#4
Res. 31385

RESOLUTION 31385

A RESOLUTION relating to the 2011 Families and Education Levy; approving a partnership agreement between the City of Seattle and Seattle School District No. 1, as required by Ordinance 123567.

WHEREAS, by Ordinance 123567, the City of Seattle (City) placed before voters a proposition, commonly known as the Families and Education Levy, to authorize the City to levy regular property taxes for up to seven years in excess of the 101% limitation and any other limitation on levies in Chapter 84.55 RCW; and

WHEREAS, on November 8, 2011, the City's voters approved the Families and Education Levy which provides Seattle School District No. 1 (District) students, Seattle youth, and their families with Education-Support Services designed to improve academic achievement; and;

WHEREAS, Section 10 of Ordinance 123567 requires a Partnership Agreement ("the Partnership Agreement") be developed by the District and City establishing the roles and responsibilities of the City and the District in developing the Implementation and Evaluation Plan, implementing Education-Support Services, achieving the Levy outcomes, and working collaboratively toward better results for children and youth; and

WHEREAS, the Partnership Agreement, to be effective, must be approved by the City Council and the District Board of Directors; and

WHEREAS, Section 10 of Ordinance 123567 further states that Levy proceeds may be spent on District programs or functions only in accordance with an effective Partnership Agreement; and

WHEREAS, Section 7 of Ordinance 123567 establishes a 12 member Levy Oversight Committee comprised of the Mayor, Chair of the City Council's committee with oversight of education issues, the Superintendent of the District, a member of the District Board of Directors, and 8 citizens; and

WHEREAS, Section 7 of Ordinance 123567 requires that the Executive seek the recommendation of the Levy Oversight Committee prior to submitting the Partnership Agreement to the City Council; and

WHEREAS, the Levy Oversight Committee has reviewed the proposed Partnership Agreement and recommends its adoption; and

WHEREAS, collaboration between the City and the District is critically important to improving the academic achievement of Seattle's youth;

NOW THEREFORE,

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

Section 1. The City of Seattle and Seattle School District No. 1 Partnership Agreement attached as Attachment 1 to this resolution is approved, as required by Section 10 of Ordinance 123567.

Adopted by the City Council the _____ day of _____, 2012, and signed by me in open session in authentication of its adoption this _____ day of _____, 2012.

_____
President _____ of the City Council

THE MAYOR CONCURRING:

_____
Mayor

Filed by me this _____ day of _____, 2012.

_____
City Clerk

(Seal)

Attachment 1: City of Seattle and Seattle School District No. 1 Partnership Agreement

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Attachment 1
City of Seattle and Seattle School District No. 1 Partnership Agreement

Background

On March 28, 2011, the Seattle City Council passed Ordinance123567 which authorized the 2011 Families and Education Levy (FEL) to be placed before voters as a ballot measure. Section 10 of this ordinance requires that before any FEL funds can be expended for Seattle School District No. 1 (District) programs, the City of Seattle (City) and the District must have an effective Partnership Agreement that has been approved by both the Seattle City Council and the District's Board of Directors.

Preamble

We, the City and the District, want all students to graduate from high school ready for college, career and life. This result can be obtained only if we increase the number of children getting ready for school, achieving academically once in school and staying in school through graduation, and if we provide those students with the skills they need to be successful in their post-secondary endeavors. Our shared belief is that these goals can be achieved if the City and the District sincerely collaborate, working together in good faith to align their programs, and to carry out the principles, roles and responsibilities outlined in this Agreement to achieve the aforementioned results.

We affirm this collaboration not just at the level of governance but in the neighborhoods and schools where our children live and learn. The core academic offerings in every school must be of the highest quality, as must any student support services, health or after-school programs. All must be held to the highest standard of effectiveness, for what is at stake is nothing short of the future well-being of the current generation of Seattle's children.

Results

The City and the District agree that all FEL funds will be invested, to the maximum extent possible, in the outcomes that are intended for children in Seattle. The City and the District have defined three city-wide outcomes that are intended from the investment of FEL proceeds:

- **School Readiness**
- **Academic Achievement and Reduction of the Academic Achievement Gap**
- **College and Career Readiness**

Progress toward these outcomes will be tracked using the following measures, or their replacements, should they be changed during the term of this agreement:

- School Readiness – the results of curriculum-embedded assessments as adopted by the Seattle Early Education Collaborative (SEEC) and the Washington Kindergarten Inventory of Developing Skills (WaKIDS) will be used to determine school readiness.
- Academic Achievement and Reduction of the Academic Achievement Gap – the Measurements of Student Progress (MSP), High School Proficiency Exam (HSPE), and End-

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of-Course (EOC) Exams will be used for assessing grade level skills, and the Measures of Academic Progress (MAP) will be used for student growth.

- College and Career Readiness – completion of the Washington State minimum requirements for enrolling in a four-year college or successful completion of a Career and Technical Education program, along with on-time graduation, will be used to measure college and career readiness.

To achieve the above outcomes, clear numeric targets will be set for each FEL program by the Office for Education following review and recommendations from the Levy Oversight Committee. In their annual contracting process, the City and the District will stipulate indicators to measure progress in meeting targets. These indicators include, but are not limited to:

- Washington English Language Proficiency Assessment (WELPA) results
- English language learners time in program based on their placement level
- Reductions in the academic achievement gap
- Students progressing on-time to the next grade level
- Trends in key health indicators that impact academic performance, including chronic conditions and immunizations
- Students improving attendance
- Students passing courses

The City and the District share a commitment to the three overarching Levy outcomes and to making continuous program improvements to assure the greatest possible results for Seattle students. We also share a commitment to tracking indicators to verify progress toward targets as the key tool of program evaluation. The partners will regularly review progress toward targets and make mid-course revisions as needed. Targets will be updated annually based on results. To the greatest extent possible, the City and the District will align outcome targets for FEL investments with the District's strategic plan and the Road Map Project, the regional effort aimed at doubling the number of students in South Seattle and King County who are on track to graduate from college or earn a career credential by 2020.

Principles, Roles and Responsibilities

The City and the District agree to the following principles, roles and responsibilities that will direct our work toward accomplishment of the **School Readiness, Academic Achievement and Reduction of the Academic Achievement Gap, and College and Career Readiness** outcomes:

- The City will develop an Implementation and Evaluation Plan for Levy investments, consistent with Section 8 of Ordinance 123567. The District will review and provide input to the Plan prior to the Executive forwarding it to the City Council for approval. Amendments to the plan, if any, will be reviewed by the City and District prior to submittal for City Council approval.

- Levy investments will be awarded based on the measurable outcomes, methodology, and criteria adopted in the Levy Implementation and Evaluation Plan that was approved by City Council via Ordinance 123834 and investments will be measured against result targets.

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- Levy investments will not be used to supplant state or District funds and are to be used only for purposes allowed under Ordinance 123567. Specific uses of Levy investments will be detailed in contracts and funding agreements.
- The Levy funds will be invested in programs that are intended to positively impact academic achievement for all students, while focusing on high-need students experiencing significant barriers to learning—in particular, low-income students, limited English-speaking students, refugee/immigrant populations, and other groups of students who are disproportionately achieving at lower levels.
- Schools with the highest numbers and/or percentages of low-performing students will receive preference for Levy investments, consistent with the outcome funding framework.
- The City will invest in individual schools that develop and implement plans to make the most effective use of Levy investments for students who are struggling academically. School leadership will be responsible for ensuring that Levy investments are supported by strong instructional practices, and that progress is being made toward agreed-upon targets.
- Levy school investments may be used to support extended learning time, out-of-school time, social/emotional/behavioral/family support, summer learning, and college/career readiness.
- Levy investments will be made in programs most likely to achieve results. To the extent feasible, evidence-based programs or programs that replicate best practices that have proven or show promise of results will be priorities for funding.
- The District will use Medicaid Match funds generated by the Family Support program to augment the Levy investment.
- To further culturally relevant and culturally competent services, the Levy will facilitate partnerships between community-based organizations and schools.
- The City and District will seek ways to involve the community, including businesses, parents, community organizations and citizens, to increase academic results for students.
- The City and District will seek opportunities to increase the effectiveness of Levy investments by leveraging outside support, activities and resources in a coordinated and collaborative manner.
- The District and City are developing a separate data-sharing agreement that will specify the data elements, formats and frequency for results reporting. The District will provide student data from the District's central database in accordance with the data-sharing agreement and the Family Educational Rights and Privacy Act (FERPA). The data will be sufficient in both content and frequency to verify progress toward results for all Levy investments.
- The City will analyze data on progress toward results. Reports will be produced by the City twice each year. Schools that continue to make progress in meeting agreed-upon targets will annually receive Levy investments unless changes in school demographics or other circumstances alter the need for Levy funds or capacity of the school to apply them. Schools and investments that fail to achieve targets will be given opportunities for course corrections and improvements. Should these course corrections fail to result in the achievement of targets, Levy investments will be redirected to approaches more likely to produce results.

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- In support of the City's results reporting deadlines and requirements, the District will provide the City with comprehensive student performance data organized at the individual student level with appropriate confidentiality safeguards. To the extent practical within the confines of confidentiality safeguards, data provided will include, but not be limited to: demographic information; student mobility and student attendance data; academic assessment and academic achievement data; English language proficiency data; and, disciplinary and behavior data.
- All Levy programs are focused on student academic achievement and are aligned with the mission and goals of Seattle Public Schools. In order to achieve the intended results, Levy service providers need real-time access to student academic data such as attendance, classroom performance, and test scores. The District and the City will reduce barriers to the extent possible so that Levy-funded organizations have access to individual academic and attendance data on a weekly or daily basis.
- The District's Community Alignment Initiative provides access to District facilities for programs that support student academic achievement. As long as Levy-funded programs continue to meet the Initiative's goals and processes, they may use District facilities, to the extent such facilities are available, on the same terms as are in effect and applicable to all other Initiative partners on school days, school breaks, and during the summer, from 7:00 AM to 6:00 PM, Monday through Friday.
- The District will notify the City in advance of any District reorganizations, layoffs, or displacements affecting Levy-funded programs. The City recognizes that this information may be confidential and will not release such information without District approval.
- The City and District will negotiate payment with Levy funds of administrative and program costs incurred by the District through individual contracts for each specific program.
- In coordination with the Seattle Education Association, the District will use its flexibility and waiver authority to allow for extended school days and/or school years, to ensure personnel stability of key staff implementing Levy-funded programs, and to apply supplemental curricula to help achieve the intended results of Levy investments.

Critical Partnership Elements for Each Investment Area

The following summarize elements that are critical to the partnership in each Levy investment area. Details specific to program implementation will be included in contracts negotiated between the City and the District for each specific program. The contracts will reflect the principles, roles and responsibilities agreed to above.

Early Learning:

- Seattle School District kindergarten teachers in Levy-funded Innovation Schools will use the WaKIDS assessment for incoming Seattle Early Education Collaborative (SEEC) children. Levy funds may not be used to supplant funding of this assessment from other sources including the State, the District, or other grant sources.
- The City and District will identify schools that are viable sites for Early Learning investments. School-based Early Learning providers will be included within the parameters of the District's Community Alignment Initiative.

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- The City and District will collaboratively implement a pre-school to 3rd grade system that aligns assessments, curricula, professional development and information sharing to ensure children are fully supported during their early formative years.
- The District will assign student identification numbers to children participating in the SEEC preschool programs in order to allow the program's effectiveness to be measured by student achievement results over time.

Elementary Schools:

- Investments in Elementary School programs will be driven by the number of students not meeting academic standards. Schools with the highest numbers and/or percentages of low-performing students will receive preference for Levy investments, consistent with the outcome funding framework.
- Family Support services will be integrated into the Elementary School Levy investments. Family Support services will be focused on high-need students – especially those struggling academically – and their families within each school.
- In order to coordinate services to elementary school students to support academic achievement, the City and District will plan investments in collaboration with the building principal, using data to make decisions about which evidence-based programs can meet specific student needs.
- The City and District will seek additional funding and in-kind services to help support Elementary School programs.

Middle Schools:

- Investments in Levy funded middle school innovation sites will be driven by the number of students not meeting academic standards. Schools with the highest numbers and/or percentages of low-performing students will receive preference for Levy investments, consistent with the outcome funding framework.
- Investments in middle schools that are not Levy funded sites will be driven by the number of students at highest academic risk at their schools and will receive funding based on the plans that yield the greatest results.
- In order to coordinate services to middle school students to support academic achievement, the City and District will plan investments in collaboration with the building principal, using data to make decisions about which evidence-based programs can meet specific student needs.
- The City and District will seek additional funding and in-kind services to help support middle school investments.
- The District and the City will work to create a culture in Levy-funded middle schools that supports planning for success after high school graduation. This includes instructional time devoted to post-secondary preparation and success, and helping students choose academic work that will support post-secondary success.

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High Schools:

- Investments in Levy funded high school innovation sites will be driven by the number of students not meeting academic standards. Schools with the highest numbers and/or percentages of low-performing students will receive preference for Levy investments, consistent with the outcome funding framework.
- In order to coordinate services for high school students to support academic achievement, the City and District will plan investments in collaboration with the building principal, using data to make decisions about which evidence-based programs can meet specific student needs.
- The City and District will seek additional funding and in-kind services to help support high school investments.
- The District and the City will create a culture in Levy-funded high schools that supports success after high school graduation for all students. This includes providing instructional time devoted to post-secondary preparation and success; helping students choose academic work that will support post-secondary success; and ensuring high school students develop a plan and an intentional pathway of college and career readiness.
- The District and the City will jointly implement a college assessment process to be administered in Levy-funded high school and used to better prepare students for post-secondary success.

Student Health Services:

- The District will consult with the City on District school-based health support, including school nurse responsibilities and the allocation of school nurses to schools with school-based health centers.
- School nurses and other agreed-upon District school-based health supports are available to all students in schools, and their services are intended to contribute to the accomplishment of the student health services performance targets.
- Program staff in elementary, middle and high schools receiving Levy investments will actively collaborate with student health providers that are co-located in schools. Requests for investments from schools should reflect this collaboration when appropriate.
- School-based health center staff and school staff will collaboratively create and implement specific plans, focused on improving academic outcomes.
- The student health investment will support academic achievement through the following strategies:
    - School-based health centers
    - Interagency health services
    - Elementary health
    - Mental and oral health enhancements
    - School-based health support
- Student Health Services will be consistent with the School Board Policy 3410 and 3411

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- A separate memorandum of understanding between Public Health – Seattle & King County and Seattle Public Schools will describe collaboration and operating practices.

General Provisions:

- Unless otherwise amended, this Agreement shall be for the period commencing upon adoption by the Seattle City Council and the District's Board of Directors and ending on August 31, 2019.
- The City and District shall each act in good faith and shall carry out the terms of the Agreement as expeditiously as possible. The City's responsibilities will be carried out through the Office for Education.
- To be effective, this Agreement and any subsequent amendments must be authorized by a resolution adopted by the Seattle City Council and by a resolution adopted by the District's Board of Directors.
- Either the City or the District may propose amendments to this Agreement. Amendments requiring changes to the Implementation and Evaluation Plan will require approval by city ordinance.
- Formal notice of intent to propose a modification to the Agreement must be sent in writing by certified mail to (City representative) Director, Office for Education, 700 5th Ave. Suite 1700, PO Box 94649, Seattle, WA 98124-4649 or (School District representative) Assistant Superintendent for Teaching and Learning, MS 32-159, PO Box 34165, Seattle, WA 98124-1165.

Signatures:

CITY OF SEATTLE	SEATTLE SCHOOL DISTRICT
_____	_____
Mayor	Superintendent
_____	_____
Date	Date
Approved by City Council on: _____	Approved by Seattle School Board on: _____

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Form revised: December 6, 2011

FISCAL NOTE FOR NON-CAPITAL PROJECTS

Department:	Contact Person/Phone:	CBO Analyst/Phone:
Department of Neighborhoods/Office for Education	Donnie Grabowski 233-2603	Amanda Allen 684-8894

Legislation Title:
A RESOLUTION relating to the 2011 Families and Education Levy; approving a partnership agreement between the City of Seattle and the Seattle School District, as required by Ordinance 123567.

Summary of the Legislation:
This legislation approves a Families and Education Levy Partnership Agreement as required by Section 10 of Ordinance 123567. Ordinance 123567, which authorized a $231.6 million, 7-year education support services Levy package, directs that before any levy funds can be expended for School District programs, the City of Seattle and the Seattle School District must have an effective Partnership Agreement that has been approved by both the Seattle City Council and the Seattle School Board. The Partnership Agreement, attached to this Council Bill, affirms that all Levy funds will be invested to achieve Levy outcomes in 1) school readiness, 2) academic achievement and the reduction of the academic achievement gap, and 3) college and career readiness. It lists City and Seattle School District principles, roles, and responsibilities toward achieving these Levy outcomes and details critical partnership elements in each of the Levy's investment areas (early learning, elementary schools, middle schools, high schools, and student health services).

Background:
In November 2011, Seattle voters passed a $231.6 million levy lid lift to provide education support services for Seattle families and students to improve academic achievement in public schools. This is the fourth Families & Education Levy passed in the City of Seattle, and it substantially increases the overall funding available to support children and their families.

In 2012, the Families and Education Levy Implementation and Evaluation Plan (Plan) was approved via Ordinance 123834 in March 2012. The Office for Education (OFE) recently completed a Request for Qualifications (RFQ) process outlined in the Plan that identified and prequalified community partners who may then be selected by elementary, middle, and high schools to compete for Levy investments via a separate Request for Investment (RFI) process, currently underway. Early learning and several health programs will also conduct RFI processes later this spring. Following this process, OFE expects to begin contract negotiations for the 2012-2013 school year, the first school year funded by this Levy.

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Please check one of the following:

_X_ **This legislation does not have any financial implications.**
(Please skip to "Other Implications" section at the end of the document and answer questions a-h. Earlier sections that are left blank should be deleted. Please delete the instructions provided in parentheses at the end of each question.)

Other Implications:

a) **Does the legislation have indirect financial implications, or long-term implications?**
No, the legislation does not create any long-term or indirect obligations for City investments or programs that are not funded by the Levy.

b) **What is the financial cost of not implementing the legislation?**
By not implementing this legislation, the City will not be able to invest all of the funding available to support children and their families through the voter-approved Families & Education Levy passed in November 2011. Funds that are intended to be awarded to the School District would not be approved and Seattle's children who would have been served by District programs would not receive academic support services beginning in the 2012-2013 school year. Levy investments for other agencies including HSD and Public Health – King County/Seattle would continue.

c) **Does this legislation affect any departments besides the originating department?**
This legislation would affect Parks' and HSD's ability to award educational service contracts to the Seattle School District if Levy funding awarded through the RFI process is allocated to these departments and then further allocated to the Seattle School district to implement Levy programs.

d) **What are the possible alternatives to the legislation that could achieve the same or similar objectives?** Section 10 of Ordinance 123567 directs that there shall be a Partnership Agreement developed by the City and the Seattle School District before funds could be awarded for District programs and functions. If the Partnership Agreement is not approved, OFE would have to develop a new Implementation and Evaluation Plan that did not include the District. This would delay implementation of some programs, and would reduce the effectiveness of the Levy's investments.

e) **Is a public hearing required for this legislation?**
No.

f) **Is publication of notice with *The Daily Journal of Commerce* and/or *The Seattle Times* required for this legislation?**
No.

g) **Does this legislation affect a piece of property?**
No.

h) **Other Issues:**

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None.

List attachments to the fiscal note below:

None.

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None.

List attachments to the fiscal note below:

None.

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City of Seattle
Office of the Mayor

May 22, 2012

Honorable Sally J. Clark
President
Seattle City Council
City Hall, 2nd Floor

Dear Council President Clark:

I am transmitting the attached proposed Council Resolution that approves the Families and Education Levy (FEL) City/School District Partnership Agreement. Approval of this agreement will allow the Office for Education (OFE) to invest FEL funds in programs and functions of the Seattle School District. This is an important step in the Levy implementation process that will ensure that students begin to benefit from these targeted services in the 2012-13 school year.

Ordinance 123567, authorizing the FEL, requires that there be an effective Partnership Agreement between the City and the School District before investments can be made in District programs and functions. The agreement defines the principles, roles, and responsibilities of both parties to ensure collaboration in improving student academic achievement. To be successful, Levy investments must be supported by a strong instructional foundation; a commitment made by District through the Agreement along with the City's support to struggling students and schools. As required by Ordinance 123567, this proposed agreement has been reviewed by the Levy Oversight Committee which has recommended its approval. The agreement must be approved by the City Council and the Seattle School District Board in order to be in effect.

I am confident the 2011 Families and Education Levy will help make substantial gains in academic achievement for Seattle's students. The voters gave us a tremendous opportunity and responsibility when they voted to double the size of the Levy. We fully intend to live up to their high expectations. However, neither the City alone, through the FEL, nor the District in isolation, can make the gains expected of us. This Partnership Agreement is the embodiment of our commitment to working together for our children. Should you have questions, please contact Holly Miller, OFE Director, at 684-4508.

Sincerely,

Michael McGinn
Mayor of Seattle

cc: Honorable Members of the Seattle City Council

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