, Education, Preschool, and Promise Levy.

Section 1. THE FAMILIES, EDUCATION, PRESCHOOL, AND PROMISE LEVY

In November 2018, Seattle voters approved the Families, Education, Preschool, and Promise Levy (FEPP Levy)¹ to invest property tax revenues to provide education support services through the City of Seattle and its partners – Seattle Public Schools (SPS), Seattle Colleges, Public Health – Seattle & King County, and community-based organizations – to work collectively and collaboratively with a Levy Oversight Committee to provide Seattle students and families with:

- Access to, and services across, a continuum beginning with high-quality early learning services that prepare children for success in kindergarten;
- Physical and mental health services that support learning;
- College- and job-readiness experiences that promote high school graduation; and
- Post-secondary opportunities that promote attainment of a certificate, credential, or degree.

Section 2. PARTNERSHIP STATEMENT: CITY OF SEATTLE AND SEATTLE PUBLIC SCHOOLS

The City of Seattle (the City) and Seattle Public Schools share a commitment to ensure that all students graduate high school prepared for college, career, and life. [Seattle Public Schools is the Local Education Agency \(LEA\) in the City of Seattle. As the LEA, SPS serves as the lead education institution providing high quality learning experiences for students and has demonstrated expertise in utilizing best practices for early learning, K-12, and college and career readiness.](#) Through the FEPP Levy, the City and SPS have a unique opportunity to continue the legacy that began with the first Families and Education Levy in 1990. The FEPP Levy marks a new era for SPS and the City that extends to the crucial early learning years before children enter kindergarten and sustains students' progress into post-secondary opportunities that will provide skills and access to participate in Seattle's vibrant economy.

Working together, the City, acting primarily through the Department of Education and Early Learning (DEEL), and SPS will pursue the priorities identified in the FEPP Ordinance:

- Invest in Seattle children, students, families, and communities who have been historically underserved to increase access to educational opportunities across the education continuum.

¹ Per City of Seattle Ordinance 125604

- Assure data-driven and outcomes-based decision making.
- Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
- Provide access to capacity-building opportunities among partner organizations for historically-underserved Seattle communities to improve program instruction, quality, and infrastructure.

Section 3. TERM

This Partnership Agreement will be approved by Seattle City Council resolution and Seattle Public Schools Board of Directors and must be in effect before FEPP Levy proceeds may be invested in SPS. The term of this Partnership Agreement will be effective on the date of signature by both parties and will end on December 31, 2026, unless terminated earlier by mutual agreement or by law. Either the City or SPS may propose amendments to this Agreement consistent with The Plan, SPS’ Strategic Plan, and SPS’ Policies and Procedures. Amendments to the Partnership Agreement that are consistent with Ordinance 125604 and the Plan do not require Seattle City Council approval. Substantive amendments to the Partnership Agreement are subject to approval by the SPS Board of Directors, notwithstanding minor additions, deletions, and modifications.

Section 4. ADDITIONAL AGREEMENTS

Multiple agreements will collectively define the working relationship between Seattle Public Schools and the City. In addition to this overarching partnership agreement, SPS and the City will develop Project Agreements, a General Agency Agreement (GAA), and a Data Sharing Agreement (DSA) to further define the shared work:

- **Project Agreements.** Project Agreements are contracts that define the specific roles and responsibilities of each party for each project/scope of work funded by the FEPP Levy. Project Agreements are renegotiated annually, subject to mutual agreement and are approved according to Seattle School Board policy.
- **General Agency Agreement.** SPS and DEEL will negotiate a single GAA which will establish the general terms and conditions applicable to all Project Agreements. The GAA is a standard document that will be incorporated into each Project Agreement without further negotiation or amendment, provided that DEEL and SPS may mutually agree to amend the GAA from time to time.
- **Data Sharing Agreement.** The DSA will be a contract to share data according to certain terms and conditions described in more detail in Section 7. It will be negotiated annually and will describe the purpose and responsibilities of SPS and DEEL for the contract year with respect to data including funding.

Section 5. PRIORITIZED STUDENTS AND COMMUNITIES²

² As defined in Ordinance 125604

FEPP funding will prioritize programs that advance educational equity for historically-underserved groups including: African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugees and immigrants, homeless, English language learners, and LGBTQ students. [The City and SPS share a commitment to high quality, inclusive Early Learning environments for children with disabilities.](#)

Section 6. FEPP OUTCOMES

FEPP funds are intended to positively impact academic achievement, attain educational equity, and close opportunity gaps for historically underserved students through measurable improvements in students' academic proficiency and growth. SPS and DEEL share the commitment to advancing equity as currently defined in SPS' Strategic Plan and Six Signature Strategies, and as a stated value for DEEL, which recognizes that different circumstances require different approaches, allocations of resources, or other considerations to yield equal outcomes.

DEEL and SPS agree that FEPP investments will yield results for Seattle students, improve program quality, promote system alignments, and measurably improve:

Access to Equitable Educational Opportunities. Accomplished through multiple investment approaches including expanded learning³ and academic supports, college and career readiness programming, tuition subsidies, and facilities development.

High-Quality Learning Environments. Accomplished through multiple investment approaches including professional development, capacity building among partner organizations, academic interventions, educator diversity, and culturally-responsive practices.

Student and Family Supports. Accomplished through multiple investment approaches including student health services, family engagement, and whole child supports.

Expected outcomes, strategies to achieve those outcomes, and performance targets will be defined annually in Project Agreements and the Data Sharing Agreement. Measurement tools to assess child and youth outcomes will include assessments selected for use in the Seattle Preschool Program and for K-12, Washington state assessments, and assessments adopted by SPS.

Section 7. DATA

SPS and DEEL have a shared interest in using actionable data that supports accountability for preschool through post-secondary investments and continuous learning. Data sharing between the SPS and DEEL is subject to all state and federal laws including FERPA⁴. The DSA will specify data elements, formats, data security and privacy requirements, and frequency for reporting.

³ Expanded learning opportunities are defined as learning opportunities provided by schools and CBOs (that) create enriching experiences for youth after school and in the summer with activities that complement and support classroom-based instruction. *Expanded Learning Opportunities Guide. Toolkit for School Districts in Washington, 2017. Expanded Learning Opportunities Council. (Established in 2014 under Second Substitute Senate Bill 6163.)*

⁴ Family Educational Rights and Privacy Act of 1974

Data organized at the individual student level will support the interests of SPS and DEEL in monitoring student program participation, tracking targets and outcomes, informing course corrections, evaluating programs, communicating progress, and sharing challenges and achievements.

Shared data priorities include:

- Student demographics and characteristics, including SPS student identification numbers and special education status
- Self-perception and school climate data
- Attendance and mobility
- Preschool assessments
- K-12 academic assessments and academic achievement
- English proficiency
- Disciplinary actions
- College and career readiness
- High school graduation
- Post-secondary persistence and completion
- Educator diversity
- Student perception of program effectiveness/importance
- Program impact on student achievement
- Program effectiveness
- Equitable access
- Program inclusiveness
- Gains in equity and achievement trends disaggregated among racial and ethnic groups

SPS and DEEL commit to accountability by collecting and analyzing student information and investment results over time, and facilitating dissemination and utilization of data across stakeholders, including community partners, families, and students. DEEL intends to complete comprehensive and longitudinal analyses across all FEPP investments requiring that students be identified and consistently linked from preschool, through K-12, and Seattle Promise.

Section 8. FEPP IMPLEMENTATION AND EVALUATION PLAN

DEEL engaged representatives from SPS, whose input was integral to the process, along with other stakeholders – including Seattle Colleges; other City departments; students, families and historically underserved communities; community-based organizations (CBOs); Public Health – Seattle & King County (PHSKC); and others – in the creation of the FEPP Implementation and Evaluation Plan (The Plan).

The Plan sets forth priority criteria and outcomes by which FEPP education-support services will be selected and evaluated, the process and schedule by which DEEL will select and contract with partners to provide services, and the evaluation methodology to measure both individual investments and overall impacts of FEPP investments. FEPP funds will be spent only in accordance with The Plan and Project Agreements.

Section 9. EDUCATION-SUPPORT SERVICES⁵

SPS central office staff, in collaboration with building principals, will provide leadership to implement the [following](#) four categories of FEPP Education-Support Projects and achieve Levy outcomes:

Preschool and Early Learning. Major program elements are intended to increase children’s kindergarten readiness and may include: financial support for preschool and child care tuition, support for early learning infrastructure development and quality teaching, and comprehensive supports to meet the needs of children in preschool classrooms.

The Seattle Preschool Program (SPP) seeks to establish strong collaboration and alignment among the city’s early learning providers, including SPS, community-based organizations, and family child care providers. DEEL will support SPS efforts to assure alignment of SPP and other SPS early learning programs with the elementary grades in Seattle Public Schools, and SPS will partner with DEEL and community-based early learning providers in strengthening the P-5 continuum across Seattle.

Since 2015, SPS has provided high-quality early learning programs through SPP, and since 2017 has provided SPP Plus serving young children needing special education supports. SPS and DEEL will continue to work collaboratively on educational support services for children receiving special education services by strengthening the SPP Plus model, increasing the number of sites, and expanding the continuum of services for students with disabilities in inclusive settings; subject to capacity, space, and funding, and SPS’ legal obligations. Seattle Public Schools is responsible for providing free and appropriate public education to students with disabilities. The Seattle Preschool Program will make necessary program adjustments for SPS to comply with federal and state law applicable to serving students with disabilities.

As outlined in The Plan, the City and SPS will annually negotiate the number of SPP and SPP Plus classrooms that SPS will manage. Prior to making annual awards to SPP providers that are housed in Seattle Public Schools buildings, SPS will communicate with DEEL regarding building capacity projections. Similarly, as decisions are made on the continuation of community alignment agreements with community-based organizations, SPS will inform DEEL of potential displacements. These communications will occur each year in January.

To achieve stated outcomes, SPS and DEEL commit to consistent communication and collaboration between their organizations, among school staff, and across community partners and stakeholders. SPS will ensure designated staff lead the efforts to implement FEPP-funded programs within school buildings, and SPS leaders will seek input from DEEL as SPS pursues the goals of FEPP Levy investments. Similarly, DEEL will seek input from SPS on DEEL’s work specific to SPS’ role in the FEPP Levy.

K-12 School and Community-Based Investments. Major program elements are intended to increase students’ achievement of education milestones and address opportunity and

⁵ Section 6 of Ordinance 125604 defines the education-support services that frame this partnership agreement.

achievement gaps across English/Language Arts, Math, and Science, as well as social, emotional, behavioral, and college and career readiness domains. Program elements may include: expanded learning opportunities; out-of-school and summer learning; academic tutoring, mentoring and case management; social, emotional and behavioral skill building; culturally responsive programming and family engagement activities; college and job readiness activities and college admissions supports; job exploration activities; advising and guidance related to college and career, and efforts to advance diversity among the educator workforce.

To achieve stated outcomes, FEPP K-12 and community-based investments will require collaboration within SPS, between SPS and DEEL, and between SPS and community-based organizations. Collaboration will focus on achieving positive outcomes for students, maximizing resources, and assuring alignment along the continuum of elementary, middle, and high schools, and into post-secondary opportunities, including Seattle Promise. SPS central office leadership and school principals will lead efforts focused on successful transitions from preschool through post-secondary. School principals will collaborate with or oversee FEPP-funded programs delivered within their buildings by school staff and community-based organizations in order to achieve positive results.

SPS and DEEL commit to consistent communication between their organizations, among school staff, and across community partners and stakeholders. SPS leaders will seek input from DEEL as SPS pursues the goals of FEPP investments. Similarly, DEEL will seek input from SPS on DEEL's work specific to the FEPP Levy.

K-12 School Health. Major program elements are intended to provide safe, age-appropriate, culturally-responsive care to help children be healthy and ready to learn and may include but are not limited to: comprehensive primary medical care, mental health care, care coordination, connection to community supports, outreach, and health education.

SPS will collaborate with PHSKC and DEEL to support PHSKC's implementation of comprehensive medical and mental health services through school-based health centers in SPS school buildings over the course of the FEPP Levy.

Seattle Promise. Major program elements are intended to increase student access to post-secondary and job training opportunities and may include, but are not limited to: academic preparation, post-secondary success coaches, readiness academies, outreach, onboarding, advising, the equivalent of up to two years of financial support for tuition, and equity scholarship support.

To achieve the goals of Seattle Promise, SPS and DEEL commit to consistent communication and collaboration between organizations, among school staff, across community partners and stakeholders, and with Seattle Colleges. SPS, working in partnership with DEEL and Seattle Colleges, will strive for a shared definition and approach to college and career readiness, inform Seattle Promise implementation, and promotion of college and career readiness for students in Seattle Public Schools. DEEL will seek input from SPS on DEEL's work specific to FEPP investments in Seattle Promise as they relate to SPS.

Section 10. CONTRACTING PROCESS

DEEL will partner with SPS to identify the highest need students, schools, and communities and will invest in programs that develop and implement detailed work plans to effectively use FEPP funding to serve historically-underserved students and achieve FEPP Levy intended outcomes.

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⁶ Per [City of Seattle Ordinance 125604](#)

achieve to their highest levels. It is in our shared interest to support students during their academic journeys in Seattle Public Schools, and in their college, career, and life pursuits upon graduation. Through partnership on the FEPP Levy, SPS and DEEL will:

Maximize Communication and Improve Collaboration. Representatives from the City and SPS will communicate and collaborate to assure successful implementation of FEPP-funded programs by participating in multiple forums including monthly partnership meetings among the City Mayor, Seattle Public Schools Superintendent, and DEEL Director, of which every third month (quarterly) will include Seattle Colleges’ Chancellor; monthly Levy Oversight Committee meetings; and regular meetings of Seattle Promise partners, which also includes Seattle Colleges and key community stakeholders.

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Indirect funds on all FEPP investments will be capped at 9.8% with the exception of SPP which will be capped at 13.83%.

FEPP will invest funding to cover SPS staffing costs (budget, accounting, contracts, grants) associated with FEPP programming. In addition, one FTE providing direct 100% support to FEPP-funded programming will be invested.

These investments will adhere to the implementation principle that, FEPP proceeds are supplemental and complementary to existing public funding structures and services and FEPP funding is never used to supplant existing public funding.

SIGNATURES:

CITY OF SEATTLE

SEATTLE SCHOOL DISTRICT NO. 1

BY: _____
Mayor Jenny Durkan

By: _____
Superintendent Denise Juneau

Date

Date

Approved by Seattle City Council
on: _____

Approved by Seattle School Board
on: _____

City of Seattle & Seattle School District No. 1 PARTNERSHIP AGREEMENT

In Support of the Families, Education, Preschool, & Promise Levy



This Partnership Agreement is entered into by the City of Seattle and Seattle School District No. 1 (“Seattle Public Schools” or “SPS”) for the purpose of outlining roles and responsibilities with respect to the City of Seattle Families, Education, Preschool, and Promise Levy.

Section 1. THE FAMILIES, EDUCATION, PRESCHOOL, AND PROMISE LEVY

In November 2018, Seattle voters approved the Families, Education, Preschool, and Promise Levy (FEPP Levy)¹ to invest property tax revenues to provide education support services through the City of Seattle and its partners – Seattle Public Schools (SPS), Seattle Colleges, Public Health – Seattle & King County, and community-based organizations – to work collectively and collaboratively with a Levy Oversight Committee to provide Seattle students and families with:

- Access to, and services across, a continuum beginning with high-quality early learning services that prepare children for success in kindergarten;
- Physical and mental health services that support learning;
- College- and job-readiness experiences that promote high school graduation; and
- Post-secondary opportunities that promote attainment of a certificate, credential, or degree.

Section 2. PARTNERSHIP STATEMENT: CITY OF SEATTLE AND SEATTLE PUBLIC SCHOOLS

The City of Seattle (the City) and Seattle Public Schools share a commitment to ensure that all students graduate high school prepared for college, career, and life. Seattle Public Schools is the Local Education Agency (LEA) in the City of Seattle. As the LEA, SPS serves as the lead education institution providing high quality learning experiences for students and has demonstrated expertise in utilizing best practices for early learning, K-12, and college and career readiness. Through the FEPP Levy, the City and SPS have a unique opportunity to continue the legacy that began with the first Families and Education Levy in 1990. The FEPP Levy marks a new era for SPS and the City that extends to the crucial early learning years before children enter kindergarten and sustains students’ progress into post-secondary opportunities that will provide skills and access to participate in Seattle’s vibrant economy.

Working together, the City, acting primarily through the Department of Education and Early Learning (DEEL), and SPS will pursue the priorities identified in the FEPP Ordinance:

- Invest in Seattle children, students, families, and communities who have been historically underserved to increase access to educational opportunities across the education continuum.

¹ Per City of Seattle Ordinance 125604

- Assure data-driven and outcomes-based decision making.
- Implement or continue evidence-based strategies and promising practices to improve program quality and achieve equity in educational outcomes.
- Provide access to capacity-building opportunities among partner organizations for historically-underserved Seattle communities to improve program instruction, quality, and infrastructure.

Section 3. TERM

This Partnership Agreement will be approved by Seattle City Council resolution and Seattle Public Schools Board of Directors and must be in effect before FEPP Levy proceeds may be invested in SPS. The term of this Partnership Agreement will be effective on the date of signature by both parties and will end on December 31, 2026, unless terminated earlier by mutual agreement or by law. Either the City or SPS may propose amendments to this Agreement consistent with The Plan, SPS' Strategic Plan, and SPS' Policies and Procedures. Amendments to the Partnership Agreement that are consistent with Ordinance 125604 and the Plan do not require Seattle City Council approval. Substantive amendments to the Partnership Agreement are subject to approval by the SPS Board of Directors, notwithstanding minor additions, deletions, and modifications.

Section 4. ADDITIONAL AGREEMENTS

Multiple agreements will collectively define the working relationship between Seattle Public Schools and the City. In addition to this overarching partnership agreement, SPS and the City will develop Project Agreements, a General Agency Agreement (GAA), and a Data Sharing Agreement (DSA) to further define the shared work:

- **Project Agreements.** Project Agreements are contracts that define the specific roles and responsibilities of each party for each project/scope of work funded by the FEPP Levy. Project Agreements are renegotiated annually, subject to mutual agreement and are approved according to Seattle School Board policy.
- **General Agency Agreement.** SPS and DEEL will negotiate a single GAA which will establish the general terms and conditions applicable to all Project Agreements. The GAA is a standard document that will be incorporated into each Project Agreement without further negotiation or amendment, provided that DEEL and SPS may mutually agree to amend the GAA from time to time.
- **Data Sharing Agreement.** The DSA will be a contract to share data according to certain terms and conditions described in more detail in Section 7. It will be negotiated annually and will describe the purpose and responsibilities of SPS and DEEL for the contract year with respect to data including funding.

Section 5. PRIORITIZED STUDENTS AND COMMUNITIES²

FEPP funding will prioritize programs that advance educational equity for historically-underserved groups including: African American/Black, Hispanic/Latino, Native American, Pacific Islander,

² As defined in Ordinance 125604

underserved Asian populations, other students of color, refugees and immigrants, homeless, English language learners, and LGBTQ students. The City and SPS share a commitment to high quality, inclusive Early Learning environments for children with disabilities.

Section 6. FEPP OUTCOMES

FEPP funds are intended to positively impact academic achievement, attain educational equity, and close opportunity gaps for historically underserved students through measurable improvements in students' academic proficiency and growth. SPS and DEEL share the commitment to advancing equity as currently defined in SPS' Strategic Plan and Six Signature Strategies, and as a stated value for DEEL, which recognizes that different circumstances require different approaches, allocations of resources, or other considerations to yield equal outcomes.

DEEL and SPS agree that FEPP investments will yield results for Seattle students, improve program quality, promote system alignments, and measurably improve:

Access to Equitable Educational Opportunities. Accomplished through multiple investment approaches including expanded learning³ and academic supports, college and career readiness programming, tuition subsidies, and facilities development.

High-Quality Learning Environments. Accomplished through multiple investment approaches including professional development, capacity building among partner organizations, academic interventions, educator diversity, and culturally-responsive practices.

Student and Family Supports. Accomplished through multiple investment approaches including student health services, family engagement, and whole child supports.

Expected outcomes, strategies to achieve those outcomes, and performance targets will be defined annually in Project Agreements and the Data Sharing Agreement. Measurement tools to assess child and youth outcomes will include assessments selected for use in the Seattle Preschool Program and for K-12, Washington state assessments, and assessments adopted by SPS.

Section 7. DATA

SPS and DEEL have a shared interest in using actionable data that supports accountability for preschool through post-secondary investments and continuous learning. Data sharing between the SPS and DEEL is subject to all state and federal laws including FERPA⁴. The DSA will specify data elements, formats, data security and privacy requirements, and frequency for reporting.

³ Expanded learning opportunities are defined as learning opportunities provided by schools and CBOs (that) create enriching experiences for youth after school and in the summer with activities that complement and support classroom-based instruction. *Expanded Learning Opportunities Guide. Toolkit for School Districts in Washington, 2017. Expanded Learning Opportunities Council. (Established in 2014 under Second Substitute Senate Bill 6163.)*

⁴ Family Educational Rights and Privacy Act of 1974

Data organized at the individual student level will support the interests of SPS and DEEL in monitoring student program participation, tracking targets and outcomes, informing course corrections, evaluating programs, communicating progress, and sharing challenges and achievements.

Shared data priorities include:

- Student demographics and characteristics, including SPS student identification numbers and special education status
- Self-perception and school climate data
- Attendance and mobility
- Preschool assessments
- K-12 academic assessments and academic achievement
- English proficiency
- Disciplinary actions
- College and career readiness
- High school graduation
- Post-secondary persistence and completion
- Educator diversity
- Student perception of program effectiveness/importance
- Program impact on student achievement
- Program effectiveness
- Equitable access
- Program inclusiveness
- Gains in equity and achievement trends disaggregated among racial and ethnic groups

SPS and DEEL commit to accountability by collecting and analyzing student information and investment results over time, and facilitating dissemination and utilization of data across stakeholders, including community partners, families, and students. DEEL intends to complete comprehensive and longitudinal analyses across all FEPP investments requiring that students be identified and consistently linked from preschool, through K-12, and Seattle Promise.

Section 8. FEPP IMPLEMENTATION AND EVALUATION PLAN

DEEL engaged representatives from SPS, whose input was integral to the process, along with other stakeholders – including Seattle Colleges; other City departments; students, families and historically underserved communities; community-based organizations (CBOs); Public Health – Seattle & King County (PHSKC); and others – in the creation of the FEPP Implementation and Evaluation Plan (The Plan).

The Plan sets forth priority criteria and outcomes by which FEPP education-support services will be selected and evaluated, the process and schedule by which DEEL will select and contract with partners to provide services, and the evaluation methodology to measure both individual investments and overall impacts of FEPP investments. FEPP funds will be spent only in accordance with The Plan and Project Agreements.

Section 9. EDUCATION-SUPPORT SERVICES⁵

SPS central office staff, in collaboration with building principals, will provide leadership to implement the following four categories of FEPP Education-Support Projects and achieve Levy outcomes:

Preschool and Early Learning. Major program elements are intended to increase children’s kindergarten readiness and may include: financial support for preschool and child care tuition, support for early learning infrastructure development and quality teaching, and comprehensive supports to meet the needs of children in preschool classrooms.

The Seattle Preschool Program (SPP) seeks to establish strong collaboration and alignment among the city’s early learning providers, including SPS, community-based organizations, and family child care providers. DEEL will support SPS efforts to assure alignment of SPP and other SPS early learning programs with the elementary grades in Seattle Public Schools, and SPS will partner with DEEL and community-based early learning providers in strengthening the P-5 continuum across Seattle.

Since 2015, SPS has provided high-quality early learning programs through SPP, and since 2017 has provided SPP Plus serving young children needing special education supports. SPS and DEEL will continue to work collaboratively on educational support services for children receiving special education services by strengthening the SPP Plus model, increasing the number of sites, and expanding the continuum of services for students with disabilities in inclusive settings; subject to capacity, space, and funding, and SPS’ legal obligations. Seattle Public Schools is responsible for providing free and appropriate public education to students with disabilities. The Seattle Preschool Program will make necessary program adjustments for SPS to comply with federal and state law applicable to serving students with disabilities.

As outlined in The Plan, the City and SPS will annually negotiate the number of SPP and SPP Plus classrooms that SPS will manage. Prior to making annual awards to SPP providers that are housed in Seattle Public Schools buildings, SPS will communicate with DEEL regarding building capacity projections. Similarly, as decisions are made on the continuation of community alignment agreements with community-based organizations, SPS will inform DEEL of potential displacements. These communications will occur each year in January.

To achieve stated outcomes, SPS and DEEL commit to consistent communication and collaboration between their organizations, among school staff, and across community partners and stakeholders. SPS will ensure designated staff lead the efforts to implement FEPP-funded programs within school buildings, and SPS leaders will seek input from DEEL as SPS pursues the goals of FEPP Levy investments. Similarly, DEEL will seek input from SPS on DEEL’s work specific to SPS’ role in the FEPP Levy.

K-12 School and Community-Based Investments. Major program elements are intended to increase students’ achievement of education milestones and address opportunity and

⁵ Section 6 of Ordinance 125604 defines the education-support services that frame this partnership agreement.

achievement gaps across English/Language Arts, Math, and Science, as well as social, emotional, behavioral, and college and career readiness domains. Program elements may include: expanded learning opportunities; out-of-school and summer learning; academic tutoring, mentoring and case management; social, emotional and behavioral skill building; culturally responsive programming and family engagement activities; college and job readiness activities and college admissions supports; job exploration activities; advising and guidance related to college and career, and efforts to advance diversity among the educator workforce.

To achieve stated outcomes, FEPP K-12 and community-based investments will require collaboration within SPS, between SPS and DEEL, and between SPS and community-based organizations. Collaboration will focus on achieving positive outcomes for students, maximizing resources, and assuring alignment along the continuum of elementary, middle, and high schools, and into post-secondary opportunities, including Seattle Promise. SPS central office leadership and school principals will lead efforts focused on successful transitions from preschool through post-secondary. School principals will collaborate with or oversee FEPP-funded programs delivered within their buildings by school staff and community-based organizations in order to achieve positive results.

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K-12 School Health. Major program elements are intended to provide safe, age-appropriate, culturally-responsive care to help children be healthy and ready to learn and may include but are not limited to: comprehensive primary medical care, mental health care, care coordination, connection to community supports, outreach, and health education.

SPS will collaborate with PHSKC and DEEL to support PHSKC's implementation of comprehensive medical and mental health services through school-based health centers in SPS school buildings over the course of the FEPP Levy.

Seattle Promise. Major program elements are intended to increase student access to post-secondary and job training opportunities and may include, but are not limited to: academic preparation, post-secondary success coaches, readiness academies, outreach, onboarding, advising, the equivalent of up to two years of financial support for tuition, and equity scholarship support.

To achieve the goals of Seattle Promise, SPS and DEEL commit to consistent communication and collaboration between organizations, among school staff, across community partners and stakeholders, and with Seattle Colleges. SPS, working in partnership with DEEL and Seattle Colleges, will strive for a shared definition and approach to college and career readiness, inform Seattle Promise implementation, and promotion of college and career readiness for students in Seattle Public Schools. DEEL will seek input from SPS on DEEL's work specific to FEPP investments in Seattle Promise as they relate to SPS.

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SEATTLE SCHOOL DISTRICT NO. 1

BY: _____
Mayor Jenny Durkan

By: _____
Superintendent Denise Juneau

Date

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