

5/20/19 COW  
Public Comment

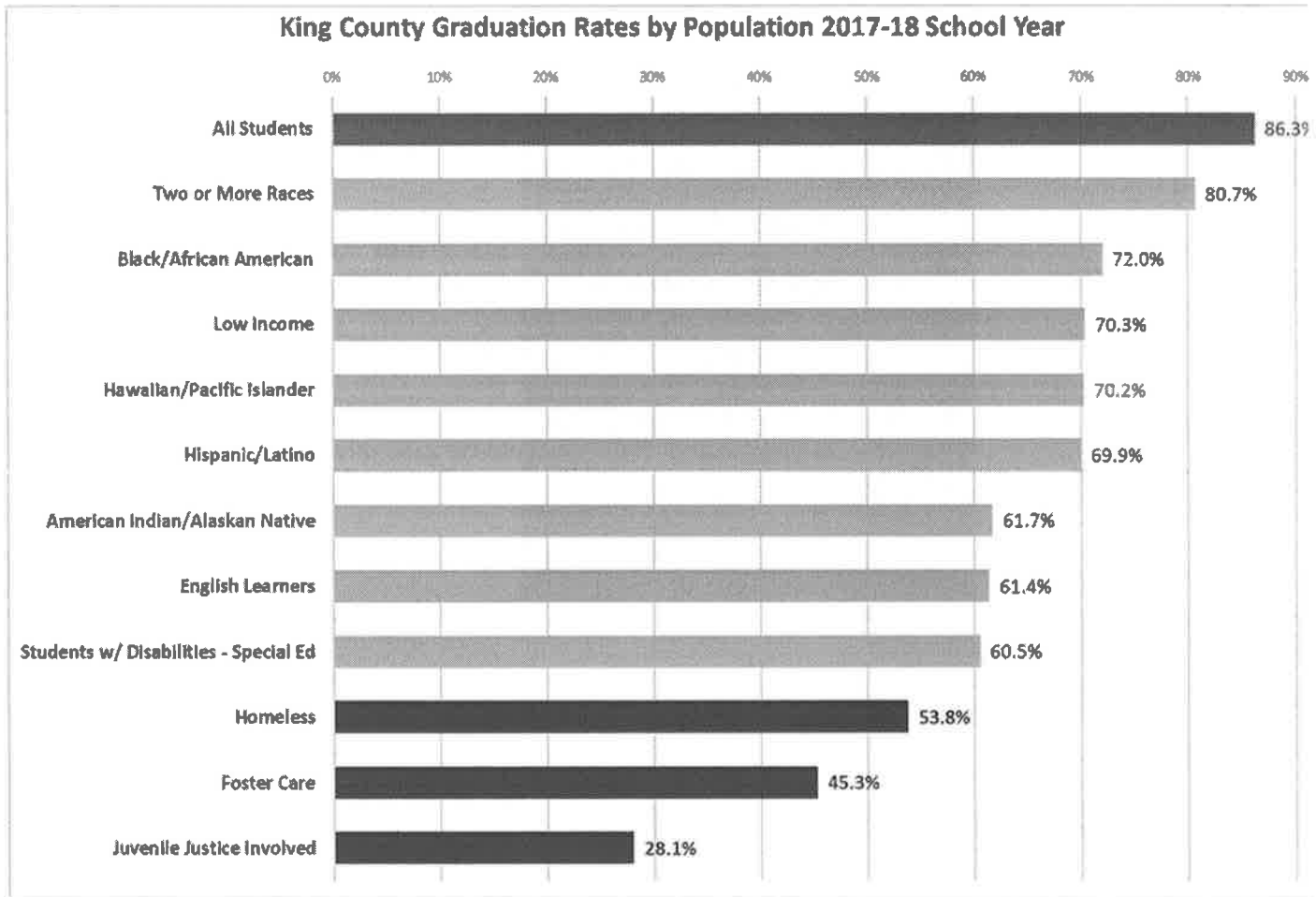
**EDUCATION OUTCOMES FOR YOUTH EXPERIENCING HOMELESSNESS, FOSTER CARE, OR JUVENILE JUSTICE INVOLVEMENT (PSTAA NAMED POPULATIONS)**

	<b>Peer Population</b>	<b>Named Population</b>
<b>Early Learning</b>	46% met kindergarten readiness standards in all six domains	25% of children experiencing homelessness met kindergarten readiness standards in all six domains  29% of children in foster care met kindergarten readiness standards in all six domains
<b>K-12</b>	80% graduation rate statewide	55% graduation rate for youth experiencing homelessness  41% graduation rate for youth in foster care  21% - 28% graduation rate for youth involved in the juvenile justice system
<b>Post-secondary</b>	55% enrolled in a 2 or 4 year higher education institution within 2 years of high school graduation  16% earned a 4-year college degree by their mid-20s	37% of students experiencing homelessness were enrolled  36% of youth in foster care were enrolled  Fewer than 3% of students that experienced foster care earned a 4-year college degree by their mid-20s

### **BY THE NUMBERS**

Every year, more than 12,000 King County children and youth experience foster care, homelessness, or are involved in the juvenile justice system.

- ➔ There are around **1,500 children and youth in foster care / out-of-home care** in King County every year. About **41% of those children are under five years of age**. At least **50% are children and youth of color**.
- ➔ There were **9,500 students experienced homelessness** in King County's public K-12 school system in the 2016-17 school year. 65% were grades K-8 & 35% were grades 9-12. **82% of students experiencing homelessness in King County were students of color**.
- ➔ There is an average of **46 youth in King County Juvenile Detention each day** over a year. **82% are youth of color**.



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May 20, 2019

Dear King County Councilmembers:

What if King County had the extraordinary opportunity to take concrete action to close the opportunity gap for low-income and children of color?<sup>1</sup> With funding from the Puget Sound Taxpayer Accountability Account (PSTAA), this county can make an incredible difference in the lives of our youngest learners. While there are many laudable ways the Council can choose to spend the money, this is a once-in-a-generation chance to invest deeply in the early childhood spaces necessary to ensure families in King County have long-term access to high-quality early learning.

As people of color who are also a mix of parents, educators, caregivers, leaders of organizations, and community advocates, we believe attention, work, and investment is required to shift the current reality of racial inequity in King County. We want to grow a thriving County where all children, regardless of race or income, grow to be healthy, successful adults. Data shows this starts at the beginning of a child's life and that early investments yield the biggest impacts.

We recognize that ensuring all children have access to high-quality early learning opportunities is a complex undertaking that requires system change and funding from different levels. There are many issues plaguing the early learning world including: low child care subsidy rates at the state level; the lack of overall funding available for early learning at federal and state levels; inadequate early learning educator's compensation, and the need for different policy levers to make systems work better for foster and homeless families. We also know that this county funding is one-time and could have a huge effect in early learning if we are strategic and focused on one critical piece of this complex system. For us, this work is one component of a larger and more comprehensive effort that involves examining policies and funding at the local, state, and national levels.

We believe that done right, the facilities work in King County can be innovative, create new partnerships, and be responsive to families of color. There are so many exciting partnerships that can be formed using these funds – from collaborations with affordable housing and mixed-use space development to stand-alone projects that serve communities with little access. The county has a chance to be thoughtful about preserving spaces that value and cultivate cultural identity by supporting families from the beginning of their children's lives.

While many communities across the country are grappling with addressing facilities shortages for early learning programs, very few have been able to invest the funds necessary to come close to solving the problem. King County can make a significant difference by deeply investing and imbuing facilities work with its values of race and social justice.

We urge you to strongly support the early learning facilities strategies in your PSTAA funding considerations.

Sincerely,

<b>Lois Martin</b>	<i>Community Day Center for Children Director</i>
<b>Evelyn Thomas Allen</b>	<i>Catholic Community Services Director; Village Spirit Center Convener, Black Community Impact Alliance (BCIA) President &amp; Executive Director, Equity Alliance of Washington</i>
<b>Zam Zam Mohamed</b>	<i>Voices of Tomorrow Executive Director</i>
<b>Debra R. Sullivan</b>	<i>Community Advocate, Parent and co-parenting grandparent to 7 year-old</i>

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<sup>1</sup> We utilize the WA Educational Opportunity Gap Oversight and Accountability's definition of opportunity gap: *The term 'opportunity gap' refers to systemic inequity in education that structurally disadvantages certain demographics of students (e.g. students of color, low-income students, and students with disabilities).*

<b>Roxana Norouzi</b>	<i>One America Deputy Director</i>
<b>Tony To</b>	<i>Homesight Director Emeritus</i>
<b>Ryan Quiglar</b>	<i>Renton Innovation Zone Partnerships Executive Director</i>
<b>Lauren Hipp</b>	<i>MomsRising Early Learning Campaign Director, Parent of 4- and 2 year-old</i>
<b>Erin Okuno</b>	<i>Southeast Seattle Education Coalition Executive Director, Parent of two elementary school students</i>
<b>Bevette Irvis</b>	<i>Wellspring Family Services Early Learning Center Director</i>
<b>Hon. Gloria Hodge</b>	<i>Hoa Mai Bilingual Preschool Director</i>
<b>Paola Maranan</b>	<i>Children's Alliance Executive Director</i>
<b>Sandra Nelson</b>	<i>Primm ABC Child Care Director</i>
<b>Lorena Gonzalez</b>	<i>City of Seattle Councilmember</i>
<b>Frieda Takamura</b>	<i>Community Advocate</i>
<b>Monica Martinez</b>	<i>Preschool Teacher, Parent of 8- and 10-year old students</i>
<b>Shereese Rhodes</b>	<i>Parent of 9-year old student</i>
<b>Dennis T Comer</b>	<i>Central Area Collaborative Program Manager and Parent</i>
<b>Laura Greene</b>	<i>Preschool Director</i>
<b>Tammy Morales</b>	<i>Rainier Beach Action Coalition Parent of 8- and 11-year old graduates of La Escuelita Preschool</i>
<b>Luc Jasmin</b>	<i>Washington Childcare Center Association</i>
<b>Ana Bonilla</b>	<i>Enterprise Community Partners</i>
<b>Linnet Madeja-Bravo</b>	<i>Community Advocate, Parent of 1-year old</i>
<b>April Dickinson</b>	<i>Parent of 3-year old and 7-year old</i>
<b>Leon Garnett</b>	<i>Byrd Barr Place</i>
<b>Jasmine Michael</b>	<i>Parent of 5-year old</i>
<b>Jeff Devo</b>	<i>Parent of 2-year old</i>
<b>Tina Keys</b>	<i>Parent of 10-year old</i>
<b>Sara Sadik</b>	<i>Parent of 2-year old</i>
<b>Kibatu Bayou</b>	<i>Parent of 2-year old</i>
<b>Danyeale Bailey</b>	<i>Community Advocate - Primm ABC Child Care, Parent of 3-year old and 4-year old</i>
<b>Monica Williams</b>	<i>Community Advocate - Primm ABC Child Care, Parent of 15-year old and 2-year old</i>
<b>Kathleen Steele</b>	<i>Community Advocate - Primm ABC Child Care, Grandparent</i>
<b>Rev. Mercedes Tudy-Hamilton</b>	<i>Primm ABC Child Care Board Member</i>
<b>Sophia Mason</b>	<i>Community Advocate, Parent to 5-year old</i>
<b>Mamie Roberson</b>	<i>Primm ABC Child Care</i>
<b>Donald Roberson</b>	<i>Primm ABC Child Care</i>
<b>Vonette Wilson</b>	<i>Community Advocate - Primm ABC Child Care, Parent of 1-year old and 3-year old</i>
<b>Markisha Dixon</b>	<i>Community Advocate – Primm ABC Child Care, Parent of 6- and 8-year old</i>
<b>Kimberly Cox</b>	<i>Primm ABC Child Care, Teacher/Grandparent and parent of 3 former students (20, 19, 17 years old)</i>
<b>Anthony Blake</b>	<i>Community Advocate – Primm ABC Child Care, Parent of 1-year old and 3-year old</i>
<b>Kenneth Mitchell</b>	<i>Community Advocate – Primm ABC Child Care</i>
<b>Leslie Dozono</b>	<i>Early Learning Facilities Stakeholder Group Consultant, Parent of 5 year-old &amp; 3 year-old</i>

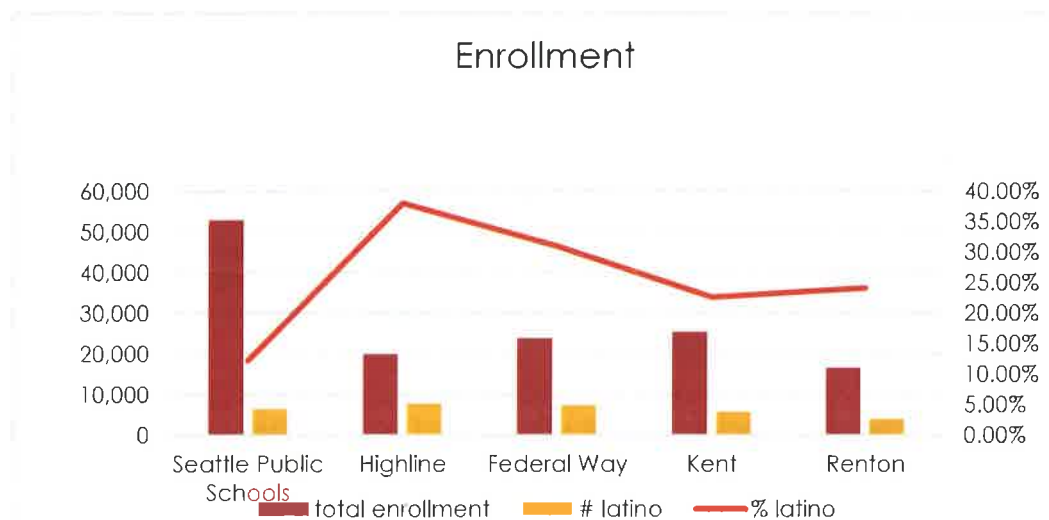
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El Centro de la Raza is an organization grounded in the Latino community, our mission is to build unity across all racial and economic sectors, to organize, empower, and defend our most vulnerable and marginalized populations and to bring justice, dignity, equality, and freedom to all the peoples of the world.



## Latinx Student Population in Seattle and South King County

In the last 8 years, 7 South King County schools districts (South Seattle, Federal Way, Highline, Renton, Kent, Tukwila, Auburn) have experienced unprecedented growth: Students of color increased by 37%, English Language Learners (ELL) increased by 44%, and students experiencing homelessness have grown by 163%.



### Hurdles to Closing the Opportunity Gap

- Despite a significant Latinx student population, only 5% of teachers in South King County identify as Latinx.
- South King County Latinx average high school graduation rate is 72%, compared 80% for all students (King County 2017).
- Of a single graduating cohort, only 47% of Latinx youth will ever enroll in college and only 27% will achieve a 2 or 4-year postsecondary credential within 6 years of graduation.
- Despite South King County's high concentration of Latinx and other students of color there is insufficient funding to implement strategies intended to eliminate racial disparities and opportunity gaps.
- Latinx youth in South King County, living in close proximity to high paying jobs and areas of opportunity are nonetheless ill-prepared to graduate high school on time and/or succeed in postsecondary education and enter career pathways.

# WHAT LATINX STUDENTS NEED:

## Culturally Sensitive and Community-Based Programing

- Culturally sensitive programming is a bridge connecting Latinx students to interests not traditionally addressed in the common core system, including bilingual education, cultural history and enrichment, racial equity, and advocacy.
- El Centro de la Raza's in-school programming supports students with a holistic approach – working with teachers and school staff to meet the academic, emotional and cultural needs of Latinx students, including navigation services, mentoring, tutoring, parent engagement, etc.
- Currently 40% of Latinx youth in South King County are enrolled as English Language Learners (ELL) and 63% live in non-English speaking households. While Latinx teachers must be hired, other education support staff can serve as models and support for Latinx students.

## Afterschool and Community Programs to Enrich and Nurture Latinx Students, particularly Vulnerable Students

- At all grade levels, students who participate in afterschool activities experience greater achievement opportunities and maintain higher grades.
- Studies have shown that positive and healthy activities within the community protect students from engaging in harmful or dangerous activities, such as substance abuse.
- ELL students often are not able to pursue more rigorous academic tracks due to language abilities, a factor which can affect a student's likelihood of reaching and completing college. After-school programs provide academic support, cultural enrichment and mentoring (optimally from bi-lingual staff).
- El Centro de la Raza's after-school programs integrate academic support with cultural enrichment to improve student engagement and retention of both traditional and nontraditional academic curriculum. Programs simultaneously address the social development of students and strengthens family engagement in education.

# Latinos in Tech

Community Led Collaborative Fortifying Community Leaders

Public Comment  
5/20/19 CSW

## Mission

Latinos in Tech is committed to diversity in the tech industry and supporting access to STEM and technology fields for underrepresented communities. The group was created in 2014 in collaboration with two community leaders and the support of Latino Community Fund, to provide the community with a space to innovate, develop, and connect with others. It is a community led collaborative fortifying community leaders.

## Connect

Connecting students and professionals with opportunities to advance professionally. We foster a culture of community engagement and social responsibility.

- 797+ Members on Facebook
- NEW in 2019 - LinkedIn Group of 60+ members and growing!

## Share

Sharing valuable resources and career mentorship in collaboration with various sectors. As a collective, we offer networking mixers, hackathons, and workshops in partnership with tech companies, universities, startups, and nonprofits.

## Act

Latinos in Tech advocates and supports expanding career pathways in STEM, advancing policies and (non/traditional) programs that prepare students of color, girls and young women, and students from rural and/or low-income communities for success through a strong STEM education.

Latinos in Tech is Sponsored by

Latino Community Fund of WA State

68 S. Washington Street, Seattle, WA 98104

[www.latinocommunityfund.org](http://www.latinocommunityfund.org)

Follow us on Social Media:



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