

FOR K-12 SUPERINTENDENTS AND COMMUNITY AND TECHNICAL COLLEGE PRESIDENTS



K-12: Auburn, Federal Way, Highline, Kent, Puget Sound ESD, Renton, Seattle, Shoreline, Tukwila

Community and Technical Colleges: Bellevue, Green River, North Seattle, Renton Technical, Seattle Central, Shoreline, South Seattle

Contributing Partners: University of Washington, Community Center for Education Results, Office of Superintendent of Public Instruction

Coalition Purpose

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

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

The Compact

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

Coalition Strategies

- We are committed to collective action across the K-12 and postsecondary sectors to address educational opportunity gaps in measures of progress associated with student race, ethnicity, language and income, including:
 - Increase high school graduation rates;
 - Increase college going and persistence rates;
 - Decrease the number of students having to take developmental college courses; and
 - Increase college completion and job placement rates, with attention to family wage jobs.
- We nurture strong relationships across K-12 and postsecondary systems to facilitate partnerships to improve postsecondary transitions for students across the full range of students' strengths and needs, including language proficiency and special learning needs.
- We regularly incorporate and take action on a racial equity analysis into policy and program decisions, addressing institutional racism within our own organization as well as in the broader systems with which we interact.
- We communicate strategically to promote regional opportunities and activities supporting students' postsecondary transitions and completions.
- We learn strategically about strengths, challenges and opportunities in secondary and postsecondary education systems.

- We measure the impact of our work and adjust practice as needed using such tools as the High School Reports and Community College Reports that will be developed through the Lumina Foundation Community Partnership for Attainment.
- We share what we learn about proven effective practices with other districts, colleges and partners in the Coalition.

Member Commitments

Districts

- We will allocate time in the school day and resources to deliver lessons to ensure that our students utilize the High School and Beyond Plan beginning in eighth grade and concluding at high school graduation.
- We improve systems (student scheduling and academic support) to broaden access to rigorous course taking opportunities, specifically in honors and dual credit courses for students regardless of their race, ethnicity, income, language, and special needs (e.g., Advanced Placement, International Baccalaureate, Cambridge, College in the High School, Career and Technical Courses).
- We will implement practices to make students' senior year of high school count and strengthen the rigor of overall high school course taking, including promotion of transitional courses (designed for students not achieving standard on the Smarter Balanced Assessment).
- We will implement Early Warning Indicator Systems to provide interventions when students are at risk of not completing high school.
- We will provide meaningful work-based experiences so students may make connections between postsecondary training and their professional aspirations.
- We will ensure all our teachers use cultural competent instructional methods and specific strategies to support English Language Learners in core content classes

Colleges

- We will implement policies and practices allowing for multiple measures for course placement in college math and English, including Smarter Balanced Assessment, transcript use, SAT, and ACT.
- We will implement developmental education enhancements that increase the proportions of students completing the developmental education sequence, and going on to complete college, including English language development, especially to support programs for newcomers that arrive at age 16+.
- We will implement or adopt the Financial Aid Shopping Sheet to ensure clear communication about student awards.
- We will adopt and expand access to effective strategies promoting the persistence of recent high school graduates, and reengaged youth ages 16-24 including mandatory orientation and advising for first-time college students.

Both Districts and Colleges

- We will develop and implement systems of support for students enrolled in the College Bound Scholarship, and other students who identify as college-bound but may not have signed up including:
 1. Create systems to ensure that students complete the Washington Student Achievement Council minimum requirements for four-year college enrollment.
 2. Strongly encourage students to take a math class during their senior year of high school that will help them be successful in their postsecondary plans.

3. Designate staff on college campuses to ensure that students are on track to successfully transition to and complete a postsecondary degree or certificate.
4. Provide these supports to refugees, immigrants and undocumented students who may not have signed up for the College Bound Scholarship.
 - We will align our strategic plans with Road Map college and career readiness targets.
 - We will promote the Seal of Biliteracy as a prestigious accomplishment at the high school level, and value it in the post-secondary setting as an asset
 - We will employ ongoing cultural competency professional development to ensure our institutions our welcoming to all.
 - We will support the development and implementation of reengagement programming for opportunity youth (16-24 year olds who are not connected to school or work) that links and integrates high school completion with postsecondary education.
 - We will support efforts to ensure funding for all students eligible for the College Bound Scholarship and the State Need Grant.

Coalition Members' Roles and Responsibilities

- We actively participate in Coalition meetings.
- We share key resources and discussions with colleagues in district, college or organization.
- We identify members of our leadership team to participate in Coalition meetings if we are unable to attend.
- We serve on Coalition task forces focused on completing special projects.
- We work in partnership with College Access Networks and college access providers to sponsor local efforts and events to address institutional barriers to smooth transitions to postsecondary work, including communications campaigns, College Application Support, College Goal Sunday, Discover U and What's Next events.
- We will implement an annual operational plan to meet our Coalition Commitments.
- We hold each other accountable to this Compact and invite community groups and representatives to our meetings to strengthen accountability.