Road Map
Project

2017 **RESULTS**
REPORT

In Pursuit of More Equitable Systems

Building stronger systems. Addressing systemic barriers to racial equity. Amplifying community voice.

In last year's *Results Report*, the Road Map Project partnership announced these actions as the cornerstone of our work moving forward. This year's report shows this work getting underway in our region.

You will read about numerous system-building efforts from King County's Best Starts for Kids to collaborative efforts between school districts and colleges to scale up programs so more of our youth graduate from high school, enroll in postsecondary education, and earn a college degree or credential.

You'll learn about an initiative that promotes bilingualism as an asset, not a setback, to student learning. Our youth speak 187 primary languages and should feel proud about this part of their identity.

And throughout these pages, you will hear the voices of youth, families, and community members. Though not as amplified as they should be, many are breaking through. There is the College and Career Leadership Institute, which invited high school alumni to talk to school staff about what the education

system got right, and what needs to change. There's *Start With Us*, a report sharing our Black students' concrete—and very reasonable—ideas on how schools can better serve them. And there are organizations such as SOAR and Young Queens that are informing programming with student and family feedback.

Still, the region is confronting massive challenges. Some are historical, such as the state's longstanding underfunding of K-12 education and the persistent existence of institutionalized racism. There are also newer challenges, such as the crisis-level spike in student homelessness because of the unprecedented rise in regional housing costs.

And adding to the challenges, we must contend with a toxic national political climate—one where racist and divisive rhetoric and policies fall hardest on the most vulnerable communities.

Now—more than ever—is the time to organize collectively across sectors and communities, to join forces and fight for our youth and families.

Contents

Report cover photo: Students from Auburn School District.

Below: Students participating in Federal Way Public Schools' Scholar Advisory to the Superintendent.

About the ROAD MAP PROJECT ▶

Collective Action for Student Success

We want every child and youth in South King County and South Seattle, particularly those who are low-income or of color, to thrive in their education, communities, and life.

The Road Map Project is a *collective impact* initiative that began in 2010 to improve student achievement from cradle through college and career in South King County and South Seattle.

Through collaboration with school districts, higher education institutions, community-based organizations, businesses, government agencies, teachers and parents, students and youth—and more—**we aim to increase equitable policies and practices in education systems to eliminate opportunity and achievement gaps, and for 70 percent of our youth to earn a college degree or career credential by 2030.**
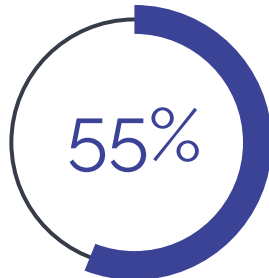
127,290
K–12 Students in Road Map Region Schools

71%
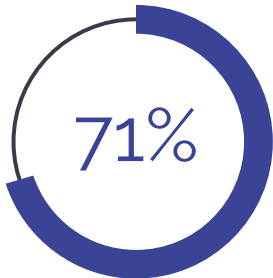
91,009
Students of Color

55%

70,628
Low-Income Students

22%
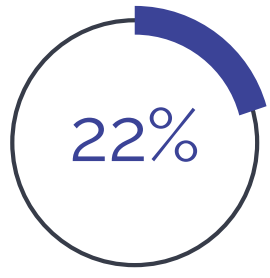
27,383
English Language Learners
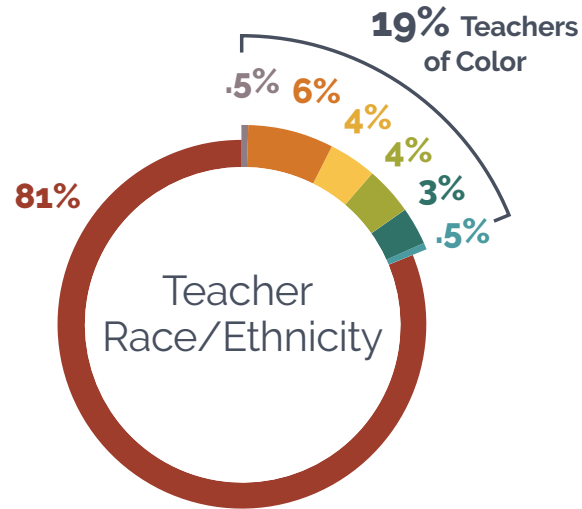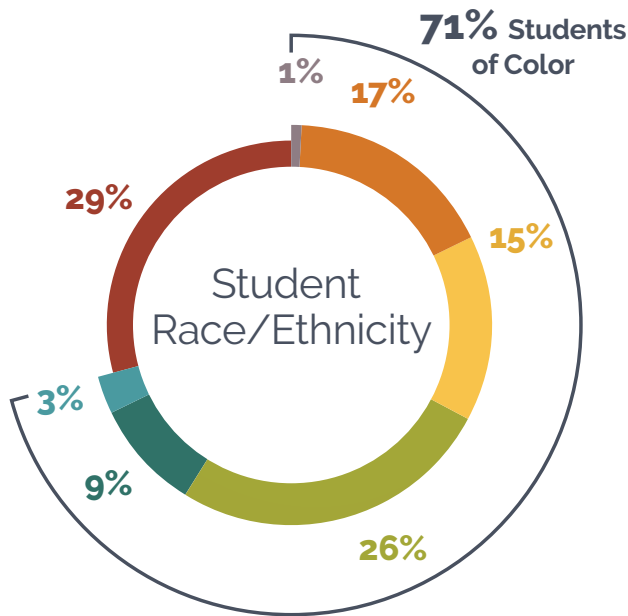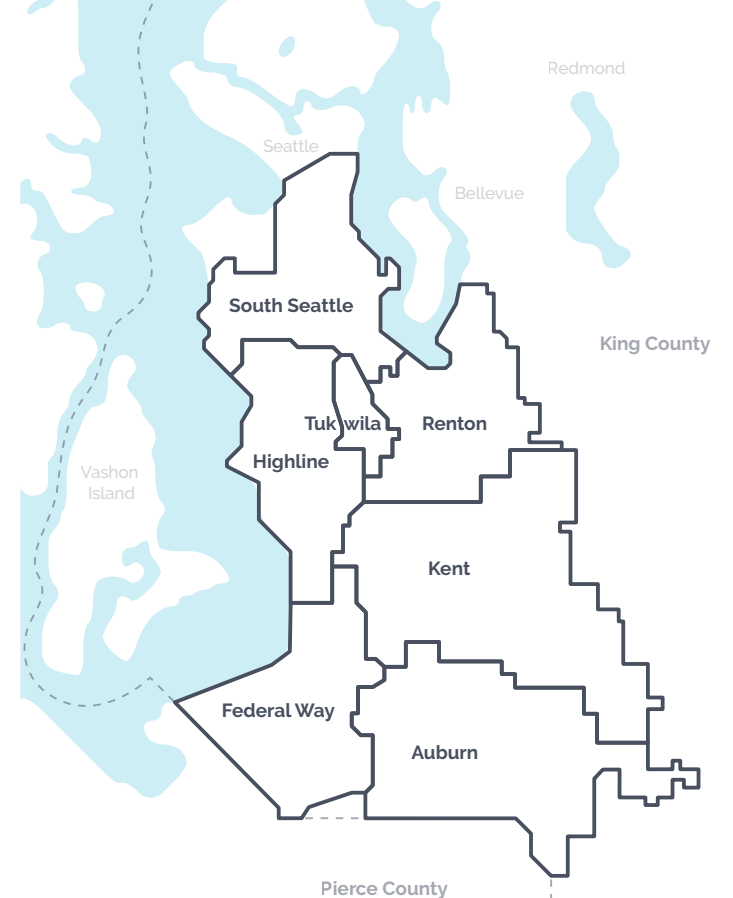
Above: Student from Auburn School District.

Sources: Office of Superintendent of Public Instruction (OSPI) Report Card; OSPI Comprehensive Education Data and Research System (CEDARS) student-level database via Washington State Education Research and Data Center (ERDC). Prepared by the CCER data team.

Road Map Project Region

The Road Map Project region spans seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, the region is home to more than 127,000 K-12 students. They speak 187 primary languages and come from 180 countries. The region's students are talented, creative, and have ambitious intentions for their futures. This year, more than 2,500 of our high schoolers were surveyed and 95 percent say they want to go to college. Our job is to support our students' aspirations.

While our K–12 student population is extremely diverse—71% are youth of color—the same is not true for the teaching workforce. The current profile of the region's K-12 teachers is the opposite: 81% White. ⚙

Diversify the educator workforce is one of the Road Map Project's System-Wide Racial Equity Essentials (see page 10) and many within our network—including school districts, the Puget Sound Educational Service District, nonprofits, colleges, and state agencies—are working to diversify the educator makeup of our schools. There is growing recognition that students do better when they have teachers who can better relate to them.

71% Students of Color

Student Race/Ethnicity

- 1%
- 17%
- 15%
- 26%
- 9%
- 3%
- 29%

19% Teachers of Color

Teacher Race/Ethnicity

- .5%
- 6%
- 4%
- 4%
- 3%
- .5%
- 81%

Legend:
- ■ American Indian/Alaska Native
- ■ Native Hawaiian/Pacific Islander
- ■ Two or More Races
- ■ Hispanic/Latino of Any Race
- ■ Black/African American
- ■ Asian
- ■ White

Student Race/Ethnicity: Source: OSPI Report Card; OSPI CEDARS student-level database via ERDC. Prepared by the CCER data team. Note: Totals may not add up to 100% due to rounding.

Teacher Race/Ethnicity: Source: OSPI Personel Reporting File (S-275). Prepared by the CCER data team.
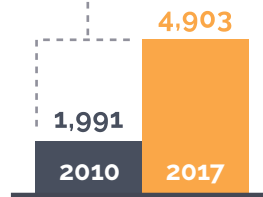
Note: Estimates of certified K - 12 teachers (based upon duty codes 31-34 with full-time employment designations greater than 0 in given year).

A State of Emergency in a Time of Prosperity

Our region is being buffeted by massive economic forces. We are home to tremendously successful global corporations. Job growth and population growth are at historic levels and unemployment rates are low. But the knowledge economy's rapid growth has caused living costs to spike and pushed thousands of families into homelessness. In Seattle, each 5 percent increase in rent results in 258 more people becoming homeless, according to a study by the University of Washington and real estate company Zillow. What's more, home prices have risen dramatically: By the end of 2017, the median price for a single-family home in Seattle reached an all-time high: $784,100, an 85 percent increase from the $418,700 median price in 2010, when the Road Map Project began. Nearly 5,000 of our students are homeless in 2017—2.5 times what it was when the Project began in 2010.

King County and the City of Seattle have declared the worsening homeless situation a state of emergency. Even with the higher minimum wage, thousands cannot afford a place to live. Our fundamental sense of community has been eroded and needs our strongest possible collective response.

Student homelessness is **2.5 times** what it was in 2010.

4,903 — 2017
1,991 — 2010

K–12 Students Who Are Homeless

■ 2010   ■ 2017
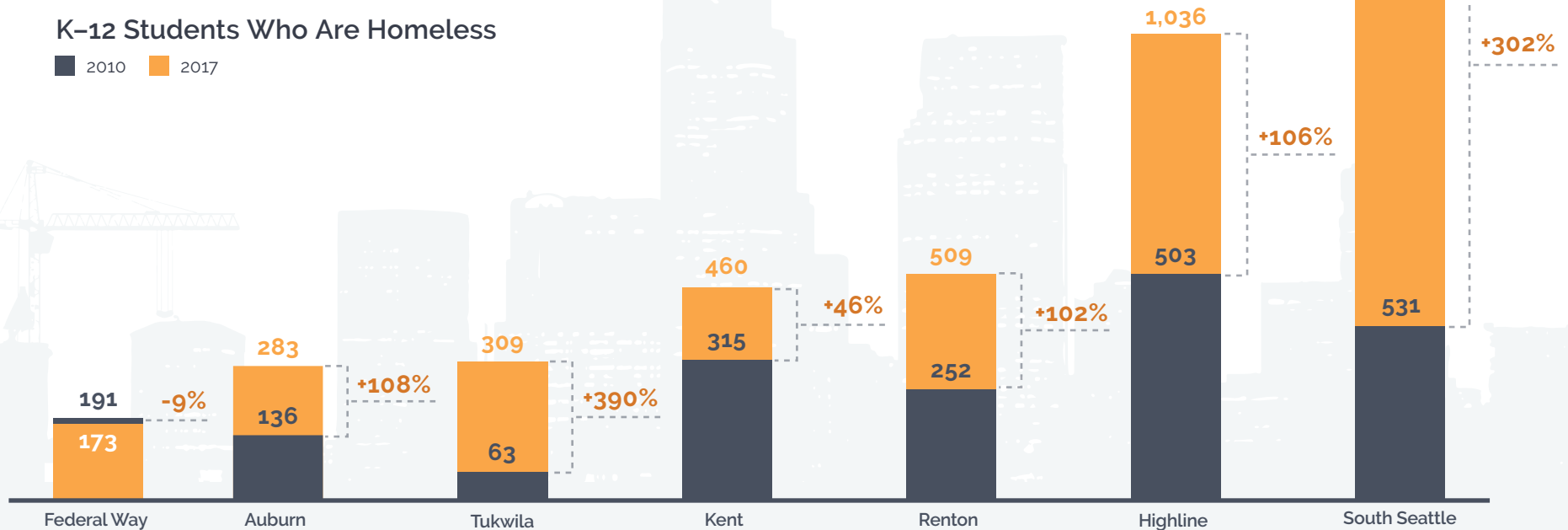
Location	2010	2017	Change
Federal Way	191	173	-9%
Auburn	136	283	+108%
Tukwila	63	309	+390%
Kent	315	460	+46%
Renton	252	509	+102%
Highline	503	1,036	+106%
South Seattle	531	2,133	+302%

Ninth-Graders of 2008, Nine Years Later

When it comes to postsecondary success, our region has a leaky pipeline.

We all know what decades of research confirm: A college degree can lead to higher lifetime earnings and better financial security. These studies also find that college degree holders are generally happier, healthier, and more likely to be civically engaged. Yet too few of our students make it through the education pipeline from their freshman year of high school to earning a two- or four-year college degree by their mid-20s. Less than a third of our students earned a two- or four-year degree in 2017, not even close to the Road Map Project's goal of 70 percent by 2030.

The Washington Roundtable also calls for 70 percent of Washington students to earn a postsecondary credential by 2030. With hundreds of thousands of jobs opening in the state over the next five years, the need for more homegrown talent is clear.

Above: Renton School District students, with GREATER founder Andrew McGee, work on a pitch for an app at Madrona Venture Group during a worksite tour.

Students who entered 9th grade in 2008 as the Class of 2011
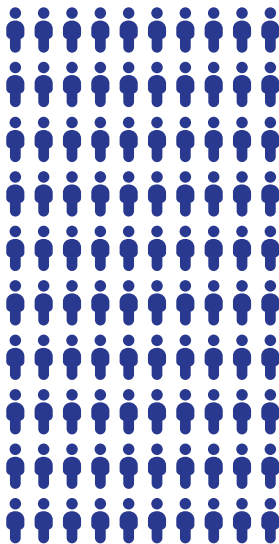
64% ever enrolled in a 2 or 4-year college by 2017
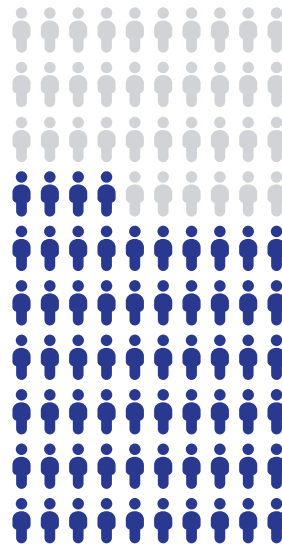
51% ever persisted to a second year of college by 2017

29% completed a 2 or 4-year college degree by 2017

Sources: National Student Clearinghouse (NSC); OSPI CEDARS student-level database via ERDC. Prepared by the CCER data team.

Tracking PROGRESS ▶

The *Results Report* is an annual publication that shows our region's work toward its goals, as told in data and stories. It's organized by our cradle-through-college framework: Healthy & Ready for Kindergarten; Supported & Successful in School; Graduate From High School College & Career Ready; and Earn a College Degree or Career Credential.

Unless otherwise noted, this report shows data for the Road Map Project region (South Seattle and South King County).

The federal racial and ethnic categories used throughout this report are helpful to identify inequities, but are insufficient because many of the region's ethnic groups are left off district enrollment forms. In 2016, the state convened the Race and Ethnicity Student Data Task force (as part of House Bill 1541) to develop guidance for such reporting. Beginning in 2018-19, school districts will adopt the disaggregated racial/ethnic categories recommended by the task force.
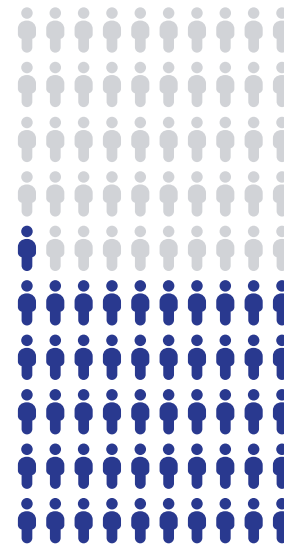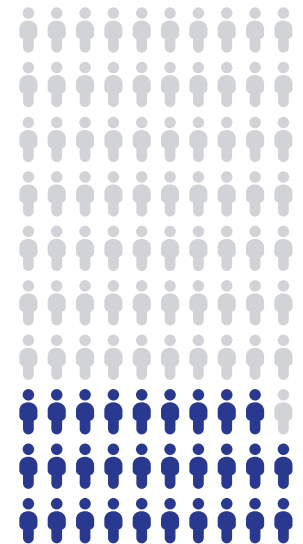
Progress Report:
Indicators of Student Success

The following spread is a snapshot of how the Road Map Project region is progressing on a range of student outcomes, including kindergarten readiness, academic proficiency, and high school graduation. We call them Indicators of Student Success, and they are critical student achievement milestones.

The Road Map region has made commendable progress on many indicators, particularly in the high school years: More students are taking advanced courses, graduating high school on time, and applying for federal student financial aid. Other areas show incremental progress, but much more work needs to be done. Across all Indicators of Student Success, performance gaps by race remain steady. This is unacceptable.

Above: Student from Highline Public Schools.

Progress Report: Indicators of Student Success 2016-2017 Academic Year

K-12 Academic Proficiency

Kindergarten Preparedness
Students meeting all school readiness domains. See page 13.
- 55%
- 44% (Progress Made)
- 37% (Baseline)
- 26%

3rd Grade Reading
Students meeting state reading assessment standards.
- 62%
- 46% (No Progress or Negative Performance)
- 46% (Baseline)
- 22%

4th Grade Math
Students meeting state math assessment standards.
- 70%
- 51% (Progress Made)
- 49% (Baseline)
- 30%

5th Grade Science
Students meeting state science assessment standards.
- 70%
- 52% (Progress Made)
- 45% (Baseline)
- 25%

6th Grade Reading
Students meeting state reading assessment standards.
- 69%
- 51% (No Progress or Negative Performance)
- 51% (Baseline)
- 24%

7th Grade Math
Students meeting state math assessment standards.
- 65%
- 45% (No Progress or Negative Performance)
- 46% (Baseline)
- 17%

8th Grade Science
Students meeting state science assessment standards.
- 77%
- 60% (Progress Made)
- 56% (Baseline)
- 19%

Legend
- Current Year's Average Rate
- Baseline Rate
- % Progress Made
- % No Progress or Negative Performance
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- Asian
- Black/African American
- Hispanic/Latino of Any Race
- Two or More Races
- White

K-12 Absences & Discipline

Elementary School Chronic Absenteeism
K - 5th graders who were absent 20 or more full days. See page 19.
- 25%
- 11% (No Progress or Negative Performance)
- 10% (Baseline)
- 7%

Middle School Chronic Absenteeism
6th - 8th graders who were absent 20 or more full days.
- 26%
- 15% (No Progress or Negative Performance)
- 13% (Baseline)
- 7%

High School Chronic Absenteeism
9th - 12th graders who were absent 20 or more full days.
- 48%
- 27% (No Progress or Negative Performance)
- 23% (Baseline)
- 16%

Course Failures & Absences
9th graders with at least one course failure and were absent for six or more full days.
- 49%
- 33% (Baseline)
- 25% (Progress Made)
- 10%

Exclusionary Discipline
9th graders who experienced a long-term or short-term suspension or expulsion. See page 20.
- 15% (Baseline)
- 13%
- 6% (Progress Made)
- 2%

Coursetaking & High School Graduation

College-Level Coursetaking
HS class of 2017 grads who took an AP, IB, Cambridge, Running Start, or College in the HS courses.
83% — 76% — 70% — 69%

Career & Technical Education
HS class of 2017 grads who completed a CTE program. See page 35.
59% — 46% — 39% — 33%

College Academic Distribution Requirements
HS class of 2017 grads who met the minimum CADRs requirements to apply for 4-year college in state.
69%* — 61% — 52% — 39%

On-Time Graduation
Students who graduated HS within four years. See page 26.
85% — 79% — 72% — 58%

Extended Graduation
Students who graduated HS within five years.
89% — 83% — 76% — 68%

Federal Financial Aid for Postsecondary Education
HS class of 2017 grads who submitted the Free Application for Student Financial Aid.
76% — 66%

College Enrollment & Success

College Direct Enrollment
HS class of 2016 grads who enrolled in college one year after graduating high school. See page 26.
70% — 60% — 59% — 36%

Ever Enrolled in College
9th graders in 2008 who ever enrolled in a 2- or 4-year college by the end of the 2016-17 academic year.
75% — 67% — 64% — 40%

College Persistence
9th graders in 2008 who ever persisted to a 2nd year at a 2- or 4-year college by the end of the 2016-17 academic year.
66% — 53% — 51% — 23%

Degree Attainment
9th graders in 2008 who earned a 2- or 4-year college credential or degree by the end of the 2016-17 academic year.
40% — 29% — 24% — 10%

Data Dashboard

To see more, including at the district and school levels, visit the Data Dashboard. You can also look at how outcomes and demographics have shifted since 2010 by race/ethnicity, income, housing status, gender, language, and ability status.

roadmapproject.org/dashboard

Racial Equity Essentials: Measuring System Progress

As the previous pages show, glaring differences remain in student outcomes by race and ethnicity. The magnitude and duration of the disparities make clear it's the underlying systems that are the problem. If our region wants to see transformational change, then we must all work together to build new and better systems.

The Road Map Project System-Wide Racial Equity Essentials, announced in last year's *Results Report,* is a collection of key system components that, if strengthened, will advance racial equity and support student success. Road Map Project partners have begun the process of developing indicators by which we can track the region's progress toward strengthening systems.

Instead of only tracking the Indicators of Student Success, we are beginning to look at the conditions that impact our young people. Measuring characteristics of systems change can be challenging because such data are not readily available. However, it is worthwhile to seek this information so we can see if the region's decision makers are making choices that

advance or impede student success. The system indicators, which accompany the System-Wide Racial Equity Essentials, are new tools for stronger regional accountability.

Throughout this Results Report, you will see an initial set of system indicators, marked by the symbol ⚙️

They are works in progress (some have baseline data, others do not) and are by no means a definitive list. System indicator development has been, and will continue to be, an iterative process that involves many of the Road Map Project's stakeholders, from community partners, who will help us answer questions such as, "What needs to change?," to the Project's Data Advisors Group, who will help us figure out how to measure that change.

Why System Indicators?

Instead of only tracking student performance, we also want to track system characteristics and adult behavior change. Here are some examples to show the difference between a student and system indicator.

	👥 Student Indicator	⚙️ System Indicator
EARLY LEARNING See page 11.	Children's performance on the state's assessment for kindergarten readiness (WaKIDS).	The number of high-quality early learning programs in communities.
COLLEGE READINESS See page 25.	Students who meet the state's College Academic Distribution Requirements (CADRs).	The ratio of students to college and career counselors at a high school.
OPPORTUNITY YOUTH See page 32.	Youth disconnected from school and work who have earned a high school diploma or equivalent.	Number of reengagement programs that have access to onsite behavioral health services.

System-Wide Racial Equity Essentials

These essentials were developed with extensive feedback from Road Map Project stakeholders, community partners, and direct service providers.

Equitable Funding

- Advocate for local and regional funding equity, including public and private sources
- Advocate for state funding equity

Increase Culturally Relevant School Climate and Supports

- Diversify educator workforce
- Improve cultural competence of workforce
- Reform discipline policy and practices
- Support bilingual pride and language access
- Build capacity of culturally specific community-based organizations

Strong Family Engagement Practices and Functions

- Support families as early childhood brain builders
- Build strong district and school family engagement practices
- Build regional capacity for grassroots parent advocacy

Increase Access and Dismantle Barriers to Opportunity

- Increase access to high-quality early learning
- Increase access to strong family supports
- Increase access to quality out-of-school time
- Increase career connections and pathways to college success
- Increase access to quality reengagement programs

Strong Civil Rights Policies

- Support strong implementation of House Bill 1541 (state opportunity gap bill)
- Advocate for federal Every Student Succeeds Act implementation as a civil rights opportunity

Healthy & Ready
FOR KINDERGARTEN ▶

To thrive, children need opportunities to learn with trusted adults in a variety of settings: home, community-based programs, safe outdoor play spaces, and high-quality group programs with skilled caregivers. When children have engaging learning opportunities, they all have potential to be kindergarten ready.

As Jon Gould, deputy director of the Children's Alliance, a Road Map Project partner, likes to say, "Early learning is an experience, not just a program."

*Above: Students from Highline Public Schools.*

This past year has been significant for building a stronger early learning system. The Washington legislature created the new Department of Children, Youth, and Families. The City of Seattle continues to expand access to early learning through implementation of its Seattle Preschool Program and Step Ahead. King County Best Starts for Kids began to make investments in home visiting, prenatal care, play and learn groups, and getting more parents to use Vroom, a set of brain-building activities, among other strategies. Best Starts for Kids focuses on serving hard-to-reach communities and building the capacity of grassroots organizations that can best offer culturally relevant approaches. These investments will take time to make an impact, but it's promising to see these new resources and efforts.

Despite this progress, less than a third of low-income children in the Road Map Project region are enrolled in a formal early learning program and access is wildly uneven. Only 35 percent are meeting all dimensions of kindergarten readiness, as measured by WaKIDS (Washington

Kindergarten Inventory of Developing Skills). Early math is a particular challenge. Low-income children experience dramatically different opportunities compared with their better resourced counterparts when it comes to building early numeracy skills.

Several of the Road Map Project's System-Wide Racial Equity Essentials target what's at stake: *support families as early childhood brain builders; increase access to strong family supports; increase access to high-quality early learning providers;* and *advocate for funding equity.* Our aim is to close these opportunity gaps so that all children can get off to a good start in education and develop to their fullest potential.

## Low-Income Children Enrolled in Formal Early Learning Programs ⚙️⚙️
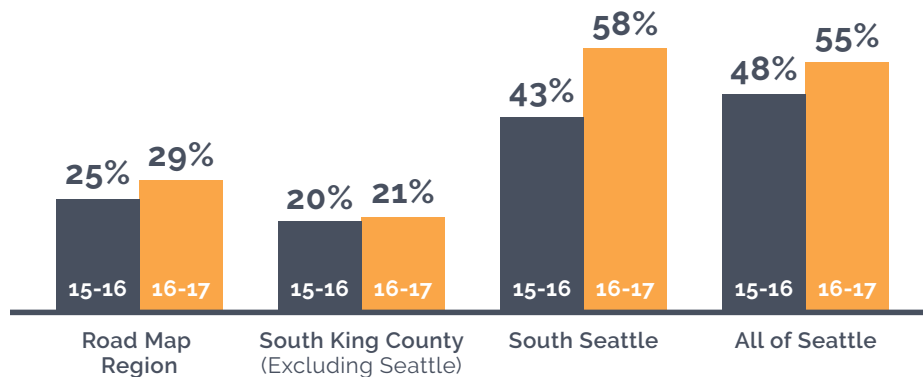
Sources: Population estimates were provided by Washington State Office of Financial Management, Forecasting Division. Single year intercensal estimates 2001-2016 were provided by Public Health- Seattle & King County, Assessment, Policy Development & Evaluation Unit in December 2017. Low income status was from the OSPI Report Card and OSPI CEDARS student-level data via ERDC. Early Learning slot information was provided by Department of Early Learning and City of Seattle Department of Education and Early Learning. Prepared by the CCER data team.

Note: Enrollment numbers are defined as the number of classroom slots. Rates are estimated based on the number of classroom slots in the region's formal early learning programs and student demographic information. Programs include Early Childhood Education and Assistance Program (ECEAP), Head Start, Early Head Start, Step Ahead and Seattle Preschool Program. This represents a subset of all potentially subsidized early learning providers, and does not include Working Connections. South King County is defined here as the Road Map Project region districts excluding Seattle. South Seattle is defined by the census tract definition.

Early Learning Provider Participation in Early Achievers ⚙️⚙️

Early Achievers is the state's early learning quality rating improvement system, enrolling more licensed providers in the Road Map Project region every year since it began in 2012.

Early learning providers will soon be required to receive a high-quality rating from Early Achievers to receive state funding. Providers must have a rating of three to five, with five being the highest possible level they can achieve. However, there is concern about whether the state can work with its own deadline. There is currently a bottleneck because the state does not have the capacity to process rating requests from providers. With the July 2020 deadline looming, Washington needs to increase the pace of ratings as well as increase the volume of assistance they can deliver to improve quality of early learning.
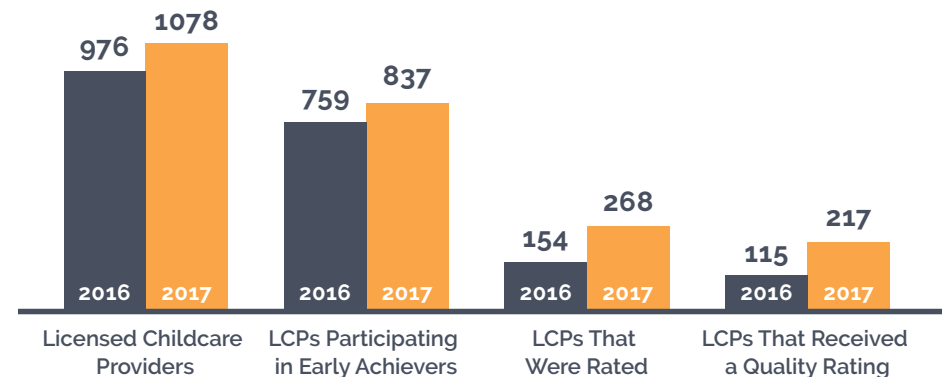
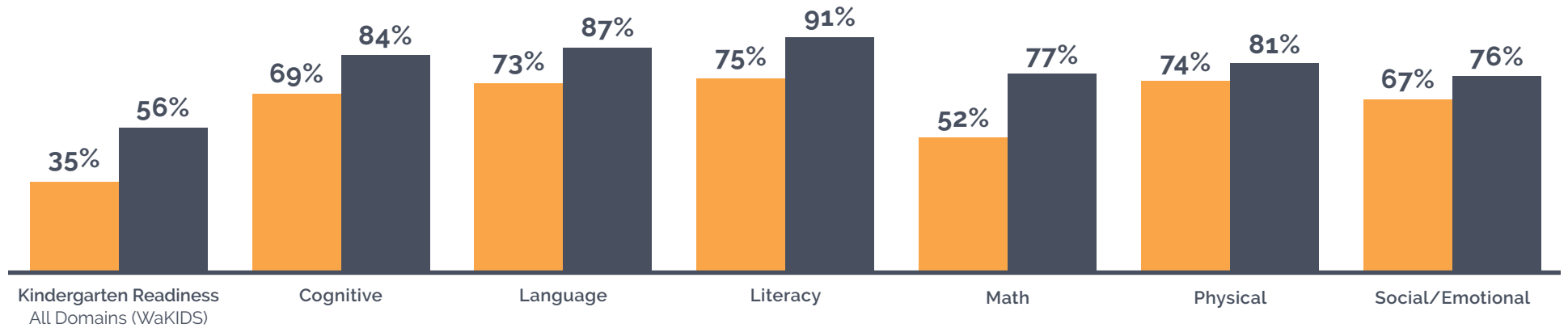*Source: Washington State Department of Early Learning Licensed Child Care Provider and Early Childhood Education and Assistance Program sites data sets, published 12/1/2017. Note: Early learning center, family childcare, and in-home providers in the Road Map region included. Early learning providers are rated on a scale of 1 to 5, with ratings of 3 to 5 considered a quality rating. Data reflect the totals at the end of year.*

Kindergarteners Meeting Readiness Standards by Income
2016-17 Academic Year

■ Low Income ■ Non Low Income

Category	Low Income	Non Low Income
Kindergarten Readiness All Domains (WaKIDS)	35%	56%
Cognitive	69%	84%
Language	73%	87%
Literacy	75%	91%
Math	52%	77%
Physical	74%	81%
Social/Emotional	67%	76%

Source: OSPI WaKIDS

" Uplifting Family Voice
Kimberly Walker

At SOAR, our mission is to elevate community voice so King County children, youth, and families have the chance to inform the policies and practices that impact their lives. We do this by convening coalitions, aligning strategies, engaging communities in partnership, and developing family and youth leadership through strength-based approaches.

I am currently halfway through a two-year community-based participatory research project for which I am interviewing Black families who are descendants of the transatlantic slave trade. What we are seeking to understand is how Black families prepare their children for kindergarten. I will collect Black families' stories and pull common themes. I will go back to the same families, share findings, and ask: Did I get it right? We are seeking to honorably share these stories in an upcoming report and documentary, and to create opportunities for Black families to connect and become advocates.

So far, in my meetings with Black leaders and community stakeholders and during listening sessions with Black families, here are the most common themes:

- Black families have a real fear about their children entering the school systems because of institutionalized racism.

- More supports are needed so that culturally caring and licensed child care centers are a viable option for working parents. We shouldn't penalize parents for trying to be upwardly mobile.

- In a perfect world, Black families want their children to be seen as a gift and not a defiant problem.

The experience for me has been emotional, but positive. Sessions were like family dinner conversations where there was a lot of laughter and sometimes tears. Most importantly, the sessions have inspired some Black families to become more involved and be less isolated.

Kimberly Walker is the senior manager for partnerships and collaboration at SOAR and the project lead and co-producer for the Black Family Voice Project, which was inspired by Road Map Project data and is funded by Thrive Washington, the state's Department of Early Learning, and the Kellogg Foundation. SOAR convenes the King County Early Learning Coalition and the King County Youth Advisory Council. Follow SOAR on Facebook: @SOAR.KingCounty.

Supported & Successful
IN SCHOOL ▶

Whether it's at school, home, or a summer program, our youth need environments with caring and trusted adults who make them feel valued: teachers who treat bilingualism as an asset, not a hindrance; schools that offer culturally relevant lessons, such as Pan-African history; and communities that offer enriching out-of-school time programs. School systems also need to improve family engagement so parents can access what they need to help their children thrive. In the following pages, you'll read about whole-child, whole-day strategies that together can close opportunity gaps.

Above: Students from Meridian Middle School, Kent School District.

Expanded Learning Opportunities

Children and youth spend only a portion of their day in school. How they spend the remainder of their time has a profound impact on their school and life success. Expanded learning opportunities fill a critical gap during non-school hours. A growing body of research suggests that high-quality expanded learning programs contribute to meaningful youth outcomes, including improved grades and school attendance, and social-emotional health. By design, these programs engage young people in hands-on, culturally relevant, experiential learning activities that build the confidence and capabilities young people need to thrive in and out of school. *Increased access to quality out-of-school-time programs* is a Road Map Project System-Wide Racial Equity Essential.

While expanded learning is beneficial to student success, access to these opportunities in our region is uneven. Students who would benefit the most from these programs often have the fewest opportunities available to them. This inequity is further exacerbated by the suburbanization of poverty. Data on service gaps has historically been hard to get, but this year, with funding from the Race to the Top grant, School's Out Washington was able to document what expanded learning opportunities are offered throughout King County. This analysis showed glaring gaps in much of South King County—a virtual service desert.

King County's Best Starts for Kids is targeting investment toward children and communities most in need. A recent announcement of those receiving a quality out-of-school time grant from Best Starts for Kids is a ray of hope for youth in the Road Map Project region. Twenty-eight of the 35 new grants will be invested here—totaling $7.2 million over three years—to increase the capacity of organizations in underserved communities to engage low-income youth and youth of color in high-quality expanded learning opportunities. Grantees will also receive technical assistance from School's Out Washington to ensure high-quality implementation. This is a notable example of the type of system building needed to support student success.

Average Number of Out-of-School Time Programs Within One Mile of a Middle School ⚙

A landscape analysis by School's Out Washington found quality out-of-school time programs available to middle schoolers is in high demand, especially in suburban communities. Here is the average number of out-of-school sites within one mile of a middle school by Road Map Project school district. Transportation is also an issue. While a mile may seem like "within walking distance," some sites may not be accessible to middle school-aged youth because of unsafe walking routes.

2 Federal Way
3 Kent
3 Renton
4 Highline
4 Tukwila
5 Auburn
16 South Seattle

Read the out-of-school time landscape analysis: **bit.ly/2EeCjRn**

Sources: School's Out Washington (SOWA) and OSPI CEDARS via ERDC. Prepared by the CCER data team.

New Best Starts for Kids Out-of-School Time Investments In the Road Map Project Region ⚙

South Seattle

King County

Tukwila Renton

Highline

Kent

Federal Way Auburn
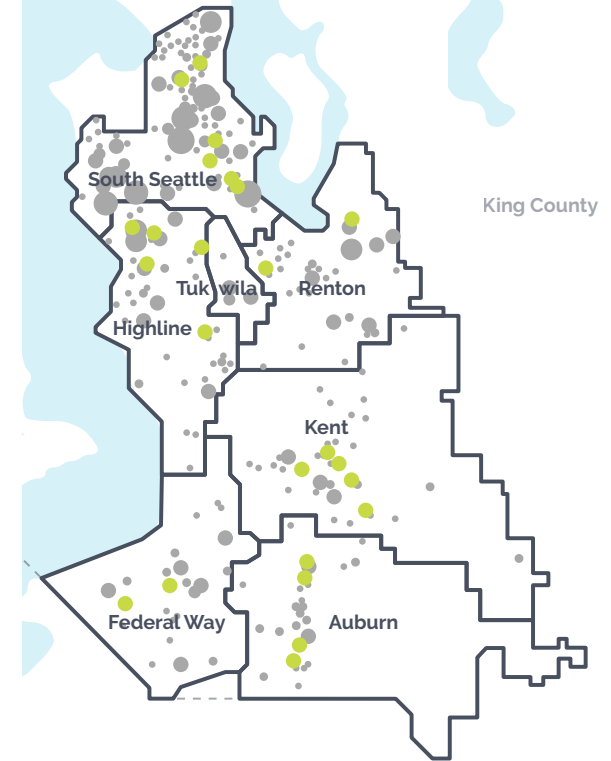
⚫ Existing Programs *(Dot size reflects number of programs at a location)*

🟢 New BSK Investments

Sources: School's Out Washington (SOWA) and Berk Consulting.

Note: For more information please visit: https://www.schoolsoutwashington.org/pages/king-county-best-starts-for-kids

Above: The Speak Your Language event in August 2017 launched a collective commitment to uplifting bilingualism as an asset.
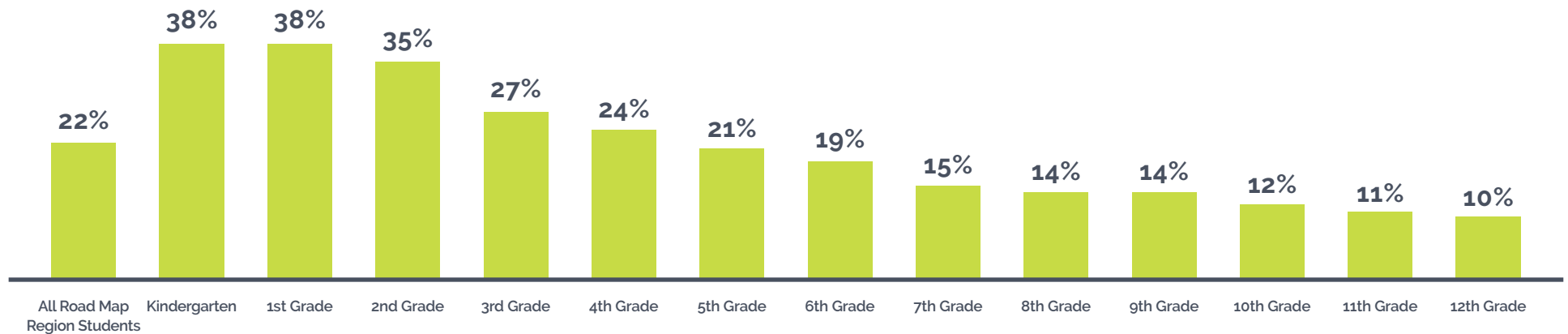
English Language Learners

There are more than 26,000 K-12 English language learners in the Road Map Project region. They speak 157 primary languages and are from 148 birth countries. Most students who are in formal English language instruction, which is called the Transitional Bilingual Instruction Program, are in the primary grades.

Several of our System-Wide Racial Equity Essentials were developed to help us understand if we are serving the needs of students such as English language learners: *diversify educator workforce; improve cultural competence of workforce; and support bilingual pride and language access.* The region has made significant headway in pushing forward policies and practices to ensure the success of our English language learners by focusing on their strengths and assets.

English Language Learners by Grade
2016-17 Academic Year

All Road Map Region Students	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
22%	38%	38%	35%	27%	24%	21%	19%	15%	14%	14%	12%	11%	10%

Source: OSPI CEDARS student-level data via ERDC. Prepared by the CCER data team.

Embracing Bilingualism as an Asset

The Road Map Project ELL Work Group, led by immigrant rights organization OneAmerica, is a coalition of community members, school districts, community-based organizations, research partners, and state education departments working to close the opportunity gap for English language learners. The group recently collaborated with immigrant parents and youth to launch the refresh of the Speak Your Language campaign, an initiative to help the public better understand the benefits of bilingualism. The campaign offers tools for parents, educators, students, and policymakers, in addition to recruiting and preparing community ambassadors (including students and families) to advance the power of bilingualism in their respective roles. Others within the Road Map Project partner network have also moved forward with their commitment to bilingual and ELL students: Highline Public Schools' goal is for all of its students to graduate fully bilingual and biliterate by 2026.

Learn more and join the movement:
speakyourlanguage.org

Historic Dual Language Bill Signed into Law

Dual language instruction is a type of education in which students are taught literacy and content in two languages. In May 2017, House Bill 1445 became state law; it authorizes funding for expansion of dual-language classrooms in early learning and K-12 settings and creates a pipeline for more immigrants and refugees to join the teaching workforce. The ELL Work Group was instrumental in crafting this policy and helping it pass, and is now guiding the law's implementation.

As OneAmerica Deputy Director Roxana Norouzi puts it, "With this new round of funding, more students will get the rich experience of learning a new language, and immigrant students as well as Native American students and other students of color, will find a more welcoming and inclusive environment that honors and respects their history and the linguistic skills they bring to the classroom."

⚙ Just in the last year, the number of dual language programs in the Road Map Project region went from 14 to 17, with Kent School District driving the growth by adding a program each at Carriage Crest, Neely O'Brien, and Scenic Hill elementary schools.
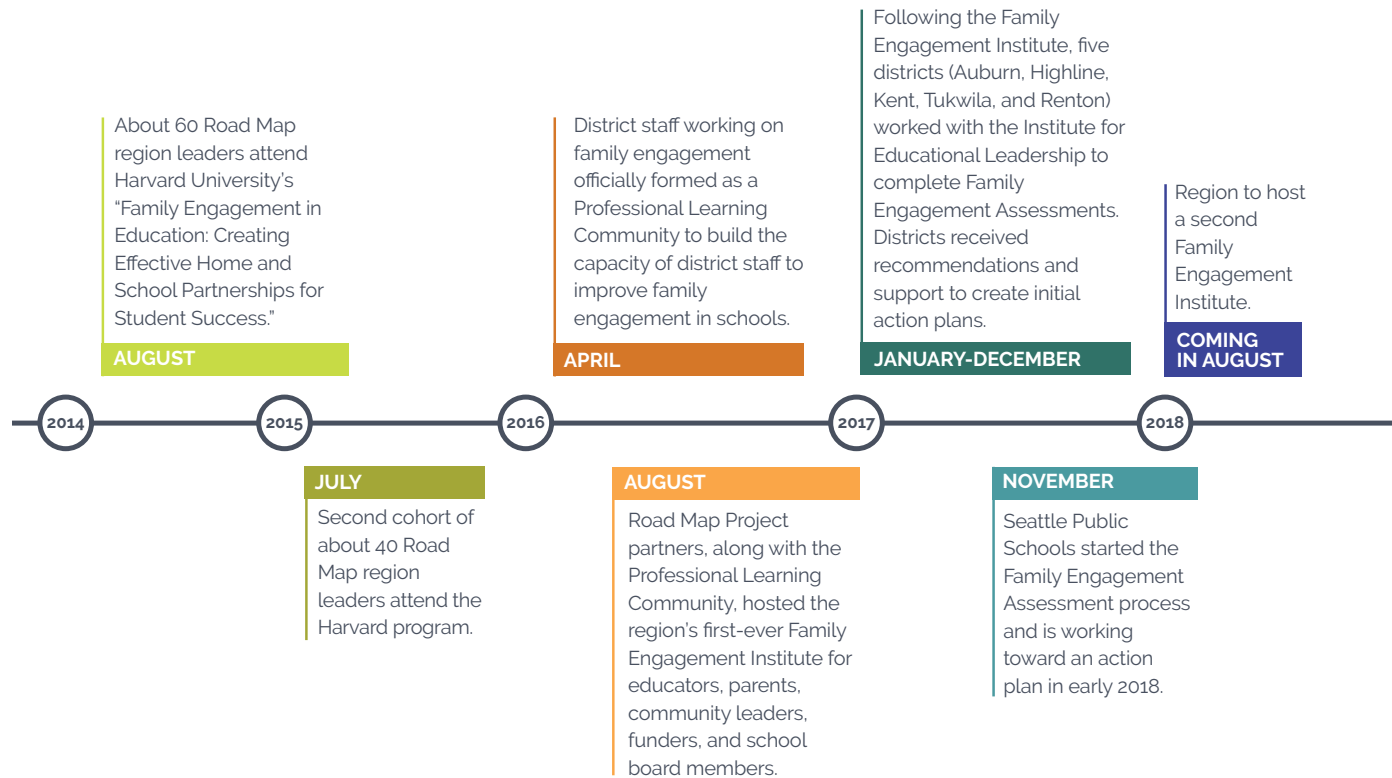
Left: Community members celebrating bilingualism at the Speak Your Language launch event in August 2017.

Family Engagement

As children's first teachers, families have an immense impact on their development and education. Research from national experts and insights from practitioners confirm the powerful effect of family engagement on children's learning. Simply put, when parents are truly engaged, children have stronger outcomes. Acknowledging this fact, the Road Map Project has been working to build stronger systems and practices of family engagement.

The Project's work has been aided by the Dual Capacity-Building Framework, a guide that lays out the goals and conditions necessary for effective family engagement efforts at the school district, school, and family levels. Families need information to effectively support their children's education. Schools need to operate with a welcoming climate and partner with parents on academic achievement. Parents need channels to develop and exercise their leadership and influence. This multilevel work is not easy or quick, but it can ultimately be transformational for systems and students.

Strong Family Engagement Practices and Functions is a pillar of the Road Map Project's System-Wide Racial Equity Essentials. Road Map Project partners for the past few years have brought together school district leaders, community-based organizations, and parent leaders to improve family engagement practices and build capacity in the region.

Timeline

2014 — AUGUST
About 60 Road Map region leaders attend Harvard University's "Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success."

2015 — JULY
Second cohort of about 40 Road Map region leaders attend the Harvard program.

2016 — APRIL
District staff working on family engagement officially formed as a Professional Learning Community to build the capacity of district staff to improve family engagement in schools.

2016 — AUGUST
Road Map Project partners, along with the Professional Learning Community, hosted the region's first-ever Family Engagement Institute for educators, parents, community leaders, funders, and school board members.

2017 — JANUARY-DECEMBER
Following the Family Engagement Institute, five districts (Auburn, Highline, Kent, Tukwila, and Renton) worked with the Institute for Educational Leadership to complete Family Engagement Assessments. Districts received recommendations and support to create initial action plans.

2017 — NOVEMBER
Seattle Public Schools started the Family Engagement Assessment process and is working toward an action plan in early 2018.

2018 — COMING IN AUGUST
Region to host a second Family Engagement Institute.

Family Engagement Priorities

The District Leaders Professional Learning Community, the family engagement professionals for each of the seven Road Map Project school districts, recently identified the following priorities for the region:

- Develop a common language for talking about family engagement.
- Design climate surveys with strong parent input.
- Create school improvement plans that include family engagement strategies.
- Administer educator evaluations that reflect parent input.
- Identify potential funding sources in district budgets for family engagement work.
- Ensure key district staff are receiving professional development to improve family engagement and spread the use of best practices, as well as professional development and supports for school staff.
- Create an information hub that shares best practice models and case studies for family engagement.

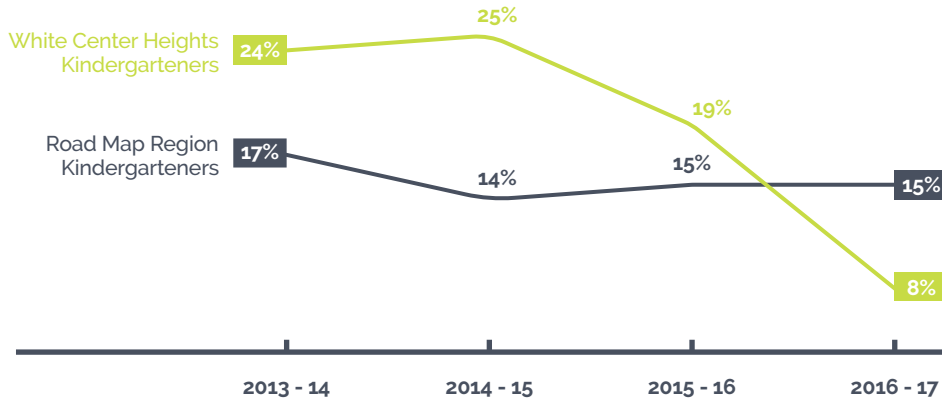*Right: Parent leaders at the first Family Engagement Institute.*
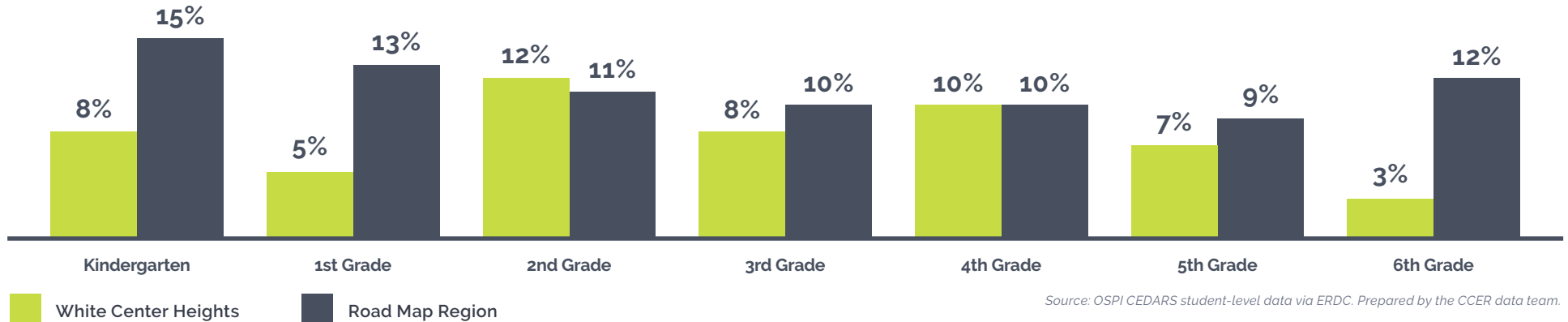
Chronic Absenteeism

As the Indicators of Student Success earlier in this report show, the Road Map Project region is struggling to reduce chronic absenteeism rates. Chronic absenteeism, or missing 20 or more school days per academic year, can cause a student to fall behind and ultimately not graduate from high school. Washington state ranks second in the nation for highest absenteeism rates; a quarter of its students are chronically absent.

Despite the region's challenges, promising strategies and coordinated action are starting to show positive results. One example is the King County Housing Authority, which has a plan underway to reduce chronic absenteeism among its youth.

Community Power: White Center Heights Elementary

One of KCHA's strategies is supporting the formation of school-based Attendance Teams. They are cross-sector action teams that meet at least once a month to review absenteeism data and develop solutions to school-specific attendance challenges through the lens of family engagement. Attendance Teams address issues such as data sharing and building trust among school staff, families, and students. KCHA also organizes professional development opportunities.

The Attendance Team at White Center Heights Elementary School in Highline Public Schools has reached hundreds of families through monthly workshops, targeted phone calls, and incorporation of attendance conversations into parent-teacher meetings. This team also regularly reviews data and has created its own data tool to inform next steps.

The efforts of White Center Heights' Attendance Team are beginning to pay off: In the 2016-17 academic year, the entire school's chronic absenteeism rate was 8 percent, compared with 12 percent in 2015-16 and 13 percent in 2014-15. The school's kindergartners are doing particularly well, especially compared with their peers region-wide, dropping from 19 percent who were chronically absent to 8 percent within one year.
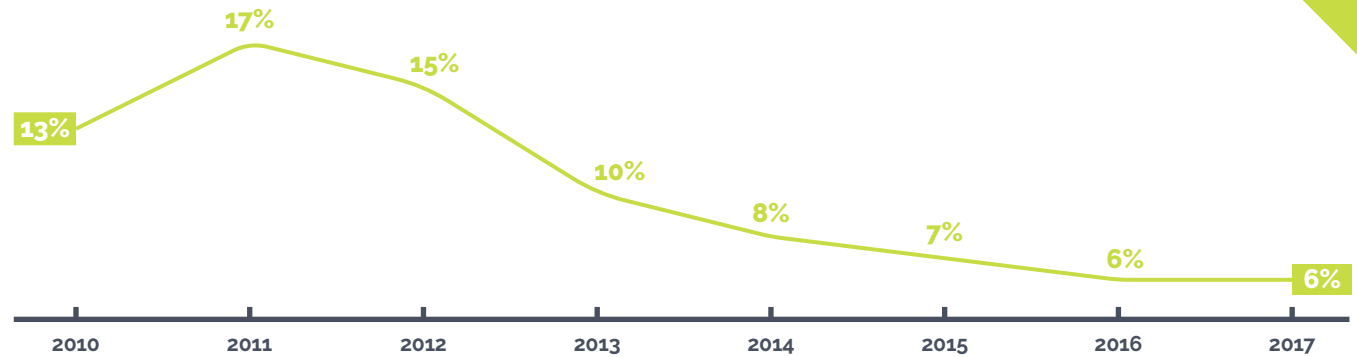
White Center Heights Principal Anne Reece told KCHA that family engagement was impactful on the results. "The thing I hadn't expected is that it would be so much about a community," she said. "You are shifting norms. One-hundred percent of our chronic absences are the result of adult choice, not kid choice."

White Center Heights Elementary Students Absent 20 or More Days

White Center Heights Kindergarteners: 24%, 25%, 19%, 8%
Road Map Region Kindergarteners: 17%, 14%, 15%, 15%

2013 - 14   2014 - 15   2015 - 16   2016 - 17

2016-17 Academic Year

Grade	White Center Heights	Road Map Region
Kindergarten	8%	15%
1st Grade	5%	13%
2nd Grade	12%	11%
3rd Grade	8%	10%
4th Grade	10%	10%
5th Grade	7%	9%
6th Grade	3%	12%

White Center Heights Road Map Region
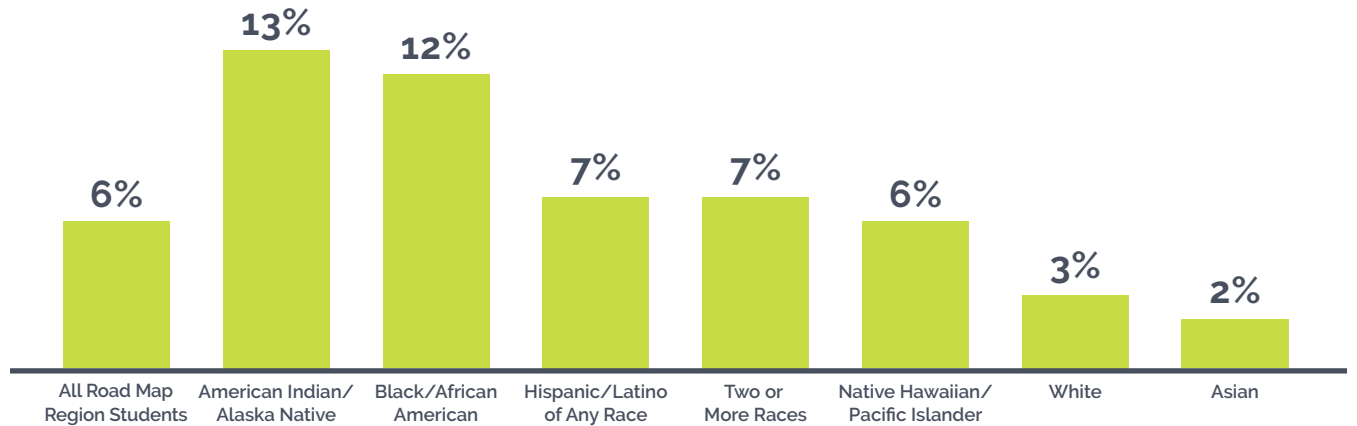
Exclusionary Discipline

Exclusionary discipline is any type of disciplinary action, such as suspension or expulsion, that removes students from their usual educational setting. Since 2010, exclusionary discipline rates in the Road Map Project region have declined but disproportionality remains a major challenge. Black students are much more likely than their White peers to be suspended or expelled. A new brief by the Community Center for Education Results finds statewide coding alignment is a barrier to helping us understand what is happening in our schools.

Learn more:
roadmapproject.org/DisciplineDataBrief

Ninth Graders Who Received Exclusionary Discipline

2010	2011	2012	2013	2014	2015	2016	2017
13%	17%	15%	10%	8%	7%	6%	6%

2016-17 Academic Year

All Road Map Region Students	American Indian/ Alaska Native	Black/African American	Hispanic/Latino of Any Race	Two or More Races	Native Hawaiian/ Pacific Islander	White	Asian
6%	13%	12%	7%	7%	6%	3%	2%

Source: OSPI CEDARS student-level data via ERDC. Prepared by the CCER data team.

Black Students Are More Likely to Be Expelled or Suspended ⚙⚙

Schools and districts in the Road Map region have been overhauling discipline practices. There is increased awareness that exclusionary discipline has been disproportionately used against students of color. There is also greater recognition that these disciplinary actions fail to address root causes and adversely affect learning. These reasons are also why *reform discipline policy and practices* is a Road Map Project System-Wide Racial Equity Essential.

With recent changes to state law and advocacy efforts, as well as new investments through King County's Best Starts for Kids initiative, there is growing momentum for improvement. Lasting change, however, also requires confronting institutionalized racism and bias that have led to current policies and practices.

Black Students receive exclusionary discipline at higher rates than their White peers for the same infraction. In this example, students were "fighting without major injury."

7 out of 10
Black Students

5 out of 10
White Students

Source: OSPI CEDARS student-level data via ERDC. Multilevel Logistic Regression by the CCER data team.
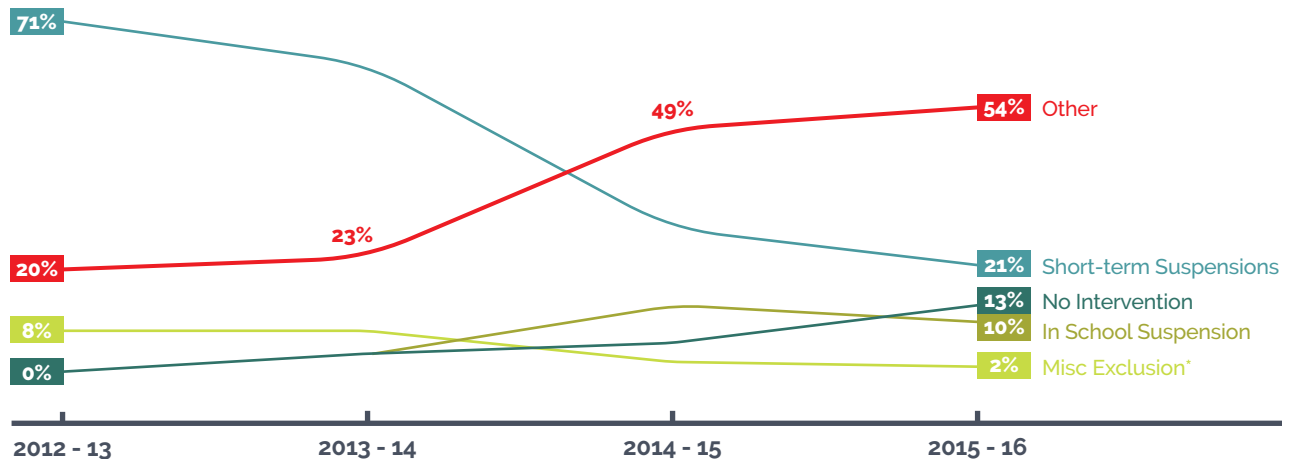
Note: The figure shows how likely an exclusionary intervention is given based on the type of student behavior and while controlling for specific student characteristics. Using simulated predicted probabilities, Black students are more than 20 percent more likely to receive exclusionary discipline than their White peers for fighting without major injury.

The Rise in "Other" ⚙⚙

In the 2012-13 academic year, short-term suspensions (10 days or fewer) made up 70 percent of disciplinary actions for all types of student infractions. By 2015-16, the use of short-term suspensions dropped to only 20 percent of all disciplinary actions. But during this same period, there was a substantial rise in another disciplinary action category: "Other."

The state Office of Superintendent of Public Instruction has over the years added more student behavior categories. There were 10 behavior categories in 2013 and 20 in 2016. Meanwhile, there has been no change in the seven disciplinary action categories that capture adult behavior in response to student infractions. Additionally, some districts have more than seven disciplinary action categories, which creates complications when reporting data to the state. Often, if a district is reporting an incident that doesn't align with OSPI's few categories, it would get recoded as "Other." When this happens, we lose the ability to know what disciplinary actions are taken. This is especially concerning when considering that the number of reported student infractions has doubled from about 16,000 incidents in 2013 to more than 34,000 in 2016. We need more detailed standardized statewide discipline categories so we can know what discipline our students are receiving.

Disciplinary Actions Taken by Academic Year

	2012 - 13	2013 - 14	2014 - 15	2015 - 16	
	71%			21%	Short-term Suspensions
	20%	23%	49%	54%	Other
				13%	No Intervention
	8%			10%	In School Suspension
	0%			2%	Misc Exclusion*

Source: OSPI CEDARS student-level data via ERDC. Prepared by the CCER data team.
Note: "Misc. Exclusion" Includes Long-term suspension, Emergency expulsion, and expulsion.

" Listening to Our Youth
Monika Mathews

Young Queens Seattle/King County is a program that provides specialized interventions to African-American girls and other girls of color. Our areas of development include: Self Love, Academic Achievement, Sisterhood, and Personal Development.

For the Black Student Success project, we joined listening sessions with girls in our program. These listening sessions were essential to the growth of Young Queens.

Our youth were quite candid when they told us what they needed to succeed within our education institutions. The feedback that rose to the top were:

1. Our youth want more access to programs that cater to Black students, such as Young Queens.

2. They also would like Black history classes in school.

3. Students also said they would value life skills trainings, such as financial literacy.

We applied this information to our programming to reflect what students said they need. This allowed Young Queens to use student voice to shape our program offerings in a way that is relevant and useful to students.

Our youth truly are our future. We are dedicated to ensuring that they are well informed and well equipped to be astute and altruistic leaders of today and tomorrow.

Monika Mathews is the founder of Life Enrichment Group, which offers Young Queens as a program.

"

Black Student Success

Road Map Project Success Cannot Happen Without Black Student Success

The local Black community has a long tradition of advocacy that extends beyond current district, city, and state efforts. Our Black youth and families know all too well that the region's progressive reputation is not reflected in their daily experiences here. Today, this community continues to challenge many of the institutional practices and barriers faced by generations before, including those happening within the education system. As those of us working toward racial equity in our systems know: Road Map Project success cannot happen without Black student success.

Road Map Project partners in recent years have been working with more intention to close opportunity gaps for Black students. Back in 2014, at a Juneteenth celebration hosted by Road Map Project partners and Black-led organizations such as the Black Education Caucus, Kent Black Action Commission, Black Child Development Institute, and the Seattle Alliance of Black School Educators, attendees discussed the state of education for the region's Black children.

The Juneteenth event laid the foundation for a local effort to elevate the concerns of our region's Black youth, families, and leaders. Using a community collaborative framework, Road Map Project partners have recently come together to organize a daylong forum focused entirely on Black youth, and published a report on Black student success in South King County and South Seattle. The momentum continues to grow.

"Adults need to tell you that you can succeed and help you get to your goal."

Listening Session Participant, Kenyan Young Man, 14-years-old, Kent School District

Start With Us: Black Youth in South King County & South Seattle

Start With Us highlights how schools and adults must take responsibility for building and fostering a positive learning environment for the social and academic development of Black youth by: reducing racial biases, raising expectations, offering culturally relevant classes that promote strong Black identity, opening access to rigorous courses for college preparation, and making accessible financial supports and mentorship during the college-going process to ensure retention and completion.

Data is only as powerful as it is used. Since *Start With Us* was published, there has been more than 20 briefings with local districts and community organizations, reaching nearly 700 people. This report is meant to be a resource for those who work with our Black youth.

roadmapproject.org/StartWithUs ➤

Forum for Black Student Success: Uniting for Action

With few spaces in our region for those working with Black youth to connect, align, and collaborate, the Forum for Black Student Success was held May 2017 to serve this purpose. The daylong event featured local efforts and initiatives, highlighted promising practices, and shared insights from Black youth themselves. The program was designed by students, parents, and the Black Student Success advisors—made up of more than 20 community leaders.

"It was promising and encouraging that during the Black Student Success Forum, the conversation addressed the explicit and unique needs of Black students," Dr. LaWonda Smith of the Puget Sound Education Service District said. "Our efforts are often focused on 'students of color,' which assumes that all youth experience the same set of barriers to opportunity."

Surveys collected during and after the forum revealed that **institutional will-building** is a major barrier for advocates within districts and **access to funding** is a barrier for program providers serving Black youth.
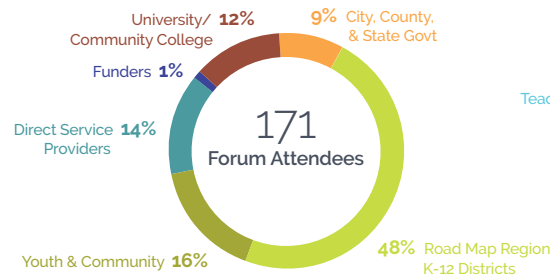
Timeline: Community Collaborative Research

This timeline shows the development of the Black Student Success project following the Community Collaborative Framework.
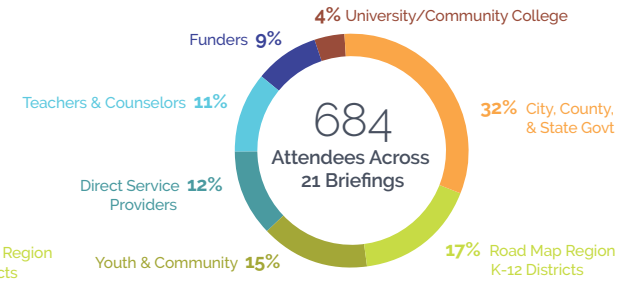
Forum for Black Student Success Attendees by Sector

171 Forum Attendees

- University/ Community College **12%**
- **9%** City, County, & State Govt
- Funders **1%**
- Direct Service Providers **14%**
- Youth & Community **16%**
- **48%** Road Map Region K-12 Districts

Invited Briefings on *Start With Us* Report by Sector

684 Attendees Across 21 Briefings

- **4%** University/Community College
- Funders **9%**
- **32%** City, County, & State Govt
- Teachers & Counselors **11%**
- Direct Service Providers **12%**
- Youth & Community **15%**
- **17%** Road Map Region K-12 Districts

Make Sense. Forum for Black Student Success planned by community partners to build momentum.

Reach. *Start With Us,* a practitioner resource "for data, insight, institutional will-building, and action."

Partnerships. Stakeholder and community meetings and analyses of descriptive data.

Engage. Meetings to refine qualitative themes and amplify new insights.

Research. Analyses of mixed-methods data from Listening Sessions and other sources.

Landscape

Community Meetings **Research** **Forum** **Report**

JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

Listening Sessions **Advisor Group meetings** **Reflect** **Align**

Question. Focus groups captured how Black students experience school and what they want from their learning environment.

Prioritize. Multisector group of Black leaders and community members meet to examine collective goals and conceptualize forum and aligned efforts.

Strategize. Reconvene advisors and plan next steps informed by survey questions and feedback collected at the forum.

Act. Ongoing aligned efforts through community meetings and report briefings.

"Supporting Undocumented Students

Alejandra Pérez & Larissa Reza Garcia

After the 2016 election cycle, undocumented students and their families became even bigger targets of systemic racism and xenophobia. Our communities are living in fear. Because of this new reality, many educators in the Road Map Project region were seeking resources on how to best support undocumented students and their families.

As undocumented professionals in the education field, we developed "Supporting Undocumented Students," a four-hour interactive professional development training for educators to learn about the necessary tools to support and work alongside undocumented students and their families. We reached more than 1,500 educators in the Road Map Project region in less than six months. In all our evaluations, educators indicated that the tools we provided would help them in their day-to-day work and that our personal and professional experience made the trainings much more impactful.

Here are three things you can do to support undocumented students:

1. Give your students regular updates about scholarships and other resources they can access.

2. Help families create safety plans, provide mental health support, or organize Know Your Rights trainings and legal sessions with attorneys.

3. Host professional development trainings, led by undocumented people. If you're interested in these trainings, visit www.undocuwa.org.

For more details, check out the Washington Dream Coalition's Resource Guide for Educators at bit.ly/EducatorGuideWA.

Alejandra Pérez is the college and career success coordinator at Community Center for Education Results. Larissa Reza Garcia is an education advocate with Seattle Education Access and a member of the Road Map Project Community Leadership Team. They are both organizers with the Washington Dream Coalition.
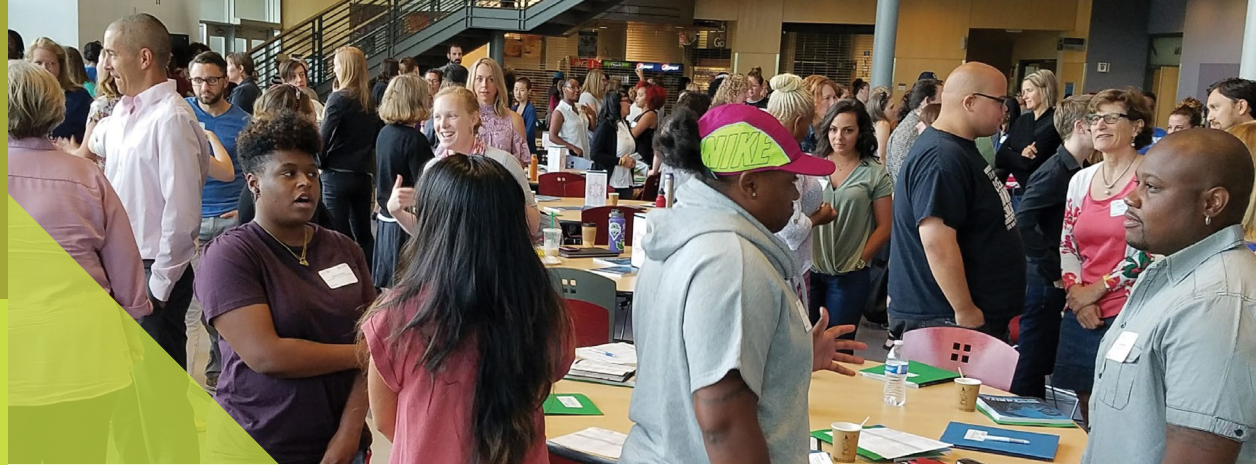
Above: Participants building community at the 2017 Social Emotional Learning Symposium.

Social Emotional Learning

Over the past few years, there has been increased understanding of the importance of social and emotional learning. Education leaders are seeing that intensive focus on academics alone will not give youth what they need to succeed. SEL is broadly understood as the process through which youth and adults build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions—leading to success in school and life. Research shows that intentional and integrated SEL strategies support better performing and more positive school communities.

The Road Map Project's Social Emotional Learning Work Group, led by Youth Development Executives of King County, hosted two SEL Symposiums with hundreds of attendees over the course of a year to strengthen regional system and practitioner capacity across all youth-serving environments by elevating promising practices that promote the practice and development of social emotional learning for youth and adults. The August 2017 symposium brought together an array of practitioners who work with children and youth, including teachers, counselors, and youth development professionals. Speakers shared ideas for an equity-based approach to SEL; interactive workshops focused on culturally responsive practices and trauma-informed strategies.

Through a survey following the symposium, respondents identified needs in the following three areas:

- **Professional Development:** Coaching on effective practices and training on specific topics—such as the intersection of trauma and SEL; SEL goal-setting and supporting students to reach goals; cultural relevancy; trauma; and strategies that can be used for all ages and settings.

- **Connection, collaboration, and alignment:** As one respondent puts it, "breaking down silos between departments and programs internally" and more "opportunities to connect or link with other schools."

- **Capacity Building Support:** Additional support to ensure effective knowledge and skill-building for adults and successful implementation of new practices or curriculum in a systemic or uniform way.

In 2018, YDEKC and partners will continue to explore the local SEL landscape and seek to create more intentional supports for practitioners and system leaders to integrate their work, learn from one another, and develop strategies to ensure all young people feel safe, connected, and confident in their schools and communities.

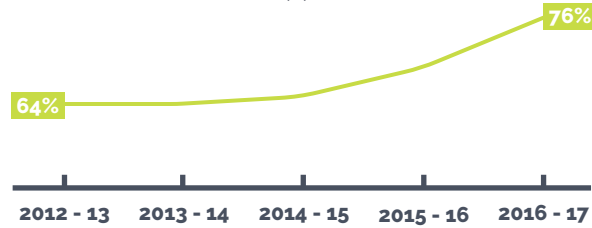# Graduate from High School
COLLEGE & CAREER READY ▶

Increase career connections and pathways to college success is a Road Map Project System-Wide Racial Equity Essential. Every Road Map Project school district is committed to graduating college and career ready students. This means students should not only be prepared academically, but have gained the skills, knowledge, and confidence to pursue the college-going process. The Road Map Project region has many bright spots when it comes to college and career readiness. On-time graduation, college-level coursetaking, and financial aid filing have all gone up several years in a row. These gains should be celebrated and are the results of focused efforts by staff in districts, schools, and community organizations. But despite more students meeting these college readiness milestones, direct enrollment in postsecondary education after high school has not changed.

Above: Highline High School Graduates.

Gains in College Readiness

High School Graduates Who Submitted the Federal Financial Aid Application (FAFSA)

64% (2012 - 13) → 76% (2016 - 17)

2012 - 13   2013 - 14   2014 - 15   2015 - 16   2016 - 17

High School Graduates Who Took One or More College-Level Courses (AP, IB, or Cambridge)
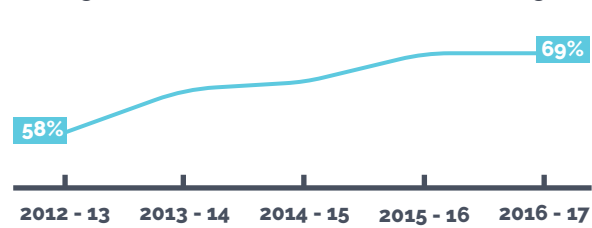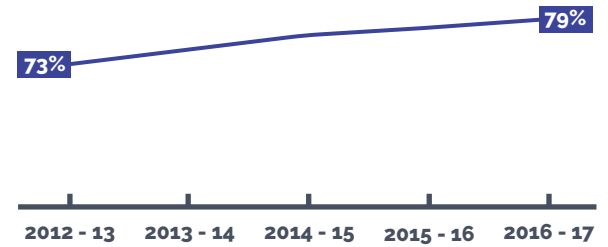
58% (2012 - 13) → 69% (2016 - 17)

2012 - 13   2013 - 14   2014 - 15   2015 - 16   2016 - 17

On-Time High School Graduation

73% (2012 - 13) → 79% (2016 - 17)

2012 - 13   2013 - 14   2014 - 15   2015 - 16   2016 - 17

Sources: OSPI CEDARs student-level data and NSC via ERDC; The BERC Group. Prepared by the CCER data team. Note: Washington Application for State Financial Aid (WAFSA) numbers are not available from the Washington Student Achievement Council due to student privacy concerns. The Free Application for Federal Student Aid (FAFSA) allows students to access state and federal financial aid for college if they are eligible.

Areas Needing Improvement

High School Graduates Who Met the State's College Academic Distribution Requirements
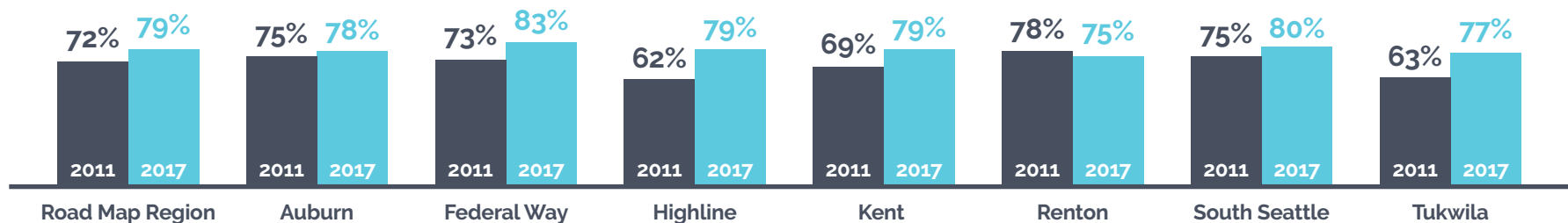
58% (2013)   60% (2014)   58% (2015)   59% (2016)   61% (2017)

2013   2014   2015   2016   2017
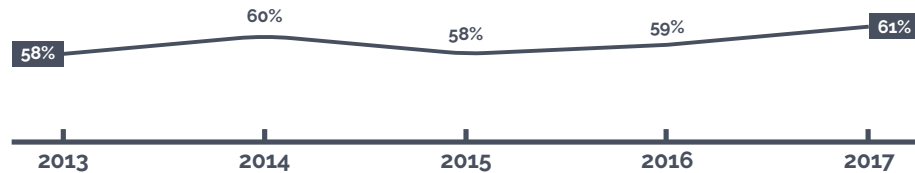
High School Graduates Who Directly Enrolled in College After High School
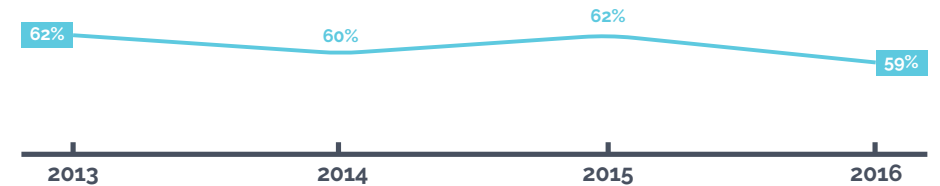
62% (2013)   60% (2014)   62% (2015)   59% (2016)

2013   2014   2015   2016

Sources: OSPI CEDARs student-level data and NSC via ERDC; The BERC Group. Prepared by the CCER data team.

On-Time High School Graduation

Percent of students who graduated high school within four years.

District	2011	2017
Road Map Region	72%	79%
Auburn	75%	78%
Federal Way	73%	83%
Highline	62%	79%
Kent	69%	79%
Renton	78%	75%
South Seattle	75%	80%
Tukwila	63%	77%

Sources: OSPI Report Card and Road Map Project region K-12 districts. Prepared by the CCER data team.

Student Aspirations and Expectations

New data from the Student Aspirations & Expectations Survey is helping us better understand what college and career support our students need. The survey was developed by researchers in collaboration with Highline Public Schools, and it is now being shared with other districts in the Road Map Project region. More than 2,500 students from three high schools took the survey this past winter.

Our students were clear; they want a college education and know why it's important to their career goals. But when it comes to navigating the process of going to college, they are unprepared. Many do not have a plan for getting into a postsecondary program and do not understand financial aid and college entrance requirements. Students also said there's a lack of support from

school staff to advise them on their post-high school plan. This is a critical finding because the survey also shows that students of color are more likely to rely on school staff (counselors and teachers) for college advice, while White students are more likely to lean on their parents.

College and career staffing data illustrate why it is difficult for schools to adequately provide these supports. The typical, public high school in our region has an average of 1,300 students with four counselors.
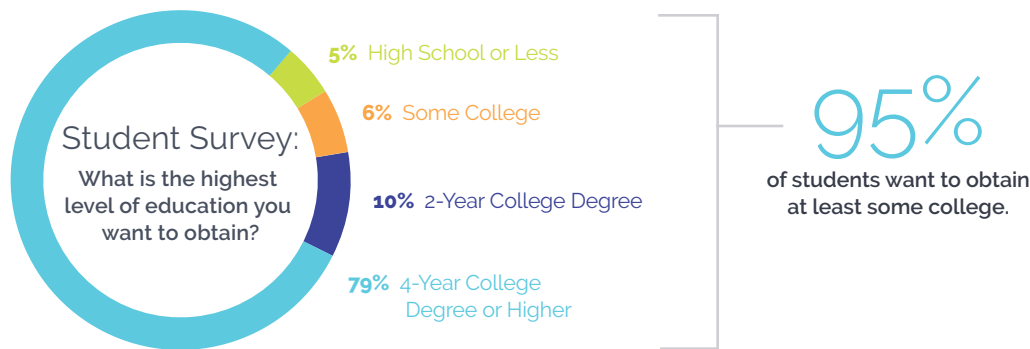
⚙ Our schools generally only have one college and career specialist/counselor who is tasked with being the most up-to-date on college navigation. In contrast, based on its staff directory available online, Lakeside, a Seattle private school, has six

full-time college counseling staff and five family and student support staff to serve 586 students.

While staff capacity is one factor affecting student college and career readiness, others also play a major role, such as the lack of dedicated time during the school day for college and career readiness activities. Taken together, the lack of in-school college and career curriculum and guidance for students lead to opportunity gaps for students of color and low-income students, and prevent many students from realizing their college and career goals.

Repeatedly, we see that college knowledge and preparation aligns to student outcomes. Although 79 percent of students want to earn a four-year degree, only 38 percent of 9th graders are knowledgeable about the minimum requirements they must meet to apply to a four-year college in Washington. These state standards are also known as the College Academic Distribution Requirements, or CADRs. Students tend to be more knowledgeable by their senior year, but by then it's often too late for course correction. Student responses to this question are reflected in the low percent of students completing CADRs, 61 percent. Similarly, 60 percent of seniors report having a specific step-by-step plan for getting into a postsecondary program. This number aligns very closely to our direct postsecondary enrollment rate, which is 59 percent.
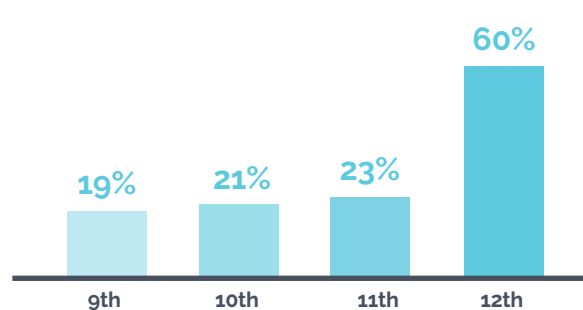
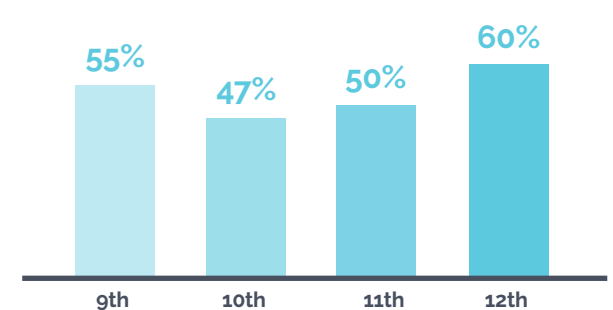## Student Aspirations and Preparation ⚙

Student Survey: What is the highest level of education you want to obtain?

- **5%** High School or Less
- **6%** Some College
- **10%** 2-Year College Degree
- **79%** 4-Year College Degree or Higher

95% of students want to obtain at least some college.

Students who feel knowledgeable about the requirements they must complete to be admitted to a 4-year college.

- 9th: 38%
- 10th: 39%
- 11th: 48%
- 12th: 65%

Students who feel knowledgeable about FAFSA.*

- 9th: 19%
- 10th: 21%
- 11th: 23%
- 12th: 60%
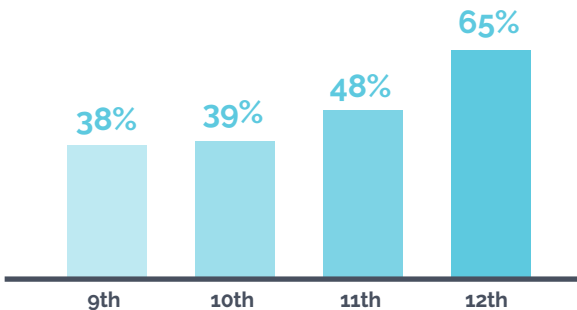
Students who report having a specific step-by-step plan for getting into the postsecondary programs of their dreams.

- 9th: 55%
- 10th: 47%
- 11th: 50%
- 12th: 60%

Above: Staff from Cleveland High School in South Seattle map out the college and career readiness landscape at their school.
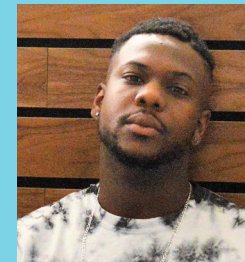
College and Career Leadership Institute

The College and Career Leadership Institute is a yearlong professional development program for staff from 12 Road Map Project region high schools focused on improving college and career supports for students. The participating schools serve nearly half of the region's high schoolers. School teams participate in workshops and receive school-based technical assistance where they review school data, engage in planning time, and share best practices. Workshop topics have included career connected learning and advising, racial equity in college and career, and supporting the transition to two-year colleges.

The 2017-18 institute kicked off by mapping out the programs, events, and curriculum being used across different college and career readiness domains at schools, and helping participants understand which students are being served by which supports and how to identify gaps. Having various types of staff on each team, including an administrator, counselor, teacher, and community partner, ensures that planning can lead to action and results. During the year, each school is moving forward with implementing specific strategies to improve student's college and career readiness.

Road Map Project partners are excited to continue the College and Career Leadership Institute in the 2018-19 school year. In response to school need and student survey data, we will further focus on the integration and delivery of college and career content and supports during the school day.

" Inspiring Change In Our Schools

Lester Pearson

The College and Career Leadership Institute invited alumni of color from Road Map Project region high schools to share their experiences with current school staff. With other students of color, I sat in a circle with principals and vice principals from South King County high schools and told my story. When I attended Franklin High School in Seattle, I felt like I was not being challenged enough. Although I wanted to take more honors and AP courses and more technical courses like automotive shop, Franklin offered a limited amount of those courses. One of my teachers didn't even teach me anything. I felt like there wasn't enough opportunity at Franklin.

When I went to college, I felt underprepared—especially compared to students who were coming from East Coast boarding schools. On the other hand, I did receive a lot of support from some Franklin staff. There was one teacher who I will never forget. No matter what we did wrong, he would respond with something like, "That's incorrect, but I still love you." Things like that really stuck with me.

Sitting in that circle at CCLI was a surreal feeling—to have the attention of so many powerful people, to know what I said could change things in their schools. One day, I hope to teach art and automotive tech at a high school or middle school. As I grow professionally, I want to help open new things to the students in this world because they are the future. "Each one, teach one."

Lester Pearson is an Arts Corps teacher at Southwest Interagency School and a My Brother's Keeper mentor at Mercer Middle School in Seattle Public Schools.

Above: College Knowledge materials are available in five languages.

College Knowledge Project

Over the past two years, Road Map Project partners held student focus groups across the state to determine ways to support College Bound Scholarship students in high school. Focus groups and surveys with more than 800 primarily College Bound students from urban, suburban, and rural communities showed they do not have a good understanding of the scholarship program or the steps needed to prepare for college.

As a solution, the College Knowledge project emerged; it consists of 23 digital handouts, covering the most-requested college readiness topics, such as "About College and Career," "Paying for College," and "Enrolling in College." Students gave feedback that led to the final materials. The digital handouts are offered in the top five languages spoken at home by students in Washington state: English, Russian, Somali, Spanish, and Vietnamese. While a company performed the initial translations, community members reviewed them to ensure the language being used was appropriate and accessible. This community review process led to translated materials that better serve the needs of our immigrant communities.

About 40,000 College Knowledge materials have been delivered to nearly 50 Road Map Project region organizations and schools. All materials, including those translated, are available online.

discoveruwa.org/CollegeKnowledge ➤

Left, from top to bottom: Students from Evergreen High School, Highline School District; Students from Renton School District; Student from Kent School District.

Discover U 2017

Since 2013, DiscoverU has been an exciting week for our region to come together and help students explore career and college options. Through fun activities in school and in the community, students every fall have opportunities to explore their futures. DiscoverU puts student interests at the center and helps connect their aspirations with the many pathways to get there.

DiscoverU offers tools and resources to support partners in providing engaging career and college exploration activities for students, including, outreach materials, ideas for theme days, and activities by grade for schools, community organizations, and parents. This year, the first-ever DiscoverU Student Design Team was formed so that youth could offer us their insight on how to make the week more accessible and fun.

DiscoverU 2017 was highly successful. Website views more doubled and social media followers more than tripled. Schools and parents engaged throughout the week via social media; more than 500 social media posts were published by a broad range of users from elementary school teachers to community colleges.

Above Left: Students at King County Housing Authority watch a drone demonstration during DiscoverU Week.
Above Right: DiscoverU College Gear Day at Mount Rainier High School, Highline Public Schools.
*Left: Meteorologist Rhonda Lee speaks to Evergreen High School students on Discover STEM Day.*

Worksite Tours

While local school districts and companies hold worksite tours year-round, many include this activity as a feature during the month of DiscoverU. In 2017, more than 800 students from Highline, Kent, Renton, and Seattle went on 34 worksite tours to 24 local companies. Students had the chance to visit a workplace and see what a company does, learn about the professional and educational experiences of its employees, and participate in work-based problems or activities. The DiscoverU team has created tools, including a guide for employers who want to host worksite tours and student-led training videos, that can be found online.

The growth of DiscoverU and worksite tours would not have been possible without the partnership of Challenge Seattle, a private sector initiative led by CEOs from 18 regional companies and organizations and former Gov. Christine Gregoire. Challenge Seattle companies made career exploration possible for students from 13 Road Map Project region high schools.

discoveruwa.org/WorksiteTours ▶

Top Left: Seattle Public School students at Amazon; Top Right: Renton School District students at Costco.
Bottom Left: Renton School District students at Puget Sound Energy; Bottom Right: A Renton School District student at Alaska Airlines.
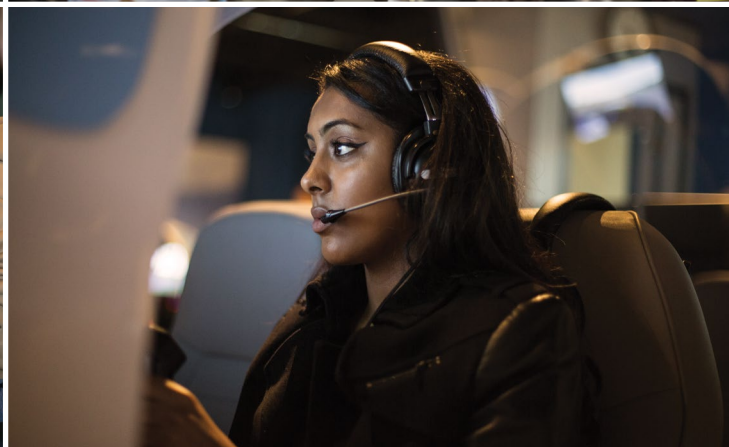
" Discovering New Paths
Jason Li

DiscoverU gave me the opportunity to visit companies and meet real employees. This educational event exposed me and the other DiscoverU Student Design Team members to career paths based in technology, arts, business management, and more. We learned about paths that we didn't even know existed before. Personally, I felt like it was a force that changed my perception completely.

Before, I only had basic knowledge of career paths. My opinions about actual workplaces were that they're bland and uninspiring. Because of my experience with DiscoverU, I've expanded my knowledge of the many jobs that are available to my generation. Now, I want to become a fashion designer and a consultant. Exploring so many options allowed me to think about my aspirations in a realistic, yet inspiring, way.

Jason Li is a sophomore at Lindbergh High School in the Renton School District. He was one of seven Student Design Team members who helped make DiscoverU 2017 a great success. For worksite tours, the team visited Renton Technical College, Galvanize Seattle, Facebook, Boston Consulting Group, and Madrona Venture Group.

"

Opportunity Youth

Opportunity youth, despite facing significant barriers, are powerful and resilient. This group of nearly 20,000 16 to 24-year-olds who are disconnected from school and work have the potential, when given a chance, to contribute to our communities in powerful ways. What they need are pathways to opportunity, which is exactly what Road Map Project partners have been working together to create. Much work lies ahead, but great progress has taken place over the past year toward the System-Wide Racial Equity Essential *increase access to quality reengagement programs.*

Key Factors That Lead Youth to Disengage ⚙

Young people tell us disengagement from school happens for many reasons, including academic barriers, life responsibilities, and the school environment itself. A recent analysis found the following factors increase the likelihood of student disengagement:

- Being behind in credits
- Failing any course
- Chronic absenteeism
- Experiencing homelessness
- Receiving ELL services
- Attending a high-poverty high school

Sources: OSPI CEDARS student-level data via ERDC. Prepared by CCER data team.

Note: These are factors that increase the likelihood of a student leaving high school, controlling for student characteristics, school and district variance. Findings based on a Multilevel Logistic Regression Model of Road Map Project region ninth graders.

The Path to Opportunity

Reconnect
Students reached by ReOpp team and connected to education or employment

Who is most effective at finding opportunity youth? Young people. Reconnect to Opportunity, also known as ReOpp, is a King County outreach effort led by young adult peer connectors who do grassroots outreach through social media and other creative strategies. Peer connectors find youth and connect them to education and employment pathways. During 2017 alone, this team worked with 940 youth, 437 of whom were successfully reengaged into education or employment.
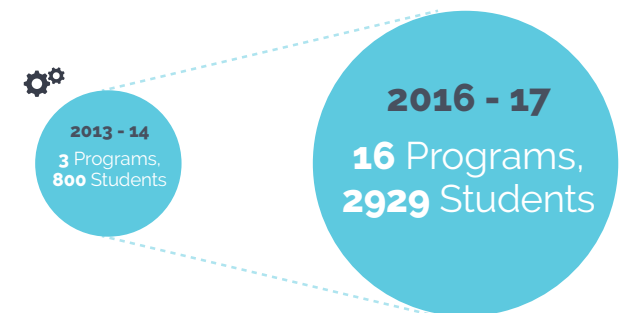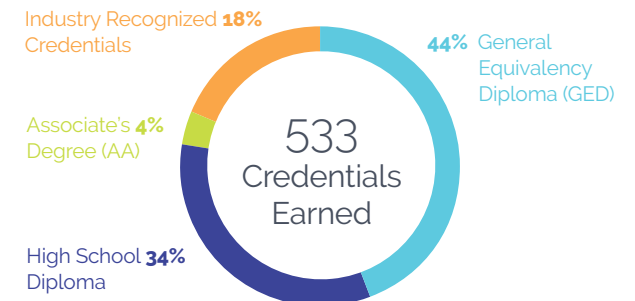
940 Total ReOpp Referrals

437 Reenrolled Through ReOpp

Source: Reconnect to Opportunity, King County Employment and Education Resources.

Reengage
Growing network reaches thousands of students

Options for young people who have left school to reengage in secondary, postsecondary, and employment pathways have expanded significantly over the past three years, in large part due to the expansion of K-12 Open Doors programs. The King County Reengagement Provider Network was formed to coordinate and strengthen this multitude of programs around a common vision. Since 2015, the network, now led by King County Employment and Education Resources, has developed systems for shared outreach, metrics and reporting, and professional learning and has leveraged significant public and private resources to expand services within programs including on-site career and college navigation and behavioral health services. During 2016-17, there were 2,929 young people enrolled in programs within the network, and 533 young people earned a credential (high school diploma, GED, associate's degree, or industry recognized credential).

Industry Recognized **18%** Credentials
Associate's **4%** Degree (AA)
44% General Equivalency Diploma (GED)
High School **34%** Diploma

533 Credentials Earned

⚙
2013 - 14
3 Programs, **800** Students

2016 - 17
16 Programs, **2929** Students

Source: 2016-17 King County Provider Network Quarterly Data. Prepared by the CCER data team. Note: Data captures estimates based on enrollments of Open Doors programs participating in network quarterly data collection.

Transition
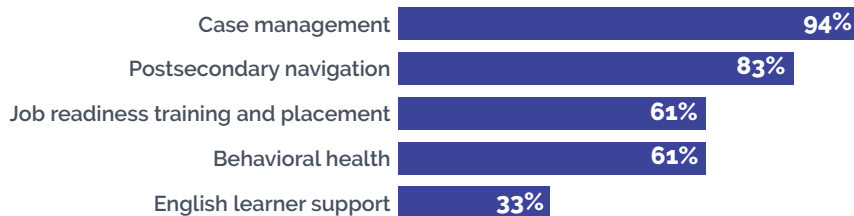### Finishing high school is the launch, not the destination

Our goal for opportunity youth is not to simply finish high school, but to earn a postsecondary credential that will allow them to fulfill their dreams. With the right supports in place, they can do it. With funding from the United Way of King County, a national Opportunity Works Social Innovation Fund grant, and King County Best Starts for Kids, Seattle Education Access provides individualized transition support to students finishing high school in local reengagement programs. This student-driven, tailored support begins before students finish high school and continues all the way through the completion of their postsecondary pathway of choice, from technical certificates and apprenticeships to two- and four-year degrees. As of December 2017, SEA was supporting 312 Open Doors students on their postsecondary transitions, 123 of whom had already enrolled in college. These students, a majority of whom are low-income youth of color and face significant barriers over and above a disruption in their high school education, have a postsecondary persistence rate of 73 percent.

312 Opportunity Youth Receiving Postsecondary Navigation Support

123 Opportunity Youth enrolled in postsecondary and **73%** have persisted in postsecondary — enrolling in a second consecutive year.

Percent of Reengagement Programs Offering On-Site Support ⚙

Case management	94%
Postsecondary navigation	83%
Job readiness training and placement	61%
Behavioral health	61%
English learner support	33%

Source: 2016-17 King County Provider Network Quarterly Data. Prepared by the CCER data team.

Note: Data captures 16 King County Provider Network program sites participating quarterly data collection for in quarter four, 2017.

"Connecting with Opportunity
Tori Felder

Tori Felder is one of four Peer Connectors for Reconnect to Opportunity—a program that connects youth ages 16 to 24 who have disengaged, or are in danger of leaving education and employment.

Before I was a peer connector, I was like many of the young people I now work with every day. During 11th grade, I dropped out of high school. Eventually, I started at an Open Doors program, which helped me earn my high school degree and prepared me for the college-going process. I have since been on the Dean's List every quarter of college and am applying for a transfer to the University of Washington's social work program. I did not let high school determine how smart, capable, or "worthy" I was.

For two years now, I have worked in direct service with my community's opportunity youth and it has been one of the greatest privileges of my life. One student is Isaac from Kent who—like me—felt that high school didn't offer him enough resources. So he, like many other young men of color in our region, dropped out. Isaac always knew education was important, and he had dreams of supporting his family and finding a career, but he didn't know how he could get there.

Through social media outreach, I connected with Isaac. High school is difficult for students like Isaac who must work to support themselves. He told me, "I worked a lot while I went to high school to sustain myself and most of the time my work schedule conflicted with my school schedule. So, I chose work over school."

Isaac said ReOpp helped him see what was available to him in his own community. Flexible education programs can knock down barriers and empower youth. "ReOpp helped me because I really didn't know how easy it was to start the process of getting my diploma," Isaac said. "I also didn't know how close I was to being finished."

We need to stop losing young people through the cracks, address barriers, and get our young people to the finish line and prepared for the next thing. Everyone deserves an education.

Isaac was excited about the opportunity to get his diploma while still being able to support his growing family. "The fact that I can learn at my own pace and around my work schedule is amazing. I have a fiancé and a baby and work full time and still feel like I can manage to get my work done."

Today, he is in the Federal Way Open Doors program and is working toward a career in business and criminal justice. He said, "I'm looking forward to the end result."

Hear from youth like Isaac by following ReOpp's campaign on Instagram: @OYImWorthIt and #OYImWorthIt.
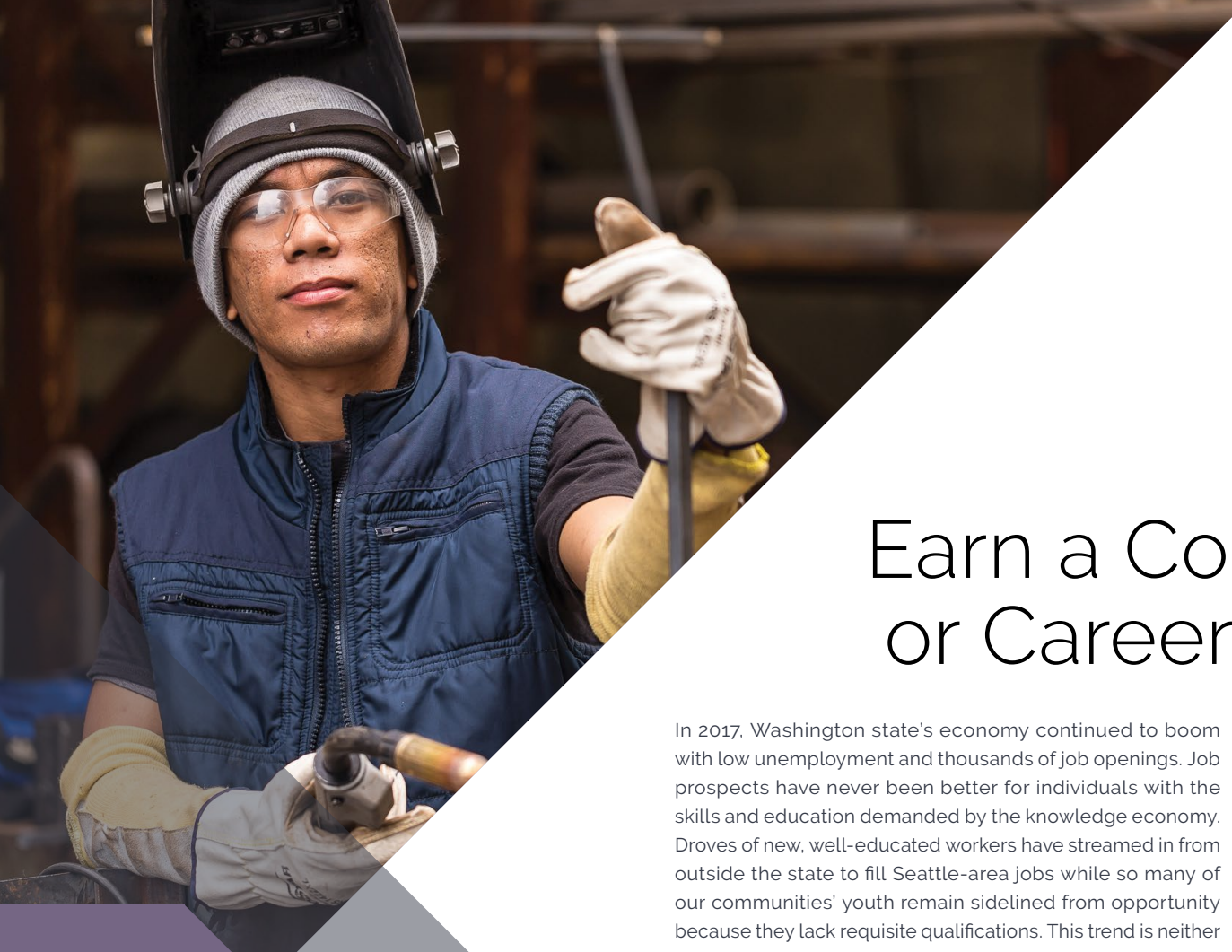
Earn a College DEGREE or Career CREDENTIAL ▶

In 2017, Washington state's economy continued to boom with low unemployment and thousands of job openings. Job prospects have never been better for individuals with the skills and education demanded by the knowledge economy. Droves of new, well-educated workers have streamed in from outside the state to fill Seattle-area jobs while so many of our communities' youth remain sidelined from opportunity because they lack requisite qualifications. This trend is neither sustainable nor just. We must make it the region's priority to build the talent pipeline with our own young people.

As the previous section shows, our region's students want to go to college. While there has been momentum on some measures of college readiness, college enrollment numbers are not moving and completion rates remain unacceptably low. In our region, 64 percent of students will enroll in college sometime before their mid-20s, but less than a third of them will complete a degree or credential.
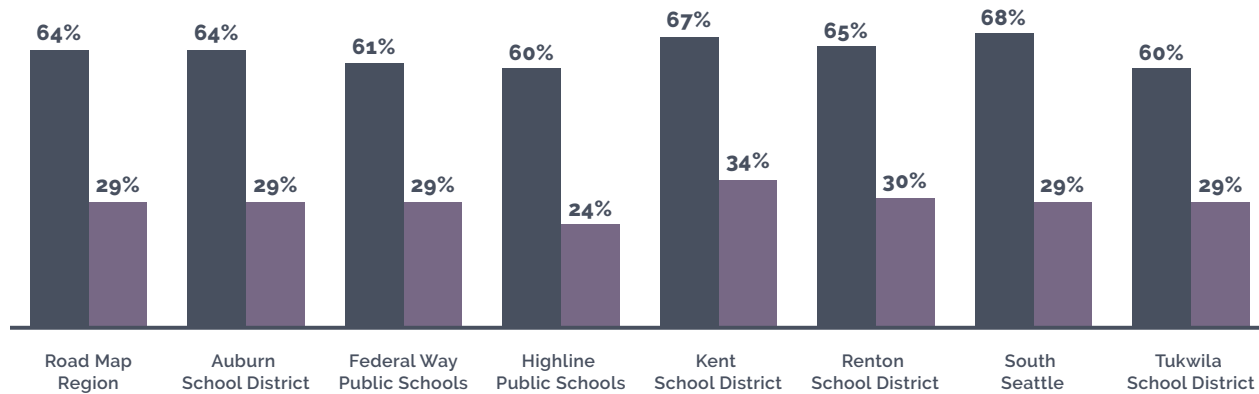
If all of us, as the Road Map Project, are going to meet our region's 2030 goal of eliminating opportunity gaps affecting students of color and low-income children and ensuring 70 percent of our youth earn a college or career credential, then we must do more to help them get there.

Above: Student from South Seattle College.

Ninth Graders of 2008, Nine Years Later

Students Who Enrolled and Completed a 2- or 4-year Postsecondary Degree or Credential

■ Ever enrolled in college   ■ Earn a 2- or 4-year degree

	Road Map Region	Auburn School District	Federal Way Public Schools	Highline Public Schools	Kent School District	Renton School District	South Seattle	Tukwila School District
Ever enrolled in college	64%	64%	61%	60%	67%	65%	68%	60%
Earn a 2- or 4-year degree	29%	29%	29%	24%	34%	30%	29%	29%

Sources: NSC; OSPI CEDARS student-level data via ERDC. Prepared by CCER data team.

Note: Rates are among students who entered Road Map Project region high schools in 2008, and outcomes by 2017, when students are in ther mid-20s.

Local Community and Technical Colleges

When we look at improving degree completion in the Road Map Project region, it's important that we focus first on our local community and technical colleges. Of our high school graduates who directly enroll in college anywhere, about half attend one of our region's public two-year colleges. These institutions offer direct-to-career pathways, associate's degrees that allow transfers to four-year colleges, and increasingly, applied bachelor degree options.

Completion rates for our students at local CTCs need improvement. Twenty-four percent who enroll directly in CTCs complete a credential within three years of enrollment, with an additional 19 percent transferring to a four-year college without a degree or credential. The reality is worse for our students of color. Only 12 percent of Black students at CTCs complete a credential within three years of enrollment; for Latinx students, it's 20 percent.

Research shows students are more likely to earn a degree or credential by maintaining their momentum toward these goals. This means avoiding remedial courses, taking a full-time schedule of classes, and enrolling in a cohesive set of classes in their first year. Students are also more likely to persist and complete if they fully understand specific career and program options available to them, develop an individual educational plan, and receive high-quality advising services. Our local CTCs need more staffing to ensure students gain and maintain their momentum.

As open-access institutions, community and technical colleges serve students with greater academic and financial needs than the state's four-year colleges, but they receive less funding. We need to build a more equitable higher education system where adequate support goes to students who need it.

Let's Make a Promise

One of the Road Map Project System-Wide Equity Essentials is *to increase career connections and pathways to college success*, and now there are major efforts underway to move us toward this goal.

South Seattle College's 13th Year Promise Scholarship offers students from participating Seattle high schools one year of in-state tuition covered through a combination of need-based financial aid and scholarship funds. Since the program began in 2008, about 500 graduates from Seattle Public Schools have taken advantage of the program and half of them say they would not have attended college if it weren't for the scholarship.

Building on the success of 13th Year, the City of Seattle is beginning to expand funding and participation among Seattle public high schools, including at Seattle College's north and central campuses. Mayor Jenny Durkan, under her Seattle Promise plan, has signed an executive order that aims to make two years of community college free for all new high school graduates.

The Puget Sound Coalition for College and Career Readiness—a group of the Road Map Project region's superintendents and college presidents—wants to see a similar promise made for the broader region. Coalition members are working on a proposal that prioritizes not just free tuition but investment in the support and guidance needed in both high schools and community colleges. Resources would be directed to where there are the highest number of low-income students. This could be a gamechanger for helping the region move closer to closing gaps in postsecondary success.

Major public and private investment is needed to make any of these bold plans a reality. Hundreds of other cities and states have made these types of "promises" to their young people. Here is the essence of the commitment: Your community will help you get the education you desire and need—the best kind of promise one generation can make to the next.

The Work CONTINUES ▶

As you read throughout this year's report, system-building work is underway to bring the Road Map Project System-Wide Racial Equity Essentials to life. This work includes diversifying the educator workforce, improving school climate, advocating for more equitable school funding, and prioritizing gap-closing. Reaching our goals will take everyone pulling together to build systems that support student success.

Looking ahead, Road Map Project work will also put major focus on helping schools, programs, and partnerships improve to help our students thrive. Regional improvement often involves creating local proof points that can be expanded. This may seem slow and inefficient, but changing practices and improving delivery systems are where change must happen.

Left: Larissa Reza Garcia announces the Community Leadership Team's
resolution for a Clean Dream Act at an Education Results Network meeting.
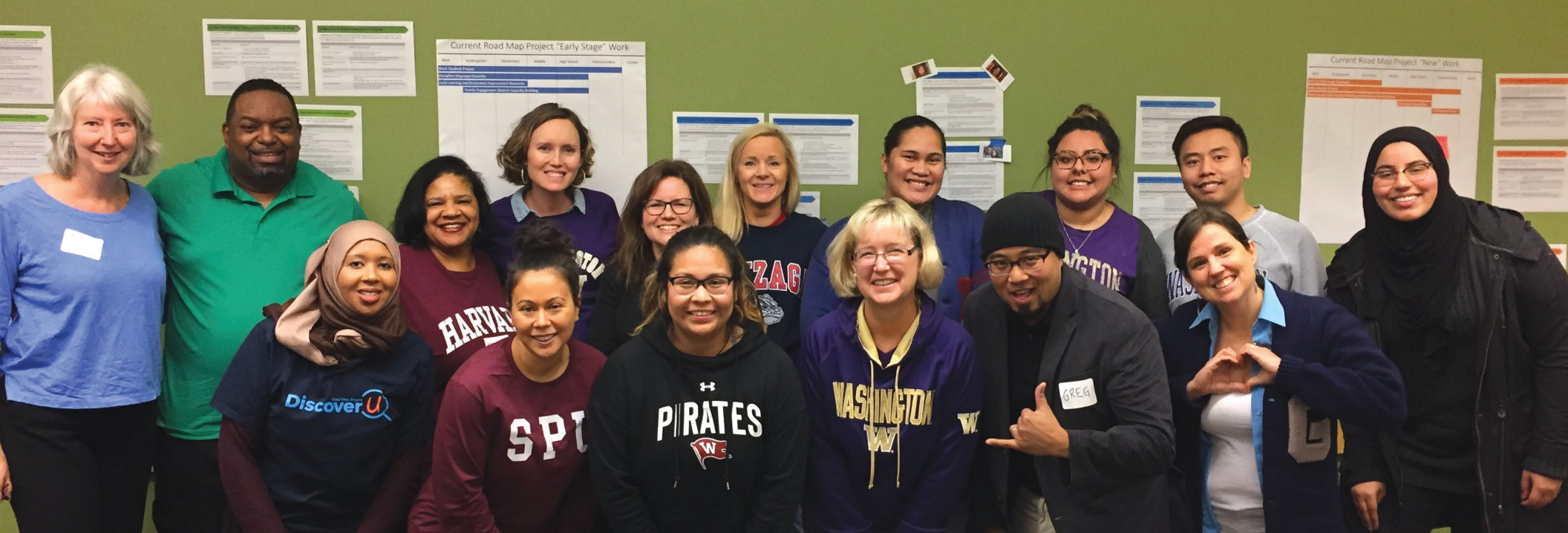
Above: Community Leadership Team members and Community Center for Education Results staff at a 2017 meeting.

Community Leadership Team

The Road Map Project is pleased to announce its inaugural Community Leadership Team, comprised of regional leaders who strive to improve educational equity for South Seattle and South King County youth.

Part of the team's duties are to provide the Project with strategic direction as we work toward our goals, a new form of community accountability.

The 13-member Community Leadership Team first convened this past September. You'll be hearing more from them in 2018. Please welcome them to the Road Map Project!

Zahra Al-Najaf	**Karly Feria**	**Larissa Reza Garcia**
Erin Ambrozic	**Mary Fertakis**	**Kevin Truong**
Sebrena Burr	**Greg Garcia**	**Catherina Willard**
Freda Crichton	**Sean Levias**	
Regina Elmi	**Mirya Muñoz-Roach**	

To learn more about each member, visit
roadmapproject.org/CommunityLeadershipTeam

Thank YOU ▶

Many Road Map Project partners contributed to the *2017 Results Report,* and many more are involved in the day-to-day efforts to improve education systems for our communities. Thank you to all for being part of our collective work!

A special acknowledgment goes to those who helped with this year's publication:

Arrinta Media

Auburn School District

Berk Consulting

City of Seattle Department
of Education and Early Learning

Federal Way Public Schools

Highline Public Schools

ILLUMINATE Evaluation Services

Kent School District

King County Best Starts for Kids

King County Housing Authority

King County Reconnect to Opportunity

National Student Clearinghouse

OneAmerica

Public Health, Seattle & King County

Puget Sound Educational Service District

Renton School District

Seattle Public Schools

School's Out Washington

SOAR

The BERC Group

Tukwila School District

University of Washington
College of Education

U.S. Department of Education

Washington Dream Coalition

Washington State Board for Community
and Technical Colleges

Washington State Department
of Early Learning

Washington State Education
Research and Data Center

Washington State Office
of Superintendent of Public Instruction

Washington Student Achievement Council

Youth Development
Executives of King County

Special Contributors:

Tori Felder

Jason Li

Monika Mathews

Lester Pearson

Alejandra Pérez

Larissa Reza Garcia

Kimberly Walker

About the Community Center for Education Results

The Community Center for Education Results is a nonprofit created to provide communications, data, operations, and program support for the Road Map Project. CCER coordinated with other Road Map Project partners to produce and publish this report.

RACE to the TOP — Road Map Region
Start Strong · STEM Strong · Stay Strong

THANK YOU, Puget Sound Educational Service District, for your leadership and management of the Road Map Project Region's Race to the Top effort. The $40 million federal grant was awarded in 2012 and the effort concluded in 2017. When the region was given this grant, the local economy was still reeling from the Great Recession, districts needed money to innovate, and the region had just launched many of the Road Map Project's core strategies. The grant allowed for the testing of new ideas and the expansion of best practices. Many lessons were learned and we hope the legacy will be a better connected, more collaborative region that works better together toward racial equity and student success.

for more information and grant reports go to:
bit.ly/2FtJPEM

Above: Washington Lt. Gov. Cyrus Habib at the Road Map Project's 2017 Education Results Network meeting.

Keep In Touch

To stay up-to-date on the latest Road Map Project news and events, sign up for the newsletter: ✉ **roadmapproject.org/newsletter.**

Also follow us: f 🐦 **@RoadMapProject**

Read the report online: roadmapproject.org/2017ResultsReport.

And don't forget! To find more information about a specific school or district, visit the Data Dashboard. You can also look at how outcomes and demographics have shifted since the Road Map Project began by race/ethnicity, income, housing status, gender, language, and ability status.

roadmapproject.org/dashboard

Left: Attendees at the December 2017 Education Results Network meeting showing their support for a Clean Dream Act.

Road Map
Project