

Request for Qualifications
College and Career Readiness and Planning

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Seattle Community Colleges

Applicant address: 1500 Harvard Ave., Seattle, WA 98122

If applicable, Web address: http://www.seattlecolleges.edu

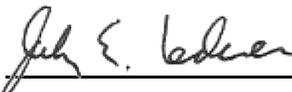
Contact Information:

Contact person: John Lederer, Ed.D.
(please print clearly)

Title: Director, Research and Strategic Planning

Mailing address: 1500 Harvard Ave., Seattle, WA 98122

Day/Work phone: 206-934-4110 Email address: john.lederer@seattlecolleges.edu

Signature:  Date: Oct. 17, 2012

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State Agency

Application Components and Checklist (submit in this order)

- Cover Sheet**
- Key People**
- Previous Experience Improving Student Outcomes**
- Tracking to Success**
 - **Attachment 2: Data Sample(s):** *If separate from the RFQ document, please use this naming convention:*

[Applicant Name]_CollegeCareer_DataSample
Example: IZAFamilyServices_CollegeCareer_DataSample
- Women and Minority Inclusion; Non-discrimination**



Seattle Community Colleges

Request for Qualifications

College and Career Readiness and Planning

I. Key People

1. Who is the person that will lead the project to its results?

The project will be led by John Lederer, Ed.D., who chairs the College Bound Scholarship Work Group at the Seattle Community College District Office. Dr. Lederer is the Director for Research and Strategic Planning at the Seattle Community College District, and the work group, which includes representatives from the Seattle Public Schools District Office, the Alliance for Education/SCAN, and several other area college access service providers, will assist Dr. Lederer in overseeing the quality and progress of services provided to high school students by the Seattle Community Colleges. Dr. Lederer has 14 years' experience building pathways and strategic partnerships between school districts and community colleges. He is also helping to lead the *CCER Road Map Project* as a member of the *Road Map Sponsors Group*.

2. Who are the key staff that will deliver the proposed College and Career Readiness and Planning opportunities?

While the professional staff that would actually work in the high schools have not yet been identified or hired (see Section IV), they would be organized and supervised by one of three individuals, depending on the high school to which they were assigned.

- Gina Nakamura, Outreach Coordinator, Seattle Central Community College;
- Susan Shanahan, Director-Entry and Enrollment Services, North Seattle Community College;
- Vanessa Calonzo, Director-Student Outreach and Recruitment, South Seattle Community College.

Together, these professionals have over 20 years' experience working in high schools and supporting students who are transitioning from high school to college. They have developed strong connections with the principals and staff of the high schools in their catchment areas, and understand culture, pattern and practice in these schools.

II. Previous Experience Improving Student Outcomes

1. Whom do you serve?

The Seattle Community Colleges seek to provide Seattle high schools with high school to college transition services, focusing on College Bound Scholarship students and other high school seniors who may not be academically prepared for college-level work upon graduation, or who need transition assistance.

Each year, about 1,000 high school graduates enroll at our colleges the following academic year. Of those, about 600 come from the Seattle Public Schools. These numbers have been fairly stable over the last decade.

In 2008, South Seattle Community College began its *13th Year Promise Scholarship* program which guarantees every graduate from Cleveland High School the opportunity to attend the college tuition-free for one year along with special support services to help them succeed. In 2011, the program expanded to include Chief Sealth International High School and a *Readiness Academy* to further increase student success. The program and its Readiness Academy have been hugely successful with nearly 30% of the school's graduates enrolling at South, half of which have said they would not have attended college without the scholarship.

Now, thanks to Washington's College Bound Scholarship program, we have another scholarship opportunity that we can pair with Readiness Academy -style skills development and transition support, resources permitting, to achieve the same results citywide. This fall, we are serving about 170 College Bound Scholarship students, but only those from Cleveland and Chief Sealth have, and will continue to have, access to *Readiness Academy* services.

2. What are the challenges and barriers these student face and how do you address them?

Many of our recent high school graduates who attend community college after high school fail to persist and complete college. About 60% of the SPS graduates served by the Seattle Community Colleges in the year after they graduate are enrolled in developmental English or math. In 2009-10, 42% of SPS graduates were enrolled in developmental math and 19% were enrolled in developmental English. Only 22% of those students completed their developmental sequence and 44% completed 15 or more college-level credits in their first year of college.

The *13th Year/Readiness Academy* model places a professional College Transition Navigator in the high school to work with a graduating cohort of seniors from January of their senior

year through to the second quarter of college, the following January. Students go through a series of transition activities together as a cohort beginning in February of their senior year: COMPASS prep, COMPASS pre-test, English/Math Saturday Boot Camp (for students placing at the lowest developmental levels), COMPASS post-test, college orientation, “Taking Care of Business” Day (financial aid file completion and course registration), and regular check-ins with the Transition Navigator in their first quarter of college.

The Seattle Colleges are prepared to place Transition Navigators in high school with the following goals:

- Provide COMPASS prep and testing with follow-on academic support for students with low-level math and English skills, to accelerate their path to college-level classes;
- Get graduating students (focusing on College Bound students) oriented to college life and prepared to succeed as college students;
- Ensure that these students receive timely academic advising regarding course selection and access to college services.

3. What are our results?

Early results show that 40% of *Readiness Academy* Boot Camp participants are able to move up one developmental class-level prior to enrollment in college, greatly increasing their likelihood to persist and complete. Participation in COMPASS prep improves placement accuracy for all students at all levels. Even though a higher percentage of *Readiness Academy* students are enrolled in developmental education, 90% of them persist to the end of their first year of college, much higher than 69% retention rate for all South students. Second year return rates are 20% higher than the overall student population.

III. Tracking to Success

1. What data drive your work?

The Seattle Community Colleges are laser-focused on college persistence and completion. We know the probability that a high school student who comes to us ready for college-level work will go on to complete a degree or certificate is about four times higher than a student who places at the lowest developmental education level. We are also concerned about direct high school to college enrollment, because we also know that students who delay college enrollment after high school are far less likely to achieve a post-secondary credential by age 26. We are constantly looking at student progress metrics through the statewide Student Achievement Initiative which tracks progress through developmental education classes, completing college-level math classes, hitting the 15 and 30 college-level

credit benchmarks, and achieving the “tipping point” (one year of college credits and a recognized education or industry credential). We look at quarter to quarter and year to year persistence rates, and time to degree/certificate.

2. How do we manage data?

We have a statewide student record system with standardized protocols for data collection. Data in the system comes from student-completed college applications, financial aid applications and awards, and course enrollment, registration, and instructor grades. The data can follow a student as they move from one college to another in the system.

Each college and the District Office have an institutional research office to pull and analyze data from the system. We have access to information on College Bound Scholarship students in the state and FAFSA data. We adhere to FERPA regulations when sharing data with outside organizations.

3. How do we routinely use data to inform our work?

We make data-driven strategic decisions. Because we have extensive data about each of our students, we are able to compare students that participate in a particular program or service with a comparable group of students that do not. This tells us whether our interventions are effective. With regard to the 13th Year *Readiness Academy* model, we regularly look at the impact of program participation on student enrollment, placement, persistence, and completion.

We track out enrollment numbers on a daily basis—comparing current year enrollments with enrollments at the same time last year. Other data on persistence and completion are typically generated on a quarterly basis.

4. How have we used data to make program adjustments?

The 13th Year *Promise Scholarship Program* is a great example of data-driven adjustments. The first three years of the program was completely focused on the scholarship component at Cleveland High School. In time our data analysis showed that most of the students receiving the scholarship were placing into developmental classes and were stopping out at the same high rates that other students similarly placed do. Their scholarship was not resulting in college completions and the investment was not yielding the intended result, in many instances. The numbers drove the development of the *Readiness Academy* which was added to the program in 2011. The adjustment has made an incredible impact on the overall success of the scholarship program.

5. Attachment 2: Data Sample

Sample 1 is a brief program overview and outcomes analysis describing the *13th Year Promise Scholarship* and its *Readiness Academy*. Notice how the data is presented to describe the results and impact of the *Readiness Academy* model, and comparison data is presented to provide context and benchmark the results.

Sample 2 is a summary table developed by linking data from the Student Achievement Council's College Bound Scholarship data system with our own student enrollment data system. It provides a matrix of high schools enrolled students came from by the college they are currently attending. Notice that the Seattle high schools with the most College Bound students attending Seattle Community Colleges are Cleveland and Chief Sealth, precisely where the Seattle Colleges have Transition Navigators placed.

IV. Tracking to Success

1. If selected, do we anticipate hiring additional employees?

Yes. If a high school chooses to engage the Seattle Community Colleges in providing high school to college transition services to its graduating seniors, we will need to hire a Transition Navigator who will report to one of the Outreach Directors/Coordinators identified above. The Transition Navigator could be an internal hire of an existing staff member at either the community college or the high school, or it could be a member of the community with relevant professional experience and qualifications. They will become a college employee.

The Seattle Community Colleges are committed to recruiting faculty, staff and students who reflect the cultural diversity of the Puget Sound Region and who will support its values of teaching, learning, students, diversity, and partnerships. As a state agency, we are responsible for following the hiring procedures and practices of the State of Washington which include procedures to ensure non-discrimination in hiring.



13th Year Promise Scholarship

*The **13th Year Promise Scholarship** guarantees every graduate from Cleveland High School and Chief Sealth International High School the opportunity to attend South Seattle Community College tuition-free for one year along with special support services to help them succeed.*

Purpose

Increase the access to higher education for our community's students, particularly those from underrepresented groups (e.g. students of color, low-income students, first-generation college students).

Background

The 13th Year Promise Scholarship is based on research from the State Board for Community and Technical Colleges that demonstrates that a high school diploma and one-year of college is the critical "Tipping Point" for student to earn living wage jobs and/or continue education. The 13th Year Scholarship began with the Cleveland High School class of 2008; in 2011 the program expanded to include Chief Sealth High School and a Readiness Academy to further increase student success.

Access to Higher Education—13th Year increases students that attend college

- An estimated 65% of all seniors from Chief Sealth and Cleveland High Schools applied for the 13th Year Promise Scholarship—UPDATE – 246 Applications received for 2012!
- 64 13th Year students enrolled in South Seattle Community College in fall 2011 (almost 30% of all seniors)
- 50% of students said they would not have attended college if not for the 13th Year Scholarship

College Readiness —13th Year students are more prepared for college than their peers*

	13 th Year Students	Other Seattle Public School Graduates at South	South's Overall Student Population
Place into College-level English	51%	31%	42%
Placed into College-level Math	23%	4%	11%

- 40% of 13th Year Students participating Readiness Academy increased their placement on the COMPASS test by at least one course level.
- 73% of 13th Year students state the Readiness Academy prepared them for college; 35% said their high school education has prepared them for college.

*Data are preliminary.

College Success—13th Year students succeed at higher rates than their peers

- The fall-winter retention rate of the 13th Year Scholarship students was an impressive 90% compared to the 69% fall-winter retention rate for the general South student population.
- 60% of 13th Year students returned for a second year compared to 50% of overall student population.

Note: The students in this population (2008 – 2010) did not participate in the Readiness Academy.

Serving the Underserved—13th Year reaches students traditionally underrepresented in college

Ethnicity

38%	Black/African American	60%	First generation college students
35%	Asian American/Pacific Islander	50%	Work while attending school
12%	Hispanic/Latino	Gender	
14%	White	58%	Female
3%	Native American/American Indian	42%	Male

Readiness Academy—Student support services

- College 101 Sessions for students and families—what to expect at college, overview of programs (Fall)
- Financial Aid (FAFSA) File Completion—information session and hands-on application workshop (January)
- COMPASS Placement Workshop (February)
- COMPASS Pre-Test (March)
- Math/English Boot-Camp (up to 32 hours) for students placing below college level on COMPASS pre-test (April)
- COMPASS Post-Test (May)
- Taking Care of Business Field Trip—registration, advising, id cards, campus tour, etc. (May)
- College Orientation—Week-long summer bridge program focused on classroom success, system navigation skills and personal success (September)
- Single point of contact (13th Year Coordinator)
- Student friendly communication (text message, Facebook)
- Cohort model

13th Year Is Cost Effective and Leverages Resources

A combination of financial aid and private philanthropic gifts, including support from the Boeing Company, Ed and Eva Gordon Fund for Opportunity, Johnson-Haefling Foundation, Lenore Hanauer Foundation and College Spark Foundation.

- Annual average tuition cost per student—\$1,000
- Annual coordinator / program expenses—\$60,000
- Cost per high school—\$100,000 annually or \$2 million endowment

Similar Programs

Rising Star (Dallas County Community College District Foundation, TX) – criteria graduate with a “B” average or better or have passed the required college assessment tests, and show economic need; Tulsa Achieves (Tulsa Community College, OK) – criteria graduate high school with at least a 2.0 GPA on a 4.0 scale; Ventura College Promise (Ventura College, CA) – financial aid criteria.

Next Steps

- Finalize data analysis of current cohort and readiness academy impact (college readiness, demographic info, etc.)
- Explore additional support services for students during college
- Financial model analysis
- Data analysis of past cohorts (where are they now?)
- Expand 13th Year Promise Scholarship to all high schools in our service area (West Seattle, Rainier Beach).

College Bound Scholarship Enrollments, Fall 2012

District/High School	Central	North	South	Seattle Colleges
Seattle School District				
Ballard High School	7	3	1	11
Cascade High School		1		1
The Center School		1		1
Chief Sealth High School			16	16
Cleveland High School	6		11	17
Franklin High School	11		1	12
Garfield High School	9		1	10
Ingraham High School	5	2	2	9
Interagency Programs	1			1
Middle College	1		1	2
Nathan Hale High School	1	2		3
Rainier Beach High School	1			1
Roosevelt High School	8		1	9
West Seattle High School	2		8	10
<i>Subtotal</i>	<i>52</i>	<i>9</i>	<i>42</i>	103
Highline School District				
Aviation High School	1			1
Evergreen High School			4	4
Global Connection HS			4	4
Health Sci/Human Svc			1	1
Highline High School	2		2	4
Mount Rainier High School			2	2
<i>Subtotal</i>	<i>3</i>	<i>0</i>	<i>13</i>	16
Renton School District				
Hazen High School			1	1
Renton High School	2		1	3
<i>Subtotal</i>	<i>2</i>	<i>0</i>	<i>2</i>	4
Other High Schools				
Alt Exp Learning Cnt	1			1
Bremerton High School	1			1
Federal Way High School			1	1
Foster High School			2	2
Glenwood High School			1	1
Inglemoor High Schl	1			1
Insight School of WA		1		1
Marshall Alternative			1	1
Othello High School		1		1
Other Wash State Sch	1	1	1	3
Palouse High School	1			1
Sequim High School		1		1
Snohomish High Schl		1		1
South Whidbey High School			1	1
Stadium High School	1	1		2
Todd Beamer High School	1			1
Wapato High School	1			1
Wenatchee High Schl		1		1
White Pass High Schl	1			1
<i>Subtotal</i>	<i>9</i>	<i>7</i>	<i>7</i>	23
Home School		1		1
Unknown/Blank HS	15		1	16
Totals	81	17	65	163

Note: Students with status "Not OK to Award" or 0 credits or GED are not included.