

**PSTAA ADVISORY SUBCOMMITTEE (PAS)**

**March 18, 2024 | 6:00 PM | Zoom Meeting**

**Members:** Jackie Jainga Hyllseth (Chair), Pearl Malhi, Ashlyn Sanchez, Jessica Werner, Zene’ Hall, Sophia Dang, Dr. Dwane Chapelle, James Lovell, Jack Edgerton, Angela Phan

**Excused:**

**Absent:** Debbie Peterson, Naomi Byrdo, Beth Larsen

**Staff:** Hannelore Makhani (KC-DCHS); Valerie Stegemoeller (KC-DCHS)

**Guest(s):** Joy Sebe (UWKC), Corinna Quesada (UWKC)

**GROUP NORMS:**

1. Step up/ step back (basically share airtime to make sure that all can participate)
2. Do not take things personally—try to find an opportunity to grow from feedback.
3. This should be a brave space, not a safe space. (Safety is an illusion!)
4. Take risks; agree to disagree, recognize intent and own your impact
5. Seek understanding, ask questions, bring curiosity, ask for clarification
6. Stay engaged, weigh in, and communicate.
7. Keep a sense of humor.

**AGENDA:**

| Lead   | TIME    | TASK                                  | RESULT  | NOTES  |
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| Jackie | 6:00 PM | <b>Agenda &amp; Objectives, Norms</b> | Group understands agenda, objectives, established group norms, and is grounded on PSTAA work and the role of PAS. | <u>Welcome!</u> <ul style="list-style-type: none"><li>• Review group norms</li><li>• Review agenda and meeting objectives:<ul style="list-style-type: none"><li>- Group selects a co-lead</li><li>- Group gets updated on PSTAA financial picture, including deployment of reserves.</li><li>- Group learns about &amp; give input on emerging supports investments.</li></ul></li></ul> |
| Sophia | 6:10 PM | <b>Welcome!</b>                       | Group joined and ready to work.   | <u>Introductions &amp; Icebreaker:</u> <ul style="list-style-type: none"><li>• Please share name, role, and pronouns</li><li>• “Dream vacation”: Attendees will set their background picture to one that represents their dream vacation. Share-out.</li></ul>   |
| Jackie | 6:20 PM | <b>Financial Briefing (Pt. 2)</b>     | Group understands PSTAA’s financial picture, with a focus on reserve deployment. PAS                              | <u>Presentation:</u> <ul style="list-style-type: none"><li>• Valerie Stegemoeller, Finance Manager (DCHS)</li></ul> <u>Questions:</u> <ul style="list-style-type: none"><li>• Why are construction delays happening?<br/><i>DCHS does not receive that level of</i></li></ul>  |

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|  |  |  | <p>members give input on emerging support investments.</p> | <p><i>information from Sound Transit, unfortunately. We do know that construction costs and contractor availability are impacting development significantly throughout the region.</i></p> <ul style="list-style-type: none"> <li>• How long will PSTAA last? <i>DCHS anticipates continuing to collect revenue until the last of the \$318M is received. This is currently projected to be about 16 years.</i></li> <li>• How the volatility of this funding source affected each investment area? <i>DCHS will plan to do this analysis and return to PAS later this year with more information.</i></li> </ul> <p><u>Discussion Themes:</u></p> <ul style="list-style-type: none"> <li>• Important to ensure that baseline costs can be covered during low-revenue years.</li> <li>• It would be positive to have data on supports to students beyond stipends and tuition. Expects that housing support will prove to be very impactful.</li> <li>• Youth are facing significant challenges as they emerge into young adulthood in the current economic context. A housing support pilot would be amazing for students, their education and career trajectory, as well as for the community.</li> <li>• Rapid housing for young adults is great, especially when not supporting market owners. However, on-campus housing feels a little wrong since it limits students' choice on where to live. <i>DCHS found data on a Tacoma Community College and Tacoma Housing Authority Program that piloted providing vouchers to students based on family size and income. They found that vouchers unintentionally created barriers for predominately students of color to get housing in the private market.</i></li> <li>• Due to volatility, all three PSTAA investments are currently underfunded. Would prefer that excess funding go to L&amp;L or ELF, move current programs</li> </ul> |
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|  |  |  |  | <p>faster, or invest in a new organization rather than a new investment. <i>DCHS reminded PAS that all investments are important and that we are discussing a small amount of money that is unlikely to make significant impact spread across current funded partners.</i></p> <ul style="list-style-type: none"><li>- <i>ELF is not likely to utilize this funding within 2 years as their current funding timelines are ~3 years.</i></li><li>- <i>L&amp;L is currently being funded at a proportionally higher rate than prescribed (their award was never reduced).</i></li><li>- <i>Currently, KCP is underspending. Specifically, the equity stipend strategy has not been fully deployed. KCP needs more time to build a pipeline for successful scale.</i></li><li>- <i>This pilot would allow PSTAA to get closer to meeting prescribed allocations, strategically expand geographic reach for KCP, and set up for possible future scaling with current (and additional) KCP partners in the future. This pilot is also a strategic opportunity to leverage PSTAA funding to test a concept that may be a good fit for the next rendition of BSK.</i></li></ul> <ul style="list-style-type: none"><li>• <i>Flagged a <a href="#">3/17 Seattle Times article</a> outlining promising results of cash assistance program to young people facing housing crises.</i></li><li>• <i>What is the screen for this program being implemented through a KCP program versus a CBO? <i>DCHS acknowledged the opportunity access issue here, reminded PAS that the goal is to serve students quickly. The proposed investment plan would be for PSTAA to pay Shoreline College directly for the costs of students' apartment living. Shoreline College plans to cover incidentals (i.e. laundry costs) and all associated fees. DCHS case</i></i></li></ul> |
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|       |         |                             |  | <p><i>managers will take on additional housing case management work without collecting any overhead fees from PSTAA. Should this pilot be successful, DCHS will consider incorporating this intervention to the KCP portfolio, which would include implementation by funded agencies.</i></p> <ul style="list-style-type: none"> <li>Housing pilot implementation will tentatively start in summer 2024. Some PAS members expressed excitement about the swift timeline and potential to impact 5-10 students while emphasizing the importance of readiness (vs. an RFP, etc.)</li> </ul> |
| Hanne | 7:00 PM | <b>Administrative Items</b> | Group makes decisions related to the effective running of this subcommittee. | <p><u>Co-lead nominations &amp; selection</u></p> <ul style="list-style-type: none"> <li>Dr. Chapelle interested, although concerned about his availability.</li> <li>The group briefly discussed leadership roles for at-large members, including support of meeting facilitation.</li> </ul>  |
| All   | 7:30 PM | <b>Adjourn</b>              |  | <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> <li>Hanne will take PAS feedback about housing pilot to DCHS leadership.</li> <li>Valerie will return with a new fiscal update in the next few months.</li> <li>Hanne to reach out to Dr. Chappelle to discuss a workable co-lead configuration.</li> <li>4/9 CYAB meeting includes subcommittee planning time. Hanne will update 18-month meeting calendar and provide charter for discussion at that meeting. Debrief at May 20<sup>th</sup> PAS meeting.</li> </ul>   |

**PSTAA BASICS:**

**PSTAA PURPOSE:**

The Puget Sound Taxpayer Accountability Account aims to make equitable investments in programs and facilities designed to improve educational outcomes for students in the PSTAA prioritized populations throughout urban and rural King County.

**PSTAA PRIORITIZED POPULATIONS:**

- Children and youth of color

- Children and youth from families at or below two hundred percent of the federal poverty level children and youth who are homeless
- Children and youth in the foster care system
- Children and youth in the child welfare system
- Children and youth at risk of being involved or involved in the juvenile justice system
- Children and youth with disabilities
- Children and youth who identify as LGBTQ
- Otherwise vulnerable children and youth

**DESIRED OUTCOMES:**

Funded strategies will be evaluated based on reducing educational achievement gaps for the prioritized populations as measured by the following educational outcomes:

- Kindergarten readiness
- High school graduation rates
- Postsecondary program acceptance rates
- Postsecondary degree or certification completion