

**SIF Proposal Excerpts**  
United Way of King County, CCER & Seattle Education Access

Intervention Overview

This proposal is focused on expanding a promising postsecondary/career bridging “back-on-track” intervention provided by Seattle Education Access (SEA), a local nonprofit that is active in the Opportunity Youth Work Group and Reconnecting Youth demonstration project and whose services are increasingly in demand among re-engagement providers in our region.

Since 2002, Seattle Education Access has provided student-centered college access and navigation services to low-income youth for whom education has been disrupted by poverty, trauma and adversity. Of 364 SEA students who enrolled in college during 2013, 90% either completed or were persisting in good academic standing by the end of the year (by comparison, just 35% of Road Map Region HS graduates complete a two or four-year degree within six years of graduating from high school, regardless of socioeconomic background).

Intervention Context

During the past two years, re-engagement programming has expanded significantly in our region, largely a result of the implementation of Washington’s new dropout retrieval law, Open Doors. This represents an important opportunity given that over 2,000 young people in our region leave high school without a diploma each year, and we estimate that one in every five 16-24 year-olds in our region is an opportunity youth. Though per-student Open Doors funding covers the cost of instruction and minimal case management services, it does not cover the full cost for effective dropout recovery and postsecondary bridging services. SIF funding will allow us to leverage this significant new public funding stream and ensure that Open Doors is not just about high school completion, but postsecondary access and success.

Intervention Components

The following are the seven key components of SEA’s individualized College and Career Readiness and Success intervention that will be implemented with SIF support:

1. *Addressing Barriers to Education.* SEA’s intake process consists of: (1) learning about a young person’s educational history and current goals, (2) assessing barriers to education in areas such as housing, health, employment skills, support systems, and education resources; (3) understanding the student’s current support system and (4) making a plan that addresses any gaps. This tailored, comprehensive approach is designed to address any barrier that stands between an individual student and academic success, and SEA advocates work with each student to eliminate barriers one-by-one so they have the support and stability necessary to succeed in higher education.
2. *Creating a College Funding Plan.* While addressing barriers, staff members work with students to create a funding plan for college. Education advocates assist each student in completing the FAFSA while identifying other sources of funding including Washington Basic Education Allocation, Basic Food Employment and Training (BFET) assistance, and Workforce Education Funding. SEA staff also help students compete for private scholarship dollars. In addition, SEA provides gap scholarship funding to qualifying students, which can fill the gap between a student’s financial aid package and their total budget so they have enough to cover basic needs while working toward a degree.

3. *Facilitating Career Exploration.* Once barriers are being addressed and initial funding plans are in development, education advocates work with students to explore potential career paths aligned with their interests and goals, and to determine appropriate academic programs for their chosen career path. By helping students choose an academic program that is a good fit for their talents and interests, SEA education advocates enhance student engagement and educational persistence to help assure that students will succeed in college and their careers. Education advocates support students in completing admissions paperwork and getting the young person into the school that is the best fit for their goals.
4. *Providing Technical Assistance.* Once a student has selected an academic program, SEA staff tutors prepare students to take the Compass placement test. Intensive tutoring ensures students will earn higher test scores, thereby reducing their time in remedial classes so they start earning credits toward graduation sooner. College 101 training ensures students are set up for success from their first day on campus. College 101 gives information about what to expect the first day of class, how to interpret a syllabus and schedule time according to the class plan, and how to obtain and use Higher One (financial aid debit cards). Advocates orient students to campus and connect them to resources including advising, financial aid contacts, workforce education, on-campus tutoring and TRIO programs.
5. *Fostering Self-Advocacy.* SEA's goal is to have each student develop self-advocacy skills and have a strong sense of self-efficacy in school. Through each step in preparing for and accessing college, students can come to their education advocate for advising, problem solving, and skill building. Each quarter, SEA staff help students build on the self-advocacy, planning, and college navigation skills they learned in the prior quarter so students build a sense of confidence and self-reliance.
6. *Connecting to Broader Networks.* Staff members also connect young people with a wide network of SEA students and alumni. This gives new students a chance to hear real-world experience and learn about common issues and barriers. Students also get a chance to share their concerns and get tips from others who have been in the same situation.
7. *Bringing Students to-and-through College.* SEA continues to work with students after they first enroll in classes, significantly increasing college retention rates. Services for college-enrolled students include emergency funds, scholarships, transition planning, advising, test preparation, tutoring, professional mentoring programs, and connections to community and career resources. Once students have completed their program of study, education advocates help students determine a transition plan for moving into the workforce post-graduation.

<b>SIF Implementation Plan with Enrollment and Outcome Targets</b>						
<b>SEA College/Career Readiness &amp; Success Model</b>	<b>Year 1: 2015-2016 (9 mo., 7/1 start)</b>	<b>Year 2: 2016-2017</b>	<b>Year 3: 2017-2018</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>End of 2020</b>
<b>Enrolled in SEA services across sites</b> <i>(Note: rolling enrollment, typically as they near HS completion)</i>	<b>175</b>	<b>435</b> (340 new, 95 cont.)	<b>687</b> (405 new; 282 cont.)			
Estimated # of boys of color*	77	191	302			
“Stick rate” goal (in SEA services)	60%	65%	70%			
<b>Outcome Target #1</b> Achieves secondary credential & enrolls in PS	<b>35</b>	<b>180</b>	<b>252</b>	<b>284</b>		
<b>Outcome Target #2</b> Earns 45 college credits or a quality credential			<b>96</b>	<b>141</b>	<b>168</b>	<b>405</b>
<b>Estimated boys of color achieving outcome #2*</b>			<b>42</b>	<b>62</b>	<b>74</b>	<b>178</b>

\*Boys of color estimates are calculated based on the fact that of 2012-13 youth aged 16 and above in Road Map Region schools who were likely to be or become opportunity youth, 44% were male youth of color.