Puget Sound Taxpayer Accountability Account

Needs Assessment Report

A brief overview of data and historical community input on education needs in King County

A report to the King County Council

Ken Thompson Consulting
October 2018

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Executive Summary

The Puget Sound Taxpayer Accountability Account (PSTAA) was created as an amendment to the 2015 Transportation Revenue Package by the Washington State Legislature.[1] The Legislature created PSTAA to direct certain funds into a protected account that is to be paid to the counties in the Sound Transit taxing district, and directs that the funds be used for educational services to improve educational outcomes in early learning, K-12, and postsecondary education.

Goals and principles for the use of PSTAA funds in King County, Washington were approved by the King County Council on December 11, 2017 as Motion 15029 (see Appendix A for the full text of the motion), and were used to inform this report. The purpose of this Needs Assessment Report is to provide a high level summary of community input on education needs within King County. It is designed to be one element that can assist in identifying priorities and opportunities to improve educational outcomes for underserved and vulnerable populations as noted in the Council's motion.

The report reviews publicly available data from State and County sources, and existing education-focused community input from King County residents, from public and private initiatives and processes conducted in recent years. The consultants did not conduct an original community engagement process for this project; instead, we summarize existing recent needs assessments and related processes that surfaced community input on education needs.

We begin by offering a few King County education data points to frame the Community Input section of the Needs Assessment Report, they are: school readiness, high school graduation, and postsecondary completion.

Summary of Findings from Data Sources:

Early Learning:

Of the 18,781 full-day kindergarten students in King County (2015-16), 46% performed at level on all six skill areas as measured by the Washington Kindergarten Inventory of Developing Skills assessment. This represented an overall increase of 3% from 2013 to 2016. When disaggregated, data shows race and income level are correlated with kindergarten readiness rates.

- A gap as high as 29% exists between White and Black students for some schools. Significant disparities in scores exist between White and Black students for 9 of the 10 districts reporting Black student enrollment.
- A gap as high as 30% exists between White and Hispanic/Latino students for some schools. Significant disparities in scores exist between White and Hispanic/Latino students for 9 of the 10 districts reporting Hispanic/Latino student enrollment.
- A gap of 10% exists between the average scores for all students (46%) and low-income students (36%).

K-12:

- In King County 79% of 9th graders graduate high school on-time (within 4 years) and 85% graduate within 7 years.

- However, 7-year graduation rates for White students are 19% to 25% higher than those of Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students.
- A gap of 12% exists between low-income students and the county average for all students.

Postsecondary:

Estimates show, for college degrees (Associates or Bachelors) 41% of the 2011 high school graduating class from King County high schools attain a postsecondary degree within 8 years of high school graduation.

- We very roughly estimate that 51% of white and 56% of Asian students earn degrees, whereas 27% of Black/African American, 23% of Hispanic/Latino, 16% of American Indian/Alaska Native, and 14% of Native Hawaiian/Pacific Islander students earn degrees.
- We very roughly estimate that 48% of non-low income students earn degrees, whereas 30% of low incomes students do.

Community Input Summary:

For each portion of the education continuum, we found the following common themes in the community input documents we reviewed. The consultants did not conduct original research to assess the education needs of the County. Instead, publicly available reports and surveys from community input meetings and projects were analyzed for challenges and opportunities as informed by the focus areas of the PSTAA Motion.

Early learning:

- **Impact of poverty on learning:** Community input frequently reported concern about the increasing impact of poverty on learning and on the emotional well-being of youth. In particular, the uneven economic gains in the county have had disproportionate impact on South King County communities, evidenced in part by an increase in students experiencing homelessness.
- **Need for training:** Community input identified a need for parental support and in some cases, training to support broader family units. Training for educators was also named as an opportunity to support youth through trauma informed care and culturally relevant and responsive learning opportunities.
- **More inclusion of parents:** Community input identified the need to engage parents more collaboratively as more families in the county attempt to manage the economic realities of childcare and work. In particular, as families manage family crisis and seek support for life challenges, parents identified the need for early learning educators to work with parents to resolve conflict and access support.

K-12:

- **Student discipline**: Reports note a growing community concern regarding disproportionate student discipline rates as indicative of a lack of culturally responsive training of school administrators, as students of color are disciplined at higher rates for the same behavior as white students.
- **Mobility**: Increased economic instability within families has raised awareness about the negative impacts of students moving between schools within the County's school

districts, and the education system's failure to support families and students through that process was noted to have negatively impacted vulnerable students and families.

- **Marginalization based on racial and ethnic identity:** Significant emphasis in several reports over the last five years was placed on the intersection of race/ethnicity and socioeconomic status and the need for cultural responsive education and educators to improve the overall learning experience for students of color.
- **Youth disconnection and reconnection:** Student feedback noted concerns regarding challenges as students decide between studies and an increased need to work, which can cause students to leave high school. From middle school to high school, student feedback presented an increased awareness about the socio-emotional challenges students face, and students posited ideas for innovative approaches for both in-school and out-of-school support strategies. Youth feedback described a consistent concern for youth experiencing homelessness, and the need for alternative education pathways including alternative education and career pathways.
- **Culturally relevant teaching and learning environments:** Communities support districts to more strategically and intentionally address the needs of students of color, ensuring students of color experience community and belonging. Students saw a lack of representation of people of color in both curriculum and instruction.

Postsecondary:

- **Cost:** While high numbers of K-12 students and their families aspire for students to attend higher education, the cost of education is a concern for many.
- **Stronger advising services and student support systems**: Improving education outcomes through increased advising services and support for transfer students was brought up by the community.
- **More and better information for prospective students; more career exploration options:** A growing need was noted for innovative approaches to better inform students about career-based education opportunities. Communication to students is needed to inform students of education pathways to high-demand jobs within the region.
- **Need for Bachelor's level degrees; more and better transfer options:** Strategies are needed to target growth for high demand sectors and provide flexible degree programs that can expand enrollment options for non-traditional students and increase the number of local transfer students who are able to access 4-year institutions.

Introduction

The Puget Sound Taxpayer Accountability Account (PSTAA) was created as an amendment to the 2015 Transportation Revenue Package by the Washington State Legislature.[2] The Legislature created PSTAA to direct certain funds into a protected account that is to be paid to the counties in the Sound Transit taxing district, and directs that the funds be used for educational services to improve educational outcomes in early learning, K-12, and post-secondary education.

Goals and principles for the use of PSTAA funds in King County, Washington were approved by the King County Council on December 11, 2017 as Motion 15029 (see Appendix A for the full text of the motion), and were used to inform this Needs Assessment Report. The Council's motion identified specific populations that PSTAA might support, and put forth other goals and objectives for the use of the funds.

Ken Thompson Consulting ("the consulting team"), the group hired to write this report, worked with the King County Council Initiatives Director to define the parameters of this report. The report primarily relies on publicly available data, and existing education-focused community input from other initiatives and processes that have happened in the County in recent years.

Because of time constraints for preparation of these materials, this Needs Assessment Report is limited to a very high-level assessment of early learning, K-12, and post-secondary education data, and a summary of existing community input on education needs in King County. The report reviews publicly available data from State and County sources, and existing education-focused community input from King County residents, from public and private initiatives and input processes conducted in recent years (see Appendix B for a full list of sources consulted).

These sources were reviewed and collated to identify education need themes, and to provide context to the quantitative data presented. Effort was made to collect data and review community input that highlighted the needs of the populations that the King County PSTAA Motion emphasized: vulnerable and marginalized populations, low-income students, foster youth, youth experiencing homelessness, historically under-represented minorities, and other groups as noted in the Motion (see Appendix A). The consultants did not conduct any original community engagement specifically for this project; instead, we summarize existing needs assessments and related processes, as the project scope and timeline did not allow time to conduct original research.

Data Snapshot: 3 Key Education Outcomes

Overview

In this section, a high-level overview of King County education student outcomes data is provided for early learning, K-12, and post-secondary education. Data is disaggregated, to the extent possible and where available, based on the specific populations mentioned in the County's PSTAA Motion.

We report on a single, key ultimate indicator of educational achievement for each education sector:

Sector	Indicator Reported
Early Learning	School Readiness
K-12	High School Graduation
Postsecondary	Postsecondary Completion

There are many ways to talk about educational achievement, and dozens, if not hundreds, of useful and meaningful data points that could be presented to create a robust picture of educational progress and attainment in King County. The primary purpose of this Needs Assessment Report, however, is not to perform a data analysis. Instead, we present these limited data to help frame the following section of this report, which is focused on community input and comment on education needs in the County, to give some sense of the size of the education needs discussed, and where there are gaps in education opportunity between groups of students.

Methods

We used the most reliable public data we could find; our sources are noted. In some cases, we relied on the work of education researchers focused on King County. Our key outcomes and the population groups we report on were selected based on the goals and principles set forth in King County's PSTAA Motion to meet the needs, in particular, of 'vulnerable and underserved' students, and to assess disparities and achievement gaps. While more groups of students than those we report on could be considered 'vulnerable and underserved,' we focus on the ones specifically named in the County's PSTAA Motion. In several cases, we were not able to find reliable data on each named population group. In some cases, where noted, we estimated outcomes for groups.

We also understand that many of the 'subgroups' we present here are made up of distinctly different groups of students, and that the most robust approach for presenting such data would more thoroughly disaggregate standard population groups; and if possible, create and report outcomes for groups based on combinations of characteristics. Unfortunately, such detailed information is not available for the entire county, to our knowledge, so we are not able to present it here.

Data: General School-Age Population Characteristics

As a point of reference for the information that follows, we present some general information on numbers and percent of all King County public school students.

Table 1: King County Public School Enrollment (as of 1/22/2018)

Public Enrollment - King County School Districts	%
Total Enrollment (N= 296,519)	
American Indian/Alaska Native	1
Asian	19
Black/African American	8
Hispanic/Latino	17
Native Hawaiian/Pacific Islander	1
Two or More Races	9
White/Non-Hispanic	45
Female	48
Male	52
Students Eligible for Free and Reduced Priced Meal (2016-17)	33

Data: Early Learning – School Readiness

Table 2: School Readiness Data, 2015-16[3]

School Readiness	% Ready
All Kindergartners Full-Day K (N = 18,781)	46
American Indian/Alaska Native	28
Asian	52
Black/African American	40
Hispanic/Latino	33
Native Hawaiian / Pacific Islander	33
Two or More Races	53
White	58
Female	51
Male	43
Low Income	36

School readiness is based on the Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment, which employs the Teaching Strategies Gold assessment tool. The

WaKIDS assessment includes six domain scales measuring cognitive, language, literacy, math, physical, and social emotional development. WaKIDS results are summarized as having met or exceeded developmental expectations.[4]

Per the Office of Superintendent of Public Instruction's website, "WaKIDS is required only in state-funded full-day kindergartens. Absence of data for schools with enrolled kindergarten students may indicate that full-day kindergarten students in these schools are not state-funded. For this same reason, student totals at district and state levels may appear smaller than their actual enrollments. In districts where only some of the kindergartners took part in WaKIDS, the results do not represent all kindergartners in the district."[5] For King County, 13 of 19 school districts offered full-day, state-funded kindergarten and 46.6% of those students performed at the level of a 5-year-old in all six skill areas.

Additionally, gaps for specific student groups are noted in this data:

For Black/African American students:

- In 5 of the 10 districts reporting Black student enrollment, Black students scores were either at or below 6% of their district average.
- A gap as high as 29% exist between White and Black students for some schools. Significant disparities in scores exist between White and Black students for 9 of the 10 districts reporting Black student enrollment.

For Hispanic/Latino students:

- In 4 of the 10 districts reporting Hispanic/Latino student enrollment, student's scores were either at or below 10% of their district average.
- A gap as high as 30% exist between White and Hispanic/Latino students for some schools. Significant disparities in scores exist between White and Hispanic/Latino students for 9 of the 10 districts reporting Hispanic/Latino student enrollment.

For low-income students:

- A gap of 10% exist between all students (46%) and low-income students (36%).

Data: K-12 - High School Graduation

Table 3: High School Graduation, King County public school students, class of 2014.[6]

High School Graduation	% 9th graders graduating in 4 years	% 9th graders graduating in 7 years
All Students	79% (19,879 students)	85% (19,968 students)
American Indian/Alaska Native	58	64
Asian	86	91
Black/African American	66	76
Hispanic/Latino	62	70
Native Hawaiian/Pacific Islander	62	67
Two or More Races	78	83
White	84	89
Female	83	82
Male	75	82
Low Income	64	73
Homeless	41	53

On-time graduation is tracked by following the same cohort of 9th grade students throughout their high school years. For our figures, we include both those who graduate 'on time' in four years, and also those who graduate 7 years after beginning 9th grade. Seven years is the longest time frame the State tracks, and is a useful proxy for most all whom, eventually, complete high school.

Data: Postsecondary - Credential Completion

We focus here on the completion of a postsecondary credential as the ultimate outcome of postsecondary education. Included in our preferred definition of 'postsecondary completion' would be any credential or high value certificate from a public or private postsecondary institution, or a registered apprenticeship. The data available unfortunately limits our findings to 2 and 4 year degrees (Bachelors and Associates), so not all completions are captured here. We believe the percent of uncaptured completions to be relatively small.

The Seattle metro area and King County are regularly found to be amongst the most highly educated places in the United States. These are from counts of postsecondary education of *all* adults living in the County, which includes those born here as well as those who have moved here. Because the PSTAA funds are intended to support youth and young adults from King County, we present postsecondary completion stats for young people attending 9th grade in King County. We report completion rates for 9th grade cohorts instead of high school graduates, as it

does a better job of capturing the outcomes for nearly all-young people, not just those that complete high school.

Local postsecondary completion data are challenging to come by, and so for this report we rely on an estimation method to come up with disaggregated statistics by income, race and other County designated underserved populations. We base our County-wide estimates on what we believe to be highly reliable data available only for the South King County region, developed for the Road Map Project.[7]

Table 4: Road Map Project area[8] actual, and roughly estimated King County-wide 9th grade cohorts who completed a 2 or 4-year degree by Age 24 (i.e. within 6 years of 2011 HS graduation).

Students	% postsecondary completion of Road Map Project area students[9]	Very roughly estimated % postsecondary completion of all King County students[10]
All	29	41[11]
American Indian/Alaska Native	11	16
Asian	40	56
Black/African American	19	27
Hispanic/Latino	16	23
Native Hawaiian / Pacific Islander	10	14
Two or More Races	24	34
White	36	51
Female	34	48
Male	25	35
Low Income	21	30
Non-Low Income	34	48
Homeless	11	16
Non-Homeless	30	42

This estimation method we use here to calculate numbers for the entire County is not perfect, as it does not account for potentially different student outcomes for those youth attending school districts outside of the Road Map Project region. However, the race/ethnicity data disaggregation does closely match other data found for postsecondary completion by race in King County[12], so we feel our estimations are likely directionally reliable, and useful for making broad comparisons between groups.

Finally, the need for postsecondary degrees is acute in King County. National and local estimates of the numbers of good paying jobs in Washington State that will require postsecondary degrees are around 70%,[13] and for King County that figure may be higher. Since only 41% of students from

King County are attaining credentials, local employers must import talent from elsewhere for the region's higher paying jobs that require a credential. For individual jobholders, as well, a postsecondary education makes a large difference to a person over their lifetime; most research estimates that postsecondary credential holders – compared to those with some college or a HS degree or less – earn between $500,000 and $1M more over their lifetimes.[14]

Themes from Community Input

Overview

This section presents a summary of themes from various forms of community input from recent years, and provides information on the community's concerns and areas of focus when considering the education needs of children, youth and young adults in King County. These views provide some understanding of the lived experiences of community members and where they identify needs and solutions.

Methods

Community input was collected through a review of existing plans, reports and surveys of a variety of King County residents and stakeholders conducted over recent years. We preference community input from processes that were open or general in nature, rather than ones that were narrowly focused on specific education needs or interventions. These inputs were reviewed and collated to identify themes of education needs. Effort was made to review community input that highlighted the needs of the populations that the King County PSTAA Motion identified: vulnerable, underserved and marginalized populations, including low-income students, foster youth, youth experiencing homelessness, historically under-represented minorities, and other groups as noted in the County's Motion (see Appendix A).

The consultants did not conduct original research to assess community needs; the project scope did not allow time to conduct new surveys or hold community input meetings that could effectively and thoroughly assess education needs across the entire County. While not optimal, we believe our review of various community input processes in the County over recent years gives us a serviceable impression of what a significant number of community members believe are important education issues; we believe this approach gave us access to more community input than we could have gathered ourselves over the same period by initiating new discussions. (See Appendix B for a full list of the reports we reviewed.)

Reports and surveys of community input meetings and projects were analyzed for consistent themes. Analytic memos were taken during this process, and a summary of themes collated of consistent patterns and repeated concerns emerging from these pre-existing community input surveys and reports. To validate findings, we discussed themes with educators and community leaders through phone interviews and by attending stakeholder-led meetings. Multiple sources of input contributed to each theme identified (except where explicitly noted).

We acknowledge, however, that this method is not without its drawbacks; we are limited by the engagement methods and representations of those who did the original engagement work, as well as the methods and techniques they used to gather information. We urge readers to view these themes within these limitations, and as directionally helpful, rather than summative of all potential community input on education needs.

Common Themes

Early Learning Needs

Community members[15] raised concerns regarding how poverty varies significantly across the county, with poverty among young children (under 5 years) higher in South King County than the county on average. Community groups expressed a reality for children and families wherein

economic gains have been made in King County over the last ten years, but economic disparities present different experiences for students in different geographic regions of the county. Youth of color, low-income communities, students experiencing homelessness, foster youth, and the traditionally underserved (largely within the South County region) are experiencing negative impacts on education outcomes, per reports from community members.

Common themes provided by community conversations (Best Start for Kids Community Conversations[16]), speak to the concern and support for training parents, caregivers, and school professionals. Conflict resolution classes, child development issues, and positive discipline programs were just a few of the recurring themes brought forward by the community.

Removing barriers for support to teen parents, creating parental support groups, increasing in-home services, and increased communication between school district and parents (particularly for immigrant families); and assisting them in continued education engagement, was mentioned as necessary to improving the lives of children.

Additionally, the Best Start for Kids Community Conversations provided a list of opportunities to improve early learning education outcomes:

- Improving affordable and culturally relevant early learning opportunities – childcare, and other supports for families currently not served with special needs.
- Provide more childcare options: short term/drop in services, for developmentally disabled children and youth in crisis, during non-traditional hours.
- Services to identify developmental delays and to coordinate services with early learning programs.
- Need for crisis nurseries and respite for parents.
- Include trauma-informed care training for educators and health providers.

K-12 Needs

Mobility

Community input[17] revealed concern about the impact of student mobility (changing schools mid-year) on learning. Concerns were expressed about the impact of school changes for children of low-income families due to non-promotional changes. Families of children of color within the South region of the County report experiencing greater student mobility, often moving multiple times both within the district and within the County. Families may experience delays in enrollment increasing time away from school. While community input suggests student mobility is a barrier for the most vulnerable populations, reports suggest it may also be experienced as a common barrier for all students. Concerns were noted as to how student mobility relates to homelessness/housing instability is experienced by low-income families and justice involved students.[18]

Student Discipline

Community input regarding discipline data revealed an ongoing concern for disproportionality along racial and income lines for student discipline practices. Youth expressed ongoing frustration with unfair treatment and bias in school discipline.[19] Black students reported being more likely to be disciplined for the same behaviors for which their white peers are not disciplined.

Recommendations from youth serving organizations delineated the need to stop the school to prison pipeline by recommending the county support preventive practices and programs that reduce the likelihood of contact with the juvenile justice system.[20]

Black / African American students' needs

Black community leaders provided input on a variety of educational issues.[21] The black community is diversifying as African families have moved into the region. The diversity of ethnic, religious, and birth nations within South County region school districts was noted by Black/African communities in terms of the need to include sub-ethnicity categories allowing for the quantitative collection of data for all Black/African communities. Students expressed feeling marginalized and unseen due to a lack of disaggregation by sub-ethnicities of Black/African students. Frustrations with not recognizing the diversity and complexity of Black students was shared.

Members of a community forum also put forth concerns for not feeling valued and welcomed, lacking alternative education pathways, and having to decide between school and work. Suggestions included creating pathways connected to careers to address the needs of increased numbers of students not in school or work. Black/African students also reported a lack of affirmation to persist and to pursue postsecondary education.

Furthermore, the issue of school disciplinary rates was addressed by parents and students of South County region school districts[22]. The community reported the need for teachers who can identify with Black/African American students.

The community also identified opportunities that impact educational outcomes for Black/African American students :

- Preparation for life beyond high school.
- Culturally relevant lessons, including Pan-African history.
- Work with judges to create alternatives to detention (diversion).

Youth Disconnection, Reconnection and Services

Community input presented a growing trend and concern for issues of student homelessness and opportunity youth. "Opportunity youth" (young people neither in school nor working) were noted as an area with need for greater investment.[23] Data from the Office of Superintendent of Public Instruction provide an assessment of the overrepresentation of homeless students in expulsions, dropout rates, and college readiness. Beyond the racial disproportionality in youth who leave school, there is an increased concern by youth-serving institutions King County districts are not prepared to support youth facing homelessness. Students reported a lack of trust and support at school, feel tracked, lack a sense of belonging, are unaware of alternative education pathways, and have competing priorities to earn money. Community suggestions included improving student-teacher relationships and teacher cultural competence, academic and emotional support to prevent dropping out, connection with existing opportunities, individualized pathways, career connected pathways, community support and mentors, and address transportation and barriers to participation. Alternative pathways proffered by students included warm and helpful teachers, one-on-one support and accessible counselors, case managers, and social workers, flexibility to work from home and at their own pace, reduce distractions, and older students reported being more comfortable with alternative pathways than traditional high schools.

The community offered suggestions of ways to impact educational outcomes for opportunity youth:

- The need for age appropriate mental health/substance abuse education and prevention for ages 11 – 14.
- There is a lack of culturally responsive mental health counselors in South King County. Integration of mental health services and more access to non-acute services was mentioned in several surveys, reports, and interviews.[24]
- Desire for street outreach and adult presence during after school hours.
- Rehabilitation, and internship programs that include stipends/wages. Community conversations mentioned the increased desire community has for strengthening the quality of summer youth employment programs for both youth and employers.[25]
- Support for foster kids and those aging out of the foster care system, and transitional services, including outreach and support services.

Culturally Relevant Teaching and Learning Environments and Innovation

Communities support districts to more strategically and intentionally address the needs of students of color, ensuring students of color experience community and belonging. Students saw a lack of representation of people of color in both curriculum and instruction.

Community advocates reported the need for programmatic support for school and teachers to reimagine the learning experience by facilitating planning and design processes, funding, and program evaluation, and leading-edge strategies to improve educational outcomes and build habits of continuous improvement among educators. Additionally, building understanding among the public on the important issues of public education through learning forums and discussion programs, and creating more support for classroom innovation. There is support for fundamentally transforming the learning experience for students, and for innovative and gap-closing school models for all kids.

Other themes included:

- Focus on "whole child" approaches, focused on a variety of developmental needs.
- Better quality middle school-focused programs -- both in and out of school time. Survey data revealed parents believe quality programs are only available to higher income families[26].

Postsecondary Education Needs

There was more limited input from community processes that specifically called out postsecondary needs.

In a survey of 2500 South King County high school students, the Road Map Project found that 89% of high school seniors aspire to complete a college degree.[27] However, other research with high school students in one South King County school district found that 46% of students did not think they could afford college.[28]

Additional work in the Road Map Project specifically with Black students and parents who gave input on life beyond high school recommended:

- Development of a strong advising system.

- Supporting opportunities for career awareness and exploration.
- Promoting postsecondary awareness and knowledge[29].

Interviews with high school aged youth in the Road Map Project region surfaced the following set of needs regarding preparation for postsecondary and life after high school:[30]

- Consistent information about college and career.
- Classes to prepare for real life.
- Alignment of senior projects and/or senior transition classes.
- Focus on careers.
- Rigorous, hands-on, learning experiences.

From 2016 to 2017 a team of researchers at the University of Washington looked at the capacity of higher education institutions in King, Pierce and Snohomish counties to create the number of postsecondary credentials needed to meet regional workforce needs, and looked at the pathways of students from high schools in those counties and the kinds of credentials they attained. For this region, and perhaps most acutely in King County, a finding of this research was that the region suffered from a low production of Bachelor's degrees.

This group produced a set of recommendations about potential areas for growth for postsecondary institutions in the region. This research effort was backed by an Advisory Board of dozens of higher-education, (2 year and 4 year) and workforce leaders from the region. The recommendations[31] of this group include:

- Targeted growth of BA/BS degrees that are in high demand sectors.
- Increased enrollment in hybrid/online options.
- Increase the success of 2-year college transfer degree students.
  - Create more space at 4 year institutions for transfer students specifically.
  - Encourage transfers for the highest demand fields.
- Increase completion of the most in demand Associates and certificate-only credentials.
- Geographically target postsecondary information and access support services on the communities with the least access to postsecondary services.

Appendix A: Text of King County Council Motion 15029

A MOTION stating the King County council's intent to develop an implementation plan to invest proceeds from the Puget Sound taxpayers' accountability account to improve educational outcomes in King County through investments in early learning programs; college and career training programs; and in programs that serve children and youth from low-income families or communities of color, or who are homeless, in the foster care system, in the child welfare system, involved in the juvenile justice system or otherwise vulnerable.

"WHEREAS, the Washington state Legislature amended chapter 81.112 RCW via Second Engrossed Substitute Senate Bill 5987 in 2015 to create the Puget Sound taxpayer accountability account, and

WHEREAS, the Puget Sound taxpayer accountability account is to be funded by a sales and use tax offset fee of three and twenty-five one-hundredths percent of the total payments made by a regional transit authority to construction contractors on construction projects that are:

   1. For new projects identified in the system plan funded by any proposition approved by voters after January 1, 2015; and

   2. Excluded from the definition of retail sales under RCW 82.04.050(10), and

WHEREAS, on July 26, 2017, the King County council's committee of the whole held a special meeting in the city of Kent to discuss the account to hear from the public on this topic, and

WHEREAS, the King County council adopted Motion 14923 directed legislative department staff to prepare a report, in consultation with all councilmembers and the executive branch that provides strategies for how King County can engage stakeholders in a public process to determine how to use proceeds from Sound Transit 3 in the Puget Sound taxpayer accountability account, and

WHEREAS, between 2018 and 2035, King County is projected to receive approximately three hundred fifteen million dollars, and

WHEREAS, the proceeds are required by RCW 43.79.520 "for educational services to improve educational outcomes in early learning, K-12, and higher education including, but not limited to, for youths that are low-income, homeless, or in foster care, or other vulnerable populations," and

WHEREAS, to the greatest extent practicable, the expenditures of the county must follow the requirements of the Sound Transit subarea equity policy, and

WHEREAS, the proceeds may only be spent after the Washington state Legislature appropriates them, and

WHEREAS, meaningful funding from the account will be available starting in 2019, and

WHEREAS, the Youth Action Plan defines youth as people from ages sixteen to twenty-five, and

WHEREAS, economic status and race are predictors educational outcomes and economic mobility, and

WHEREAS, King County has traditionally not been involved in providing direct educational services to children or youth, and

WHEREAS, King County is fortunate to be home to dozens of organizations that work to improve educational outcomes for students and youth in all parts of the county;

NOW, THEREFORE, BE IT MOVED by the Council of King County:

A. King County will utilize moneys from the Puget Sound taxpayers' accountability account to meet the following goals:

   1. Ensure every child in King County is ready for kindergarten;

2. Improve educational outcomes for children and youth who are homeless, in the foster care system, in the child welfare system, involved in the juvenile justice system or otherwise vulnerable;

3. Close the opportunity gap for children and youth of color and low-income children and youth;

4. End the school to prison pipeline and reduce youth involvement in the criminal justice system;

5. Embody the King County equity and social justice goal;

6. Ensure all youth in King County are prepared to fill the jobs of the future; and

7. Build a legacy for King County that lasts beyond the duration of the funding.

B. In order to meet the goals stated in section A. of this motion, King County will use the following principles:

1. Maximize the impact of the funding by focusing on no more than three areas for investment;

2. Invest in programs and projects consistent with the limited duration of the funding as much as possible, such as facility or pilot projects;

3. Prioritize programs that are evidence based or promising practices and have measurable outcomes, while also investing in innovative approaches;

4. Include funding for direct services provided in and by the community being served; and

5. Leverage existing initiatives, organizations, programs and funding sources,

such as the Youth Action Plan, , the Children and Youth Advisory Board, the Best Starts for Kids Levy, and the Veterans, Seniors and Human Services Levy, as well as related investments by cities, the state of Washington, schools employers and private foundations.

C. Puget Sound taxpayers' accountability account funding will be directed to the following priority areas:

1. Early learning;

2. K-12 education for vulnerable and underserved children and youth; and

3. College, career, and technical education.

D. The council initiative's director will lead the development of the implementation plan and will coordinate with the appropriate legislative branch and executive branch staff. The council initiatives director should provide an oral update on the progress of developing the implementation plan to the council's committee of the whole each quarter.

E. The King County council will engage a consultant to help facilitate community outreach and prepare an implementation plan, for the life of the account, guided by the goals and principles stated in section A and B of this motion, targeting the priority areas in section C of this motion, and in accordance with section F of this motion. The consultant shall meet with stakeholders and subject-matter experts when drafting the implementation plan.

F. When conducting the community outreach to develop the implementation plan, the consultant will explore a variety of strategies including, but not limited to:

1. Increasing access and success in postsecondary or career connected education, including advisory support or other necessary services at community or technical colleges via a "promise scholarship" program, or programs targeting low-income youth, youth of color or homeless youth.;

2. Constructing, maintaining and renovating facilities to support early learning programs;

3. Collocating early learning centers with affordable housing, including flexible, mixed-use space to meet the multiple needs of children and youth with limited access to services;

4. Programing or facilities to support children and youth who are homeless, in the foster care system, in the child welfare system, involved in the juvenile justice system or otherwise vulnerable or underserved;

5. Supporting asset building strategies for youth including children's educational savings accounts;

6. Identifying innovative strategies to empower students to be change agents in their schools and communities who can identify and address social and racial injustice through advocacy and organizing; and

7. Training educators in the effects that economic status and institutional racism have on educational outcomes and economic mobility.

G. The King County council intends to engage the public directly through at least two town hall meetings of the committee of the whole. The King County council also intends to establish an advisory committee to review and provide comments on the consultant's draft report and will establish this advisory committee in a future motion.

H. The implementation plan is due to the council by September 1, 2018, and will be used to inform the development of the 2019-2020 biennial budget.

Motion 15029 was introduced on 11/27/2017 and passed as amended by the Metropolitan King County Council on 12/11/2017, by the following vote:

Yes: 7 - Mr. von Reichbauer, Mr. Dunn, Mr. McDermott, Mr. Dembowski, Mr. Upthegrove, Ms. Kohl-Welles and Ms. Balducci

No: 0

Excused: 2 - Mr. Gossett and Ms. Lambert

Appendix B: List of Reports Reviewed for Community Input

Assessment and Recommendations for the Youth Development Executives of King County Children's Funding Scan, Verrenti Consulting, October 2016.

Best Start for Kids Evaluation and Performance Measurement Plan (2017), Department of Community and Human Services Public Health– Seattle & King County.

Blodgett, C., & Houghten, M. (2018) Every Child School Ready: Community, School, and Student Predictors of Kindergarten Readiness and Academic Progress. Education Research and Data Center.

Building Youth Resiliency through Positive Youth Development: College and Career Leadership Institute. Student Aspirations and Expectations Survey, 2017-2018.

College and Career Leadership Institute. Recommendations from students to support college and career. No date. Road Map Project.

Community Center for Education Results (2017). Road Map Project Forum for Black Student Success Data Walk.

Cooley, S. (2016). Student Mobility in the Road Map Project Region, Data Brief. Community Center for Education Results.

Cooley, S. (2017). Start With Us: Black Youth in South King County and South Seattle. Seattle, WA: Community Center for Education Results.

Expansion Opportunities for King County Early Childhood Programs: Head start, early childhood assistance program, child care subsidy, 3Si Third Sector Intelligence Inc., July 6th, 2017.

Follow the Money Project Update: HB 2242 – Not *Adequate* or *Equitable* Yet, McCleary Legislation Policy Brief, January, 2018.

Hernandez, J. (2017). Discipline Practices and Disparities in South Seattle and South King County, Community Center for Education Results.

King County. Best Start for Kids Public Database (online).

King County Youth Action Plan. King County Youth Action Plan Task Force, April 2015.

Local Outcome Report, King County. Prosperity Now Scorecard, June 2018.

Out-of-School Time Landscape Scan, BERK Consulting (funded by Road Map Region Race to the Top and PSESD), September 2017.

Patton, D., Liu, Q., Shah, M.F., Felver, B., Lucenko, B., & Huber, A. (November 2015). Opportunity Youth, Young People Disengaged from School and Work in King County. Report to the Community Center for Education Results, the Office of Financial Management's Education Research & Data Center, and the Office of Superintendent of Public Instruction.

Poverty as a Factor in K-12 Funding: A technical amendment to the Road Map Project's Follow the Money analysis. Community Center for Education Results. Analysis by Third Sector Intelligence Inc. Report to Youth Development Executives of King County Puget Sound Taxpayer Accountability Account Funding Principles and Opportunities. Luma Consulting, August 2018.

Road Map Project Community and Technical College Report: Outcomes for local high school graduates at local community and technical colleges. Community Center for Education Results, January, 2016.

Strength in Cultural Identity: Racial equity in education project. United Way of King County,

Twitchell, J.M., Caci, J., Meza, E., Poppe, M., & Zumeta, B. (July 2017). The Puget Sound Region, An Opportunity Mirage: Draft Results Report for the Central Puget Sound Higher Education Capacity Study. University of Washington and Seattle Metropolitan Chamber of Commerce.

A Unified Systems Approach of YDC-Funded Programs, Positive Youth Development Position Paper, Oregon Youth Development Council, June 16, 2016.

Yohalem, N., Cooley, S. (2016). Opportunity Youth in the Road Map Project Region, Community Center for Education Results Data Brief.

Endnotes

[1] State of Washington. RCW 43.79.520 http://app.leg.wa.gov/RCW/default.aspx?cite=43.79.520

[2] State of Washington. RCW 43.79.520 http://app.leg.wa.gov/RCW/default.aspx?cite=43.79.520

[3] http://www.communitiescount.org/index.php?page=kindergarten-readiness. (Retrieved on August 5th, 2018).

[4] More information on the WaKIDS program can be found at http://www.k12.wa.us/WaKIDS/

[5] http://reportcard.ospi.k12.wa.us/WaKidsDetailPage.aspx

[6] Retrieved from The Office of Superintendent of Public Instruction http://www.k12.wa.us/DataAdmin/Dropout-Grad.aspx

[7] www.roadmapproject.org

[8] The Road Map Project area covers South Seattle and South King County, and includes 44% of all students in the County.

[9] Road Map Project Data Dashboard http://roadmapproject.org/data-center/data-dashboard/ (downloaded 8/31/18)

[10] Other than the "all" figure, other percentages here are based on extrapolating the Road Map Project data, but based on a 41% completion rate, rather than a 29% completion rate. See the text for a discussion of limitations of this approach.

[11] King County. Office of Economic and Financial Analysis. KC Educational Attainment by Place of Birth. https://www.kingcounty.gov/independent/forecasting/King%20County%20Economic%20Indicators/Educational%20Attainment/KC%20EdAtt%20by%20Birthplace.aspx

[12] King County. King County Educational Attainment by Race (retrieved 9/2/18)

[13] Partnership for Learning. The Path t0 70% Credential Attainment. Washington Roundtable. https://www.waroundtable.com/wp-content/uploads/2018/06/WKWJ-Path-to-70-Credential-Attain_FINAL-REPORT.pdf

[14] Carnevale, Anthony. Credentials and Competencies. Georgetown University. https://cew.georgetown.edu/wp-content/uploads/Parchment-Credentials-Competencies-Issue-Brief.pdf

[15] Summary of Best Start for Kids Focus Area Themes, provided by King County (March 17, 2016)

[16] Ibid.

[17] See Cooley, S. (2016) Student Mobility in the Road Map Project Region, Data Brief. Appendix B.

[18] Retrieved from attendance at the King County Juvenile Justice Steering Committee Meeting, August 8th, 2018.

[19] Retrieved from attendance at the King County Juvenile Justice Steering Committee Meeting August 8th, 2018.

[20] Youth Action Plan, King County (2016-17)

[21] See Community Center for Education Results (March 2017) Road Map Project Forum for Black Student Success Data Walk.

[22] Cooley, S. (2017) Start With Us: Black Youth in South King County and South Seattle. Seattle, WA: *Community Center for Education Results*

[23] Seattle Education Plan (April 2017). City of Seattle.

[24] Out-of-School Time Landscape Scan (September 2017). Berk Consulting.

[25] Seattle Education Plan (April 2017). City of Seattle.

[26] Out-of-School Time Landscape Scan (September 2017). Berk Consulting

[27] Community Center for Education Results. Road Map Project 2017 Results Report. (2018) p. 27.

[28] College and Career Leadership Institute. Student Aspirations and Expectations Survey, 2017-2018. Road Map Project.

[29] Cooley, S. (2017) Start With Us: Black Youth in South King County and South Seattle. Seattle, WA: Community Center for Education Results.

[30] College and Career Leadership Institute. Recommendations from students to support college and career. No date. Road Map Project.

[31] Myers Twitchell, Jenee et al. The Puget Sound Region: An opportunity mirage; Draft results report of the Central Puget Sound Higher Education Capacity Study. 2017. University of Washington. (presentation)