



Title III Guided Pathways

In October 2018, North Seattle College was awarded a Title III: Institutions Grant. This federal grant is a five- year, \$2.2 million grant. The intention of the Title III grant is to improve the college as a whole, close equity gaps, and increase retention and completion rates for students.

Our focus on equity:

Guided Pathways - Math Pathways - Strategic Enrollment Management – Student Access to Campus Services and Resources

Guided Pathways is a systemic institutional approach focused on closing equity gaps by providing a transparent, structured educational experience for students as they meet their educational requirements toward their chosen education or career path. Washington state has focused on grounding and growing this work through equity.

Washington State Guided Pathways Core Values:

Equity and Social Justice, Educational & Career Attainment, Learning Community Accountability

Washington State Guided Pathways Mission: Create an equitable system that prepares ALL learners to engage in diverse society and workforce achieve economic mobility through educational attainment and contribute to a socially just society.

The contents of this newsletter were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



NORTH SEATTLE COLLEGE
OFFICE OF EQUITY, DIVERSITY & INCLUSION



Land & Labor Acknowledgement (Updated!)

On behalf of North Seattle College, we acknowledge that we occupy the traditional ancestral lands of the Coast Salish peoples – Duwamish, Muckleshoot, Tulalip, Snoqualmie and Suquamish – continuing to honor their traditions, culture, history and customs. We ask that we take this opportunity to thank the original caretakers of this land, air and water who are still here.

We encourage participants to consider their responsibilities to the people and land, both here and elsewhere, and to stand in solidarity with Native, Indigenous, and First Nations People, and their sovereignty, cultural heritage, and lives.

We are honored to continue building a strong relationship with Clear Sky, a youth-centered, youth-driven program that creates successful grassroots organizing with the clear purpose of serving Native youth.

Annual First Year Experience Conference

Interview with attendees:

Dr. Jenny Mao, Caroline Conley, and Dr. Mari Acob-Nash



What was the Annual First Year Conference about?

This nationwide conference hosted for the past 40 years by the University of South Carolina works with research and educational institutions to create successful outcomes for first year students. This year due to the pandemic, it gave insights into how to accomplish this virtually. It showed us ways to increase student engagement and how to truly help our students make their voices heard. It was a way to re-engage with guidelines for best practices with a clearer focus on students' first year experience.

What did you learn from the conference that can be applied to your work at North? FYE is an institutional intervention: From the classroom perspective, the pedagogical teaching strategies suggest that teachers learn their students' names and accurate pronouns; build rapport and care about their learning; check out deficit assumptions, and find the gaps to ensure accommodations are in place. Knowing your students and exercising intentional engagement is key. Also, it is important to allow students to critique their instructors' teachings. Faculty need to lean into discomfort and not ignore difficult topics, so they can support the whole student. We learned about strategies to gain students' perspective through orientations and peer mentoring while aligning with their technological needs and identity inclusiveness. We also need to foster resiliency and persistence in our students and meet them where they are to encourage their personal growth and authenticity.

How can you implement FYE strategies at North?

Orientation for incoming students will be our starting point as we create community through student leadership and peer mentoring. We also need to give our BIPOC students options rather than see them exit due to barriers we can help them to overcome. FYE is a retention model for the college and district as well as there are policies in place to support students.

How does this work support BIPOC students? The design of FYE is focused on males of color/BIPOC/First Gen students. Students will get the collective impact and this can improve their sense of belonging in college. Before the quarter begins, we will invite them and their families to share a meal and welcome them into our beloved community at North. Also, our affinity groups are now a part of Welcome Week which can help BIPOC students be more connected to their campus experience. Peer mentoring and advisors will also be their support system offering encouragement along their educational path.

"I can do this and the college believes in me!"

Equity and Welcome Center Supporting North's BIPOC Students & Standing in Solidarity with our Asian American Students



Affinity Group Zoom Student Lounge
Monday-Friday 3pm-4pm

<https://tinyurl.com/nscslounge>

Meeting Times and Facilitators:

Mondays: Asian Student Association (ASA) - Gia Tran

Tuesdays: Indigenous Student Alliance- AJ Oguara and Gia Tran

Tuesdays: Pacific Islander Affinity (PIA)- Sabrina Malialani

Wednesdays: LGBTQA+ - Vita Harvey & Jordan Taylor

Thursdays: Latina/O/X - Ariana Santos

Fridays: Black Student Union (BSU) - Kawsar Hirsi

Request disability accommodations:

ds@seattlecollegs.edu 206-934-3697





100 Day Project: Dr. William White, Director for My Brother's Teacher at UW's Cultivate Learning

What is My Brother's Teacher? This is a collaborative effort with the University of Washington College of Education, North Seattle College, Seattle Preschool Program and Seattle Public Schools with the collective objective to increase the number of Black and Brown male teachers in the classroom by offering funding through a fellowships program for 11th graders in SPS high schools for Black and Brown male students. There are incremental phases with the option to move onto each successive phase:

Phase I - High school internships/coursework.

Phase II – Associates of Arts degree through North Seattle College.

Phase III – Bachelors of Arts at UW or Bachelors of Applied Science here at North.

Phase IV – Masters degree and Teacher Certification at the University of Washington.

“When Black children learn from teachers of color by the third grade, this increases their interest in post secondary opportunities...This program can have a generational impact on Black and Brown communities.”

How does My Brother's Teacher (MBT) relate to Guided Pathways? The goal of this program is to diversify the number of Black and Brown Male students to complete college coursework in early childhood education at North Seattle College and funded summer internships in Seattle's early learning programs. MBT offers additional supports for Black and Brown male students who need financial and academic support as well as life experiences that lead to significant professional opportunities.

What do you see as the next steps for this project? We are exploring the possibilities for students to have several points of entry including at Phase II at the Associates degree level. Currently, we have one NSC 2020 alum now attending the UW Masters degree and another beginning graduate school in the fall. They will serve as mentors for incoming Phase II students and begin learning how to deliver instruction in higher education ECE courses.

How do you want to see this program grow? MBT has room for expansion by building this pipeline out and seeking sponsorships. MBT students seek a more diverse faculty in each phase. As we continue to build the pipeline, our goal is to ensure every student of color in education has the opportunity to have a teacher that looks like them.

Amazing work is happening thanks to our Guiding Team at North including students, our executive team, instructional deans, faculty members, leadership staff from student services, and campus participants. Guiding Team serves two purposes: being the oversight committee for the Title III grant and providing leadership and direction for Seattle Pathways work. Guiding Team subcommittees continue to work on specific Guided Pathways projects that consist of members from all over campus. 2020-2021 has also brought student members to participate in our subcommittees for the first time.

Subcommittee Updates:

First Year Experience – D’Andre Fisher (Associate Vice President for Equity, Diversity, and Inclusion) is leading this work at North and co-leading with Julie Randall (Title III Director at Seattle Central) across the district. This subcommittee is piloting a coordinated studies this fall with Counseling, Library, and English focused on black males.

Program Mapping – Leanna Bordner (Asst. Director, Advising) and Aimee Brown (Director, Title III) presented to the Board of Trustees with Alice Melling. Finished program map sample: [Program Mapping](#). The subcommittee is now working on supporting undecided students.

Intake and Onboarding – This subcommittee is focused on supporting a new all campus orientation kick off for a fall 2021 launch. It also provides support and insight for a reimagining of student services. **Research and Data** - This group conducted a study on student attrition—why students left North and aim to continue this work. **Part-time Student**

Project with Seattle Jobs Initiative- Larry Speer (Advisor), Megan Mihara (Advisor), John Lederer (Executive Dean of Workforce), Brian Palmer (Dean of Arts, Humanities and Social Sciences), and Aimee Brown conducted a student centered design project that led to a [Basic Needs Resource Guide for Faculty](#) and a [How Many Units to Take”](#) web page.

Trauma-Informed Care - This learning community formed a community of practice for trauma-informed care, and is focused on learning and striving to be a trauma-informed institution.

[Guiding Team Roster](#)

Interested in joining a subcommittee? Contact Aimee Brown at aimee.brown@seattlecolleges.edu

Interested in Guided Pathways information at the district level? The district communications team has created a website and a new **Areas of Study** document. Check it out here: <https://new.seattlecolleges.edu/areas-study>

