

**Dinda Davis**

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**Sent:** Tuesday, May 23, 2023 8:01 AM  
**To:** Dinda Davis  
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**May Issue**

**Newsletter**



**Newsletter Highlights**

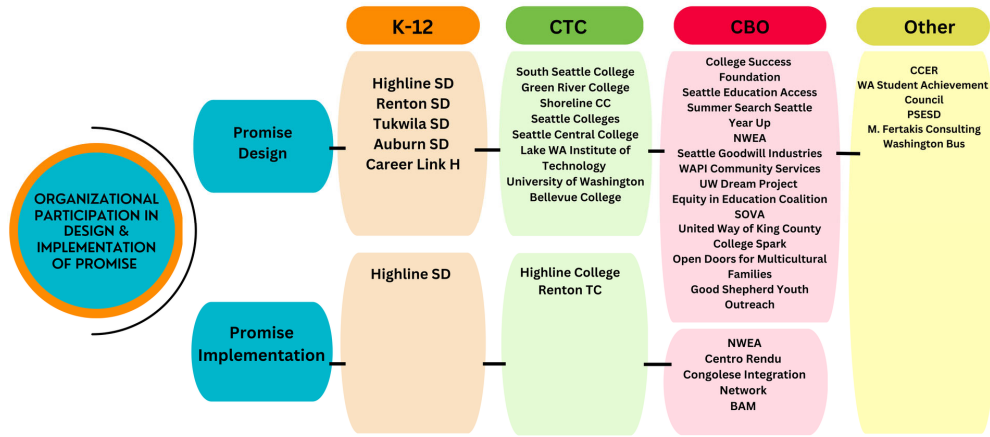
- **Design of KCP**
- **Student Resources**
- **Educator Resource**
- **May Poem**
- **College & Career News**
- **Events**

**Designing a College Promise Program with Community**

One of King County Promise's guiding principles is that students and families should be at the center of all the work that we do. As a team, we wanted to reflect on our process collaborating with community members in the design of Promise. **We designed research to investigate the role of community members in the design of Promise through interviews with design team members.** We went through all the (many!) program notes and documents from the design process and interviewed four folks who participated in the design process on different workgroups. We shared these findings at the American Educational Research Association (AERA) meeting, and are eager to share them out with our network here.

**The Promise origin story**

King County Promise came to be through an intensive design process with over 150 stakeholders across thirty local organizations beginning in 2017.



### What does the research say about systems changes in Promise programs?

- Programs with additional **advising** and **attention to other structural barriers** help students succeed more than tuition assistance alone (Kim & Rifeli, 2021; Nguyen et al., 2019).
- **Community collaboration** can make educational change equitable and sustainable, centering equitable processes towards equitable ends (Green, 2017; Ishimaru, 2020; Warren, 2005).



### Overview of findings—how did Promise design teams leverage community knowledge and input?

- **Learning from students:** Program designers used their knowledge of student experience to guide systems changes
  - Designers used data from student focus groups to understand what students wanted from a college access program. These groups surfaced the need for wrap-around support and funding outside of tuition, which led to the *equity stipend*, now a central part of the Promise model.
  - The Promise to Community partnership and the Highline Promise partnerships have implemented the stipend's delivery to students in different ways based on their contexts and what they believe will lead to giving the students the best support, and the original impetus for both of their strategies was the work from the design team.
  - Students cited the need for more advising towards a "seamless transition" between systems. Advising is now a central part of Promise Navigator's role in supporting students. As we approach the first Promise summer, these asks from students are shaping the plans for Summer Bridge programming.

- **Who's at the table:** The design process itself involved collaboration with community-based organizations, which impacted the interrogation of systems and the need for change.
  - Design teams assessed the "readiness of systems" for students. This involved the often difficult work of critiquing systems in which design team members worked.
  - This work of assessing systems was an iterative process, with a "constant widening and closing of the circle" in what would and would not be included in the Promise model.
- **Sharing power with community:** Program designers embedded community "feedback loops" into the program model by including community-based organizations as central parts of the Promise partnership model.
  - Community-based organizations serve as central partners in the Highline and Promise to Community partnerships. Thank you to Becoming a Man (BAM) of Southwest Youth and Family Services, Centro Rendu of St. Vincent de Paul, the Congolese Integration Network, and Northwest Education Access (NWEA) for your work.



### What's next?

- The PSCCN team is focused on learning from and with youth, family, and community members towards building a Promise program that can model more equitable educational opportunities.
- We are actively looking for innovative ways to support our Promise partners and contributors to Promise design. If you have any ideas, please share with our team.

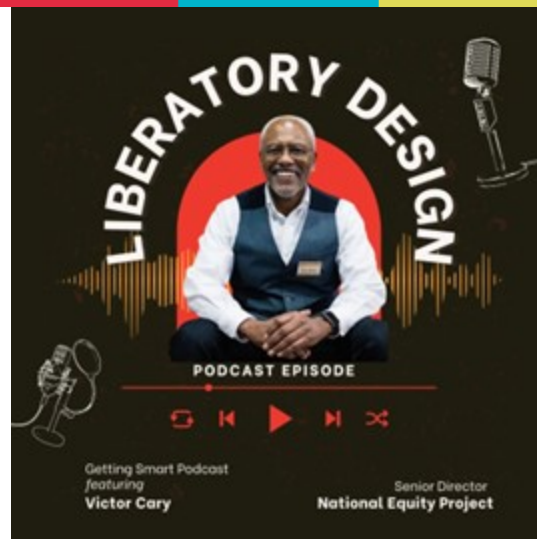
**Thank you** to the study's participants, and to all the members of the design team for your tireless work and dedication to improving the lives of students in King County. We are so grateful for your time and expertise, and we hope to improve the ways we engage with past partners. If you have questions or want to learn more about this project, please contact Hailey Karcher at [hkarcher@psed.org](mailto:hkarcher@psed.org).





Congratulations to our graduating seniors and families, mentors, educators, and advocates who supported students in completing this milestone. All of your hard work and perseverance led you to this proud moment in your life. Best wishes on your next adventure!

Educators, be sure to share the [PSCCN College Transition Checklists](#) with your students attending college locally.



**It is not too late to register for the [National Equity Project: Liberatory Design Lab](#) summer workshop!**

PSESD is excited to welcome their team as NEP leads three sessions in June and August. The workshop series is timed to set teams up to apply a liberatory design approach to an equity challenge they aim to address next year. Sessions are designed for mixed district teams, community-based organization teams and partnerships between educator leaders, youth, and community leaders.

Want to know more about Liberatory Design before registering your team? Please check out this episode of the Getting Smart Podcast featuring Victor Cary, Senior Director at the National Equity Project. [Click this link](#) or on the image below to access.

Registration and session information can be found on the [flyer](#).

# National Equity Project: Liberatory Design Lab

How do we move from “talking about it” to “being about it?” How do we move our values and beliefs about racial equity from personal commitments to collective action for change?

You are cordially invited to join a learning and design space hosted by PSESD and [The National Equity Project](#).

Our liberatory design lab will build on our region's collective commitment to lead with racial equity by offering a collaborative space for learning, reflecting and healing *and* moving forward with the beautiful and challenging work of integrating racial equity into our educational systems.

### Registration:

Event information can be found on [pdEnroller](#), please register your team for the series by contacting Leila Crist at [lcrist@psepd.org](mailto:lcrist@psepd.org). All labs will be at the **PSESD office in Renton** in the Duwamish Room.

### This design lab will be a space where you can:

- Learn about and practice Liberatory Design, a collaborative approach to interrupt patterns of systemic inequities and to create more opportunities for greater belonging and justice for all.
- Strengthen equity mindsets and behaviors while building skill and capacity to identify and design solutions to your organization's equity challenges.
- Engage in collective problem-solving with colleagues from other districts and organizations who share a commitment to centering values related to diversity, equity, inclusion and justice.

### Cost:

- Road Map district teams of 3-6 members register for free, sponsored by The Gates Foundation.
- District or organization teams of 3-6: \$2000 per team.
- Teams that include at least one Youth, Parent or Community Leader of Color: \$1500 per team.

**LAB 1**  
JUNE 22, 2023 | 1PM-5PM

- INTRODUCTION TO LIBERATORY DESIGN

**LAB 2**  
AUG. 22, 2023 | 1PM-3PM

- DEFINE YOUR EQUITY CHALLENGE
- PREPARE FOR EMPATHY WORK

**LAB 3**  
AUG. 24, 2023 | 1PM-3PM

- IMAGINE POSSIBILITIES
- DESIGN A PROTOTYPE

*"We become—with each other or not at all. Alone, in our separate kinds of expertise and experience, we know both too much and too little, and so we succumb to despair or to hope, and neither is a sensible attitude."*

- Donna J. Haraway

*"So, our job is to lean into the practice of possibilities and strive for the future we want to create... if we are in the business of making deep change, we also have to transform what we believe is possible."*

- Shawn Ginwright, PhD

**NATIONAL EQUITY PROJECT**

**Woo Williams-Zou**  
Associate  
National Equity Project

**Lisa Lasky**  
Managing Director  
National Equity Project



## Higher Education After Incarceration

[Intelligent.com](#) provides a resource to help people with prior convictions to learn about going to college. It includes information about various grants and scholarships, advocacy programs and resources for ex-offenders, and other vital information to help them earn a degree. To learn more, [click on the link](#).

## Ways to strengthen the HSBP experience

The High School and Beyond Plan supports students in preparing for a path after high school that fits their skills and interests. There are also ways the Plan can improve to make the experience more meaningful for more students, writes Spokane high school junior Donalda Brantley, who is a student member of the Washington State Board of Education.

Check out her [new blog post for Ready WA](#) to read more insights about what students say would strengthen the Planning process.



## Surviving college applications: What I wish I knew.

"I had no idea how time-consuming college applications are. Senior year is busy with wrapping up classes and trying to enjoy the final year of high school. Starting my college applications was a rude awakening. I had no idea how they worked, what the Common App was, or what to write about in my essays... So while I was working on my applications I wrote a list of what I wish I knew. I am sharing this list here with the hope that other students can benefit from what I learned and have an easier time with the application process." [Read more](#) in the latest Student Storyteller blog post from Summer.



Center for Strengthening the Teaching Profession.

[Inclusionary Practices Colloquium](#). CSTP is a member of the Inclusionary Practices Professional Development Cadre in a state-wide effort to support educators, students and families in inclusionary practices. Learn about this Inclusionary Practices

Professional Development Project on the [OSPI website](#). Join administrators, educators, families and other professionals at the Inclusionary Best Practices Colloquium on June 14 in Sea Tac. [Register Now](#).



**Learning Heroes: Go Beyond Grades campaign.**

Go Beyond Grades helps families team up with teachers at the end of the school year around summer learning and by connecting families to curated local programming. With ESSER federal dollars expiring soon, now is the time for families to take advantage of all the district and community resources.

Despite heroic efforts of educators through the pandemic, 90% of parents nationally believe their child is at/above grade level in reading and math even though the Nation's Report Card and the [EducationRecoveryScorecard.org](#) data paint a much different reality. Eight in ten parents (80%) report their children get mostly B's and above. But there are other important factors beyond grades to know how a child is developing and achieving in school. Teachers say ongoing communication is the best way to know how a child is achieving, with only 30% saying report card grades are one of the most important ways.



The poem for this month is an excerpt from the prose poem "For Black Boys" by Leija Farr, Seattle's inaugural Youth Poet Laureate.

*Delicate Black boy. Soldier, plum painted spirit, deep rooted, dreamer. I can tell from the oceans on your bed that you've never been told you were beautiful....*

*In a place that will never understand you are amazing, in a place that will put fire to you then say you are callous, they will burn you then say you are reckless, some mothers won't tell you because they think it is feminine and they want you to prepare for a battlefield your whole life but I tell you, you are beautiful, you are grand, you are too permanent to be unloved.*

[Read an interview](#) with Leija Farr in the Seattle Times.

[Listen to the whole poem](#) and interviews with Leija Farr at KUOW.



**College and Career News in Washington State:**

The Seattle Times:



- [Taking the fear out of applying for financial aid](#)
- [Summer internships for students to explore potential career pathways](#)
- [WA Grant helps make college and career training a reality for many](#)
- [Hands-on coursework readies students for high-demand jobs](#)
- [Supporting more WA students to succeed in education after high school](#)
- [Strategies for success: Helping first-generation students navigate college](#)
- [Job opportunities spotlight need for postsecondary credential](#)
- [New directory connects students with paid work experiences](#)
- [STEM Signing Day: 4 students chart a path to the future](#)



**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 1: June 22, 2023 | 1:00 pm – 5:00 pm
- 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](mailto: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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