The Road Map Project—
A collective impact approach to building a college going culture

College Access Affinity Group Call
March 20, 2015
Who We Are

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Agenda

• Road Map Project Overview
• Early Wins and Collaborative Success
  - College Bound Scholarship Sign-ups
  - World Language Credit
  - Rigorous Coursetaking
  - Race to the Top
  - High School and Beyond Leadership Institute
  - Road Map to College
  - DiscoverU
  - Puget Sound Coalition

• Lessons Learned
• Questions
The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college and career in South Seattle and South King County.
The Road Map Project Region

- 120,492 Students in Road Map Project Region Schools
- 69% Students of Color
- 59% Low Income
- 19% English Language Learners
Since 2000, 95 percent of new households in King County have been either rich or poor. A mere 5 percent could be considered middle income.

--Dow Constantine, King County Executive


SOURCE: Downtown Seattle Association
CONFRONTING SUBURBAN POVERTY IN AMERICA

Elizabeth Kneebone and Alan Berube
Postsecondary attainment is very important—

67%

This is the percentage of jobs in our state that will require postsecondary education by 2018.

SOURCE: The Georgetown University Center on Education and the Workforce

Road Map region Postsecondary attainment—

28%

This percent of 9th graders completing a 2 or 4-year degree within 6 years of high school graduation.

SOURCE: OSPI and the National Student Clearinghouse. Analysis by: The BERC Group
What are the chances that a Washington student will be attending college by age 19?

47th

In the nation
The Road Map Project goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color and increasing achievement for all students from cradle to college and career.
The Road Map Project
Team App
Indicators of Student Success

The Road Map for Education Results

Our goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low income students and children of color, and increasing achievement for all students from cradle to college and career.

- Readiness
- Achievement
- Attainment

Healthy and ready for Kindergarten
Supported and successful in school
Graduate from high school -- college and career-ready
Earn a college degree or career credential

We will report on our progress using the following measures:

- % children meeting kindergarten readiness standards
- % children accessing comprehensive medical and dental care
- % eligible children enrolled in evidence-based early learning programs
- % students proficient in 3rd grade reading
- % students proficient in 4th grade math
- % 9th graders who pass end of course algebra exam
- % students motivated and engaged to succeed in school
- % students who are not triggering all three Early Warning indicators
- % of parents who believe a college degree is important and actively support their child’s education
- % students graduating high school meeting proposed Washington State graduation requirements
- % students who take SAT/ACT and/or take a community college placement test in high school
- % high school graduates who take developmental education courses in college
- % students who earn a post-secondary credential by age 26
- % students who enroll in postsecondary education
- % students who persist year to year

We will also track a full range of indicators and wherever possible we will disaggregate by race, ethnicity and income. *Measured by WaKIDS = Washington Kindergarten Inventory of Developing SKILLS; DRELS = Dynamic Indicators of Basic Early Literacy, *Combination of data on internal motivation, engagement (behavior, emotional, cognitive), and academic grit from existing student climate surveys *Triggering all three Early Warning Indicators would entail having ever had 5 absences in a school year, an F in a core course, and a suspension/expulsion. As per WA State Board of Education proposal.
Tracking Progress
Action Plans

**Parent & Family Engagement Framework**

**Overall Goal**
- Double the Number of Students Who Are On Track To Obtain a College or Career Credential by the Year 2020 and Close the Achievement Gap for Low-Income Children and Students of Color in South Seattle and South King County
- Healthy and ready for Kindergarten
- Supported and successful in school
- Graduate from high school-college and career ready
- Earn a college degree or career credential

**Foundational Elements**
- Apply an equity lens in all strategies
- Support every parent as their child’s first teacher, from cradle to career
- Promote parents’ leadership strengths and advocacy influence in their child’s education and school
- Build organizational collaborations, capacity, and alignment aimed at improving student achievement

**Outcomes**
- 2020 Goal (pre-K indicator TBD, kindergarten readiness: TBD, 3rd grade)
- 2017 interim targets (pre-K indicator TBD, kindergarten readiness: TBD, 3rd grade)
- 2014 interim targets (pre-K indicator TBD, kindergarten readiness: TBD, 3rd grade)
- % of children born with low birth weight (less than 5.5 pounds)
- % of eligible children enrolled in formal early learning programs
- Pre – K indicator TBD
- % of students meeting kindergarten readiness standards (TBD)

**High School to College Completion Action Plan Framework**

Road Map ELL Action Plan

We believe that linguistically and culturally diverse students and their families bring value and asset to our classrooms and communities. To ensure all students reach their full potential, current and former English language learners must be intentionally prioritized within our educational structure, with accountability tied to ELL student performance within all institutions.
High School to College Completion Work Group

ORIGINAL CHARGE
Develop a strategic action plan to improve college readiness and postsecondary completion throughout the Road Map region.

TIMELINE
• Spring 2011—Began meeting
• 2011-2012—Year spent developing action plan
  - Reviewing research and data
  - Drafting Strategies
  - Revising and editing
  - Vetting (180+ stakeholders)
• May 2012—Approved action plan
<table>
<thead>
<tr>
<th>Keep students in school and help them graduate; help dropouts re-enter an education pathway</th>
<th>Academically prepare students to succeed in postsecondary</th>
<th>Support college access and success</th>
<th>Support student persistence and completion of a postsecondary degree or career credential</th>
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</thead>
<tbody>
<tr>
<td>Use Early Warning (“on-track”) Systems in middle school and high school to identify at-risk students and provide the necessary supports, in school and out of school. Inform parents of (or provide them access to) Early Warning information on their students. ELL work group commissioning study on the predictiveness of EWIs for ELL students.</td>
<td>Increase the number of students taking and succeeding in AP/IB/Cambridge classes, and work to ensure that enrollment in these programs is reflective of the overall student body. Provide a default college or career-ready course sequences for all College Bound Scholarship students (HEC Board minimums + 1 college-level class), start in 8th grade when possible. Inform parents of student course-taking options/consequences prior to scheduling.</td>
<td>Create a College Access Network for South King County to coordinate learning networks, the College Bound Sign-up, FAFSA campaign, and other supports to students, families, school districts, community colleges and universities, before and after college enrollment. Outreach to parents/families is a primary component to all Access Network activities. Provide information and resources to undocumented students that presents their postsecondary options, funding opportunities, and helps them plan for life post-high school.</td>
<td>Decrease the number of students entering developmental math. Approaches may include: 1. COMPASS test preparation. 2. Use multiple measures for student placement. 3. Align high school math course content with community college standards. 4. Multiple math pathways based on student degree needs (e.g. modular math). 5. Use of formative math assessments to allow students to skip content they’ve already mastered.</td>
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<tr>
<td>Create a learning network among districts that addresses dropout reengagement, credit retrieval and options for students to accelerate their progress towards graduation (i.e. competency based credits). Credit pathways for older ELL students. Adopt and implement the policy and procedure to support students in earning competency-based credits in world languages.</td>
<td>Align high school math course content with community college standards.</td>
<td>Improve college awareness, advising, and preparation to help students navigate the college-going and career-exploration process, starting in middle school, both in and out of school.</td>
<td>Provide academic advising, labor market information, and navigation supports for recent high school graduates entering Road Map Region community colleges and universities to increase persistence and completion, and align each student’s course-taking with their education/career goals.</td>
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**Engage, inform and support parents & families**

Star symbols in Action Plan denote additional focus on parents and families in strategy implementation.

**Build system data capability for continuous improvement**

- Create a community college data partnership to develop the capacity to track the progress of recent high school graduates and College Bound scholars, and to help community colleges improve key interventions (e.g. 13th Year).
- Continue K-12 data partnership to track progress on Road Map indicators.

**Build stronger institutional commitment to college-readiness and postsecondary completion**

- Secure agreements with school board and community college and university trustees to “double the number”.
- Develop regional agreements between Road Map community colleges and districts that outline multiple measures accepted for placement into college-level coursework.
Examples of Early Wins and Collaborative Success
Completed College Bound Scholarship Applications
In the Road Map Project Region
Number and Percentage of Eligible 8th Grade Students with a Completed Application

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2008-09</td>
<td>2,005</td>
<td>51%</td>
</tr>
<tr>
<td>2009-10</td>
<td>2,912</td>
<td>71%</td>
</tr>
<tr>
<td>2010-11</td>
<td>3,833</td>
<td>90%</td>
</tr>
<tr>
<td>2011-12</td>
<td>4,523</td>
<td>89%</td>
</tr>
<tr>
<td>2012-13</td>
<td>4,858</td>
<td>94%</td>
</tr>
<tr>
<td>2013-14</td>
<td>5,455</td>
<td>98%</td>
</tr>
</tbody>
</table>

Over 25,000 students!!!

SOURCE: Washington Student Achievement Council and Road Map Project school districts
Seal of Biliteracy & World Language Credit

Since implementation began in 2012:
• 2,300 Road Map students have tested
• 47 languages
• 7,271 credits
• Almost 75% of students tested earn three or four out of the possible four high school language credits

More information:  
http://www.k12.wa.us/worldlanguages/RoadMap/default.aspx

Video:
https://www.youtube.com/watch?v= tgCMhiM1N-o
Rigorous Coursetaking

High School Graduates Who Have Taken One or More AP, IB or Cambridge Course(s)

SOURCE: OSPI student-level database.
Seattle, South End schools win race for $40 million

FEDERAL GRANT WILL SUPPORT SWEEPING PROGRAMS FROM PRESCHOOL TO COLLEGE PREP

BY LINDA SHAH
Seattle Times education reporter

Seven school districts in King County have won a four-year, $40 million grant that will help them carry out a preschool-to-college plan that includes everything from free college-admissions tests for all students to a summer reading program for the area’s neediest children.

The U.S. Department of Education announced Tuesday that the seven districts’ joint application was one of 16 winners in the first Race to the Top competition, which was for school districts rather than states. They competed with 371 applicants from across the nation, some of which were groups of charter schools.

The King County group, which banded together three years ago to raise the number of students who are college-ready at graduation, was one of 16 winners. The group, which includes districts from Kent to Renton, was one of many that applied for the $40 million grant.

The group’s proposal includes a host of reforms, including more rigorous standards for students and a new “College and Career Design Center” at Rainier Beach High School. The center will provide resources for students and families to help them navigate the college process.

http://roadmapracetothetop.org/
High School & Beyond Leadership Institute
## Increase in SAT Test Takers Across Road Map Project Districts

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<th>Baseline</th>
<th>Spring 2014 (Post RTT)</th>
<th>Percentage Increase</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>37</td>
<td>82</td>
<td>122%</td>
</tr>
<tr>
<td>Asian</td>
<td>962</td>
<td>1357</td>
<td>41%</td>
</tr>
<tr>
<td>Black</td>
<td>385</td>
<td>635</td>
<td>65%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>382</td>
<td>907</td>
<td>137%</td>
</tr>
<tr>
<td>White</td>
<td>1401</td>
<td>2131</td>
<td>52%</td>
</tr>
<tr>
<td>Other/No Response*</td>
<td>243</td>
<td>943</td>
<td>288%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>3410</td>
<td>6055</td>
<td>78%</td>
</tr>
</tbody>
</table>

Note: Data excludes Seattle.
* College Board does not allow a student to choose "multiracial," a large group of students. It’s likely that many of these students are students of color.
What is Road Map to College?

Road Map to College is an annual campaign of events in the Road Map Project region (Auburn School District, Federal Way Public Schools, Highline Public Schools, Kent School District, Renton School District, Seattle Public Schools, and Tukwila School District) that support students in navigating the college enrollment process.

http://www.roadmaptocollege.org
What is the difference between Road Map to College and the 12th Year Campaign?

First, what are these?

12th Year Campaign

The 12th Year Campaign is a statewide campaign run by the Washington Student Achievement Council (WSAC) and encompasses both the American College Application Campaign and College Goal Washington. The focus of the American College Application Campaign is to help high school seniors navigate the college application process and increase the number of students (especially first-generation, low income and underrepresented students) pursuing a college degree or other higher education credential. College Goal Washington aims to provide support to students and families completing the FAFSA or the WASFA.

For more information, visit [http://www.roadtocollege.org/education/12th/12th-year-campaign](http://www.roadtocollege.org/education/12th/12th-year-campaign).

Road Map to College

Road Map to College is an annual campaign of events in the Road Map Project region (Auburn School District, Federal Way Public Schools, Highline Public Schools, Kent School District, Renton School District, Seattle Public Schools, and Tukwila School District) that support students in navigating the college enrollment process. The Road Map to College campaign is organized by various partners and is comprised of DiscoverU, College Application Events and Financial Aid Events.

College Application Events

College Application Events take place from October to December and provide one-on-one support for high school seniors navigating the college application process. At these events, students receive help with research, filling out applications, and drafting personal statements. Volunteers, including local college admissions officers, are on-site to provide support with college applications and answer questions.

Financial Aid Events

Financial Aid Events take place from January to February and provide support to high school students and their families as they navigate the financial aid process. Students have the opportunity to work with trained volunteers and financial aid experts as they apply for scholarships and fill the FAFSA or WASFA. Financial Aid Events are referred to as College Goal Sunday or College Goal Washington in the rest of the state. These events are referred to as Financial Aid Events, rather than College Goal Washington/Sunday, to provide better insight into the event purpose and to allow for cohesive branding. All Financial Aid Event outreach materials will be co-branded with College Goal Washington.

For more information, visit [http://roadtocollege.org/](http://roadtocollege.org/)

And the difference is?

Road Map to College is the regional version of the 12th Year Campaign and is held in partnership with the Washington Student Achievement Council. These campaigns are different in the following ways:

- Areas served: Road Map to College serves the Road Map Project region and the 12th Year Campaign is statewide.
- Format: Road Map to College is comprised of after-school events whereas the 12th Year Campaign includes an in-school campaign (College Application Campaign) and after-school events (College Goal Washington)
- Function of the planning team: The Road Map to College planning team is able to support volunteer recruitment, provide a stipend for food/snacks, and provide additional support as needed (see event scheduling and site coordinator agreement form)

However, these campaigns are similar in that they both aim to support high school seniors through the college application and financial aid process. Therefore, the planning teams for both campaigns work closely, collaborate regularly and share resources in order to best support schools and students.
Puget Sound Coalition for College and Career Readiness

FOR K-12 SUPERINTENDENTS AND COMMUNITY AND TECHNICAL COLLEGE PRESIDENTS

Coalition Purpose
The purpose of the Puget Sound Coalition for College and Career Readiness is to build a seamless transition from high school to college to career across the Puget Sound area. Our vision is that every high school graduate from high school, enroll and persist in college and graduate from higher education able to secure a family wage job and/or career path.

We believe that postsecondary education is the best pathway out of poverty and that all students should have equitable access to pursue this opportunity. We are committed over the long term to lead for systemic change to ensure students’ college and career readiness.

The Compact
We pledge to increase the numbers of students completing a high school diploma well prepared for their lives after the twelfth grade. We promise to create an environment that supports their attainment of a postsecondary credential for those that go to our local community and technical colleges.

Coalition Strategies
- We are committed to collective action across the K-12 and postsecondary sectors to address educational opportunity gaps in measures of progress associated with student race, ethnicity, language and income, including:
  - Increase high school graduation rates;
  - Increase college going and persistence rates;
  - Decrease the number of students having to take developmental college courses; and
  - Increase college completion and job placement rates, with attention to family wage jobs.

http://www.psesd.org/regional-initiatives/
High School to College Completion Advisory Group

REVISED CHARGE
The Advisory Group is charged with monitoring and supporting Action Plan implementation to make sure it will achieve the Road Map Project’s college readiness and postsecondary completion goals. The group will provide ongoing feedback to lead implementers of major action plan strategies and the Race to the Top Stay Strong team, and identify course corrections and new strategies/opportunities as necessary.

TIMELINE
• Summer 2014—Began revising action plan
• Fall 2014—Postsecondary Success Committee meets
• November 2014—Approved revised action plan
2014 High School to College Completion Action Plan

Priorities for work through 2015-16 school year:

• Early warning systems
• Increasing counselor capacity (role and ratio)
• High school and beyond planning
• College Bound Scholarship communications
• College Bound and State Need Grant advocacy
• Postsecondary guided pathways and planning
• Project Finish Line
## Priority Strategy Work Plan Template

<table>
<thead>
<tr>
<th>Strategy:</th>
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<tbody>
<tr>
<td>Reason:</td>
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### Work Plan

<table>
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<tr>
<th>Action</th>
<th>Outputs</th>
<th>Outcome</th>
<th>Key Implementer</th>
<th>Timeline</th>
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What does success look like?

### Additional Information:

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<tr>
<th>Backbone Role:</th>
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<tbody>
<tr>
<td>Funding:</td>
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<tr>
<td>Legislative Mandates:</td>
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<tr>
<td>Linkages to other work:</td>
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Advocacy

College Bound Scholarship & State Need Grant Advocacy Day in Olympia

Together, the College Bound Scholarship (CBS) and State Need Grant (SNG) support students as they prepare for college. Each year, hundreds of students, families, advocates, and partners are energized to share the stories of students who are pursuing the dream of college.

Tuesday, February 17, 2015 | 9am - 3:30pm
State Capitol Building - Olympia, WA

Register at
Healthcareproject.org/CollegeBoundDay by February 15

Who should come?
- Middle and high school students who are planning to enter an institution of higher education
- College students who need more information about College Bound scholarship or need financial aid
- Parents of students who want to learn more about these financial aid options
- Teachers or counselors who want to help students learn how to apply for grants

It's FREE!

For more information, please contact the Healthcare Project at 360-452-3900.
Lessons Learned

• Early wins are critical and lead to subsequent work
• Data can be a powerful motivator
• Share bright spots and spread good work
• Know when to continue an activity/strategy and when to pull the plug
• MOUs are your friend
• Less is more
Lessons Learned

- Having a leadership table where K-12 Superintendents and college presidents come together is valuable.
- Build relationships, but also focus on role/organization representation not individual staff which can have high turnover.
- Catalytic funding can support new work as it is being institutionalized.
- Stay the course.
- IS IT BEST FOR KIDS.
www.roadmapproject.org

Also visit to sign up for our e-newsletter