

REVISED DRAFT (post-ERN discussion) – 6.28.17 (changes in bold)

What is the goal for this Equity Essential?

Road Map Project region students are well prepared and graduate ready to navigate postsecondary options leading to living-wage local career opportunities.

Context

Nearly 70% of the jobs in the greater Seattle area will require some sort of college education by 2018, yet only 31% of the Road Map Project Region's students are completing college (including 4 year, 2 year, and certificate programs). The rate is much lower for students of color and low-income students.

Low-income youth often lack the informal networks that their more affluent peers have, the kind that connects them to job and internship opportunities. Despite the area's abundance of careers in a diversity of fields, our students are not going on to take these jobs. One reason for this is that students may be unaware of their potential because they do not interact with professionals who are from their communities. This disconnect reinforces the region's growing income inequality and cultural divide.

Many long-term factors lead to successful career attainment including early career exploration, exposure to a variety of careers in K-12, academic preparation, development of critical thinking skills, coursetaking in high school, finding a college that fits career interests and a student's needs, financial aid, and much more.

What needs to change?

- **Define "success": Degree? Job? Retention?**
- **Increase awareness of careers pathways (beyond general education / four-year college and broad / common careers) to include and change attitudes about career technical education and vocational careers, as well as jobs that are in demand in the local economy (e.g. 450,000 jobs needed to build new buildings in the region)**
- **Deepen advising experience through sustained relationship building with students to engage in robust career exploration**
- **Increase collaboration with employers and business partners (e.g. STEM, manufacturing) to support field trips (i.e. ability to see the job), apprenticeships (i.e. hands-on training), internships (potentially paid), culturally relevant mentorship (including increased representation of high-skilled labor), and sponsorship (e.g. "Thriving Elements", which inspires women to pursue careers in STEM); provide tax benefits/incentives to collaborating partners**
- **Increase engagement of families and supports for them to navigate the career exploration process**
- **Increase supports (e.g. increase counselor to student ratio, support use of online testing, provide access to university and career navigating tools) so more students are motivated to succeed in AP, IB, Cambridge, and Running Start courses and meeting the minimal coursetaking requirements to apply to a state 4-year university (In other words, meeting College Academic Distribution Requirements, or CADRs)**
- **Train teachers to be aware of and promote a variety of career pathways**
- **Increase supports so that more students complete FAFSA applications (WAFSA applications for undocumented students)**
- **Improve access to SAT/ACT testing and preparation support, as well as in-school test-taking conditions**

INCREASE ACCESS AND DISMANTLE BARRIERS TO OPPORTUNITY



INCREASE ACCESS TO CAREER CONNECTIONS AND PATHWAYS TO SUCCESS

- Increase rate of direct college enrollment
- Improve college campus climates for students of color
- Increase early exposure (**starting in middle school**) to **and exploration of** career opportunities (**e.g. by expanding HSBP program**)
- Increase integration of critical thinking and success skills into K-12 curriculum

How can we track progress?

- CADR completion
- College-ready coursetaking and completion
- **Counselor to student ratio; percentage of time counselors spend with students**
- Student surveys from high school and reengagement programs (college knowledge, support and aspirations)
- Student participation in career connection activities (**e.g. HSBP quality and fidelity**)
- **Number of hours spent on high quality internship programs (potential baseline: 20 hours per week)**
- **Percentage of internships that go to students in the Road Map Region or underrepresented groups (percentage of internships reserved exclusively for South King County students or students of color)**
- Community College Survey of Student Engagement (institutional practices and student behaviors correlated with learning and retention)
- College climate surveys and focus groups
- College coursetaking
- **Retention rates for underrepresented groups**
- **Shared long-term data sharing arrangements**
- **Labor supply-demand gap (by zip code)**
- **Out of state vs. in state hires**
- **Measure career, not jobs**
- **Measure mentor impact**
- **Proportion of mentors of color**
- **Families' access to programs**

Initiatives & partners involved in this work:

- Puget Sound College & Career Network (PSCCN)
- DiscoverU: Annual Career Exploration in Road Map Region
- College Knowledge Communications Project: Developing a series of well-developed and designed materials for college and career readiness for use by high schools across the region
- Seattle Regional Partnership
- ReConnect to Opportunity
- Open Doors Schools
- Educurious
- K-12 Districts and college access partners
- **Hometown mentor program at CSF college + career exposure**
- **Mesa**

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- AWB-internships
- RDC
- Got Green (campaign to ask for internships for S. Seattle POC)
- Teacher academy for HS at Highline (connects to Diversifying the Educator Workforce)
- CSF-partnership with BECU
- IBEST
- HSBP Advisory
- WACAN
- Worksite tours
- Thriving Elements
- TEALS
- Coreplus
- Code.org
- Certification programs

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