

League of Education Voters Foundation
2021-2022 Annual Report

Joenay wants to be a scientist



She loves butterflies & unicorns

Joenay, 1st grade



Andrew, 5th grade



Soliyana, 1st grade



Pasquale, 7th grade



Josiah, 4th grade

Letter from our CEO

Dear Community,

Lately, I have been thinking a lot about students. Students have had their lives turned upside down in the last two years. Mental health challenges have greatly increased. And of course, we know the burdens across the board are felt so much more keenly by students of color. Yet in these difficult times, students can teach us.

I have three young adults in my family, and I know I learn from them. I learn from my oldest in how she takes on the world and rights wrongs, much more than I did at her age. I learn from my middle child how incredibly hard she works, also harder than I did at her age. And I learn from my son because he has found a way to find joy in a strange college experience, in which he has spent most of his time online in Philadelphia. These qualities — changing the world, working hard, and being resilient — personify our students today.

We live in a time of great disagreement and silos in which we surround ourselves with folks who agree with us. Yet Gen Z, including students who are now in high school, has so much to teach us. They passionately embrace and live their values. They value work/life balance over just getting ahead. They are resilient, having survived many challenges as a generation. And they tend to be storytellers, having spent so much time taking in content online.

In our virtual event this fall, we will feature students who inspire us, whether it is by taking on the system or creating a new program for their schools. And we will honor these students at our event, The Power of Student Voice, held online on October 13th. You can register now at <https://bit.ly/2022virtualevent>.

We look forward to honoring students this fall and hope you can join us. LEV has been honoring, connecting, supporting, elevating, and LEARNING from students for 21 years. We thank each and every one of you who has been a part of this journey. Thank you for all you have done and continue to do as we work to create an educational system that is equitable for all students.

Thank you for your partnership.



Lauri Hennessey
Chief Executive Officer
League of Education Voters Foundation
and League of Education Voters

Letter from our Board Chair

At League of Education Voters, we value and prioritize creating authentic relationships with individuals, communities, and partners most impacted by inequities in our education system. It's an approach that I'm proud of, and I was honored to be elevated to the role of Board Chair for LEV in 2022.

The pandemic upended the lives of students. Almost every week I come across a report or an article that points to the toll in terms of academic learning loss and mental health impacts, and how these challenges are most acute for students in poverty and students of color. This time feels urgent for all of us at LEV, and as a Board and staff we are committed to making good on the calls for a "new normal" when it comes to our education system.

What might that new normal look like? At LEV, we believe that the perspective of students and their families should be at the center of answering that question. We will have a chance to hear from a few fantastic student leaders at our virtual event on October 13 about their ideas and vision for reimagining our education system. We hope you can join us for this online convening!

I'm proud to be a part of this work in service to students and their families, and helping to achieve our vision that every student in Washington state has access to an excellent public education that provides equitable opportunities for success. I hope that you will join us.



Ben Mitchell
Board Chair
League of Education Voters Foundation
and League of Education Voters

We hope you are inspired by these portraits of our amazing, confident, and uniquely individual South Shore PreK-8 students, photographed by Jerry and Lois Photography. www.jerryandlois.com



Demeko wants to be a zookeeper

On a pilot

He likes snakes, lizards, tigers & lions

Demeko, 2nd grade

Our Work



We advocate at the state level for community-driven, student-focused education solutions.

We build capacity for partners and coalitions by providing Policy, Field, and Communications expertise.



We share trusted information with students, families, communities, educators, partner organizations, policymakers, and the media.



We convene education stakeholders such as students, educators, community-based organizations, and policymakers.



And we do this through an equity lens.



Maybelle wants to be a ballerina



Her favorite things are cats and cheetahs





Selah wants to be a pilot

She loves school and family

Selah, 2nd Grade

Legislative Priority:

Addressing the Student Mental Health and Social- Emotional Wellness Crisis

The need for mental health supports for students was growing prior to the start of the pandemic and has only increased over the last two years. An important piece of LEV’s legislative platform this year was advocating for greater and more equitable resources for both students and educators to meet this growing crisis. We also must address the long-term impacts of this mental health and social-emotional emergency on young people. Here are some of the progress highlights made in this area this session:

Additional Social Emotional Learning (SEL) Staffing (HB 1664 and +\$90M)

One significant win of the session was the passing of **House Bill 1664**, a bill that grants increased funding to schools so they can hire additional staff to support the physical, social, and emotional health of students (ex: counselors, nurses, social workers, etc.). Increasing the number of qualified adults in schools who can support students in this way is an important part of addressing this crisis. While we would like for these increases to have been allocated more equitably and with more flexibility to accommodate the other mental health resources students may need beyond staff time — such as coping resources, more widespread, trauma-informed training for all teachers, or even partnered services with community-based organizations (CBOs), as Director of Policy and Research Jacob Vela stated in his public hearing testimony for this bill — this large funding investment of \$90M is an important step.

7



“Destigmatizing mental health starts with changing the conversation around students who need to take days off from ‘Oh, they’re so weak, they just need to tough it out like I did’ to ‘How can we help make sure you’re doing the best you can with your circumstances?’”

— Ruby Coulson, a Senior at Sequim High School, National Leader through 4-H, and Committee Member on Legislative Affairs for the Washington state Legislative Youth Advisory Council (LYAC)

Mental Health Days for Students (HB 1834):

Thanks to the advocacy of the Legislative Youth Advisory Council and many other young people in Washington, **House Bill 1834** passed this session, which will allow students to take excused absences from school in order to care for their mental health. This small but impactful intervention acknowledges the severe impacts of the pandemic, among many other experiences, on young people and will allow them to prioritize their wellbeing.

Advocates, especially student advocates, worked hard over the past year to ensure legislators took action on the mental health crisis. The increase in staff resources and acknowledgement that student mental health must be a

priority are both changes that will help young people now. We also hope that this progress will also position our state to embrace more significant changes around improving student mental health in the future — changes that are centered in equitable support across schools and are responsive to the specific needs of each and every student.

Legislative Priority: Establishing Equitable Resourcing Structures Centered on Student Need

How we resource and fund education — from early learning through high school and beyond — is reflective of the values at the foundation of our education system in Washington state. To create systems that value and support all students, we must work towards funding structures that are centered on student needs. The following funding changes, in addition to the additional funding for social, emotional, and physical health school staff, were made during the 2022 legislative session:

Inflationary adjustments (+\$236 million)

To increase funding for K-12 staff salaries and funding for operating costs to account for higher-than-expected inflation. These are permanent increases to funding levels that will be continued in the next biennium.

Transportation Safety Net (+\$13 million)

Legislation was introduced in both the House (*House Bill 1808*) and Senate (*Senate Bill 5581*) to begin changing the transportation funding formula to better account for the cost of ‘special passengers.’ These passengers include students who are experiencing homelessness, foster youth, and students who require transportation as part of their Individualized Educational Program (IEP). Both bills aimed to better track the costs required to transport special passengers and ensure that districts are reimbursed for the costs of transporting these students.

Though both of these bills failed to become law, a \$13 million allocation was made to create a transportation safety net program to allow districts to access additional funding if they experienced high costs associated with transporting these students. We will continue to track this issue as we work towards creating more equitable funding structures.

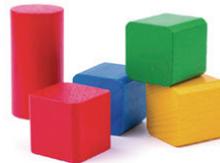
No changes made this session created more equity in our state or local funding structures. All changes made to our funding formulas will impact the funding levels for all schools and districts in the same way, without respect to the needs of students. Our current state and local funding structures favor wealthier districts and disadvantage lower-income districts. The process to create equitable funding structures is ongoing and will take time. But we will continue to engage with partners in renewed efforts to work toward creating funding structures that work for all students.

Khalid wants to be a doctor



He likes eating cake.

Playing with blocks and animals



Khalid, Kindergarten

Jayanna wants to be a volleyball teacher



Her favorite things are family & friends

Jayanna, 6th Grade

Legislative Priority: Safe, Inclusive, and Welcoming School Communities

Cultivating early learning, K-12, and postsecondary classroom environments that are safe, welcoming, and inclusive spaces for students and families historically marginalized from school communities is essential to a young person's ability to grow, learn, and thrive. LEV believes that safe and inclusive learning environments start with the disruption of harmful practices that contribute to the traumas of the school-to-prison pipeline. They are restored and sustained when all students and families feel included, welcomed, and like a valuable part of the community. Here are some of the most notable progress highlights in this area this session:

Language Access in Schools (HB 1153 and +\$409,000):

One of the biggest wins for families across Washington this session was the legislature's commitment to increasing language access in K-12 schools. The passage of *House Bill 1153* will ensure that multicultural and English-language learner families have tools to effectively communicate and engage with teachers, administrators, and other school staff. The bill requires the Washington Office of the Superintendent of Public Instruction (OSPI) and the Washington State School Directors' Association (WSSDA) to develop language access technical assistance programs and a model policy for effective implementation at schools, it provides technical training and credentialing to interpreters in education and special education settings, and it also mandates the data collection of languages spoken by students' families. LEV supported the students, communities, and organizations leading language access work this session, such as *Open Doors for Multicultural Families*, *OneAmerica*, and the *Washington State Coalition for Language Access*, and we helped galvanize individuals to send nearly 10,000 emails to legislators on this issue through our action alerts, social media channels, and a statewide *LEVinar* that featured students, school interpreters, partner organizations, and HB 1153's prime sponsor, Representative Tina Orwall. Ultimately, this win will help strengthen culturally responsive family engagement across districts and improve multicultural families' ability to be active partners in IEP and 504 planning meetings. It will also especially help students with disabilities whose families speak languages other than English advocate for their interests and feel valued at their school.

Meeting Diverse Needs with MTSS (+\$3.5m)

Multi-Tiered System of Supports (MTSS) is a framework that calls for a systemic use of targeted behavioral, social-emotional, and academic services in order to meet the diversity of needs present in any school classroom. Effective implementation of MTSS also leads to school environments that are less reliant on exclusionary and harmful

discipline practices. Legislators are dedicating \$3.5M towards the much-needed training and administration support that districts, families, and students have been asking for in order to implement this framework effectively in their school communities.

Strengthening Education Agencies' Student, Family, and Community Engagement (+\$363,000)

Finally, the legislature decided to dedicate more funding (\$363,000) to the State Board of Education (SBE) so that they can design a school climate survey in partnership with OSPI and school districts, as well as hire a family engagement coordinator. These investments are intended to strengthen each of these education agencies' feedback loops with students and families around building a positive school culture and experience. With these added investments, SBE and OSPI must ensure with intention that the mechanisms work to reflect the voices of those most marginalized and least served by our current school systems.

The work of stewarding safe, inclusive, and welcoming school communities takes time, intention, and responsiveness. The policies passed this session are very promising improvements that, when implemented faithfully and effectively, will work to make students and families of our school communities feel more welcome and connected. In the next year, it will be up to state agencies like OSPI to continue collaborating with advocates, districts, and communities to ensure schools are well-equipped to implement these important programs, like language access and MTSS. LEV will be working with OSPI and SBE on this implementation.

Legislative Priority:

Students Receiving Special Education Services and Students with Disabilities are General Education Students First and Must be Supported and Included

Our education system was not designed to meet the needs of all students, but we can build one that does.

We must work towards a system of special education that creates a safe, accessible, and welcoming environment for all students. The 2022 supplemental budget included some aspects that will better help to support students with disabilities. The following are the key changes to how the state will support students with disabilities over the next two years:

Increased support for the Office of the Education Ombuds (OEO) (+\$557,000)

OEO works with families to listen to and address concerns, support collaborative problem solving and promote educational justice, and provides training around community engagement and systems advocacy. This investment will enable OEO to hire more staff to work with and support the needs of additional families as they navigate the challenges they are experiencing in public education.

Olivia wants to be a photographer



She likes artwork and food



Olivia, 7th grade

Trauma-Informed Support Workgroup (+\$200,000)

OSPI will convene a workgroup to identify trauma-informed strategies, approaches, and curricula for supporting students in distress and with challenging behaviors that prioritize relational safety. The workgroup will also provide recommendations on strategies to better track and reduce/eliminate the use of restraint and isolation. The workgroup will complete their report by December 1, 2022.

In addition, the LEV-led *Investing in Student Potential* (ISP) coalition held our fourth annual *Advocacy Week* virtually in January 2022 to support advocates in telling their stories to legislators, to help grow understanding of special education funding structures in Washington, and to create space for students to share their perspectives and hopes for how we can do better. ISP Advocacy Week also focused on growing understanding of the options and the rights families have as they navigate the IEP process.

LEV is continuing our advocacy through ISP to ensure our state's continued response to the pandemic meaningfully includes the needs of students with disabilities, especially Black, Indigenous, students of color with disabilities.

LEV will continue our work as part of the ISP coalition with state agencies, legislators, and other stakeholders to create a system of special education that is inclusive and accessible for all learners. ISP is working to develop new ways to center student experience and student voice in our work and how we ensure our general education and special education system better support the needs of students with disabilities and their families.



Tibyaan, 1st grade

Fox wants to be a police officer



He likes being outside and mac & cheese



Taylor wants to be a doctor



She loves toys and makeup

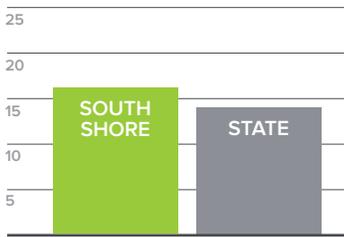


Taylor, 1st grade

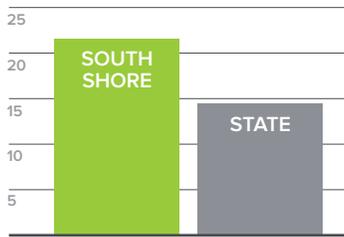
South Shore PreK-8

LEV’s partnership with the Opportunities for Education Foundation (OEF) Grant continued in the 2021-2022 school year. This grant provides **South Shore PreK-8**, a Rainier Valley Seattle Public Schools Choice School, funds to support students academically as well as socially. South Shore is one of the most diverse schools in Seattle Public Schools and the state: 50.5% of the students are Black/African American, 16% Asian, 12.5% White, 10% Two or more races, 9% Hispanic/Latino, .9% American Indian/Alaskan Native, and .7% Native Hawaiian/Other Pacific Islander. One-fifth of the students are English Language Learners and 16% of the students qualify for Special Education services.

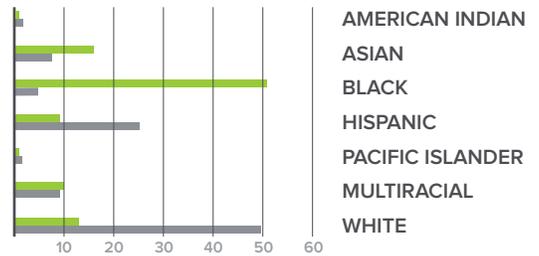
Special Education Services



English Language Learners



Demographic Breakdown South Shore vs. Washington State



COVID-19 at South Shore

The 2021-2022 school year was unprecedented in the challenges facing schools across the country. Locally, Seattle Public Schools had 15,090 COVID cases this year.

South Shore had the 15th highest number of cases in the district (233) and was one of the schools which closed for a brief time in Winter 2022 to stop community transmission. With the support of the school nurse, partially funded by the OEF grant, South Shore was able to do on-site testing and, with community partnerships, create a vaccination site at the school. This allowed the school and their partners to reach out in order to increase the number of students and families vaccinated in the community.

Student Supports

One of the goals of the OEF grant is to provide mental health services and Social Emotional Learning (SEL) strategies to decrease traditional discipline practices in schools such as isolation and restraint.

A challenge this year was the need to reinforce SEL practices in students after over a year away from school.

Because of the stress of the prior years, students returned to school needing additional support. The OEF-supported

SEL team developed a curriculum to be presented by teachers in the classroom. They also supported teachers by teaching additional lessons and meeting with students individually where needed.

The OEF-funded partnership with **Seneca Family of Agencies** provided individualized mental health services to students in need. The Seneca onsite behavior interventionist worked with students to develop coping skills which allowed them to remain in the classroom rather than be isolated in a separate classroom. The goal of the school is to stop the practice of isolating students for behavior. With SEL and behavior intervention, as well as teaching strategies to recognize triggers, the school has been successful.

Teacher Coaching and Feedback

With the return to in-person learning, the South Shore instructional leadership team wanted to ensure that students were receiving quality grade-appropriate instruction in the classroom. They decided to continue the partnership with **TNTP** (formerly The New Teacher Project) in order to develop a system of non-evaluative observation and feedback. Teachers were given the opportunity to opt into the program and partnered with an instructional coach throughout the year. Teachers who opted into the program saw an increase in student engagement and learning outcomes. By shifting the culture of observation and feedback to support rather than evaluation, the team hopes to increase teacher participation in the program.

“Instructional partnership began by challenging me to reflect on my own motivations as a learner and teacher, and define my vision and rationale for my classroom. These are not things I have been required to do to this level of clarity since becoming certificated and employed three years ago. It was stimulating and refreshing to recognize my strengths and intentions and to address areas of improvement knowing I have a thought partner who is not evaluating me.”

— South Shore Teacher

Tilth Education

South Shore continued its partnership with **Tilth Alliance** in the fall of 2021. Tilth provided gardening education to first and second graders as a way to educate on healthy eating as well as science education on growth cycles, farming, and sustainability. This year, there was also the added bonus of additional time outside.

“We LOVE the garden classes; we always have a great time and learn a ton!”

— South Shore Student

Leandro wants to be an athlete



He loves sports & music



Leandro, 4th grade

Genesis wants to be a fashion model



She likes attitude and having her picture taken

Stories from the Field

The School-to-Prison Pipeline (STPP) Workgroup entered its second year.

This group that LEV has convened includes a group of experts in education, child welfare, and civil liberties such as The *ACLU of Washington* and *Disability Rights Washington* to collaborate on the creation of policies and legislation that shifts us away from punitive measures in schools and focuses on the necessary investments that need to be made in student wrap-around services (including MTSS, mental health counselors, nurses, school psychologists, restorative justice, and social workers). The group worked collaboratively in the 2022 legislative session to support legislative priorities and defend gains around education equity and issues that contribute to the school-to-prison pipeline.

LEVinar Series — Listening Sessions with Voices from the Latino Community

Eric Holzapfel, LEV's Director of Field and Community Engagement, continued last year's Spanish-language LEVinar series featuring statewide panels of Latino thought leaders, community leaders, and educators to discuss how they serve their community, how to address the mental health of students and families, and what other supports Latino students need now. *The LEVinar panel in March 2022* included:

- Annabel Quintero, *Cultural Wellness Coach*
- Larissa Reza Garcia, College & Career Coordinator, *Community Center for Education Results*
- Danny Herrera, *College Success Foundation HERO Advisor*, Grades 9-10, Yakima
- Cecilia Gonzalez, Early Learning and Families Classes Manager, *La Escuelita Early Learning Center*, Yakima

Highlights from the Tri-Cities Region

In Southeastern Washington, Tri-Cities Regional Field Director Ruvine Jimenez supported and participated in community activities and met with community-based organizations to learn what is and/or not working in education to inform LEV's Legislative Platform. In August 2021, Ruvine worked with the Yakima County NAACP to celebrate African American Independence Day with a Freedom Ride and Block Party. She also worked with the Yakima Partners for Education Rural Accelerator Program on Collective Impact to help raise third grade reading scores for the Grandview, Mabton, and Sunnyside School Districts.

In the Tri-Cities, Ruvine served with the Benton-Franklin Counties Special Education PTA as Co-Secretary and helped families navigate the special education process in the Pasco School District. She supported the League of Women Voters virtual Candidate Forums, shared redistricting meeting information, and worked on diversity equity

and inclusion with members, participating with the Regional Early Learning Advocacy Committee. In May 2022, Ruvine assembled a panel to spotlight two regional mental health programs in a *LEVinar focused on Mental Health Supports Available to Washington Students*. Ruvine particularly appreciated being able to engage again with students throughout her region.

Highlights from the Spokane Region

Spokane Regional Field Director Kenji Linane-Booey engaged the community in several different ways. He helped create and facilitate a coalition of community members focused on diversifying the teacher candidate pool in Spokane Public Schools. The Spokane Future Educators of Color Consortium (SFECC) is now in its second year and making great progress. Kenji elevated community voice in a *letter* to Spokane city leadership. And one of his favorite engagements was teaching an advocacy class at *The Community School* called “Be the Change.” Over the course of the school year, he worked with four different groups of students, about 40 in total, on advancing their advocacy journey. In every group, the conversation of power came up. Students spoke with Kenji about their perceptions of power, the idea of innate power as an individual, and ways to practice what they called “good” power. This was always Kenji’s favorite part, because by the end of each class, all the students talked about understanding how they have power and how they can use it to help their communities.

Legislative Associate Recap

For LEV Legislative Associate Terique Scott, seeing the positive impact on student engagement during the 2022 legislative session was rewarding. Students from partner organizations *The Root of Our Youth* and the *Washington state Legislative Youth Advisory Council* testified on *House Bill 1834* and *House Bill 1807* during this past session. Terique participated in a coffee chat with the South Shore PreK-8 PTSA about LEV’s legislative platform, and shared how the platform affects them and how they can advocate for bills that support South Shore students, such as *House Bill 1153*.

Terique also participated in the People of Color Legislative Summit moderated by State Senator Bob Hasegawa from the 11th Legislative District, featuring other Washington legislators of color, staff, and community leaders to bring diverse communities of color together and to elevate racial equity issues in the Washington state Legislature. Some of the education topics discussed included:

- Equitable funding of K-12 education
- Education equity (racial discrimination, discipline, police in schools)
- Youth mental health in all schools

Kayden wants to be a firefighter



His favorite thing is running

Kayden, 1st grade



Xena wants to be a pilot

She likes slime and doing her nails

Xena, 3rd grade

- Charter schools as a proven solution for BIPOC and immigrant students
- Language access

In our *March 2022 LEVinar on Accessing a Remote Legislative Session*, Terique served as a panelist along with students, educators, thought leaders, and community leaders who shared their perspectives on how a virtual legislative format impacts the ability of advocates to have their voices heard, know what conversations are happening in Olympia, and have the ability to pass thoughtful policies for students; and how the legislative process could be improved moving forward.

Community Engagement to Develop LEV’s Legislative Priorities

During September and October 2021, the LEV Field Team interviewed 85 unique individuals and organizations throughout Washington state. Interviewees were primarily located in the following regions or counties: Puget Sound, Clark County, Tri-Cities, Yakima, Walla Walla, and Spokane. LEV’s Field Team made a concerted effort to reach out and interview individuals and organizations that accurately reflect or represent the constituents who LEV serves – students and families in public education, particularly those who have been harmed by historical and systemic inequities. In addition to driving the development of our 2022 Legislative Platform and agenda, learnings from the *Field Report* will serve as a roadmap for LEV’s legislative work for the next three to five years.



Harvey, 3rd Grade



Soliyana, 1st Grade

Student Profile – Ivy Pete

How mu! I am Ivy Pete. I am a Numu Magotne (Paiute Woman). I am from Kooyoee Pa'a (Pyramid Lake). I am a sister, a daughter, a niece, a granddaughter, and a great granddaughter born and raised in Spokane. I am a student, an organizer, and a cultural educator. I am the product of so many mentors, teachers, allies, peers, community members, elders, and ancestors who took the time to share their knowledge, experiences, and stories, and to show love and support for me and my work. My success is bolstered by a culture that emphasizes the power and strength of young leaders. Most notably, I have been involved in advocacy and activism regarding the elimination of race-based mascots, Indigenous land conservation, equity in education, and civic engagement.

As I have now graduated from high school and am preparing to continue my education at Yale University, I can say with pride that my work has had a direct impact within the communities I was privileged to serve. I have grown in so many ways through my journey as an activist, though at times progress felt slow.

Last year, I was afforded the great opportunity to lobby for the passage of legislation in Washington state to regulate the use of Native American names, symbols, and imagery in public schools. This was the culmination of many months and years of dedication to the accurate representation of Indigenous people in the public education system. Change came slowly as I was becoming an effective orator. I can recall early on in my elementary education, a feeling of betrayal and frustration learning about my culture in school. Even at 10 years old, I understood the power of multiple narratives. At home I understood and felt ownership over a rich cultural history of my people, passed down from parents and grandparents. In the classroom, I was taught a falsified monolith of pan-Indianism from educators who knew no better. The dissonance persisted throughout my educational career.

By middle school I understood; public education wasn't designed to celebrate me, in all my complex identities and ways of being. I found community and purpose in a program called the Young Activist Leaders Program at the Peace and Justice Action League of Spokane (PJALS). At PJALS I was equipped with the skills to become an effective organizer: to speak powerfully, to educate others, to stand up in the face of injustice, and how to execute a plethora of methods to take action. Empowered by this knowledge, I was quickly introduced to another level of direct action: policy work (which will surely become my life's work).

I became involved with the local school board, city council, and found the voice to address pressing issues in the educational sphere. With every speaking engagement or difficult and uncomfortable conversation came a period of growth for me as an activist. I learned to engage stakeholders and convey my position more effectively than



Ivy Pete (photo courtesy of Ivy Pete)

ever. I was invited to speak on LEVinar panels and share my experiences as an urban Native student. It was not long before my advocacy grew further than a small subset of students in the school building. I would soon be representing youth from a diversity of backgrounds and identities, forcing continual growth and examination of my own ability and purpose as an advocate. I had a voice on the issues as trivial as lunch hours at school and as mighty as boundary changes and the allocation of mental health resources in the state.

I served on the Spokane Public Schools Board of Directors, the Washington State Indian Education Association Board of Directors, and as the only Native American on the Legislative Youth Advisory Council (LYAC) of Washington state, but the challenge was no longer to ensure that I had space “at the table.” I set out to create as many “seats” as possible for other youth to engage and be heard. This is the cyclical nature of activism itself: find passions, learn, take action, then educate others to do the same!

Being the activist I am, I would be remiss if I didn’t take advantage of this opportunity to call readers to action. I can only assume that you’ve made it this far in the publication because you care about youth voice. I encourage you to engage with young people and empower them to push for change in every way that you can. We each have a passion, a purpose, and a topic that inspires us to take action. Make space for youth voices in the intersections of your work and you will be amazed at the impact, relationships, and successes that are built.

NEWS · CRIME/PUBLIC SAFETY

As Spokane Public Schools discipline is scrutinized by police and FBI, its proponents say system is working

April 26, 2022 | Updated Thu., April 28, 2022 at 5:16 p.m.

[View article](#)

SI YO PUEDO, TÚ PUEDES

"Nunca es tarde" para lograr tus sueños, dice Micaela Araguz-Razo

LORENA CERVANTES ZEPEDA Para El Sol de Yakima Aug 13, 2021 0

Education | Education Lab | Local News | Northwest | Puget Sound

More counselors, nurses for WA schools after Legislature increases funding

March 16, 2022 at 6:00 am | Updated March 16, 2022 at 11:16 am

[View article](#)

Washington's new education bills highlight digital infrastructure, student health

3 measures go into effect June 9

By Griffin Reilly, Columbian staff writer
Published: April 10, 2022, 6:04am

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Some of our initiatives in the news

About League of Education Voters Foundation

League of Education Voters Foundation (LEV Foundation) is a 501(c)3 charitable organization that provides strategic, accurate, and timely information about research-driven education policies and practices to citizens, educators, policymakers, and the media. We partner with community-based organizations to support parents and community members in improving public education systems in their communities and across the state. Our programs include coalition building, grassroots organizing, training, policy research, and analysis. We work to improve opportunities for every public school student in the state, and especially students and families who are systemically and historically underserved, and disproportionately affected by failing systems.

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John D. Delafield
Alice Doyel
Peter Ehrenkranz
Barbara Eklund
Marita Erickson
Janet Frost
Catherine and David Habib
Erica Hallock
Lana Huizar and Wesley Cramer
Lawrence Jeffryes
Betsy and Jeff Johnson
Mike and Peggy Kanaga
David Knight
Arik Korman
Robert Garland Lebo
Ben Mitchell
Nell Nordlie
Marcus Pimpleton
William Poole and Janet Levinger
Telca Porras
Nancy Anderson Robertson
Susan Stillman
Stephen Sundquist
Thomas Weeks
LeAnne Jones Wiles
Maria Zontine



Isha, 7th Grade

We apologize for any errors or omissions to this list.
Please contact info@educationvoters.org to make any corrections.

2021 Financial Overview

Year Ended December 31, 2021

Statement of Activities

2021

Revenue

Foundation & nonprofit grants	\$	1,605,139
Corporate contributions		62,190
Individual contributions		40,344
Events and other		27,869

Total Earned Revenue **\$ 1,735,542**

Expenses

Program	\$	2,114,862
Management and general		148,238
Fundraising		126,695

Total Expenses **\$ 2,389,795**

Change in net assets **\$ (654,253)**

Statement of Position

2021

Assets

Cash	\$	1,377,426
Grants receivable		1,018,066
Other assets		8,260

Total Assets **\$ 2,403,752**

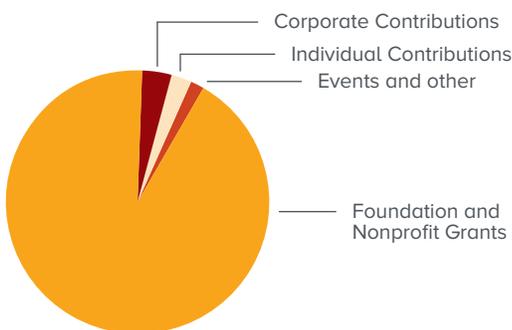
Liabilities 394,577

Net Assets

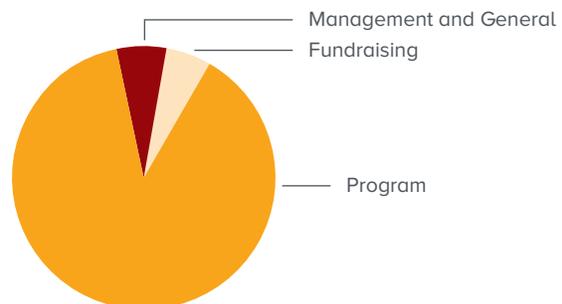
with donor restrictions	968,510
designated for operating reserve	450,340
without restrictions or designations	590,325

Total Net Assets \$ 2,009,175

Total Liabilities and Net Assets **\$ 2,403,752**



LEV Foundation Revenue



LEV Foundation Expenses

Our Impact

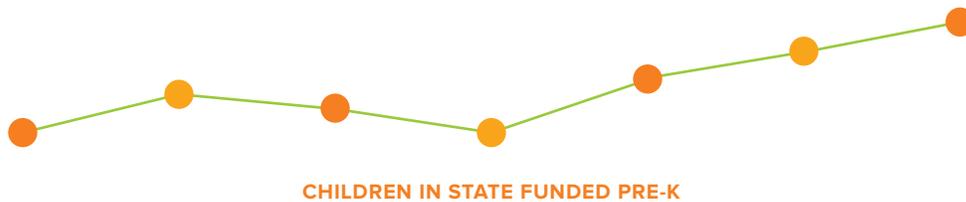
Founding

2001: League of Education Voters Founded

Early Childhood Education

2013: League of Education Voters helped pass House Bill 1723, which expanded the state Early Childhood Education Assistance Program (ECEAP) and the use of the Washington Inventory of Kindergarten Readiness (WAKids) for 14,500 low-income children to attend high-quality preschool.

2015: League of Education Voters helped pass the Early Start Act (House Bill 1491), which increased access to high-quality ECEAP early learning for 1,600 children and dramatically increased the quality and viability of our childcare system.



#1491
1,600
CHILDREN

1,171
SPOTS

IN THE EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

1,820

2019-2020 SEATTLE PRE-K ENROLLMENT

2018+: League of Education Voters work at South Shore PreK-8 led to Seattle's citywide preschool program.

2019: League of Education Voters successfully advocated with Early Learning Action Alliance partners for 1,171 spots in the Early Childhood Education and Assistance Program (ECEAP) and a 6% state reimbursement rate increase for childcare providers.

2021: League of Education Voters successfully advocated with Early Learning Action Alliance partners to pass the landmark Fair Start for Kids Act (Senate Bill 5237), which significantly increases access to essential early learning programs like Working Connections Child Care (WCCC) and the Early Childhood Education and Assistance Program (ECEAP), strengthens child care programs by expanding access to support services, and grows recruitment and retention for child care businesses.

K-12 Funding

2000: Founders of League of Education Voters work to pass Initiative 728, which brings nearly \$500 per pupil into every school across Washington state.

2007: League of Education Voters helped pass House Joint Resolution 4204, an initiative that amended the state constitution to allow a simple majority of voters to authorize local school district levies. More than \$12 billion in local school district funding would not have passed as of June 2021 without this bill. This includes maintenance and operations, transportation, and capital (predominately tech) levies.

2009: League of Education Voters led the advocacy to pass House Bills 2261 and 2776, which defined basic education. These are the laws on which the Washington Supreme Court's *McCleary* education funding decision was based.

#728
\$500
PER PUPIL

#4204
\$12+
BILLION

K-12 Funding

- 2010:** League of Education Voters was the lead plaintiff in the successful effort to overturn Initiative 1053, the initiative requiring two-thirds legislative approval to raise revenue or close tax loopholes.
- 2017:** League of Education Voters led advocacy efforts through the Campaign for Student Success to drive \$8.3 billion of state money into our education system to address the Washington Supreme Court’s 2012 *McCleary* ruling.
- 2019:** League of Education Voters successfully advocated with Investing in Student Potential coalition partners for a state budget increase of \$63 million annually for special education in 2019-2021.



Student Supports

- 2012:** League of Education Voters was the key driver in passing Initiative 1240, which created Washington’s charter public school system.
- 2016:** League of Education Voters worked with the Senate Education Chair to help pass the Opportunity Gap Bill (House Bill 1541), in which students will no longer be suspended or expelled for discretionary offenses, and better statewide data on student demographics will ensure that the system is working to keep all students on track and in school.
- 2016:** League of Education Voters helped pass Senate Bill 6194, which saved Washington’s charter public schools. The new charter public school law increases accountability while still allowing flexibility and innovation to address student needs.
- 2019:** League of Education Voters 2019 successfully advocated with Investing in Student Potential coalition partners for a one-time special education investment of \$25 million in professional development for educators on inclusive practices.
- 2020:** League of Education Voters work at South Shore PreK-8 led to Multi-Tiered System of Supports [MTSS] teams in every Seattle school.



ENROLLED IN CHARTER PUBLIC SCHOOLS

- 18 AUTHORIZED CHARTER SCHOOLS
- 16 OPERATING CHARTER SCHOOLS
- 2 TO OPEN FALL OF 2023

MTSS in Seattle Public Schools Year Six (2021–22) Highlights:

All 104 Seattle schools required to put Multi-Tiered System of Supports (MTSS) plans into their public-facing Continuous School Improvement Plan (CSIP) documents based on increased performance in prior years.

- 2022:** League of Education Voters partnered with Open Doors for Multicultural Families, OneAmerica, and the Washington State Coalition for Language Access to help pass House Bill 1153, which will ensure that multicultural and English-language learner families have tools to effectively communicate and engage with teachers, administrators, and other school staff.



SCHOOLS NOW USING THE RULER SEL CURRICULUM IN SEATTLE, FIRST ADOPTED AT SOUTH SHORE

Post-Secondary

- 2007:** League of Education Voters helped pass and protect the College Bound Scholarship to provide state financial aid to low-income students who may not consider college a possibility due to the cost.
- 2014:** League of Education Voters helped pass the REAL Hope Act (Senate Bill 6523, our state’s version of the Dream Act), allowing qualified undocumented students to apply for federal student aid and participate in the State Need Grant. An additional \$5 million was apportioned for 2014-2015 to serve newly eligible Dreamers.
- 2019:** League of Education Voters worked with partners to help pass the Workforce Education Investment Act (House Bill 2158), which fully funds the State Need Grant, now renamed the Washington College Grant, in the 2020-2021 school year — meaning that every eligible student will have access to the funding they need to access postsecondary opportunities.



About League of Education Voters

Working closely with League of Education Voters Foundation, a separate advocacy arm was formed in 2001. League of Education Voters (LEV), founded in 2001, is a 501(c)4 non-partisan organization that partners with parents, students, and civic leaders who believe in a quality education from cradle to career. LEV is a Washington-based organization working to improve public education from early learning through higher education. We shape the debate, build powerful coalitions, and grow the grassroots to achieve meaningful reform and equitable, ample resources for education. Working on behalf of students, League of Education Voters has successfully led the charge on many of the landmark funding and policy decisions helping to improve the education landscape in Washington.

League of Education Voters 501(c)4 Donors

Lauri Hennessey
Julia Warth

Corporate, Foundation and Community Partners

Group Health Foundation
LEV Foundation

League of Education Voters Staff

Lauri Hennessey
Chief Executive Officer

Kenji Linane-Boeuy
Regional Field Director, Spokane

Eleanor Bridge
Policy Analyst

Eric Holzapfel
Director of Field and
Community Engagement

Nancy Hopkins
Operations Manager

Ruvine Jiménez
Regional Field Director, Tri-Cities

Arik Korman
Communications Director

Pam MacRae
Accountant

Jennifer Putman
School Transformation Partner

Terique Scott
Legislative Associate

Jacob Vela
Director of Policy and Research

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Chair

Dr. Tony Byrd
Chair (2021 and 2022)

LeAnne Jones Wiles
Vice Chair

Erica Hallock
Secretary

Maria Zontine
Treasurer

Betsy Johnson
Treasurer (2021)

Yelias Bender

Amy Campbell

Ana Henderson (University of Washington Board Fellow)

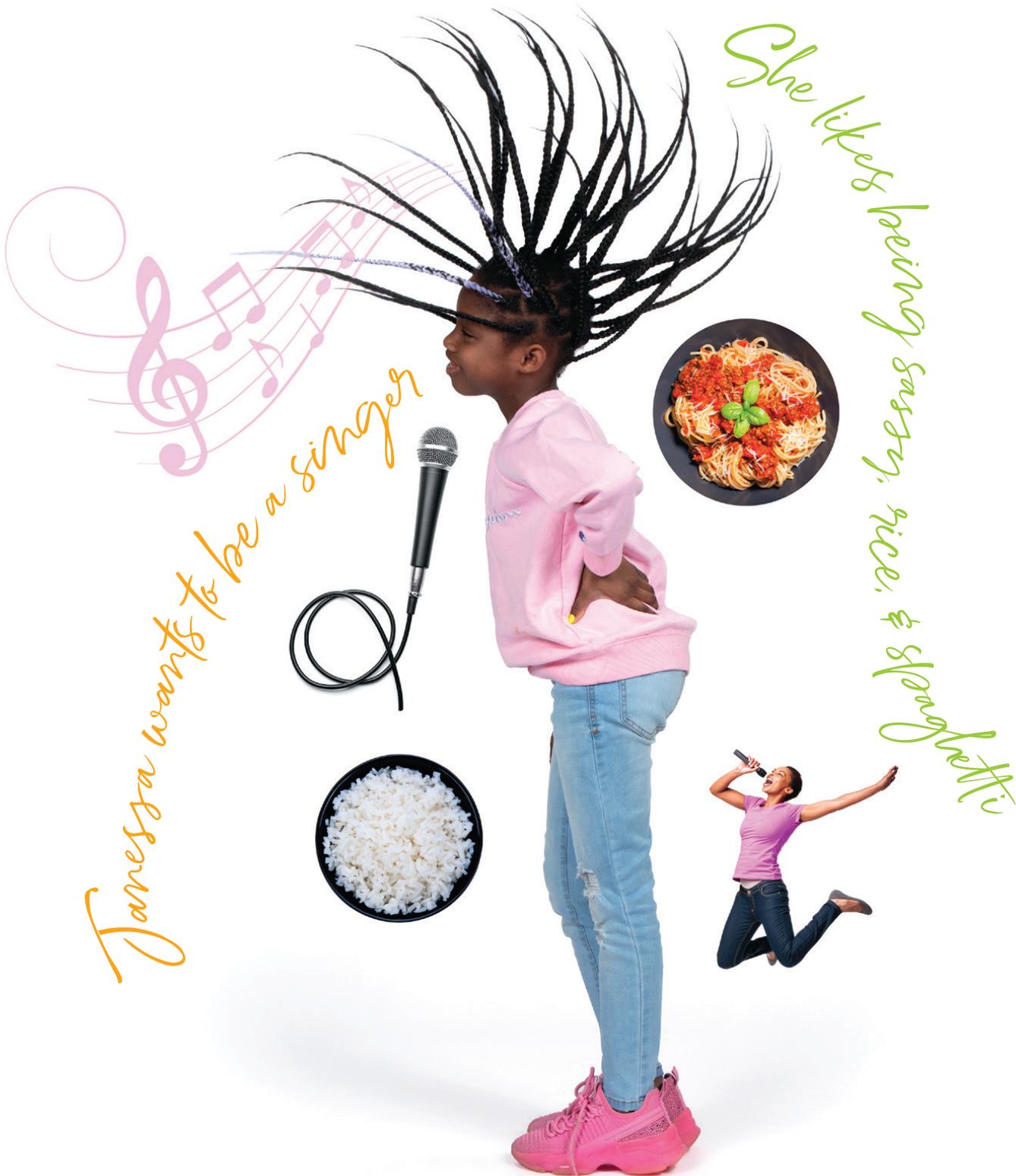
Lana Huizar

Diana Huynh

Cali Jahn (University of Washington Board Fellow)

Brad Krueger

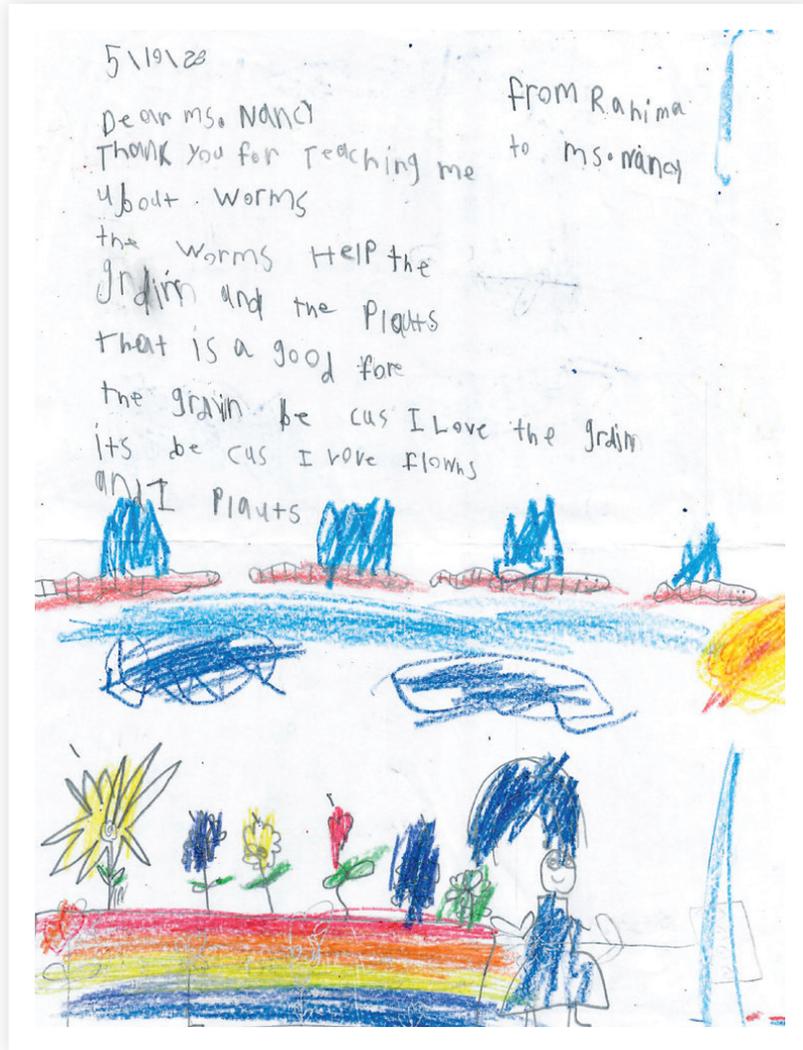
Robert O'Hara



Janessa wants to be a singer

She likes being sassy, rice, & spaghetti

Janessa, 1st grade



“The class learned a lot of different things in our monthly gardening classes. The classes were interactive and engaging for the students. In each lesson the students practiced being kind (walking on the pathways, putting critters back in their homes, listening when someone is talking) and trying new things such as new foods straight from the garden and new activities. The gardening classes have inspired the students to be curious about worms, insects, parts of seeds, plants and flowers, pollinators, the importance of farmers and the different types of plants that are in our garden, what changes have occurred in the garden and have even inspired some of them to become gardeners at their own homes.”

— South Shore Teacher



Eliseo, 4th grade



Jessica, 6th grade



Jabir, 7th grade



Tibyaan, 1st grade

Kalani wants to be a police officer.

artist, singer or dancer



She loves art and dancing

Kalani, 2nd grade

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Seattle, WA 98109
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Tri-Cities Office
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Pasco, WA 99301
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