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Sent: Monday, June 26, 2023 2:08 PM
To: Dinda Davis
Subject: Puget Sound College & Career Network Newsletter | June 2023

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June Issue

Newsletter



Newsletter Highlights

- Design of KCP
- Student Resources
- Educator Resource
- June Poem
- College & Career News
- Events

In the summer of 2021, the Puget Sound College and Career Network (PSCCN) engaged the Equity in Education Coalition (EEC) to assist with its community engagement efforts for King County Promise (KCP). After our first year of KCP implementation, we revisited the findings from several youth listening sessions. The Promise partners have repeatedly prioritized recentering students, and we are using summer to reflect, reset, and align programming with original goals.

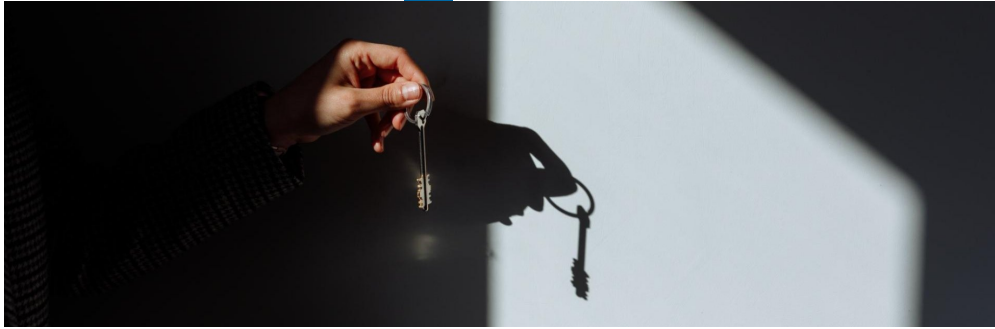


EQUITY IN EDUCATION
C O A L I T I O N

The EEC is a social justice policy organization focused on eliminating the opportunity gap and promoting success for children of color in Washington state. EEC's role in this work was to convene and run listening sessions with youth who are within the demographic targeted by the King County Promise, namely youth between the ages of 16-26 who have been historically underserved by our education systems. These youth identify as BIPOC, and/or LGBTQ+, are from families who live at or below 200% of the

federal poverty level, experience homelessness or foster care, and are youth with disabilities. We feature a subset of their findings.

A link to the full brief from EEC is [here](#).



Key Findings

Below are the key findings that came out of our conversations with the young people who participated in our listening sessions:

King County youth want to go to college. While our sample of youth was not necessarily representative of all King County Youth, without exception all of the youth we spoke to planned to attend or were already attending college.

King County youth want and need much and higher quality advising support than they have been receiving. We asked the youth who attended our sessions about both their plans for college and the support they have received from adults in their lives.

When we asked youth which adults in their lives they talked to about plans for future education, overwhelmingly youth said their parents. Secondly, some youth mentioned older siblings, teachers, or other adults in their lives. It was overwhelmingly clear from our conversations that youth did not view counselors in their high schools as a viable source of ongoing support. During our first session, some of our participants told us that they had never had any direct contact with a counselor while in high school. During one of our sessions, not one student had ever spoken with any kind of advisor.



First generation American students get the push to college from home, but little guidance on how to get there. Several students in all three sessions mentioned that their immigrant parents had made it very clear to them that they expected their children to attend college. However their parents were not able to provide guidance on the mechanics of applying for college even in the cases where they were, themselves, college educated. As one young woman said:

"I felt like I had little help when it came to applying to school and everything was last minute. I felt so lost because my parents are immigrants and I just decided to stay in state because I didn't feel I was smart enough to apply out of state."

Several other first generation students who have navigated their way to college mentioned that they now feel an obligation to help younger siblings and family members as they themselves transition out of high school. This creates an additional burden on young people who are themselves trying to navigate through college and career.



Students who were navigating out of high school during the pandemic will need extra guidance to recover. While the lack of advising support in King County long predated the pandemic, students who attended remote school during their junior and senior years may have slipped through the cracks and are finding themselves floundering as they navigate their way to college. As one participant said:

"In high school I did have people help me but I feel like because of the pandemic they weren't helping me or keeping in touch so I had a hard time with navigating going into college and I dropped my classes because financial aid wasn't helping and I knew nothing and I didn't go to school after my senior year and I'm starting school now that I have support."

Whatever support may have been provided during in-person school during previous years, during the school building shutdowns of 2020-21, students who were already struggling to access counseling resources may have found themselves completely without support.

Support should not end when college begins. Many of the young people we talked to had managed to navigate to both career technical and four year colleges in the midst of a pandemic and with little support only to find themselves adrift once on campus.

Youth with disabilities and learning differences need tailored support. Youth with disabilities, even those with financial privilege, need targeted help navigating colleges that meet accessibility needs. One participant explained to us that she uses mobility devices,

but when applying for colleges her counselor was not able to help with navigating which campuses would be able to meet her physical accessibility needs.



Youth want a voice in programs that affect them, and want to be heard on their terms. In our sessions we asked about experiences working with adults, and about what role a youth advisory group should play in designing and refining the Promise. Several respondents acknowledged that they were not accustomed to providing guidance on programs that affected them, and thanked us for bringing their voices in. When we asked what would make a youth advisory group most successful, we heard that the group should:

- Be youth led
- Use youth-centered language
- Include youth from a variety of demographic backgrounds, ages, and life experiences
- Capitalize on youth strengths, such as facility with social media
- Have agency in important decisions that directly affect them

Additional findings are listed in the full [brief](#).



As we recruit KCP youth to participate in the Youth Wisdom Council, we appreciate these findings and are excited for youth to guide the direction of KCP. If you have Promise students of color that are interested in participating, please have them complete this [application](#).



The celebrations continue for all our graduating seniors, their families, mentors, educators, and advocates. Congratulations on your outstanding achievement.

Educators please share these wonderful paid internships below!



Application for the YWC paid Internship is now open!

[The Youth Wisdom Council \(YWC\)](#) is an internship opportunity with the [Puget Sound Educational Service District \(PSESD\)](#). It was created for Youth of Color to further the goal of racial equity in the school districts and colleges within PSESD's service area.

The Youth Wisdom Council aims to:
Support schools, districts and PSESD to elevate Youth of Color voice and leadership across the region.
Increase Youth of Color voice and engagement across district and college decision-making tables.

Build institutional capacity for valuing the time, space and opportunity for Youth of Color voice and leadership

Strengthen and sustain connections with Youth of Color-centered communities.

If you are between the ages of 14-26, living in South King County, and passionate about race, educational justice, and Youth of Color leadership and are interested in joining the Youth Wisdom Council, please complete this [brief application](#).

Housing Development Internship Program



Now accepting applications for the 2023-2024 program!

What is HDIP?

HDIP is a 9 month, part-time, paid internship for students of color designed to recruit, train, and retain racially diverse leaders in the affordable housing sector.



Who should apply?

HDIP is for students of color studying real estate development, urban planning, architecture, and other related fields. Priority is given to students entering the last year of their program.

What focus areas are available?

We will offer three tracks this year: Housing Development, Architecture, and Construction/Construction Management.

What is the time commitment?

Interns commit to 10-15 hours of work and learning per week during the 9 month program.

Is this a paid internship?

Yes! Pay ranges from \$15 to \$20 per hour, as determined by the host agency.

Internship Opportunity | Application due July 14th

Housing Development Internship Program (HDIP) is currently seeking applicants of color for the 2023-2024 cycle of our Housing Development Internship Program. Through this internship, HDC aims to support the next generation of affordable housing professionals.

HDC's Housing Development Internship program (HDIP) is a 9-month paid Internship designed to recruit, train, and retain racially and socio-economically diverse students who may not otherwise know about or have access to opportunities in the affordable housing sector. This Internship aims to provide a launch pad for college and graduate students from communities of color into a career in affordable housing development. We strongly encourage applications from students entering their junior or senior year of undergraduate studies or last year of graduate school, studying real estate development, urban planning, architecture, construction management, design, and/or related subject matter. All majors are welcome to apply. **Application due date is July 14th.**

2023-2024 Internship Timeline



Applications must be submitted by July 14, 2023.

Learn more

bit.ly/3MBs7TB

Contact us

Dani Turk
Membership, Programs &
Equity Manager

Dani@HousingConsortium.org



Best Practices & Learnings: Bethel School District

We talked with Chad Honig, Executive Director of Secondary Schools, and Brian Loffer, Director of Assessment & Highly Capable Programs, from Bethel School District to hear about their current financial aid efforts. They have been innovative users of data in the region and partners in the To and Through project.

To summarize their data approach, they look at various ways to disaggregate the data to give the story of when and for whom progress towards FAFSA completion is being made. This allows them to provide targeted support. For example, multiple FAFSA-related activities happen in Bethel's advisory program, so they disaggregate by advisor or by counselor. Then, they can compare by month to track progress. They can also break it down by race and

Additional takeaways:

- They use Google Data Studio, which gives Tableau-style dashboards for free.
- They use grad tickets to motivate FAFSA completion.

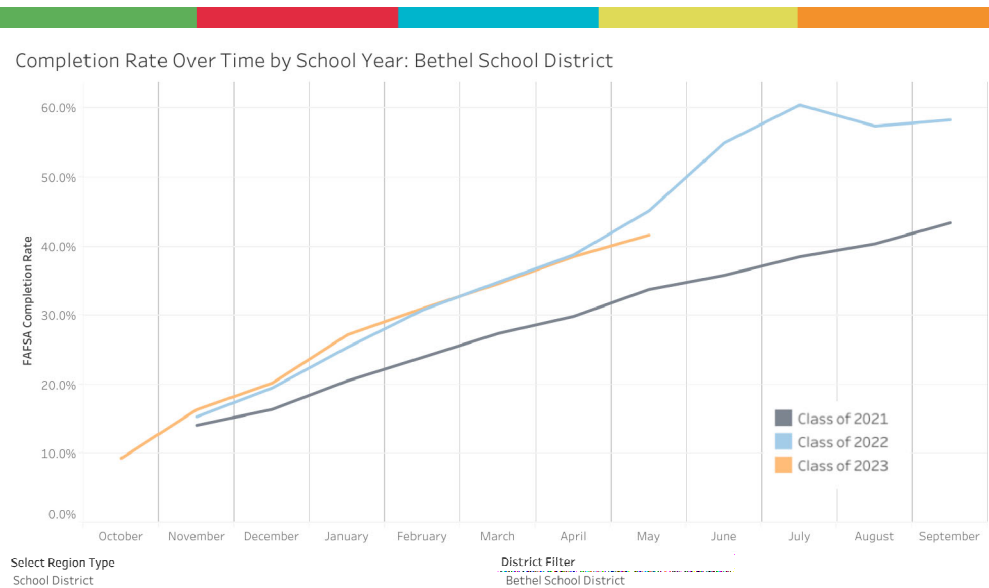
A challenge Chad and Brian often see is that parents are unwilling to fill out the WASFA for an undocumented student.

other key demographics. Chad and Brian have given particular attention to the progress of College Bound Students over the past several years, which has allowed them to get an understanding of how students tend to make progress. This allows them to be more targeted in their support to students and families to improve completion rates by late spring each year.

We've heard this echoed with partners across the state.

At PSCCN, we think that leaning on established trusting relationships in the community is key for solving some of these issues, which was a reason behind requiring CBOs as partners in every King County Promise partnership. Reach out to PSCCN if you're interested in how these partnerships can work.

Thanks again to Chad and Brian for continuing to innovate and lending their time to share their expertise with us.



In the spirit of continuous improvement, we also want to thank Chad and Brian for their feedback on these reports. Multiple district staff have told us at PSCCN that district comparisons, while helpful to give leaders a sense of the region, can also be more like stressful report cards than give any useful information for action. At PSCCN, we have also wondered if these reports are likely more reflective of inequities in the whole educational system than reflective of the strategic, consistent efforts of school counselors and staff. We will continue to adjust and vary the financial aid completion visualizations to periodically deviate from district comparisons.

Ellison Education Grant 2023 Recipients

The Ellison Foundation is pleased to announce the recipients of this year's "Ellison Education Grants." This year saw a record number of applications and the 19 recipients represented 18 school districts. These grants will fund projects and professional development during the 2023 – 2024 school year. The Ellison Foundation has now awarded grants totaling \$915,000 over the last seven years.

As another school year comes to a close, Bob Hurlbut, the Director at Ellison Foundation, would like to thank you all for your commitment to the students and families in Washington State public schools.

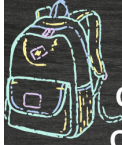
2023 Recipients

Ellison Foundation

Helen Andrews
Thompson Elementary
Grandview School District



Kimberly Fitzthum
Tonasket Elementary
Tonasket School District #404



Cynthia Bertomeu
Chelan Middle School
Chelan School District

Rena Janke Kilmer
Lakeview Elementary
Moses Lake School District

Kelly Briddon
Battle Ground High School
Battle Ground Public Schools



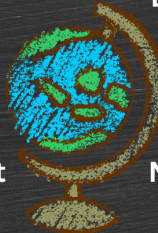
Brooke Kempner
Beacon Hill International
School Seattle Public Schools

Lee Butler
Stadium High School
Tacoma Public Schools

Amberlynn Lane
Burnt Bridge Creek Elementary
Evergreen Public Schools 114



Liz Donat
Madison Elementary
Mt. Vernon School District



Patti Madison
Lydia Hawk Elementary
North Thurston Public School

Jordan Duncan
Orin Smith Elementary
Chehalis School District

Hilary Tinnasand
Sager Middle School
College Place School District



Emily Thomas
Gildo Rey Elementary
Auburn School District



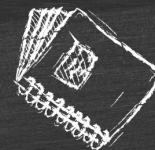
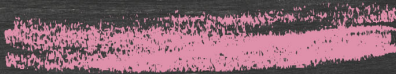
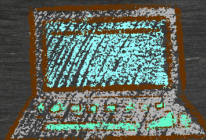
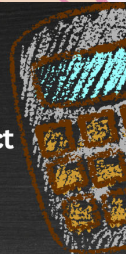
Amber McCarthy
White River Early Learning
White River School District

Allison Winward
Kamiakin High School
Kennewick School District



Veronique Paquette Kenroy
Elementary School
Eastmont School District

Courtney Yamamoto
Heritage High School
Evergreen Public Schools #114





Emancipation Through Poetry

We wanted to share this audio story from NPR's *Up First* in honor of the Juneteenth holiday. Listen here: [Emancipation Through Poetry : Up First : NPR](#)

"In the summer of 2020, as protests against racism spread throughout the country, former U.S. Poet Laureate Tracy K. Smith began to view her work differently. She started seeing her own poetry as part of something bigger, a continuation of generations of Black poets who had used their words as proof of their own humanity for centuries. In honor of Juneteenth, Tracy K. Smith shares some of her favorite works from Black poets as well as one of her own."

Find more poetry from Tracy K. Smith at [the Poetry Foundation](#).



College and Career News in Washington State:

The Washington State Board of Education:

- [Performance-based Pathway](#)

The Seattle Times:

- [Four WA students launch STEM paths to the skies](#)
- [Job opportunities spotlight need for postsecondary credential](#)
- [When school principals and CEOs work together, students win](#)
- [Summer internships for students to explore potential career pathways](#)
- [Hands-on coursework readies students for high-demand jobs](#)
- [How to earn college credit in high school – and the difference it makes](#)
- [Providing pathways through college: Expert guidance helps students complete a degree](#)



**Live Internet Webinars
Better FAFSA Better Future Webinar Series,
June–July 2023**

Federal Student Aid will host 11 webinars this summer starting this month. These live webinars will discuss the implementation of the FAFSA Simplification Act, the FUTURE Act, and what schools will need to know about upcoming changes for the 2024–25 award year. The webinars in the summer series will be offered in June–July 2023. [Click on this link](#) for more information.

Webinar Dates:

- FSA: [Student Aid Index - Part 2](#) (June 27)
- FSA: [Pell Grant Minimums, Maximums, and In Between](#) (July 6)
- FSA: [The FAA's Role in FAFSA Simplification](#) (July 11)
- uAspire: [Preparing for FAFSA Simplification](#) (July 12)
- FSA: [Better FAFSA Better Future Q&A - Session 2](#) (July 13)
- FSA: [2024-25 FAFSA Demonstration](#) (July 25)
- uAspire: [Preparing for FAFSA Simplification](#) (Aug 16)

The National Equity Project: Liberatory Design Lab

PSESD in collaboration with [The National Equity Project](#) will be hosting a series of labs this summer.



Dates:

- Lab 2: August 22, 2023 | 1:00 pm – 3:00 pm
- Lab 3: August 24, 2023 | 1:00 pm – 3:00 pm

Event Information:

- [Flyer](#) to learn more.
- [PdEnroller](#) for event information.
- E-mail: Leila Crist at lcrist@psed.org for team registration support.

All labs will be at the PSESD office in Renton in the Duwamish Room.



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