



Title III and Guided Pathways

What is Title III?

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:

- Guided Pathways
- Math Pathways
- Strategic Enrollment Management
- Increase student access to key campus services and resources such as the Equity and Welcome Center

What is Guided Pathways?



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.

Guided Pathway Values

Core Values:

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

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.

Vision: A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

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.

Land Acknowledgement

On behalf of NSC, we acknowledge that we occupy the traditional ancestral lands of the Coast Salish peoples, specifically the Duwamish Tribe – a people that are still here, continuing to honor and bring to light their ancient heritage. Without them, we would not have access to this gathering, dialogue and learning space. We ask that we take this opportunity to thank the original caretakers of this land who are still here.

How to support the local Duwamish Tribe:

www.realrentduwamish.org

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.



Equity and Welcome Center Supporting North's BIPOC students

Student Affinity Group Zoom Lounges are Monday-Friday 3pm-4pm

Link:

<https://zoom.us/j/92281898090?pwd=dU5aVWpINDNLNHMrRkMwbmc5UTdrZz09>

Mondays: Asian American/Asian/Pacific Islander facilitated by Gia Tran

Tuesdays: Indigenous facilitated by AJ Oguara and Gia Tran

Wednesdays: LGBTQA+ facilitated by Vita Harvey and Jordan Taylor

Thursdays: Latina/O/X facilitated by Ariana Santos

Fridays: Black Student Union (BSU) facilitated by Kawsar Hirsi

Request disability
accommodations:
ds@seattlecollegs.edu
206-934-3697



BLACK STUDENT UNION!



SAY THEIR NAMES
#BLACKLIVESMATTER

Come join North Seattle College's BSU, and get involved in the discussion about racial injustice's, black success and so much more!

Facilitated By: Kawsar Hirsi

When? Every Friday from 3-4 PM

Where? <https://zoom.us/j/92281898090?pwd=dU5aVWpINDNLNHMrRkMwbmc5UTdrZz09>.

Request disability accommodations
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Supporting BIPOC Equitable Hiring Best Practices

Cristobal Borges, History Faculty; Jim Jewell and Cat Cabral, English Faculty

What was your Title III 100-Day Project during this past summer?

Radically Inclusive Job Descriptions and Recruiting - This project was based on each of our own experiences from participating on various hiring committees over the past three years at North. We saw vastly different pools of applicants based on the position that was needing to be filled. We wondered if there were any obstacles that were part of the process dictating if BIPOC faculty applicants would apply to certain job positions.

Can you speak to equity in this work of Guided Pathways and how that impacts the hiring process at North?

We decided to focus on job descriptions as a starting point to see if there was something in the language or presentation of the actual job description that would encourage or discourage BIPOC job applicants during the application process. Then we broadened our scope from the inception of a position to hiring an eventual faculty member at North. We had meetings with the Simpson Center at the University of Washington to better inform us with how this process works as it pertains to graduate students applying to a two-year college.

How will you implement your project to best serve our BIPOC faculty at North? We looked at job descriptions but also steps within the hiring process. We submitted materials to Title III Director, Aimee Brown. We made our recommendations for the template and moved the summary position for equity diversity and inclusion up from the bottom of the page to the top of the page. We refined the language to be more specific and intentional which reframes its importance as well as North Seattle College's commitment to equity, inclusion, and diversity. We also addressed the background check that could be a barrier for BIPOC applicants by clarifying why we include it and which aspects of the background check would be applicable to our hiring process. Transparency is critical to ensure our applicants have clarity and feel more welcomed.

What impact do you hope this will have on our BIPOC students at North? Our current faculty does not reflect our student body, so we are trying to close that gap. Ultimately, the overarching goal is to see an increase in BIPOC faculty applicants and have a diverse faculty that reflects the student body that all students can thrive under.

What outcomes would you like to see with this new data? We have made recommendations for changes in the job descriptions, but that's not going to be enough. We have a long way to go and there are opportunities for future 100-Day Title III Projects on the hiring process that require more attention. With the current hiring freeze, this is an opportunity to look into recruitment and the steps that follow. Are all of those steps equitable and are all the departments following those steps for continuity and not contradicting our radical inclusion lens? These steps have to be mined and examined so we have EDI driving the hiring process. Departments need to be consistent and held accountable to those steps. One of the biggest outcomes from our 100-Day project is the opportunities this opens to supporting similar projects. Equity is not naturally built into the hiring processes and it should be interrogated and actively applied at every stage. This is a constant process. We cannot address it once, check the box and assume it's done. In our project, we saw that good intentions were not enough. We may have trainings for implicit bias which are helpful, but it's not enough because these processes are embedded and systemic. We have to be vigilant if we are truly serious about removing inequities that are baked into these systems at multiple levels. We encourage more projects to look at these systems and processes that are in place currently.

How do we reach these BIPOC communities in the hiring process? We discovered that where we advertise for more diversity in our faculty applicant pool is essential. Right now, the district will pay for advertising on standard lists so if alternate advertising is enlisted, then those costs become the responsibility of that department. There is a list of publications that other schools have created that offer more diverse pools of applicants. One of our recommendations is that we should review this list and we should add to it for cost-effective ways to seek out and advertise to more diverse communities which will enrich our own diversity at North as well as add to the larger conversation around this topic.

100-Day Project for Early Childhood Education – Summer 2020

Interview with Samantha Dolan, Ninder Gill, and Anna Saradeth

What was your Title III 100-Day Project for Early Childhood Education (ECE) Department?

Developing the ECE curriculum in Spanish, Somali, Arabic, and Oromo languages which began this summer.

Samantha - Our purpose is to support our faculty who are teaching ECE common courses in other languages. It takes a lot of work for faculty to develop instruction and assessment materials in these languages. The funding was to go to the instructors for the development of the curriculum and for student support. Many systems at North are reliant on English proficiency, so we wanted to make sure faculty were compensated for any extra work they were doing in helping students be successful with enrollment and graduation certificates.

Anna – Students appreciated the support we gave to our staff and faculty to ensure they would be successful through the navigation of the college.

Can you speak to equity in this work of Guided Pathways and how that impacts ECE?

Ninder - The courses we created followed our stackable certificates so there is a clear path for students to take the educational requirements for the initial and short certificate. The equity piece comes with the courses being in their home language as well as being offered with a flexible schedule.

Samantha – This creates learning opportunities for students while they keep their businesses open and advance in their careers. We offer the same support to our students in English, but a lot of our students are working in immigrant and refugee communities. We want to teach them in the language they will use in the field as well. This way the ECE students can learn the content directly apply the information to the communities in which they work.

How will you implement your project to best serve our BIPOC students at North?

Anna – We saw a demand for ECE classes for students living in the North end who are family home childcare providers and speak Somali, Arabic, and Spanish. We wanted to make sure we were meeting their needs. Through our different grants, we have had opportunities to learn from the community and learn what their needs were specifically.

What impact do you hope this project will have on our BIPOC students at North?

Anna – There are many students interested in our classes and we now have a waitlist. We want to start another cohort. We started the Spanish I cohort and added another one as well. We want to continue this with other languages. Also, we will have Oromo and think about how we can guide these students to receive other certificates that are higher – beyond the short certificate - to the state level.

Ninder – On a micro-individual level, students are empowered. They have the skills and the understanding to do well in their field. Another impact of this work will make for systemic change. We are looking to see if admission applications can be in these other languages. How do we expand to other programs too? Why is English is the only language we teach in? What does “Community” look like when it comes to community colleges? And think about who are our students. Ultimately, we need more of a systemic impact as we continue to build these programs which should be highlighted.

See next page for the rest of this interview...

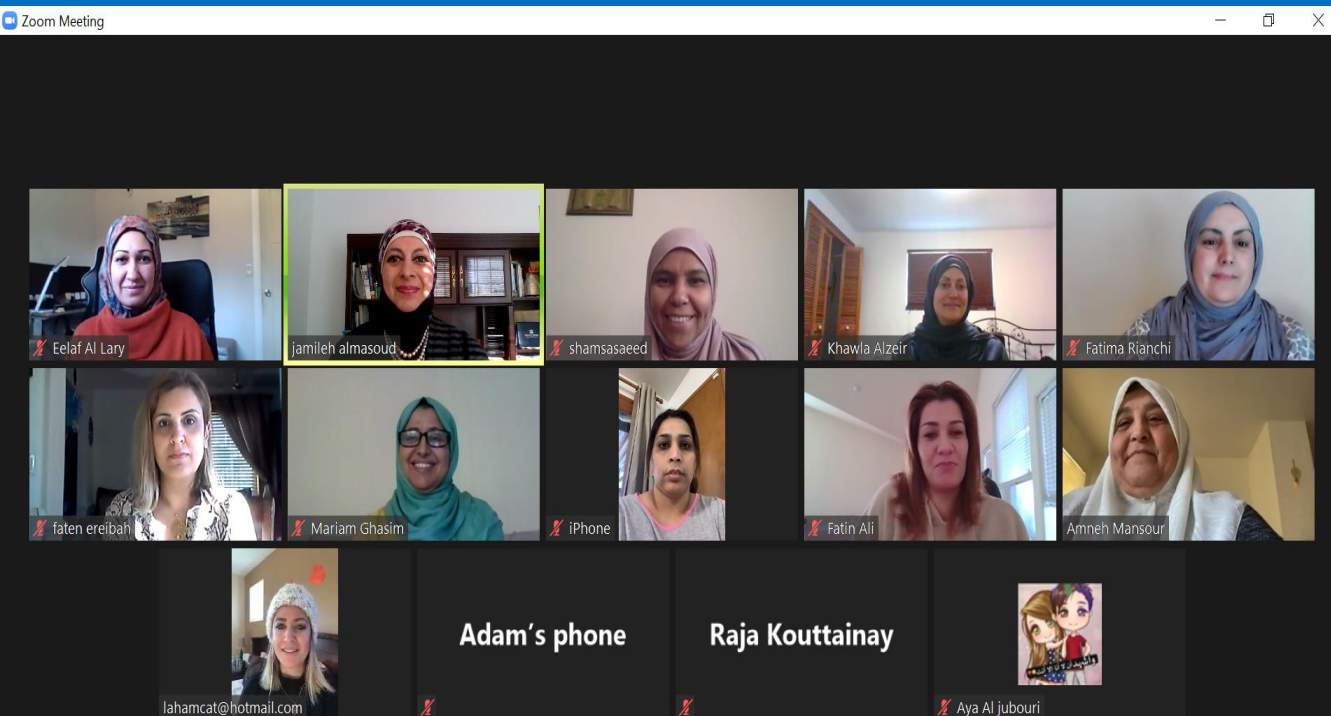


100-Day Project for ECE Educators – Summer 2020

Interview continued with Samantha Dolan, Ninder Gill, and Anna Saradeth

What success are you having with students thus far?

Samantha –We’ve already graduated our first group of students with the initial certificate and we will be working toward the initial certificate in other languages which will be completed this fall. The Department of Children and Youth and Families in the state of Washington is the organization that administers and regulates the early care and education in the state of Washington. They asked to speak with our students in these language cohorts so they could hear the voices of these providers when they’re making their statewide documents and competencies. Now these students are having a significant impact in statewide regulations where they have not been represented before because there has not been any outreach to these groups in their home languages. The Department of Children Needs and Families is providing staff to come to our cohorts. We are also compensating our own staff at North to help facilitate focus groups so that they have a clear idea of what the Oromo, Somali, Spanish, and the Arabic cohorts need. We see a lot of opportunities for collaboration across the college like supporting math pathways and English pathways. We are looking at ways to support students through associate’s and bachelor’s degrees. We want to keep up with them. There is so much potential for all students on campus who speak these languages and to access these courses in their home language are looking for from the state. This is exciting not only for the professional development students receive but also the voice they now have at the state level - all thanks to Ninder for putting this together.



Anna – Also, I think our reason for success is how we grow our students. In our Arabic cohort, the instructor is a graduate of our ECE BAS program. The points of contact we have to mentor students within our programs have graduated from our BAS program. The instructors are community members. There is a sense of trust and a strong relationship and bond that the community has with these instructors and students working together which supports the work we are doing at North.

Ninder – We met the students where they were at. Ultimately this was their decision – this is a program that the students wanted. This program supported them to be able to focus on their courses without having to navigate a system that is only in English. Students are valuing what they are learning with an overall 90-95% retention rate. All 25 students in the Spanish cohort have completed the initial and the short certificate. In our Arabic cohort, it has 100% completion rate of the initial certificate. Somali is at 80% completion of initial certificate for the required courses. Ultimately, these students feel that they are an integral part of our college.

Their self-efficacy - knowing that they are capable is what we value as our biggest success!

Photo of North’s ECE Educators, Arabic cohort

Guided Pathways Subcommittees



NORTH SEATTLE COLLEGE
OFFICE OF EQUITY, DIVERSITY & INCLUSION

Guiding Team is a group of people from across campus that includes all of the executive team, instructional deans, nine faculty members, leadership staff from student services, and others from all over campus. The group 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:

Program Mapping – Leanna Bordner (Assistant Director of Advising) and Aimee Brown (Director of Title III) have worked with over 30 groups of faculty and advisors over the past one and a half years. Click here to see an example of a finished program map: [Program Mapping](#)

Intake and Onboarding – Kathy Rhodes (Dean of Enrollment Services and Registrar) and Aimee Brown have been co-leading this subcommittee. This subcommittee is focused on supporting students starting with their inquiry to the college through orientation. It also provides support and insight for a reimagining of student services.

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 going to work with colleagues at Central and South to create an aligned student first year experience.

Coding – Aimee Brown is leading this subcommittee to improve our coding processes and implement new student coding within CTC link. This group also worked with colleagues from across the district to create a registration pop up to determine if students were actually studying the program they were coded as.

Research and Data - This group is focused on identifying data needs related to Guided Pathways and conducting research.

Part-time Faculty Engagement- Karlee Ikebara (BTS faculty) is leading this work to determine how we can better support part-time faculty at the college and get them engaged in Guided Pathways work.

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](#) [Guiding Team Roster](#)

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

Interested in Guided Pathways subcommittees 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>

