

Request for Qualification  
College and Career Readiness and Planning

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**COVER SHEET**

**Organization Information:**

Organization name: South Seattle Community College

Organization address: 6000 16<sup>th</sup> Avenue SW, Seattle, WA 98106

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

Washington State Community and Technical College

**Application Components and Checklist (submit in this order)**

- ✓ Cover Sheet
- ✓ Key People
- ✓ Previous Experience
- ✓ Tracking to Success
- ✓ Women and Minority Inclusion; Non-discrimination

**Contact Information:**

Contact person: Elizabeth Pluhta

Title: Executive Director of College Advancement and the Foundation

Mailing address: 6000 16<sup>th</sup> Avenue SW, Seattle, WA 98106

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Signature: 

Date: 2-14-12

Additional information is provided in Attachment 3.

## **Request for Qualifications College and Career Readiness Planning**

### **Introduction**

The 13<sup>th</sup> 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. The Promise model was inspired by research from the State Board for Community and Technical College that demonstrated that a high school diploma and one-year of college plus a credential is the critical Tipping Point for students to earn living wage jobs and/or continue education. The 13<sup>th</sup> Year Scholarship began with the Cleveland High School class of 2008 and in 2011, expanded to include Chief Sealth High School and a Readiness Academy to further increase students' college and career readiness and success.

### **Key People**

South has developed a core team of cross-campus leaders and staff responsible for the delivery and success of the Readiness Academy, a critical component of the 13<sup>th</sup> Year Promise Scholarship. The Readiness Academy progress and success is monitored by the 13<sup>th</sup> Year College Oversight Committee, comprised of the Vice President for Student Services, the Vice President of Instruction, the Executive Director of College Advancement and the Associate Dean for Student Achievement.

Chase Magliocca is the current 13<sup>th</sup> Year Coordinator. The College increased the grant funded half time position to full time in July 2011. This capacity increase coincided with the more than tripling the numbers served under the 13<sup>th</sup> Year Program through the expansion to Chief Sealth High School. Mr. Magliocca has been instrumental in the seamless growth to the interventions offered and the numbers of students served.

Mr. Magliocca most recently worked at the College Success Foundation as a College and Career Coach. He has worked at Cleveland High School and Mercer Middle School to coordinate college readiness programming, such as admissions, testing, financial aid and study skills. In addition, he worked to promote the College Bound Scholarship to students and assisted students and families with the application process. Chase also has extensive training in financial aid from the Northwest Education Loan Association. Chase has a bachelor's degree in psychology from Western Washington University.

As an initiative of the South Seattle Foundation Board, Elizabeth Pluhta provides leadership for the 13<sup>th</sup> Year Promise Scholarship in close partnership with the Dr. Rosie Rimando, the Vice President for Student Services. Ms. Pluhta has a master's degree in public administration from the University of Washington. She co-authored a study titled "The Effect of a Community College Promise on Access and Success" that was accepted for publication by *Community College Journal of Research & Practice*. Dr. Rimando has served in a variety of leadership positions in the student services area including Retention and Student Success Project Developer for the AANAPISI grant, Director of Student Outreach, Admissions and Recruitment, and various positions with

the Pre-College TRiO Programs. Prior to coming to South, Rosie taught 9<sup>th</sup> grade language arts and world history in the Seattle Public School District.

### Previous Experience

**Demographics and characteristics:** South Seattle Community College serves a widely diverse student population, reaching neighborhoods from Central and West Seattle to Skyway, Tukwila, White Center and those in between. South serves approximately 15,000 students per year with more than 50% of students indicating a non-white race or ethnicity (see table below). Fifty eight percent of our students attend part time and 46% are women. The average age of our general student population is 31 years old.

Currently the 13<sup>th</sup> Year students enroll from Cleveland and Chief Sealth High Schools. These two high schools reflect South's very diverse student body, with a combined 64% of the population students of color. With 88% students of color, the 13<sup>th</sup> Year is reaching a predominately underserved population. Completing, verifying and submitting the Free Application for Federal Student Aid (FAFSA) is a requirement of all 13<sup>th</sup> Year students. Fifty four percent of the 13<sup>th</sup> Year students are eligible for Federal Financial Aid, documenting unmet need due to a lack of resources.

As shown below, the 13<sup>th</sup> Year student characteristics closely mirror those of the two primary feeder high schools, Cleveland and Chief Sealth, which share a significantly diverse student population.

Ethnicity	Seattle Public Schools *	Chief Sealth *	Cleveland *	13 <sup>th</sup> Year Students **	South Seattle **
American Indian or Alaskan Native	1.3%	2.2%	2.4%	3%	2%
Asian or Pacific Islander	19.1%	17.7%	34.8%	35%	20%
Black	19.2%	24.7%	43.0%	38%	18%
Hispanic	12.3%	20.6%	12.1%	12%	9%
White	42.7%	31.7%	4.5%	14%	515
<b>Special Programs</b>					
Free or Reduced Meals	43.3%	54.5%	76.3%	54% (eligible for FAFSA)	

\*Source: OSPI, Washington State Report Card, 2011

\*\* South Seattle Community College Profile, GISS, Fall 2010

In addition to the high percentage of low income and students of color, the 13<sup>th</sup> Year students share similar characteristics to the broader population at South. Sixty percent are first generation college students and half of them work while attending school. These busy students, often with few college-going role models in their lives, benefit from the dedicated support of the 13<sup>th</sup> Year Coordinator.

**Experience and results:** The past two years have been instrumental for the 13<sup>th</sup> Year Promise Scholarship and particularly, the Readiness Academy. Through the capacity building investment from the College Spark Foundation in 2010, South has been able to significantly expand the student support and success components of the 13<sup>th</sup> Year. The Readiness Academy provides the support and accountability that accompanies the very

critical financial aid component of the scholarship. The table below details the essential elements of the Readiness Academy and the related college and career readiness strategies and priorities of the Families and Education Levy.

<b>Student Support Elements that will Contribute to FEL Outcomes/Indicators</b>	<b>When it Occurs</b>	<b>Related Levy College and Career Readiness Priorities</b>
College 101 Sessions for students and families – what to expect at college and overview of programs	Fall Quarter of Senior Year	Engaged Families Supports College-going Culture Builds “College Knowledge” Connects Students to College Students/Families Familiar with Post-secondary Options
Financial Aid (FAFSA) File Completion – information session and hands-on application workshop	January	Students/Families Familiar with Post-secondary Options, Admissions Requirements & Financial Aid
COMPASS Placement Workshop	February	Effective & Purposeful Curriculum Students Familiar with Admissions (placement) Requirements Builds on High School & Beyond Plan
COMPASS Pre-Test	March	Focus on College Readiness Promotes Preparation
Math/English Boot-Camp (32 hours) for students placing below college level on COMPASS pre-test	April	Effective & Purposeful Curriculum Focus on College Readiness Builds on High School & Beyond Plan
COMPASS Post-Test	May	Focus on College Readiness Promotes Preparation
Taking Care of Business Field Trip: Registration, advising, ID cards, tour, etc.	May	Connects Students to College Promotes Preparation, Investigation, Visitation Opportunities to Visit College Campus
College Orientation/Summer Bridge - Week-long program focused on classroom success, system navigation skills and personal success	September	Effective & Purposeful Curriculum Focus on College Readiness Builds “College Knowledge” Promotes Preparation Addresses Academic & Non-academic Barriers

In addition to the required elements above, South enlists three research-based success strategies that are making a difference:

- Single point of contact for students and partners (13<sup>th</sup> Year Coordinator)
- Student friendly communication (text message, Facebook)
- Cohort model for all Readiness Academy activities

Preliminary results from the Readiness Academy have been very positive. As indicated on the Sample Data Report, we are measuring and tracking data relative to academic readiness, college enrollment, and quarter to quarter retention.

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

**College Enrollment:** The 13<sup>th</sup> Year Promise Scholarship has been proven to increase college access for recent high school graduates (within one year of graduation). Prior to the 13<sup>th</sup> Year, only 6.2% of Cleveland High School graduates applied to college as compared with three years after implementation of the 13<sup>th</sup> Year, where 60.7% of the three-year cohort applied to college. Enrollment at South recently tripled when we expanded the program to Chief Sealth in January of 2011. The promise of a year of tuition-free education has impacted college-going rate in our services area, with the Promise Scholars now making up 30% of the college's recent high school graduates.

**Retention/College Success:** With the addition of expanded interventions under the Readiness Academy, quarter to quarter retention has soared beyond the success of South's general student population.

- The fall-winter retention rate of the 13<sup>th</sup> Year students is an impressive 90% compared to the 69% fall-winter retention rate for the general South population.
- 60% of 13<sup>th</sup> Year students have returned for a second year compared to 50% of overall student degree-seeking population.

Below are contacts for external partners who have been closely involved with the 13<sup>th</sup> Year Promise Scholarship Program and the Readiness Academy.

<b>External Partner</b>	<b>Name</b>	<b>Position</b>	<b>Phone</b>	<b>Email</b>
College Spark (Funder)	Rachel Clements	Program Officer	206-461-5480	Rachel@collegespark.org
South Seattle Foundation Board (Funder)	Keith Schreiber	Board Chair	206-682-8300	Schreiber@sslarchitects.com
Cleveland High School	Princess Shareef	Principal	206-252-7800	pshareef@seattleschools.org
Cleveland High School	Kory Kumasaka	Counselor	206-252-8550	kkumasaka@seattleschools.org
Chief Sealth High School	Chris Kinsey	Principal	206-252-8550	chkinsey@seattleschools.org

**Challenges and Barriers:** Many high school graduates face a gulf between high school graduation and college entry requirements. The 13<sup>th</sup> Year students are no exception. The COMPASS pre and post test paired with the Boot Camp remediation increased the college placement of the 2011 cohort by 40% in math and 62% in writing.

Another challenge to the Readiness Academy model is that it occurs during the later half of the senior year, a very busy time with other required state tests, college applications, sports engagements, etc. Despite the intensity of this convergence of activity, the seniors from Cleveland and Chief Sealth High Schools have responded impressively. The support received by the 13<sup>th</sup> Year Coordinator along with the possibility of a year of college tuition-free is strong motivation.

### **Tracking to Success**

The College uses both quantitative and qualitative data to track the success of the 13<sup>th</sup> Year Promise Scholarship. As indicated in the Sample Budget Report, we track the following data points: Attendance at all Readiness Academy activities, English and math scores on COMPASS test and course placement, college enrollment, college fall-winter, fall-spring and fall-fall retention, academic progress and partnership expansion.

The most significant adjustment we have made to the 13<sup>th</sup> Year based on data analysis is the inclusion of the English and Math Boot Camp during the spring of the senior year in response to the low academic readiness of students. Through qualitative data collection and analysis, we can attribute the increase of enrollment and retention to the structure and services of the Readiness Academy, however the small data sample to date confirms that the English and Math Boot Camp makes a difference in the incoming college placement scores. In addition to the intervention that occurs prior to college enrollment, we have added a required monthly meeting with the 13<sup>th</sup> Year Coordinator for any 13<sup>th</sup> Year student who receives a 2.0 or less the previous quarter.

Attendance at every Readiness Academy activity is a requirement of the 13<sup>th</sup> Year. The 13<sup>th</sup> Year Coordinator tracks attendance at each activity. Once students enroll in college, progress is monitored through monthly check ins and grades are monitored quarterly. As mentioned above, extra attention and support are given to those who are identified through the Student Management System as falling below a 2.0 GPA.

### **Women and Minority Inclusion; Non-discrimination**

If selected by the school district, the College intends to hire additional staff and will adhere to inclusive hiring practices. The Policy of Seattle Community College District is “to provide equal opportunity to all its employees and applicants for employment, and to assure that there is no discrimination against any persons on the grounds of race or creed, ethnicity, color, religion, national origin, age, gender, sex, sexual orientation, marital status, disability, status as a disabled veteran or Vietnam era veteran, political affiliation or belief, or citizenship/status as a lawfully admitted immigrant authorized to work in the United States”. South has extensive networks in our community where we conduct meaningful outreach that is inclusive to include women and minorities.

## Sample Data Report South Seattle Community College

South Seattle Community College collects, tracks and analyzes both quantitative and qualitative data to understand the impact of the 13<sup>th</sup> Year Promise Scholarship program and to inform programmatic adjustments.

### Sample Quantitative Data Report

Goal	Measurement Method	Actual Results	Explanation (as needed)
<u>Readiness Academy Attendance</u> 90% of Readiness Academy students attend all required activities	Attendance Reports – 13 <sup>th</sup> Year Coordinator	100%	The 13 <sup>th</sup> Year Coordinator tracks attendance for each activity
<u>Academic Readiness</u> Increase English and math level placement on COMPASS test	COMPASS test scores SMS enrollment reports	62% increase in Writing placement 40% increase in math placement	These increases were measured for all students who placed into the English and Math Boot Camp, those who placed below college level on COMASS pre-test
<u>College Enrollment</u> Increase 13 <sup>th</sup> Year Scholarship enrollment by 40% in FY 11-12	Student Management System (SMS) Enrollment reports and student intake information	Enrollment quadrupled in one year	61 students enrolled for fall 11-12 compared to 14 for fall 10 -11
<u>Retention</u> Increase 13 <sup>th</sup> Year Scholars Fall to Fall retention by 10%, from 50% to 60% (cohort 1)	SMS Enrollment data and coordinator reports	57%	Eight students from fall 2010 cohort enrolled for fall 2011
<u>Academic Progress</u> Increase the number of 13 <sup>th</sup> Year Students maintaining a 2.0 or above.	SMS transcript data, quarterly monitoring	Implemented Fall 2011	
<u>Partnership Expansion</u> Expand enrollment in 13 <sup>th</sup> Year Scholarship to graduates from additional high schools, increasing annual scholarship recipients by 40%	Number of Partnership Agreements in place	One new Partnership Agreement executed, enrollment quadrupled 11-12	61 students enrolled for fall 11-12 compared to 14 for fall 10 -11.  Agreement with Chief Sealth implemented

**Qualitative Data Report:**

We distribute a survey to students at the conclusion of the Readiness Academy in September that includes the following questions. Following each question are a few examples of responses from the 2011 Readiness Academy students.

- 1. List the top 3 workshops/activities during the Summer Bridge Orientation that were most important to you.**
  - Faculty Panel
  - Icebreakers
  - Student services panel
  - Student panel
  - Tours
  - Personal stories
  - Advising
  
- 2. What were the most significant lessons that you learned throughout the Bridge Orientation? Why?**
  - You have to use your resources because they will help you!
  - Remind myself that I will never be alone because I am the type of person that can feel like no one is there for me. It feels friendly here and people will always be there to support me.
  - I learned a lot from discussions just because we all have different stories and struggles we go through. It motivates me to not give up. I'm lucky and I should take advantage of opportunities that I have
  - Read and understand the syllabus because it's a contract.
  
- 3. How will the 13<sup>th</sup> year scholarship help you?**
  - It will help pay for college and take the strain off my parents, especially since I have 3 other siblings, 2 of which are in college.
  - It will help me succeed at SSCC. I am the only one who is going to college in my family.
  - It will help me pay my first year of college and have less to worry about. It will also help me focus more on how I will pay in the future.
  - +It would help me financially for tuition and hopefully open more doors for different opportunities.
  - Paying for my first year of college and providing me with wonderful resources that may not be available for other students.
  
- 4. What would you suggest to improve the Bridge Orientation in the future?**
  - Try and make it shorter, start later, or spread it out over shorter days and do activities that are essential to college
  - Keep doing what you're doing
  - More icebreakers and moving around
  - More mixing of groups and smaller groups



The Director of Planning and Research conducts *Small Group Instructional Diagnosis (SGID)* sessions periodically for courses and programs across the campus. Below are the responses for the most recent SGID with the 13<sup>th</sup> Year Promise Scholars (*conducted prior to the Readiness Academy implementation*).

**What is going well? What helps your learning?**

1. Weekly check-ins
2. Paid tuition
3. Help with financial aid
4. Referrals to services on campus
5. CLIC – quiet, tutors, help

**What's not going well? What would you like to change, and how?**

**Suggestions for improvement**

1. Attendance – doesn't help when students don't attend
2. Procrastination
3. One student reported no ID, no book

**Specific suggestions/ comments:**

Offer math/ English prep earlier so that students can place higher.