

# TAF YEARBOOK

2019 - 2020

SPECIAL ISSUE: END-OF-YEAR MAGAZINE

J IS FOR  
JUSTICE

*How can we achieve educational justice  
in our schools?* PAGE 10

## ALSO IN THIS ISSUE:

GRADUATING CLASS,  
BOZE IN ITS FINAL YEAR  
PAGE 4

TAKE THAT BACK! FIGHTING  
MICROAGGRESSIONS WITH FIRE  
PAGE 5

TAF YEAR IN REVIEW  
PAGE 8

# IN THIS ISSUE

## GRADUATING CLASS, BOZE ELEMENTARY IN ITS FINAL YEAR

Now that Boze Elementary is nearing its final year of STEMbyTAF School Transformation, has school culture, student engagement, or achievement improved?

4



## FIGHTING MICROAGGRESSIONS WITH FIRE.

Following their winter seminar, Martinez Fellows share learned tactics to address microaggressions — personally and in the classroom.

5



## WHEN PREPARATION MEETS OPPORTUNITY

TAF@Saghalie student Feliciana talks about how she was offered four internships this past summer.

6



## ANNUAL REPORT: YOUR IMPACT

See how we've used your donations to create new opportunities for our students and teachers.

7

## ON THE COVER

### J. IS FOR JUSTICE

What does educational justice really look like? We'll break down what true equity in schools means and the steps we need to take to get there.

10



### TAF YEAR IN REVIEW

The most memorable highlights over the past year in a picture gallery!

8



**REGISTRATION OPENS JAN. 1ST!**

**TAF VARSITY LUNCHEON 2020**

# **JOURNEY TO JUSTICE**

Mark your calendar for the annual TAF Varsity Luncheon, our largest fundraiser of the year:

**WEDNESDAY, MARCH 11 2020**

**11 AM - 1 PM**

**AMAZON MEETING CENTER**

This year's luncheon, "Journey to Justice", will celebrate our community and our commitment to the journey towards educational justice.

**| Want to be a sponsor or table captain?**

Contact [luncheon@techaccess.org](mailto:luncheon@techaccess.org)

**Register at [techaccess.org/luncheon](https://techaccess.org/luncheon)**



## **WORDS FROM FROM OUR EXECUTIVE DIRECTOR**

It seemed like just yesterday when I stood at the podium of our annual fundraising luncheon and stated that TAF will educate 20,000 students by the year 2020. That was a big and bold vision back then, but we were confident we could do it. Today, I am proud to say that with your help, we have indeed reached our goal!

Looking forward, we are on yet another journey, a much bolder journey—a journey to educational justice. Buoyed by our successes and a new mission, we're excited to collaborate with more public education partners to transform systems of learning for students and teachers of color. We are redefining what it means to be well educated in Washington State! I'm excited to go on this journey with you, our valued supporter.

Trish Millines Dziko  
Co-Founder and Executive Director





## ***Graduating Class: Boze in its final year.***

**This is one of the moments  
we've waited for.**

After five years of receiving in-school, one-the-ground support from STEMbyTAF instructional coaches, Boze Elementary has become like the child you've raised and are now sending off to college. The school, its students, and teachers, are ready to take what we've taught them and prove they can do it on their own.

In 2015, TAF began the partnership with Tacoma Public Schools at Boze Elementary. It would be the third time we worked directly with a school - a challenge that had proven to be more difficult than we initially thought. Our student-centered model is not a quick fix; it requires buy-in, not



**FIVE YEARS IN, AND THE  
RESULTS ARE IN.**

just at a district level, but also from school leadership and the teachers who are implementing it.

Generally when we begin the process of School Transformation, teachers experience some degree of reluctance to change. They wonder how it's possible to teach an all-day project-based STEM model without losing traction to meet state-mandated requirements. But at Boze, the teachers and staff were led by their amazing principal Arron Wilkins. Together, they believed in us enough to give it a valiant try, and low and behold, found that our method of teaching works.

Over the course of almost five years, TAF has helped increase student engagement. In fact, Boze went from 125 students being



absent or tardy or absent 20-30% of the time to only 5 students. Additionally, we've helped Boze form relationships with industry professionals who encourage students to explore learning and careers through hands-on-activities and technology like virtual field trips and interviews. We've raised funding to open their first maker space where students can bring their ideas to life, start the robotics team, send students to summer coding camps, and more. In all, over 850 students have received a STEMbyTAF education, practicing critical-thinking, public speaking, and leadership skills that will prepare them to be successful in middle school and beyond.

We can't wait to hear what these students go on to accomplish.

## ***From 1<sup>st</sup> to 5<sup>th</sup>-grade.***

Students at Boze were just 1st-graders when TAF arrived. Now that they're in 5th-grade and will soon be promoted to middle school, they reflect on their most memorable moments.

*"My all-time favorite project was in 4th-grade when we did First LEGO League Jr. We got to be really creative to build with LEGOs and create bases in space."*

*- Kayla, 5th-grade student*

*"I like student exhibitions because you can tell the process of what you did during the project."*

*- Nick, 5th-grade student*

*"I liked when someone came in and we learned how to cook. We learned to look at how much grams of sugar are in products like cereal. It was fun and we did a lot of work!"*

*- Kaylee, 5th-grade student*

*"I liked working on climate change and how Native Americans survived natural disasters!"*

*- Shanari ♦*



## ***FIGHTING MICROAGGRESSIONS WITH FIRE.***

At the Martinez Fellowship Seminar 2, Fellows unpacked a heavy topic: Microaggressions in Work Culture. By definition, a microaggression is an 'indirect, subtle, or intentional discrimination against members of a marginalized group.' During the seminar, Fellows learned to differentiate between various types of microaggression, how to address insults, and begin healing from them. In the final exercise, Fellows confronted their most hurtful microaggressions made against them with fire. They wrote the incident down on paper and then burned it to symbolize regaining control and letting go. As the day came to an end, we asked them what most resonated with them from the day.

*"I feel like I learned a lot about myself and how to deal with micro-aggressions and also what other people are dealing with. It's nice to unpack that and talk about it with others."*

*- Jawad, Cohort 11*



*"I think what it really defined for me is my role as a teacher and having to be an advocate no matter how exhausted I am. I needed that advocate when I was a kid. I only had a black teacher for the first time when I was in community college so I think I need to be that person."*

*- Mackenzie, Cohort 11*



*"Coming here and going through this has been super refreshing for me. Especially this time of year, it's helpful for me to be filled up by other people that look and think like me. [Now], I can communicate with my colleagues and let them know, when they say certain things, how it's being received and why it's hurtful."*

*- Aimee, Cohort 6*



*"Just making connections about similar experiences and really being able to validate each other's feelings and show we've been there too really resonated with me and reminded me why I enjoy being a part of the Martinez Family."*

*- Jennifer, Cohort 8*





# WHEN PREPARATION MEETS OPPORTUNITY

TAF@Saghalie junior Feliciana is determined to achieve success. During the five years she's attended TAF's 6-12th-grade public STEM school, she's taken advantage of mostly every opportunity offered to gain critical career skills. And it's paid off, four times over. This past summer, Feliciana was offered four summer internship opportunities as a result of dedicated preparation.

## How long have you attended TAF@Saghalie?

I've been at TAF since 6th-grade when it was at the old location in the portables.

## How has your experience been?

I've made a lot of really good friends and met a lot of people in the career I aspire to pursue. I would say my time at TAF has been pretty solid.

## What do you think TAF provides students that they may not get at another school?

When I was at one of my internships, I was talking about how I found out about the internship opportunity through Ms. Sarah. She often runs into our classes showing opportunities in our faces. I love it though [laughing]! My peers were telling me about how lucky I am, how they had to find out about the internship on their own, and how

they wished they had someone like Ms. Sarah at their school.

## I hear you landed four internship offers last year — Port of Seattle, KUOW, Advancing Leadership Youth Program, and Zillow Group's Internship Day. What do you think contributed to your success?

Ms. Sarah helped me a lot with my cover letter and resume. She gave me suggestions on how I could make it better.

## Which internship did you ultimately go with, and why?

I went with Port of Seattle for a variety of reasons: the pay was better than the other internships, one of my classmates was going to be an intern there too, and the location was closest to my house.

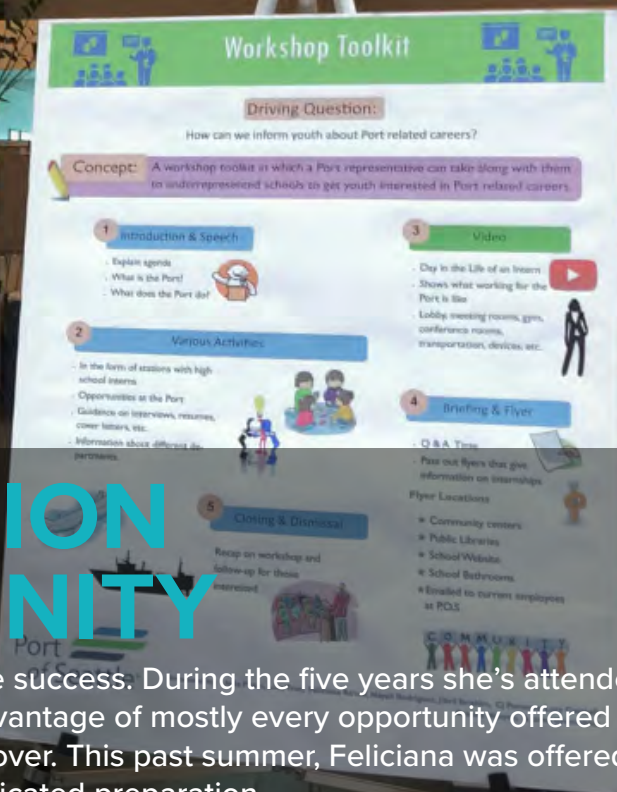
## What advice would you give students who would like to land

## an internship?

Include a cover letter that truly expresses your sincere desire to work for the company, explain how you can personally gain from the experience and why you are the perfect fit for the role. Look over their mission statement, explain how you can help them in their mission, and how you relate to it.

## Last question, since everyone wants to know... What are your plans after graduation?

Ever since 6th-grade, I've wanted to go to Berkeley University to study computer science. While Berkeley is my top choice, I'm also thinking about going to University of Washington to study computer science or informatics. Once I'm in college, I hope to land another internship at some big tech company so I can understand the feel of the workforce and environment. ♦



# ANNUAL REPORT

YOUR CASH  
IMPACT THROUGH  
VISUAL DATA.

32

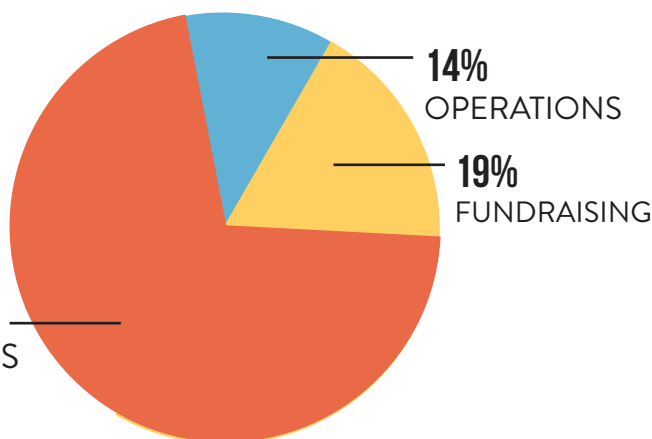
SCHOOL  
DISTRICTS

WITH MARTINEZ FELLOWS  
IN THEIR SCHOOLS



PARTNER  
SCHOOLS

MORE THAN 65% OF INDIVIDUAL  
DONATIONS GO DIRECTLY TO TAF  
STUDENTS AND TEACHERS.



67%  
PROGRAMS

14%  
OPERATIONS

19%  
FUNDRAISING

92%

FELLOWS REMAIN IN  
PROFESSION PAST 5 YEARS.

*National teaching average for  
educators of color is three years.*

## DID YOU KNOW?

TAF owns its headquarters, Bethaday Community Learning Space, where we operate an earned income business by providing affordable building rentals to the community and leasing office space to organizations. All revenue goes directly back to students!

20,000+

STUDENTS IMPACTED ACCROSS WA

100%

students learn coding  
and tech skills

\$ 545,000

TOTAL CONTRIBUTIONS  
FROM INDIVIDUALS

*As a TAF Catalyst, we guarantee 100% of your monthly donation will  
go directly into programs. Sign-up at [techaccess.org/catalyst](http://techaccess.org/catalyst).*

## DIVERSITY IN OUR SCHOOLS



of students served  
identify as a student  
of color



of students served  
qualify for free or  
reduced lunch



There are **182** Martinez  
Fellows in **117** schools  
across WA State.

1,426 +



CAREER EXPERIENCES FOR STUDENTS  
PROVIDED BY TAF PARTNERS

*\*Financial data from July 2018 - June 2019*



# Year In ReV

From inducting our largest cohort of Martinez Fellows to expanding our student reach. ←

## 1 **500 of TAF's supporters showed up at our luncheon.**

On March 6th, we held our annual TAF Varsity Luncheon at Fisher Pavilion in Seattle. TAF students showcased projects and presented their work on-stage to nearly 500 individuals representing the Greater Seattle Area.



## 3 **Over 650 present at STEM Expo.**

During the annual, school-wide event, over 650 students researched and proposed solutions to solve community issues using STEM ideas. Professionals volunteered as project judges and families joined the event to see their children's work in action.



## 5 **Rooftop Remix**

In June, we hosted TAF volunteers at Capital One's South Lake Union office for a rooftop happy hour to thank them for their service and support of our students. It can't go without being said, we couldn't do this work without volunteers!



## 2 **Students back homelessness.**

This year, TAF@Saghalie students participated in the Comcast NBCUniversal Innovation Challenge, a four-month-long hackathon developed in partnership with between TAF and Comcast. Students proposed technology solutions to Seattle's homelessness crisis. Team "Step it Up" earned first place at the final presentations in March.



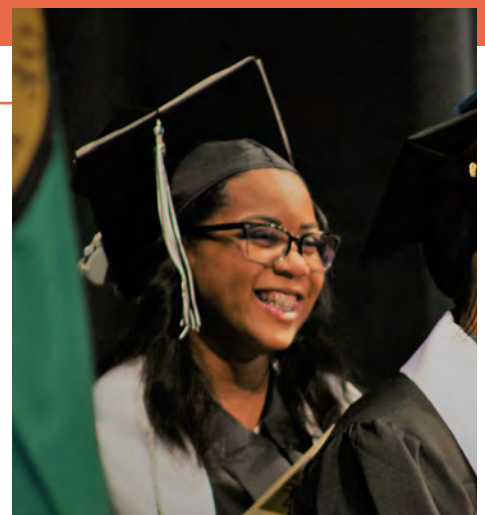
## 4 **Preparing for the future.**

In April, Zillow offered middle and high school TAF@Saghalie students mock interviews. Many of our students took advantage of this opportunity, which in turn, helped six land an internship at the Port of Seattle. A record acceptance number from any school in the Port of Seattle's history!



## 6 **Seniors Graduate!**

In June, another TAF@Saghalie class graduated with flying colors. 100% graduated on-time, more than half earned college credits at the same time, and, collectively, were offered \$547,812 in scholarships!





## 7 **New Fellow Orientation**

In June, we inducted Cohort 11 to TAF's Martinez Fellowship Program, adding more teachers of color to Washington State!



## 9 **Jumpstart into the new school year.**

During July and August, incoming TAF@Saghalie 6th-grade students got a 'jumpstart' on learning this summer and met new friends. They learned from various professionals and had fun too!



## 11 **First day of school.**

In September, we welcomed students back from the summer, including students at our new partner schools, Roosevelt, Brigadoon, and Olympic View.



## 13 **Day of Learning.**

In December, our new school partner, Roosevelt Elementary presented during Day of Learning.



## 10 **Students win case competition!**

In July, TAF@Saghalie students Karina, Thaddeus, Erick, and Nalani won first prize at the National Urban League Project Ready Case Competition at the University of Indianapolis! The challenge was to find a solution to an issue of inequity in K12 education. Their team's solution, Project First-inLine, addressed barriers to success for first-generation college students. This is the second year in a row our student delegates have placed — last year for third place, and this year for first!



## 10 **IslandWood Retreat**

In August, the Martinez Fellowship came together for an intensive three-day summer retreat focused on professional development, building community, and leadership. Fellows report it is a time when they are reminded of why they teach.



## 12 **College bound.**

In October, 650 students met with representatives from colleges and companies at the annual College and Career Fair. Students as young as 11 years old in 6th-grade are exposed to post-secondary opportunities.



# IS FOR JUSTICE

*Co-written by Maribel Gonzalez and Kylin Oliphant*

At the beginning of the school year, Carolyn proactively sent emails to all of her child's teachers to provide an overview of academic struggles and behavioral challenges for her son, who is Black and manages ADHD. He had just transferred into Seattle Public Schools as a seventh-grader. Carolyn read that Black students at the school were disproportionately disciplined in comparison to white students, and even to other students of color. Her son is disorganized and easily distracted, but not disruptive. She feared that, without providing an informative background and making her presence known directly to the teachers, he might be disciplined unfairly.

Although over 90% of the students at her son's school identify as a student of color, less than 25% of its teachers are of color. Despite all well-intentions from white teachers, it can be difficult to provide an environment of equity when the diversity of a school's teaching staff nowhere near reflects the diversity of its students.

What Carolyn feared for her Black son stems from historical and systemic racism in the United States. The K-12 educational system is an extension of this through its oppressive design.

Racism has impacted the school system, pedagogical practices, social structures, and belief systems. Additionally, teachers' inability to understand cultural

nuances, unfair perceptions of youth maturity for students of color versus white students, and narrow teaching styles mean that students of color are often penalized simply for being themselves. We see the impact reflected in rates of discipline.

**MANY STUDENTS OF COLOR ARE, ON AVERAGE, ACADEMICALLY AT LEAST THREE OR MORE GRADES BEHIND THEIR WHITE CLASSMATES.**

According to UNCF, Black students spend less time in the classroom due to unfair punitive measures of discipline. They are nearly two times as likely to be suspended without educational services and almost four times as likely to receive out-of-school suspensions as white students. ProPublica found the same trend among Native American, Native Alaskan, and Latinx students. As a result, many students of color are, on average, academically at least three or more grades behind their white classmates.

There are other measures of injustice, too. Black and Latinx students are less likely to be identified and selected for gifted programs, or selected to take Advanced Placement courses than their white peers. Schools are still largely racially and economically segregated within districts, and there continues to be institutionalized practices of codifying, tracking, and penalizing students.

Educational justice is collectively reimagining what education can look and feel like when we center the voices of the most marginalized. It is engaging in dialogue with the community of how all students, especially Black, Indigenous, Latinx, and Pacific Islander, can enter school as their most authentic selves and feel supported and safe. Achieving educational justice is when students don't have to conform to the status quo to feel successful and when educators become adept at responding to student needs.

**OUR JOURNEY TO EDUCATIONAL JUSTICE MEANS WE AFFIRM THAT EVERY STUDENT'S EDUCATIONAL EXPERIENCE MATTERS.**

In TAF's vision and practice, educators begin to understand their implicit bias, become culturally empathetic towards their students, and co-create a classroom



culture where every learner feels inspired to participate. Our journey towards educational justice means we affirm that every student's educational experience matters.



Through the STEMbyTAF framework, our approach to addressing the disparity of students of color is layered. We provide multiple opportunities for students to see themselves culturally represented in the curriculum,

in their teachers, and in the professionals we bring into the classrooms. We transform STEM education by incorporating problem-solving techniques that will offer students real-world experiences to various career pathways which will more clearly prepare them for the future they desire.

## WE HAVE TO STOP ASSUMING STUDENTS AREN'T CAPABLE OF HARD WORK.

We have to stop assuming students aren't capable of hard work or that they just won't 'get it.' We have to check our egos at the door to provide the best possible education to students. We can equitably transform our instructional practice to one that leverages student voice and choice. We can challenge all students to meet our high expectations. We can empower students to take ownership of their learning and their futures. All of this is work that can and will be done when we do it together.

If you'd like to see this model in action, email [development@techaccess.org](mailto:development@techaccess.org) to schedule a school tour.



# \$30 A MONTH HELPS GIVE ONE STUDENT A STEMBYTAF EDUCATION.

## IT ALSO GETS YOU THIS SHIRT.

Monthly donations help TAF focus less on fundraising, and more on students. Become a TAF Catalyst by donating \$30 or more and receive this custom designed shirt among other perks. Learn more and set up your monthly pledge at [techaccess.org/catalyst](https://techaccess.org/catalyst)



*Shirt designed by Seattle-based visual designer Damon Brown of Creative Lou. See his work at [creativelou.com](https://creativelou.com)*

# TAF

Technology Access Foundation  
605 SW 108th Street  
Seattle, WA 98146-2229

Non-Profit Org  
US Postage  
**PAID**  
Seattle, WA  
Permit No. 2136



## Upcoming Events:

**MLK Day of Service ▼**, Jan. 20, 2020

**STEM Expo Final Presentations ▼**, Feb. 29, 2020

**Network for EdWork**, Mar. 2020

**TAF Varsity Luncheon ▼**, Mar. 11, 2020

**GiveBIG to TAF**, May 6, 2020

**Senior Project Presentations ▼**, May 15, 2020

See more at [techaccess.org/calendar](https://techaccess.org/calendar).

▼ *Volunteer opportunities available*



## Your Time Matters.

With your help, we can connect students with industry experiences and STEM skills.

Volunteer at TAF and help us make education a place where everyone wins.

Find your fit at  
[techaccess.org/volunteer](https://techaccess.org/volunteer)