

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

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: University of Washington Dream Project

Applicant address: 274 Mary Gates Hall, University of Washington, Seattle, WA 98105

If applicable, Web address: www.dreamproject.uw.edu

Contact Information:

Contact person: Jenée Myers Twitchell

Title: Assistant Director of Evaluation and Assessment

Mailing address: 274 Mary Gates Hall, University of Washington, Seattle, WA 98105

Day/Work phone: (206) 616-5791

Email address: myersja@uw.edu

Signature: _____ Date: _____

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

The UW Dream Project is 501 (c)(3) housed under the University of Washington Foundation.

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**

Section 1: Key People

The University of Washington Dream Project is a student-initiated college-access and retention program that partners UW students with first-generation and low-income students in Seattle area high schools to assist in the college admissions process. The Dream Project was founded by a group of UW undergraduates in 2006 and continues to be operated by both undergraduates and paid staff, who fall into a number of leadership and management categories comprised of:

- Paid UW Staff Managers and Coordinator
- AmeriCorps Retention Project members
- Undergraduate Steering Committee
- Undergraduate High School Leads
- Undergraduate Mentors

There are 4.5 FTE staff positions that ensure the overall program functions effectively. Two of these positions are held by founding partners, Matt Harris and Jenée Myers Twitchell, who serve as the Assistant Director of Program Management and the Assistant Director of Evaluation and Assessment. Three other staff members are Nicole Guenther, our Program Coordinator, and two AmeriCorps Retention Project members who are funded through a partnership with the Washington Campus Compact.

The Steering Committee is comprised of 18 undergraduate mentors who make program-wide decisions and maintain daily operations. Each member of the Committee is responsible for a different aspect of the project, including class curriculum planning, event coordination, student leadership development, high school relationship management, program advancement, organizational expansion and community partnerships.

High School Leads manage all aspects of their respective high school's visits. Each High School Lead coordinates the efforts of anywhere from 20-70 undergraduate mentors and 20-450 high school students. They work closely with school administrators, students' families and the local community to serve the needs in the area.

The backbone of the program is the over 500 volunteer undergraduate mentors that work with our high school students. They convene as a weekly class to learn about the college admissions process, discuss educational barriers that our students face, and prepare for the upcoming week's visit to the high schools.

Our distinction lies in our mentoring model. College undergraduates, only a couple of years removed from the college-admissions process, work directly with high school students. Our mentors' "near-peer" age, along with their diverse backgrounds and the fact that many are graduates of the high schools in which they work, allows them to relate more closely to students. These mentors understand the challenges and pressures of first-generation, low-income, underrepresented students who strive to pursue higher education.

Workshops orient new mentors and outline useful skills and resources to employ. We also invite writing advisers, admissions and financial aid counselors, published authors, and other community experts to join us as guest speakers in our weekly classes. All of our mentors become

intimately familiar with College Academic Distribution Requirements (CADRs) by using the mentor-designed workbook, which is also given to all high school students.

Section 2: Applicant's Previous Experience Improving Student Outcomes

Previous Experience

Over the last six years, we have partnered over 5,700 high school students with over 3,200 undergraduate mentors, working directly with 16 Seattle-area high schools. We also partner with YouthForce, an educational youth employment program through the Boys and Girls Club, that serves 78 students from Seattle Public Schools this year. Through our free, large-scale events, we regularly serve students from an additional 41 high schools throughout the Puget Sound region.

Our Key Demographics

We select our partner high schools based on the percentage of students who are eligible to receive free- and reduced-price lunch, high ratios of student-to-counselor support (400:1 in most high schools in Seattle), and a gap in college access or readiness services in the high schools; these are leading indicators in low-income communities of low college-going rates and/or low college-going culture among students. We are an open-access program, but specifically target students that are low-income and first-generation through counselor and graduated high school students' recommendations. At Rainier Beach High School and Ida B. Wells School for Social Justice, we currently have a saturation model where we work with every junior and senior in the school on a weekly basis throughout the school year.

Challenges Faced By Students

Our students are challenged by numerous institutional barriers and lack access to the codes and scripts needed to navigate the ever-more-complicated college readiness and college application process. Among our first five cohorts, 75% of the high school students were first generation to attend college. Concurrently, among our Seattle Public School District partner high schools, we serve over 100 English Language Learner students as well as a considerable number of Transitional Bilingual students who face additional barriers in meeting statewide standards in assessments, high school graduation and college entrance requirements. By demystifying the complex college application process through case management, we support students as they complete high school, apply to colleges, and work to secure financial aid.

Dream Project Direct Service Delivery

We formally partner with Sealth International High School, Cleveland High School, Ida B. Wells School for Social Justice, Ingraham High School, and Rainier Beach High School within Seattle Public Schools; we further serve hundreds of students from other schools in this district through the events we host and support. For example, in January 2012, we served over 150 low-income high school seniors and their families from Ballard, Franklin, Garfield, Nathan Hale, Roosevelt, and West Seattle High Schools as they completed their FAFSA in order to receive the College Bound Scholarship as well as state and federal financial aid.

The Dream Project aims to alleviate the pressure on counselors that face limitations of time and resources by providing individualized support through the college application process including SAT preparation, completing applications, writing essays, applying for financial aid, and researching scholarships.

We facilitate weekly high school site visits to meet with the high school students at our 16-partner high schools and at YouthForce. These are the designated times for high school students to work closely with undergraduates through every part of the college and scholarship application processes.

We strive to develop a college-going culture at each high school. The Dream Project also implements a 9th and 10th grade curriculum on a quarterly basis in order to ensure that students are considering post-secondary education and that all students are on track to graduate from high school, maintaining high GPAs and community involvement by the time the formal college application process begins.

The Dream Project hosts a number of events throughout the year that are key for our program delivery. These events allow us to reach students beyond the scope of our partner high schools and also give us the capacity to provide more time and resources for our students at critical points in their application processes. Our largest event, Admissions Workshop Weekend, takes place in mid-November before most major college application deadlines. We invite college admissions counselors, writing tutors and our students to campus for an intensive weekend of college application work. The workshop further includes information sessions about different types of post-secondary education options. Last year, we served 650 unique students from over 50 Seattle area schools. Student evaluation surveys provided positive feedback about writing tutors and mentors, information sessions, and the productive atmosphere of the event as a whole.

Over the last seven years, we have served approximately 5,750 students throughout seven school districts in Puget Sound. We have supported students in graduating from high school and attending higher education at a rate of 61% for low-income, first-generation students in comparison to the statewide average of 43%. Dream Project's 61% enrollment rate is based on both National Student Clearinghouse data and student self-reported data; therefore the actual number is likely even higher than 61%, but National Student Clearinghouse has known data retrieval errors related to mismatches of student first and last name as well as birthdates. This year alone, we are projected to serve 1,850 individual students, 434 of whom are enrolled in SPS High Schools.

A new initiative of our program is College and Career Counselor internship positions, which have been placed in a number of our partner high schools including Franklin, and which will be implemented at Rainier Beach, Ida B. Wells, and other SPS schools starting in January 2013. These unpaid internships for our undergraduate mentors serve two main purposes: to provide an opportunity for our undergraduates to gain hands-on experience in counseling centers to further increase their understanding of systemic issues and how to remedy these situations and to provide increased assistance to schools in order to reach the goal of doubling the total number of students who enroll in postsecondary education after high school. In terms of academic support, these counselors will have the access to this kind of information and be able to make informed interventions when he or she notices flags in a students' attendance or achievement. Through our close work with Seattle Public Schools office of College and Career Readiness, these interns will gain access to The SOURCE in order to directly support increased attendance, increased

participation in college-readiness coursework in high school, and increased use of ConnectEDU for solidifying post-high school plans and college enrollment (see next paragraph for details).

This past year, we worked closely with Janet Blanford, Director of College & Career Readiness for Seattle Public Schools, as well as Krista Rillo and Karen Tollenaar-Demorest of the Alliance for Education and Seattle College Access Network, to formally train our mentors on how to work with students using ConnectEDU. Seattle Public Schools recently purchased ConnectEDU to use as a web-based data tool that will help students track their post-high school plans and preparation and to help the district collect meaningful, real-time data on students' trajectories and enrollment in postsecondary education. Janet Blanford will be conducting an in-person training for our mentors regarding implementation and use of ConnectEDU at the end of October, so that the Dream Project mentors can be a major part of the ramp up efforts for this new district tool throughout the 2012-2013 school year.

Collaboration with Community Partnerships

In an effort to expand services to students outside of partner schools, Dream Project continuously collaborates with other college readiness and preparation programs in the state. Please see Table 7 in the Data Report for a comprehensive list of community partners. One example of our collaboration is during the month of February, the Dream Project partnered with NELA to provide 280 undergraduate FAFSA helpers for 21 events throughout the greater Seattle area. Over 700 students, including a number of College Bound Scholars, were able to receive guidance filing their FAFSA.

Section 3: Tracking to Success

The Dream Project utilizes a thorough process of obtaining data on all students served that allows for regular updates and alterations to the program to meet the needs of each individual student. All students who participate in the Dream Project complete an intake survey (please see Table 3 in the Data Sample), rather than an application. The intake surveys collect important background information on students (including their GPAs, family education background and family financial information), and serves as FERPA release, allowing counselors to release transcripts and College Bound Scholar data to mentors and our undergraduate counselor interns.

The data gathered from the intake surveys is stored in an in-house, web-based program called DreamSIS. This database allows each mentor to organize and track participating student applications, acceptances, and actions. After notification of a decision, mentors (who have been trained to use the program sensitively because of the nature of personal information) can enter what colleges students were admitted to and what scholarships were received, allowing for continued communication with students after high school. In combination with data obtained from the National Student Clearinghouse, the data in DreamSIS enables college persistence tracking. The Dream Project is forming a partnership with College Access Now (which serves students at other Seattle Public Schools) in order to track and connect with SPS alumni at various 2-year and 4-year campuses; this will increase college persistence rates and lead to higher rates of college degree completion. We are also beginning to have mentors update DreamSIS on a weekly basis to ensure students are well-supported on all fronts.

These data are also used to regularly update program curriculum. The Dream Project operates on

a short feedback loop because mentors on-the-ground are the same leaders who shape curriculum. They receive direct input on the effectiveness of mentorship tactics, giving them the ability to adapt the curriculum to those best practices in order to better serve our students. We collect data to investigate the effectiveness of our curriculum in numerous ways. For example, last year, after a survey, we realized that only 50% of our students had submitted the FAFSA in early January, compared to the 95% that are eligible. We immediately began to push FAFSA completion through our visits, in our curriculum to mentors and through workshops. With these new counselors, we hope that academic data can be more carefully tracked.

In 2010 the Dream Project received a grant from the Bill and Melinda Gates Foundation. This grant stipulates that a large portion of the funding is solely dedicated to hiring a third-party educational evaluation team to perform a three-year evaluation of the program. Shortly thereafter MPR Associates Inc. was hired. Over the last year and a half, they have conducted extensive qualitative and quantitative studies to evaluate the efficacy of our model and ensure that we are supporting students to and through high school and college as our mission purports. And we also use information from these studies to inform our work.

Please refer to the attached data sample Tables 1 through 7 for information on our high school student population, our partner high school locations and demographics, our data collection mechanisms and results, and our community partners as they relate to data sharing and integration agreements.

Section 4: Women and Minority Inclusion; Non-Discrimination

Even if our program is selected by the school district, we do not plan on subcontracting or hiring additional employees. The funding we seek will directly be used to fund our program delivery core costs to ensure we have the structures in place to continue to serve all of our high school students with the same scope and high quality.

The Dream Project is a recognized and authorized program of the University of Washington. The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action.

Discrimination is prohibited by Presidential Executive Order 11246 as amended, Washington State Gubernatorial Executive Orders 89-01 and 93-07, Titles VI and VII of the Civil Rights Act of 1964, Washington State Law against Discrimination RCW49-60, Title IX of the Education Amendments of 1972, State of Washington Gender Equity in Higher Education Act of 1989, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Age Discrimination in Employment Act of 1967 as amended, Age Discrimination Act of 1975, Vietnam Era Veterans' Readjustment Assistance Act of 1972 as amended, other federal and state statutes, regulations, and University policy. Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Assistant Provost for Equal Opportunity, Dr. Helen Remick, Equal Opportunity Office, Box 354560, 4045 Brooklyn Ave. N.E., University of Washington, Seattle, Washington 98195-6261, telephone (206) 685-3263/V or 543-6452/TTY.

Table of Contents

- **Table 1:** Student Demographic Data. This data gathered from OSPI demonstrates the race and ethnicity demographics of the students in Seattle Public Schools that the Dream Project serves versus the demographics of an average Seattle Public Schools student and average Washington State student. The second graph illustrates the difference in percent of students who are free or reduced lunch in schools served by Dream Project in Seattle School district versus Seattle Public Schools and Washington Schools.
- **Table 2:** UW Dream Project Partner Schools Profile. This map shows the range of schools Dream Project works in as well as background demographics on participating students.
- **Table 3:** Participant Intake Survey. The intake survey serves as a FERPA release as well a primary data collection tool for the students we work with.
- **Table 4:** Screenshot of a sample high school student's profile in DreamSIS. Every high school student participating in Dream Project has a similar profile updated by undergraduate mentors that tracks data indicators including college applications, scholarship applications, basic paperwork status and any additional notes.
- **Table 5:** Screenshot of a partner high school data dashboard in DreamSIS. Every high school that partners with Dream Project has a similar data dashboard view that allows High School Leads to quickly gauge where their school's students are in terms of numerous factors including FAFSA completion and College Bound Scholarship status.
- **Table 6:** Cohort Completion Timeline. This is a timeline of when the Dream Project collects data for the cohorts of students. Data collection begins during a student's junior year and is stored in DreamSIS. This information, combined with data collected from the National Student Clearinghouse allows for continued tracking of students and updates on college persistence.
- **Table 7:** Community Partners information. The Dream Project partners with a number of community organizations to host college admissions and scholarship events to serve more students throughout the greater Seattle area; these partners also play a key role in data sharing and integration agreements.

Table 1: Student Demographic Data

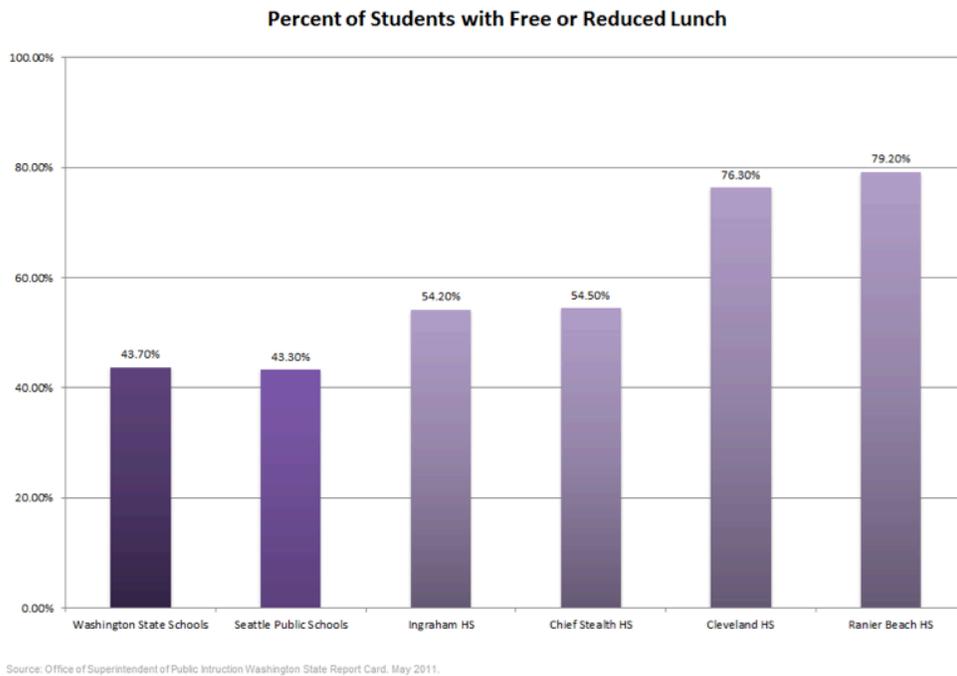
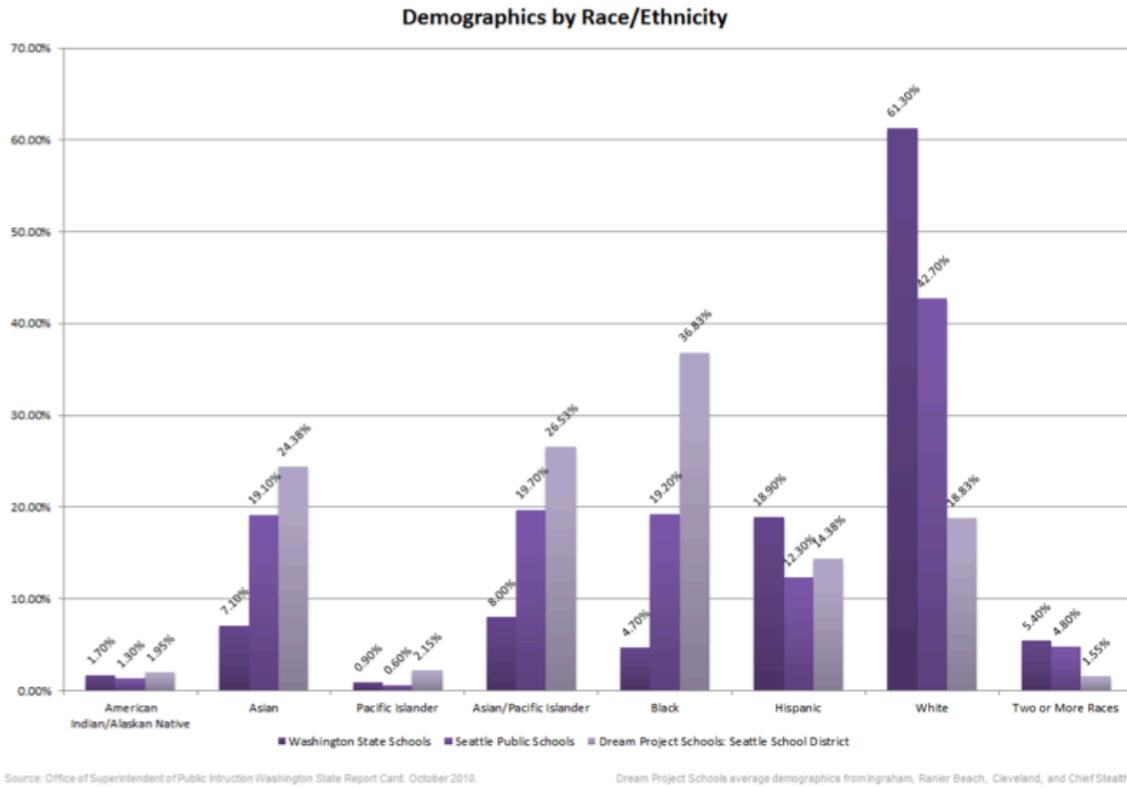


Table 2: UW Dream Project Partner Schools Profile

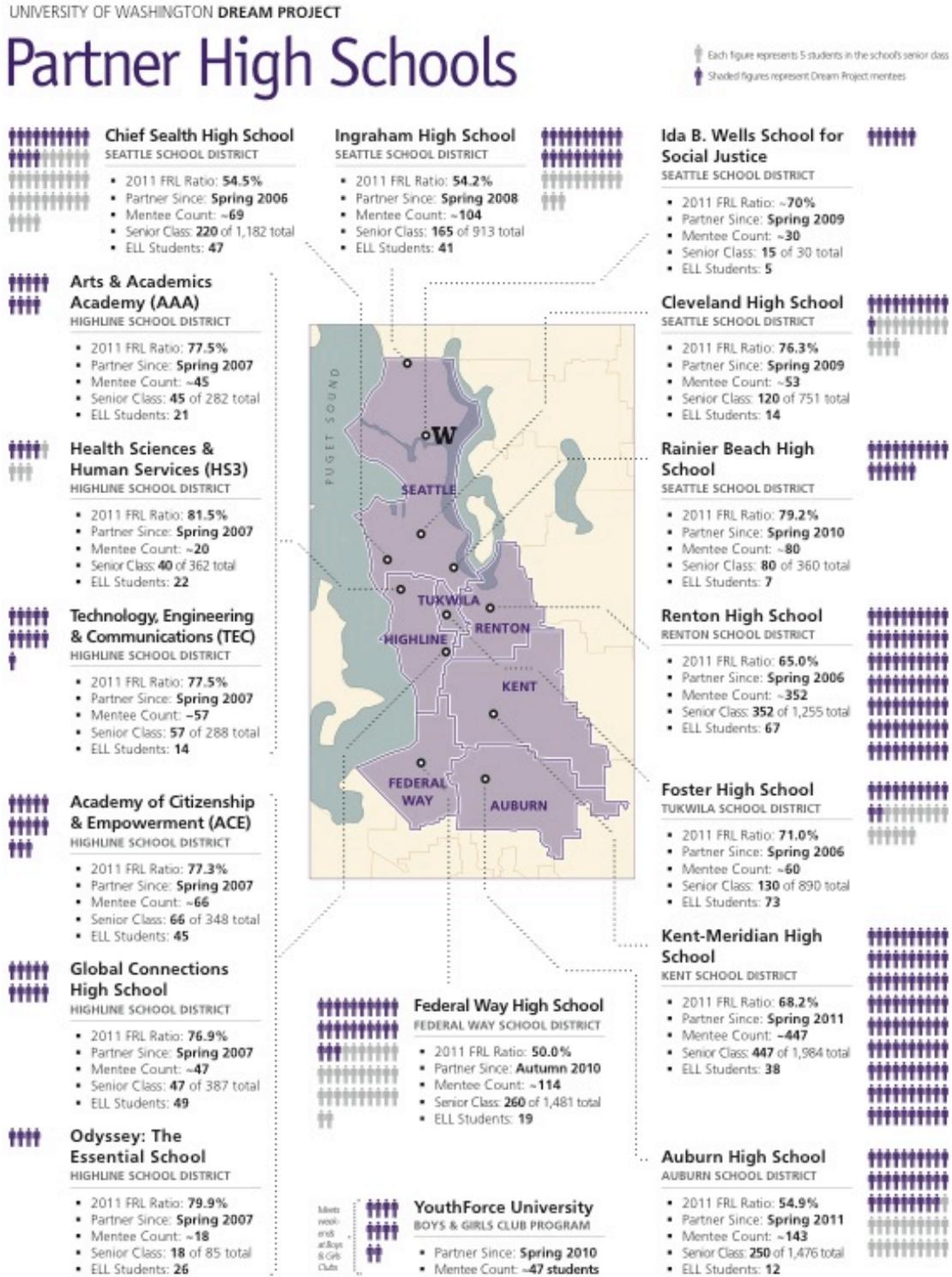


Table 3: Participant Intake Survey



UNIVERSITY OF WASHINGTON DREAM PROJECT

2012 Participant Intake Survey & Release Form

Please provide the following information to help us serve you better in our program. Please note that answering these questions is voluntary and that submission of this survey does not affect your participation in the Dream Project, but it allows us to know more about our students and our impact.

Return this form to a Dream Team member or mail it to the address below.

DATE SUBMITTED: / /

DREAMSIS
 WORKBOOK

2012-2013

LAST/FAMILY NAME:	FIRST/GIVEN NAME:	MIDDLE NAME:	PREFERRED/NICKNAME:	<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE <input type="checkbox"/> OTHER
-------------------	-------------------	--------------	---------------------	--

Contact Information	
MAILING ADDRESS:	E-MAIL ADDRESS:
CITY: STATE: ZIP:	DATE OF BIRTH: Month: Day: Year:
HOME/PARENT PHONE NUMBER:	GRADUATION YEAR: <input type="checkbox"/> 2012 <input type="checkbox"/> 2013 <input type="checkbox"/> 2014 <input type="checkbox"/> 2015
CELL PHONE NUMBER:	HIGH SCHOOL:

Background Information

- How did you hear about the Dream Project? (Check all that apply)
 - FROM A FRIEND
 - FROM MY COUNSELOR
 - FROM A TEACHER
 - ATTENDED A LUNCH INFO SESSION
 - PRESENTATION IN CLASS
 - READ ABOUT IT
 - FROM MY PRINCIPAL
 - IN A 9TH/10TH GRADE DREAM PROJECT PRESENTATION
 - WEBSITE
 - PARENT LETTER
 - NOTE IN CLASS
 - OTHER: _____
- If you have a cell phone, what type of texting can you do? (Check all that apply)
 - I CAN SEND TEXTS
 - I CAN RECEIVE TEXTS
 - I HAVE UNLIMITED (OR NEAR-UNLIMITED) TEXTING
- Do you have reliable access to a computer and Internet in your home? YES NO
- Do you have any dietary restrictions? NO VEGETARIAN VEGAN KOSHER HALAL OTHER: _____
- Indicate any other college-access or college-readiness programs you're in: _____
- Did you sign up for the Washington College Bound Scholarship? YES NO I DON'T KNOW
- What do you plan to be your main activity after high school?
 - VOCATIONAL/TECHNICAL SCHOOL
 - MILITARY SERVICE
 - 2-YEAR COMMUNITY COLLEGE
 - I DON'T KNOW
 - 4-YEAR COLLEGE/UNIVERSITY
 - JOB
 - NOT ATTEND COLLEGE
- What race(s) do you consider yourself? *Check all that apply.* For each, please also specify your country of origin or specific heritage/tribe.
 - AFRICAN AMERICAN: _____ LATINO: _____
 - AFRICAN: _____ MIDDLE EASTERN: _____
 - ALASKA NATIVE OR AMERICAN INDIAN: _____ PACIFIC ISLANDER: _____
 - ASIAN OR ASIAN AMERICAN: _____ CAUCASIAN OR WHITE: _____
 - HISPANIC: _____ OTHER ETHNICITY: _____

Specify here ONLY if none of the groups listed above applies.

Family History Information

- Will you be the first in your immediate family to go to college/university? YES NO
 - 9a. If your answer is NO, who in your family has gone to college? _____
 - 9b. Did he or she graduate? YES NO IN SCHOOL NOW
- Have you ever attended school outside the United States? YES NO
 - 10a. If your answer is YES, in what countr(ies) did you attend school other than the U.S.? _____
 - 10b. Which grades have you attended outside the U.S.? . . . 1 2 3 4 5 6 7 8 9 10 11 12

Parent/Guardian Information

11. Is English the primary language spoken in your home? YES NO
- 11a. If one of your parents/guardians does not speak English, what language does he or she speak? _____
- 11b. Indicate all other languages spoken in your house: _____
12. Do you live in a single-parent household? YES NO
13. Are you, or have you ever been, a foster care youth? YES NO
14. Your Mother's or first Guardian's highest level of education (select only one):
- DID NOT GRADUATE HIGH SCHOOL HIGH SCHOOL GRAD./G.E.D. SOME COLLEGE BUT NO DEGREE
 2-YEAR COLLEGE DEGREE 4-YEAR COLLEGE DEGREE POSTGRADUATE STUDY I DON'T KNOW
- 14a. In what country did she/he receive her/his highest level of education? _____
- 14b. Do you live with this person? YES NO
15. Your Father's or second Guardian's highest level of education (if applicable, and select only one):
- DID NOT GRADUATE HIGH SCHOOL HIGH SCHOOL GRAD./G.E.D. SOME COLLEGE BUT NO DEGREE
 2-YEAR COLLEGE DEGREE 4-YEAR COLLEGE DEGREE POSTGRADUATE STUDY I DON'T KNOW
- 15a. In what country did he/she receive his/her highest level of education? _____
- 15b. Do you live with this person? YES NO

Family Financial Information

16. Do you qualify for free- or reduced-price lunch at your high school? YES NO I DON'T KNOW
17. How many people live in your household? (including yourself, parents/guardians, siblings, etc.) _____

Consent to Release Records:
 Under the federal Family Educational Rights and Privacy Act (20 USC §1232g), a high school cannot release its students' records or information from its students' records to the University of Washington (UW) Dream Project without written authorization to do so by the student (if the student is at least 18 years old) or by the student's parent/guardian (if the student is under the age of 18). By signing and dating this form, I hereby consent to the high school listed on the front of this form to release my transcript (or my dependent's transcript) and any other records or information from my records (or my dependent's records) deemed relevant by my high school to the UW Dream Project, including its instructors and students, for the purpose of my (or my dependent's) participation in the UW Dream Project.

Personal Release Agreement:
 By signing and dating this form I agree and consent to the following: I authorize the University to create recordings of my (or my dependent's) image, likeness, and/or voice ("Recordings"), as well as to use my (or my dependent's) name, in connection with my (or my dependent's) participation in the Dream Project. I agree the Recordings may take the form of photographs, films, video, audio tapes, CD-ROMs, DVDs, digital files, and/or any other media. For consideration that I acknowledge, I irrevocably grant to the University of Washington (UW) and its officers and licensees the right to use the Recordings, in their original, modified, or edited form, in any medium for all purposes, including advertising, trade or commercial purpose throughout the world and in perpetuity. The UW also may use and allow others to use my (or my dependent's) name, image, likeness, voice, and biographical or other information in connection with the Recordings. The UW may license to others the rights granted in this Release. I waive the right to inspect or approve versions of my (or my dependent's) image used for publication or the written copy that may be used in connections with images. I release the UW and its officers, officials, employees, representatives, agents, licensees, and assigns from any and all claims that may arise regarding the use of the Recordings and my (or my dependent's) name, including but not limited to, any claims of defamation, invasion of privacy, or infringement of moral rights, rights of publicity or copyright. The UW is permitted, although not obligated, to include my (or my dependent's) name in connection with the Recordings. The UW is not obligated to utilize any of the rights granted in this Personal Release Agreement.

Student Commitment & Expectations:
 As a participant in the UW Dream Project, I understand that I am expected to meet certain commitments. By signing below, I pledge to:

- attend scheduled meetings at the high school;
- participate in as many workshops and campus activities as possible;
- prepare a post-high-school plan and submit applications of admission by the respective filing deadlines; and
- meet all other filing dates as required (e.g., financial aid, scholarships, etc.).

I have read and understand and agree to meet the commitment and expectations above. If I am at least the age of 18, I also consent to the terms and conditions of the Consent to Release Records and Personal Release Agreement above:

STUDENT SIGNATURE: _____ AGE: _____ DATE: _____

If student is under 18: I am the parent or guardian of the minor named above. I have the legal right to consent to and do consent to the terms and conditions of the Consent to Release Records and Personal Release Agreement above:

PARENT SIGNATURE: _____ DATE: _____

Table 4: Screenshot of an sample high school student’s profile in DreamSIS.

J ██████ W ██████

[Edit this Student](#)

High School
Rainier Beach High School
Class of 2012

College
Bellevue Coll

Address
██████████
Seattle, WA 98178

Phone
██████████

E-mail
██████████

Date of Birth
██████████

Age 18

College Applications

Institution	Choice	Decision	Functions
Eastern Washington Univ	Safety	<input type="text"/>	Details Edit Remove Attending
Western Wash Univ	Solid	<input type="text"/>	Details Edit Remove Attending
Central Washington Univ	Solid	<input type="text"/>	Details Edit Remove Attending
Bellevue Coll		Accepted <input type="text"/> Attending	Details Edit Remove

[New college application](#)

Scholarship Applications

Scholarship	Amount	Awarded?	Functions
Gates Millenium Scholarship		<input type="checkbox"/>	Details Edit Remove
Coca Cola Foundation Scholarship		<input type="checkbox"/>	Details Edit Remove
Elks Lodge Scholarship		<input checked="" type="checkbox"/>	Details Edit Remove
Rotary Club Scholarship		<input checked="" type="checkbox"/>	Details Edit Remove

[New scholarship application](#)

Paperwork Status

Item	Status	Action
Workbook	Given on 6 May	Give another workbook
FAFSA	Submitted on 31 Jan	

Notes (1)

[Add New Note](#)

[Add Note](#)

DreamSIS

[Add new participant](#)

[Return to Rainier Beach High School 2012 list](#)

S ██████ A ██████

T ██████ K ██████

T ██████ D ██████

W ██████ S ██████

W ██████ P ██████

W ██████ J ██████

Table 5: Screenshot of a sample partner high school dashboard in DreamSIS.

Logged in as M [Redacted]

[Profile](#)

[Edit this school](#)

[High School List](#)

Participants

- [2016 Cohort](#)
- [2015 Cohort](#)
- [2014 Cohort](#)
- [2013 Cohort](#)
- [2012 Cohort](#)
- [2011 Cohort](#)

Visits/Attendance

- [Autumn 2012 Visits](#)
- [Take Attendance for Scholars](#)
- [Take Attendance for Mentors](#)

Resources

- [Survey Code List](#)
- [Survey Code Cards](#)
- [Manage Groups](#)

High School

Autumn 2012 Mentors

Rainier Beach High School
Wednesday, 9:30-11:20

FULL
28 of 25

Rainier Beach High School
Wednesday, 9:30-11:20

7 of 10

2013 Participants

Total Students	99
Active Students	37
has workbook	4 11%
submitted FAFSA	0 0%
has email address	25 68%
bad contact info	2 5%
at least 1 college app	1 3%
attending UW	0 0%
College Bound Scholar	3 8%
active	37 100%
attending college	0 0%
is male	14 38%
is female	16 43%

Counts and percentages above are compared against active participants only.

Copyright © 2006-2012 University of Washington Dream Project. Student data provided in this system are protected by FERPA. You are expected to understand and abide by these protections. Errors & Exceptions tracked by Exceptional.

Table 6: Cohort Completion Timeline

UNIVERSITY OF WASHINGTON DREAM PROJECT

Cohort Completion Timeline / 2005-2014

This chart shows the years of involvement for each cohort of students who participate in the Dream Project, starting with the first cohort in 2006. The evaluation grant period is shown in gold, between 2010 and 2014. This highlighted section shows when new data can be collected for new and existing cohorts of Dream Scholars.

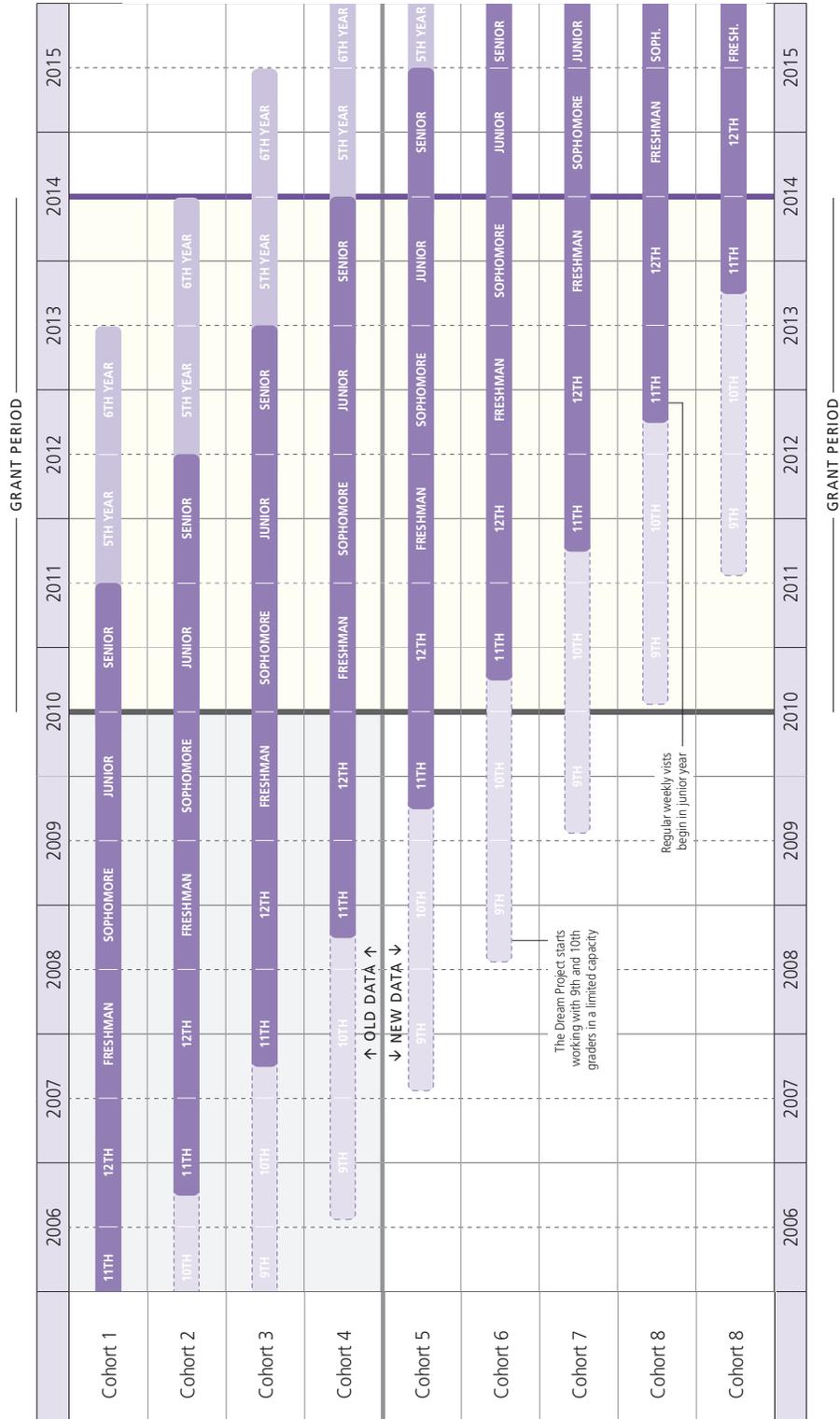


Table 7: Community Partners Information Regarding Data Sharing and Integration Agreements

Over the past year, the Dream Project has engaged with new community partners and has deepened its relationship with existing partners in ways that have ensured sustainability and stability as we continue to grow and innovate. These partnerships include:

- **Community Center for Education Results (CCER):** As a key partner in the Education Results Network (ERN), we have attended and presented at a number of CCER events and meetings regarding our collaborative efforts on a number of initiatives.. We have been invited by superintendents to be a part of the Race To the Top grant, which may yield to several million dollars in funding for the Dream Project starting in 2013. Similarly, we have engaged in conversations with community partners regarding collective impact funding, data sharing and networking, and gap analysis efforts across the region.
- **Seattle College Access Network (SCAN):** As a member of SCAN, we have gained knowledge around our support of College Bound Scholars and around Seattle Public Schools' implementation of ConnectEDU, a web-based data tool that supports students' college-readiness and enrollment. We have also engaged in conversations around collective impact grants and data-sharing agreements with the district.
- **South King County College Access Network (SKC-CAN):** We have been deeply involved in SKC-CAN's formation, governance, and prospective funding. Working with this new organization may lead to immediate funding for deeper engagement in our saturation schools. We expect to engage in conversations around sustainable collective impact funding initiatives, strategic data sharing and integration, and innovations in our model implementation that will serve more students and families across King County.
- **Youth Development Executives of King County (YDEKC):** Our new relationship with YDEKC has helped us gain a better understanding of data sharing and integration efforts across the region and may lead us to sustainable data integration practices in the future.
- **College Bound Scholarship (CBS) work groups across all seven districts:** We have worked with district teams on CBS sign-ups and supports for all grades. In particular, this work has helped us better collect key data points about CBS students and has helped us engage in events that better support CBS students.
- **"Road Map to College Campaign" team** which includes College Success Foundation (CSF), Northwest Educational Loan Association (NELA), College Access Now (CAN), and most of the other partners listed above: This newly-formed work group has developed a year-long, senior-focused campaign that builds off of the Dream Project's Admissions Workshop Weekend and NELA's College Goal Sunday models. This campaign will include 25 College Application Completion events in the fall, 25+ FAFSA Completion events in the winter, and 20+ FAFSA Revision and College Decision Day Events in the spring. This helps to sustain the Dream Project's commitment to innovation and growth by leveraging partnerships throughout King County to serve thousands more students than would otherwise be possible with our program's capacity.