

PSTAA ADVISORY SUBCOMMITTEE (PAS)

September 18, 2023 | 6:00 PM | Zoom Meeting

Members: Jackie Jainga Hyllseth, Jack Edgerton, Ashlyn Sanchez, Jessica Werner, Pearl Malhi, Debbie Peterson, Beth Larsen, Rochelle Clayton-Strunk, James Lovell

Excused: Naomi Byrdo

Absent: Gracie Martinez, Dr. Dwane Chapelle

Staff: Hannelore Makhani (DCHS)

Guests: Leah Grodinsky (DCHS), Justine Vilorio (DCHS), Vincent Johnson (DCHS), Juanita Salinas-Aguila (Enterprise/ Washington Early Learning Fund)

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
James	6:00 PM	Agenda & Objectives, Norms	Group gets clear on agenda and objectives, is reminded of established group norms, and is grounded on PSTAA work and the role of PAS.	<u>Welcome!</u> <ul style="list-style-type: none">• Review agenda and meeting objectives:<ul style="list-style-type: none">- PAS members learn about PSTAA evaluation approaches.- PAS members learn about ELF progress to date.- PAS members learn about PAS recruitment; applications due 9/22.• Review group norms
Jessica	6:05 PM	Introductions & Icebreaker	Group joined and ready to work.	<u>Introductions:</u> <ul style="list-style-type: none">• Please share name, role, and pronouns• Icebreaker Prompt: <i>What subject do you wish was taught in every school?</i><ul style="list-style-type: none">- <i>Conflict resolution/ crucial conversations</i>- <i>Credit education, wealth management</i>

				<ul style="list-style-type: none"> - <i>World religion</i> - <i>A complete history of the U.S.</i> - <i>How to purchase a car</i> - <i>Logic/ emotional intelligence</i> - <i>Financial literacy</i> - <i>Experiential activities – i.e. going on a boat to experience marine biology first hand</i> - <i>Parenting skills</i>
James & PSTAA Team	6:20 PM	Evaluation Approaches Overview	Group learns about PSTAA evaluation approaches.	<p><u>Presentation:</u></p> <ul style="list-style-type: none"> - Leah Grodinsky Data & Evaluation Lead, DCHS <p><u>Notes</u></p> <ul style="list-style-type: none"> - <i>Thanks to Elizabeth Esborn for creating the slides and to REC for partnering with our team to create the L&L slides.</i> - <i>The slides show what type of information (demographics and outcomes-related) is being collected for each investment and at what intervals.</i> - <i>They also clearly list the evaluation questions and longer-term outcomes that we are seeking by strategy.</i> - <i>Please note that ELF is different since it is not looking at individual level rather. Rather, we measure community and systems in addition to data demographic data collected from families served and satisfaction surveys.</i> <p><u>Q&A</u></p> <ul style="list-style-type: none"> - <i>Are children served by ELF tracked for kindergarten readiness?</i> <i>No, ELF kindergarten readiness is measured at the aggregate, system level. It is a global comparison.</i> - <i>Thank you for the visuals. They are helpful to understand how the evaluation approaches for each strategy have been designed!</i>

				<ul style="list-style-type: none">- <i>For L&L, are system outcomes related to participatory grant-making and coalition building only? What are these compared against? Can you share the link to the assessment report?</i> <i>*Sharing this excerpt describing the participatory grantmaking approach, from the Implementation Plan: “As mentioned in the Guiding Principles for Love and Liberation Funding Category section, a key aspect of the expanded L & L project supported by PSTAA will be the use of a participatory grantmaking approach. An emerging best practice locally, nationally, and internationally, participatory grantmaking explicitly and intentionally brings communities impacted by funding decisions together with funders to shift traditional power dynamics in funding decisions. The REC recommends the use of this groundbreaking approach to funding community work in this funding category, as the conventional, top-down approach typically employed by governments and philanthropic organizations does not allow for the systemic changes necessary to empower communities and create lasting change. Participatory grantmaking is a model that has the potential to positively impact the education and human services systems in King County. By testing how participatory grantmaking changes the way nonprofit organizations work together to improve outcomes for young people under L & L, King County will have an opportunity to learn</i>
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				<p><i>about this framework and to potentially replicate its success with future investments.” (page 60)</i></p> <ul style="list-style-type: none">○ The Assessment Report (page 22) also includes some of the findings in this area. <p><i>*Sharing how “coalition building” is outlined in the Implementation Plan as central to REC’s work: “The REC was formed in 2019, inspired by a shared vision of addressing pervasive racism and a lack of equitable support services in the education system. The coalition is comprised of 15 representatives from black, indigenous and people of color-led (BIPOC) nonprofits in King County, funded by United Way of King County (UWKC) to test a small scale, community-driven program model, Love and Liberation (L & L). Starting in July 2019, the group began to meet regularly to refine the framework for L & L and to discuss adjustments to the model for inclusion in the PSTAA implementation plan to test scaling the model across the region. The REC held community listening sessions to gather feedback on possible strategies to influence lasting, system-level change that narrows gaps in education outcomes for young people of color. The feedback emphasized the importance of strategies that leverage the strengths of BIPOC-led organizations.” (page 38)</i></p> <ul style="list-style-type: none">○ This section of the Assessment Report (pages 20-21) also speaks to
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				L&L’s learnings about relationship and coalition-building. These are measured by looking at themes in the narrative reports, as well as during reflection retreats with United Way.
Jessica & PSTAA Team	6:45 PM	ELF Briefing	Group learns about ELF progress to date.	<p><u>Presentation:</u></p> <ul style="list-style-type: none"> • Justine Vilorio Program Manager, DCHS • Vincent Johnson Capital Projects Engineer, DCHS • Juanita Salinas-Aguila Senior Program Director, Enterprise <p><u>Notes</u></p> <p>General Facilities – 1st RFP round in 2022:</p> <ul style="list-style-type: none"> - \$1.99M to 10 King County Projects - Inspire Kids highlighted: <ul style="list-style-type: none"> ○ 1st generation immigrant woman & emerging providers that reflects the community to be served. ○ This project needed a boost in funding, support, and technical assistance. ○ Once complete, it will add 5 new classrooms, 82 new slots (inc. 12 infant). All these slots will accept subsidy. ○ Enterprise hired one project manager (TA consultant to support construction (budget planning, timeline monitoring, referrals to experts as needed) - 2nd funding round expected mid-October 2023 - Estimating providing funding to 3+ shovel-ready projects needing gap funding

				<ul style="list-style-type: none"> - <i>Currently reviewing application to ensure that it is more user-friendly.</i> - <i>Also in fall 2023, looking to identify 2-4 emergent providers who have a goal of opening a center and inviting them to join a learning environment.</i> <p>Family Facilities – 1st round of funding awarded \$541K to 25 providers:</p> <ul style="list-style-type: none"> - <i>The focus of this funding round was improving health/ safety needs and preserving buildings.</i> - <i>Learning that the inaugural process was lengthy and needs improvement.</i> <p><u>Q&A</u></p> <ul style="list-style-type: none"> - <i>Can you provide a list of the family projects awarded?</i> <i>Yes, please see the enclosed document titled “2022 PSTAA FCCFF Awards”.</i> - <i>Have you explored collaboration with GCCFF contractors to support FCCFF repair needs?</i> <i>The experience of contractors needed for general facilities construction and family child care home improvement is different. Also, the family projects tend to be small for the big contractors that typically support large construction. Right now, we are focusing collaboration on marketing and outreach.</i> - <i>Would it be possible to provide continuing education to providers around childcare licensing needs?</i> <i>That may be something to investigate as part of our strategy in the future.</i> - <i>What is the range of investments?</i> <i>\$2,200 - \$75,000 (\$75K is the very max. we are allowed to award for this project).</i>
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Hanne	7:20 PM	Announcements & Next Steps		<p><u>Announcements:</u></p> <ul style="list-style-type: none"> • PSESD breach of contract cancelled as of 8/22/23. A contract amendment was drafted to clarify the SSO's deliverables through the end of 2023 and is currently being circulated. • PAS is currently recruiting (blog post)! We hope to gain 1-2 at-large members by November 20th. Application materials can be found here. They are due September 22! <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> - - Please share PAS recruitment materials with your networks! - Next meeting on November 20, 2023 @ 6:00 PM
All	7:30 PM	Adjourn		

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