

2019
COMMUNITY
IMPACT REPORT



Partners, Colleagues, and Friends,

**Tacoma students — from cradle to career — are saying:
We are capable. We are unique. We are worthy.**

In 2010, when Graduate Tacoma set out to improve outcomes for young people, no one could have predicted how it would seed a movement now intrinsic to Tacoma's DNA. Over the course of the last decade, our mobilizing and putting vision to action has built an interconnected community.

Over the years, we've learned a lot about our role supporting a community effort to build a strong generation of Tacoma professionals. Through listening, convening, and increasing access to data, the Foundation for Tacoma Students continues to learn how we can help connect dots for our colleagues both directly serving students, as well as for our colleagues strengthening pathways for student success in policy, funding, and community partnerships.

Today, 89.3 percent of Tacoma high schoolers are walking on that stage at graduation and receiving diplomas on time. Likewise, the 5-year extended high school graduation rate is climbing at the same pace and holding steady at 89.6 percent. While we have achieved and even surpassed part of our community-built goal that "by the Class of 2020, we will increase by 50 percent the graduation rate of Tacoma Public Schools students," there is more work to be done.

Our community also set out to increase by 50 percent the rate of students completing a college degree or technical certificate by 2020. Yet, we have only inched our way toward realizing that goal. As you'll learn in this year's report, college completion has, in fact, fallen by 4 percent since 2010.

Even while we've been able to shift the tides for so many young people in our community thus far, we are facing increasingly difficult times for Tacoma education. Our challenges continue to grow more complex with the changing economy of our neighbors in King County and public policy that has a direct impact on our ability to close gaps. It is imperative that we band together and take a collective approach to do best by our kids. There are still so many students who deserve the time and investment of their community backing them. And by community, we mean all sectors, entities big and small, individuals and groups all coming together as a full Tacoma committed to seeing every child achieve success from cradle to college and career.

In the pages ahead, you will see how racial disparities stand before progress — both from achieving our mission and, more importantly, from students realizing their dreams. We also take a closer look at how challenging transition points in a student's life can offer the greatest opportunities for support.

In 2010, we knew we could do better for the future of our city and for the sake of all kids. The work continues. Lean in.



Sincerely,



Tafona Ervin
Executive Director
Foundation for Tacoma Students



TABLE OF CONTENTS

GRADUATE TACOMA	1
PILLARS OF COLLECTIVE IMPACT	2
TACOMA BY THE NUMBERS	3
STATE OF THE LANDSCAPE	
Advocating for Tacoma Kids	4
College Access & Completion	5
COMMUNITY & STUDENT INDICATORS	6-29
COLLABORATIVE ACTION NETWORKS	
Introduction	30
Early Learning & Reading Network	32
Out of School & Summer Learning Network	34
Tacoma STEAM Learning Network	36
Tacoma College Support Network	38
THANK YOU	40

ABOUT

GRADUATE TACOMA

Graduate Tacoma is a community-wide movement on a mission to help every child achieve success – from cradle to college and career. We are parents and educators, early learning and higher education, business and labor, youth and community service, civic and philanthropy, local government, and communities of faith. With more than 270 community organizations and advocates working in partnership, we are taking shared responsibility to align our goals, data, and resources **to build a Tacoma where every child succeeds in school, career, and life.**

In 2010, a dismal 55 percent of Tacoma students were reaching high school graduation. We were decisively letting our kids down. Determined to shift the scales, the community came together around the potential we knew existed. **We set a bold goal:**

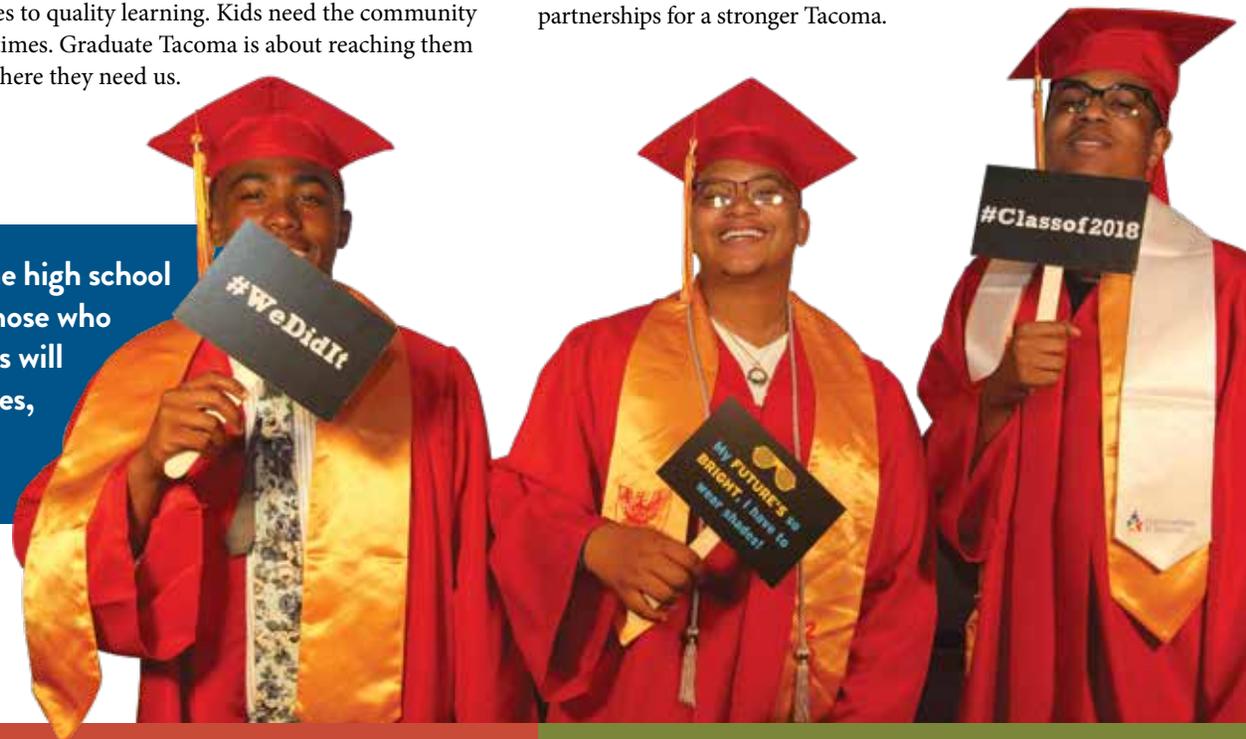
By the Class of 2020, WE WILL increase by 50% both the high school graduation rate of Tacoma Public Schools students and those who complete a college degree or technical certificate. Success will require measuring and closing gaps in access, opportunities, and achievement for all students from cradle to college and career.

As a movement, the community agreed to measure and report progress annually on 11 student and six community indicators spanning cradle to career. **Today, high school graduation in Tacoma has climbed to record highs: 89.3 percent for four-year on-time and 89.6 percent for five-year extended.**

More than two-thirds of the experiences and learning opportunities that shape a child's life occur outside of the classroom. Graduate Tacoma takes a community-wide approach to ensure that every child has access and opportunities to quality learning. Kids need the community at different times. Graduate Tacoma is about reaching them when and where they need us.

Connecting Natural Partners

The Foundation for Tacoma Students is the backbone nonprofit that is building and strengthening the Graduate Tacoma community movement. By serving as a results-based facilitator and convener, the Foundation helps align organizations, institutions, and individuals around positive outcomes for students. We provide comprehensive data so community partners can build an informed and holistic support system for young people. We promote strategic partnerships for a stronger Tacoma.



“Engaging in a community-based effort to bring all segments of our community together for the purpose of producing equitable outcomes for Tacoma students brought me to the table and keeps me there!”

– Amanda Scott-Thomas
Director of Community Partnership
Tacoma Public Schools

“What I love about working with Graduate Tacoma partners is the enthusiasm and dedication. We share ideas and resources to work toward shared goals. It is a privilege to be part of a network of professionals so committed to student success.”

– Tiffany Williams
Mentor Program Director
Palmer Scholars

“The support and guidance that is received and given during meetings is one of my favorite parts about being a partner. Knowing and seeing firsthand all the positives that the Tacoma community is doing for our youth is something I am blessed to be a part of.”

– Brigid Olson
Elementary Youth Specialist
Tacoma Rescue Mission

PILLARS OF COLLECTIVE IMPACT

No single organization can solve any major social problem alone. That's why Graduate Tacoma applies a model of collective impact to bridge sectors and support systems in favor of kids.



Shared Community Vision

Organizations, institutions, and community members align their work to support the cradle-to-career vision.



Evidence-Based Decision Making

Student-level data is accessible and used regularly by relevant partners to inform actions to improve outcomes and reduce disparities.



Collaborative Action

Community members are involved in the co-development of solutions to improve outcomes.



Investment & Sustainability

A backbone organization is established and dollars are invested to support the daily management of the partnership.

Data Sharing for Better Outcomes

Graduate Tacoma opens doors for the community by acting as a data clearinghouse. With strong data partnerships at Tacoma Public Schools and a number of government agencies and nonprofit organizations, we are able to confront systemic inequities defined in local context. We do this by equipping local programs, direct service providers, educators, and institutions with the data necessary to strengthen vital services impacting students.

Engaging Community

We leverage local data, best practices, national research, and most importantly, the power and expertise of community to move our work forward. Since 2012, four community-wide action networks have mobilized across the cradle-to-career continuum. Each Network brings together 20-40 partner organizations in one room every month to dig into the data, identify what's working, and help fix what's not – moving data to action. These Networks are:



TACOMA BY THE NUMBERS

Tacoma's public school student population remains among the most racially diverse in Washington State, and over 56 percent are from families in poverty (students qualified for Free and Reduced Lunch). While student diversity continues to grow, the percentage of Black students has decreased dramatically at the same time that Latinx* and Multi-Racial has increased. The City of Tacoma, on the other hand, has remained between 59-62 percent White since 2010. This is consistent with housing and economic development impacting the region. As more people move to Tacoma, Tacoma Public School students are experiencing increased displacement and cross-county commutes.

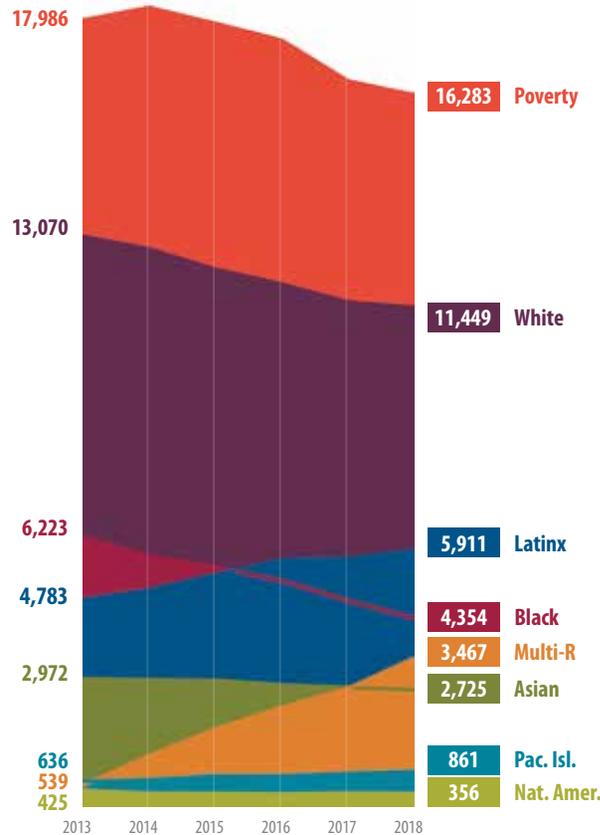
TACOMA PUBLIC SCHOOLS



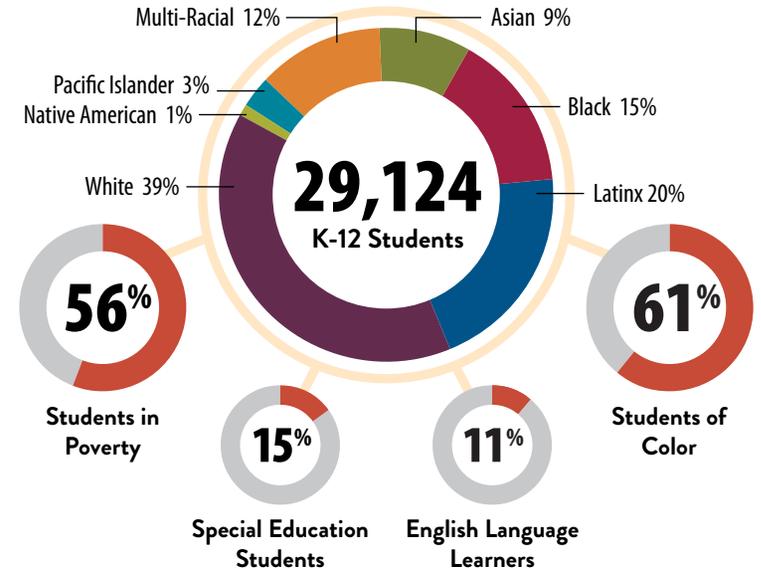
- 35** Elementary Schools
- 30** Preschools in Elementary Schools
- 4** Early Learning Centers
- 11** Middle Schools
- 5** Comprehensive High Schools
- 5** Non-Traditional High Schools
- 19** Innovative Schools

TPS Student Enrollment Trends

2013-2018 TOTAL ENROLLMENT CHANGE: 28,732-29,124



TACOMA STUDENTS Who We Are

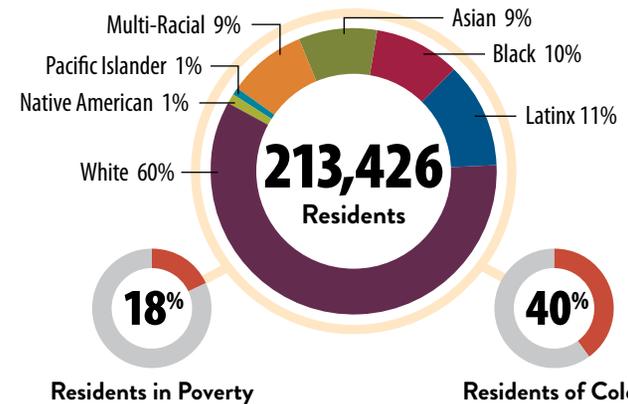


Tacoma Compared to Other Districts and the State

	Tacoma	Spokane	Seattle	State Average
Students in Poverty [†]	56%	56%	32%	42%
Students of Color	61%	32%	53%	46%

CITY OF TACOMA Who We Are

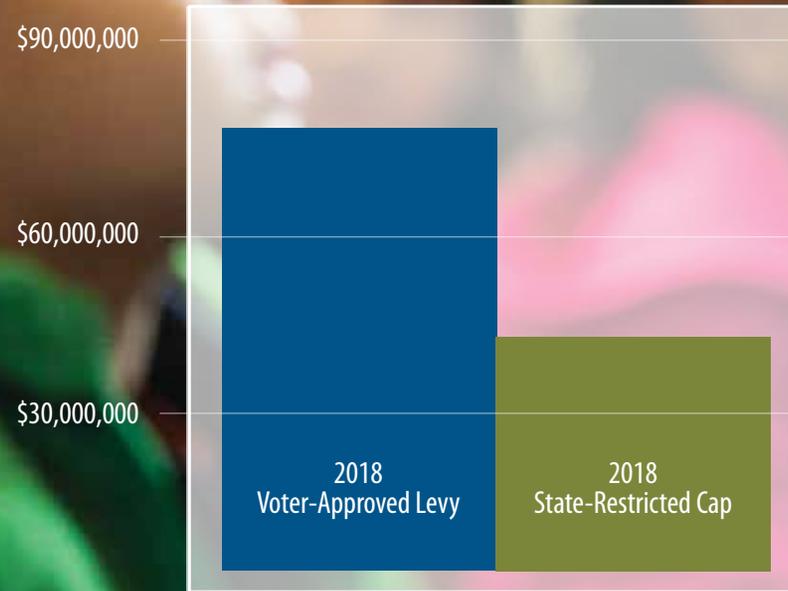
TACOMA RESIDENTS



[†]OSPI was upgrading its data dashboard during production of this report and misreported certain TPS data. We are using OSPI's pre-upgrade 2017-18 files for demographic information and third grade reading, and have matched graduation data on TPS files. Kindergarten Readiness (WaKIDS) and High Expectations (Dual Credit) data are March 2019 snapshots from the new dashboard. OSPI may further update information post-publication, which we will reflect in our online dashboard when we are confident the data are correct.

*The Foundation for Tacoma Students has adopted the gender-neutral term Latinx to describe student populations who identify of Latin American origin or descent. The -x replaces the standard -o or -a endings in the Spanish language to be inclusive of LGBTQ and gender-nonconforming groups.

ADVOCATING FOR TACOMA KIDS



DISTRICT	2019 LEVY PER STUDENT	FREE AND REDUCED LUNCH
Tacoma	\$1,500	56%
Bellevue	\$2,500	17%
Issaquah	\$2,178	8%
Lake Washington	\$2,500	10%
Puyallup	\$1,005	33%
Seattle	\$2,500	32%
Shoreline	\$2,012	25%
Yakima	\$457	73%

In the Fall of 2018, the Foundation for Tacoma Students launched its first advocacy agenda in favor of policy that works for all Tacoma students. Our vision is to elevate the power and voice of the Graduate Tacoma community movement to affect equitable outcomes at the systems-change level. As we introduce advocacy and public policy as a new — and urgent — arm to the work, the Foundation for Tacoma Students’ top priority for 2019 is asking the State of Washington to **equalize the levy cap** across all districts so that Tacoma can collect its full voter-approved levy investment.

While powerful in intent, the 2017 McCleary decision ultimately translated into a revised school funding formula that institutes new restrictions on local voter-approved levies.

Previously, Tacoma schools collected \$2,500 per student in levy dollars. Capped based on property values in the region, the amount has since been slashed to \$1,500 per student. Meanwhile, higher wealth districts like Seattle are collecting \$2,500 per student. With 56 percent of Tacoma Public School students receiving Free and Reduced Lunch, the restrictions on local levy funding underscore a new layer of inequity in Tacoma education.

Tacoma voters agree. Time and time again, Tacoma has chosen to invest in education through local levies. Community investment like this has helped fund innovative, targeted

supports for our students most in need. This includes school-based family liaisons, expanded preschool options, supports for English Language Learners, and more. Likewise, levy funding has provided Tacoma Public Schools the financial flexibility to staff and elevate community partnerships that further our ability to provide a coordinated system of care.

Illustrated above are the financial losses being forced upon our schools as we fight to fill this gap. By the end of 2018, TPS was forced to reduce approximately \$23.4 million in budget expenditures due to the cap imposed upon our levy collection. Unless there is critical policy change, the outlook is dire for Tacoma students, families, and educators with an anticipated additional \$30 million loss of revenue by the end of 2019.

TPS is not only Graduate Tacoma’s largest partner but a vital collaborator for many of Tacoma’s youth-serving programs. Forced TPS budget cuts will reduce their ability to partner with community to provide important student services. Now is the time to stand up and protect the innovative community investments we have made for Tacoma kids, and ADVOCATE to equalize the levy cap. Visit GraduateTacoma.org/Advocacy to learn more about this new body of work and sign up to get involved.

COLLEGE ACCESS & COMPLETION

Over the last nine years, the collective action of the Graduate Tacoma community-wide movement, institutional change within Tacoma Public Schools, and the leadership of teachers and support staff have transformed education in Tacoma. High school graduation rates have skyrocketed. Tacoma kids are wearing their potential on their sleeves, and we see the promise of the future of our city through their dreams.

Yet, for every four students graduating high school, only two are enrolling in college or a technical school upon graduation. And if recent trends persist — only one will make it all the way to postsecondary completion within six years. There is much more work to be done to connect the potential of Tacoma students to the opportunities for careers they deserve.

While the challenges facing Tacoma students are not unique to Tacoma, compared to other Washington cities of our size, we have more students that need coordinated support. The majority of Tacoma students are low-income (see page 3), and rising costs for housing, postsecondary education, and the changing economy create barriers to enrolling in and completing college. For some, the financial burden of continuing their education, coupled with life challenges, is a gamble. It can be a choice between a degree or taking care of siblings or a sick parent, helping provide for their family members, or even stable housing.

As our community has strengthened its approach to building a college-bound culture for students in K-12, we are seeing more and more students with a college-bound plan. But

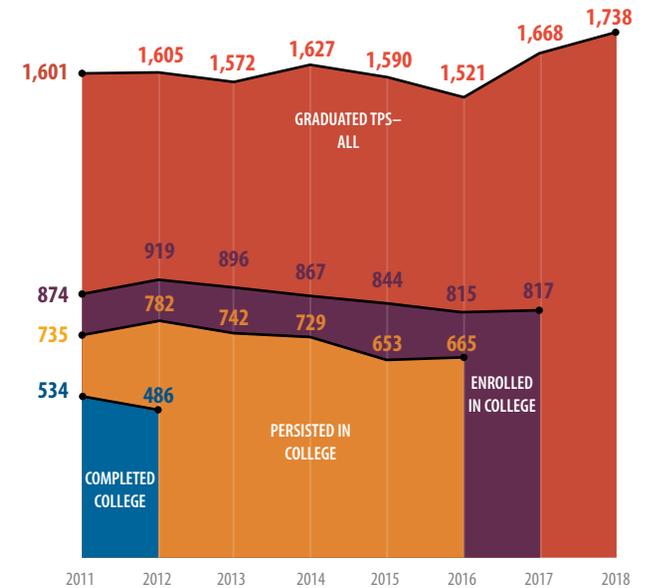
in many cases, the progress stops there, as students aren't able to make it to the starting line once upfront costs like transportation, housing, books, supplies, and fees begin adding up. To enable their success, we need increased funding, cross-sector coordination, and engagement between higher education institutions and other social services in the region.

At the start of 2019, the Foundation for Tacoma Students introduced a timely initiative to invest in this area. Co-created and led by Degrees of Change, **Tacoma Completes** envisions a comprehensive, community-wide system of supports helping all Tacoma Public School college-goers persist through college to graduation. Degrees of Change has begun identifying barriers to college completion and will begin working closely with local colleges and partners this summer to co-design, align, and strengthen strategies to address these barriers. To support this initiative, the Tacoma College Support Network will work to identify related barriers to college access and lead efforts to coordinate and support strategies that work hand in glove with the Tacoma Completes initiative.

Ultimately, regardless of income, **all students** deserve the support of community on their journey to receiving a college degree or technical certificate. Tacoma has shown that we can change high school graduation rates and the lives of young people when we come together around a central goal. Now, students deserve the same level of shared responsibility for postsecondary completion. Turn to pages 26-27 to learn more about our progress in college enrollment and completion.

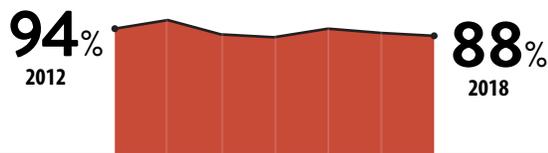
POST-TPS ENROLLMENT-PERSISTENCE-COMPLETION¹

TPS Graduates by Class

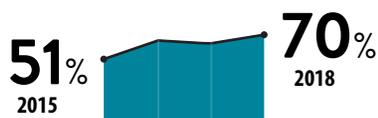


- All high school graduates by class (regardless of when they began at TPS)
- TPS grads who enrolled in college within one year of graduation
- TPS grads who enrolled in college within one year and persisted into a second year of college
- TPS grads who enrolled in college within one year and completed a two- or four-year degree within six years of high school graduation

College Bound Scholars Signup



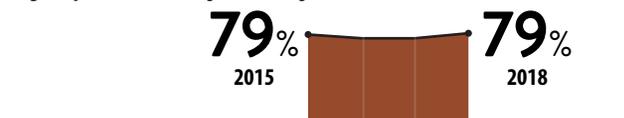
FAFSA Completion (Free Application for Federal Student Aid)



WSOS Application (Washington State Opportunity Scholarship)



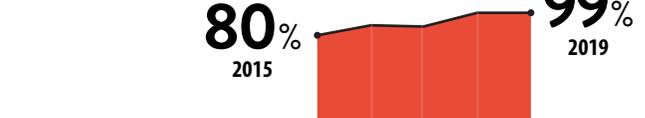
High Expectations (College-Credit-Eligible Classes)



VANI Completion (Verified Acceptance at Next Institution)



SAT Participation



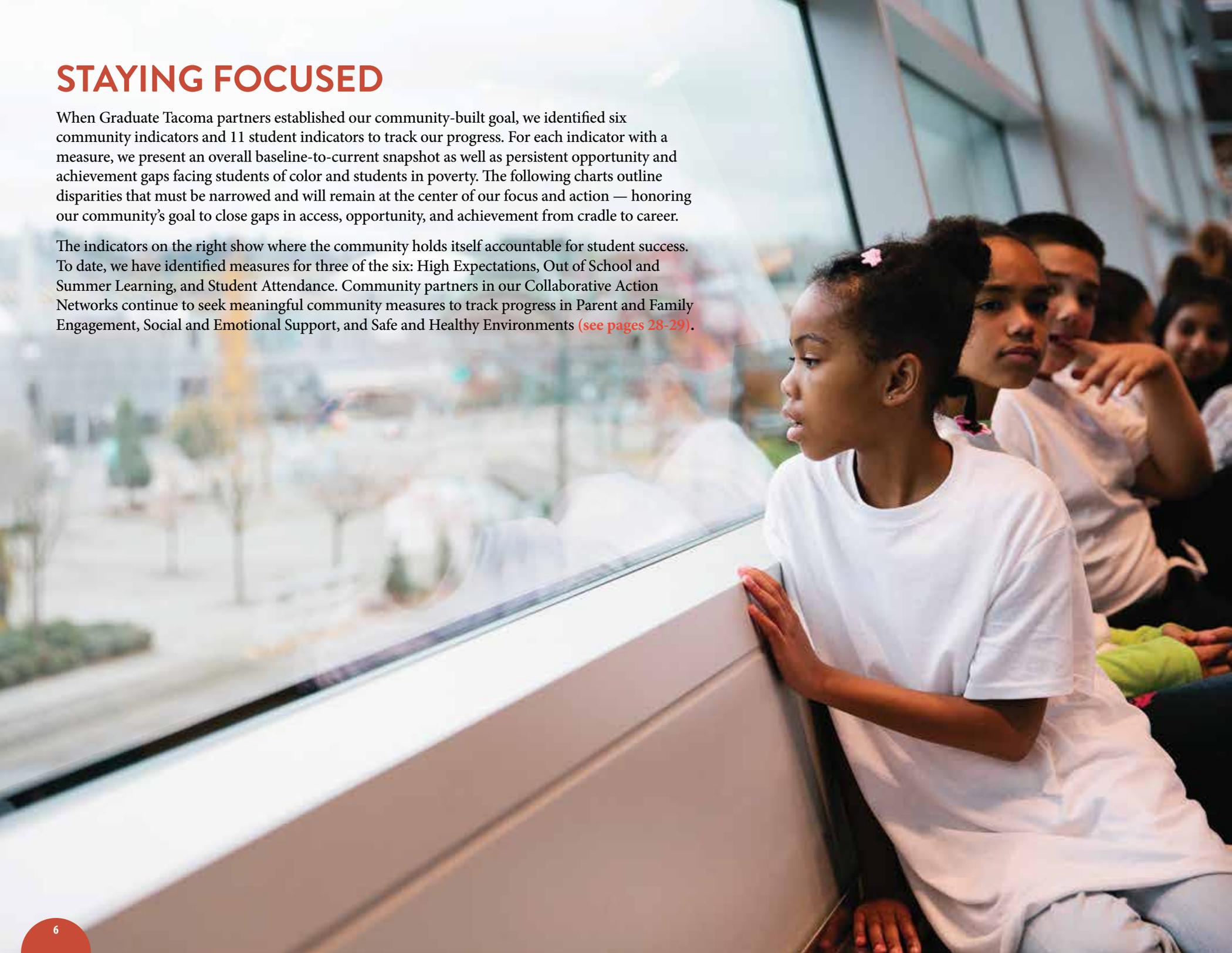
¹ Data Source (Enrollment, Persistence, Completion): National Student Clearinghouse, with support from Degrees of Change

² Data Sources (top left to bottom right): CBS: Tacoma Public Schools; WSOS: Washington State Opportunity Scholarship; VANI: TPS; FAFSA: Washington Student Achievement Council (WSAC); High Expectations: OSPI; SAT: College Board via TPS

STAYING FOCUSED

When Graduate Tacoma partners established our community-built goal, we identified six community indicators and 11 student indicators to track our progress. For each indicator with a measure, we present an overall baseline-to-current snapshot as well as persistent opportunity and achievement gaps facing students of color and students in poverty. The following charts outline disparities that must be narrowed and will remain at the center of our focus and action — honoring our community’s goal to close gaps in access, opportunity, and achievement from cradle to career.

The indicators on the right show where the community holds itself accountable for student success. To date, we have identified measures for three of the six: High Expectations, Out of School and Summer Learning, and Student Attendance. Community partners in our Collaborative Action Networks continue to seek meaningful community measures to track progress in Parent and Family Engagement, Social and Emotional Support, and Safe and Healthy Environments (see pages 28-29).

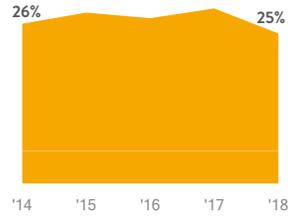


COMMUNITY INDICATORS

INDICATOR AND MEASURE

BASELINE TO CURRENT

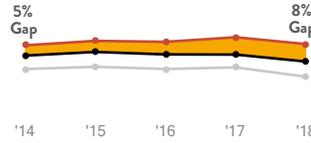
OPPORTUNITY GAP



We measure chronic absence as an indicator of student attendance. So, contrary to what we aim for in all of our other indicators, we're looking for decreases in this measure.

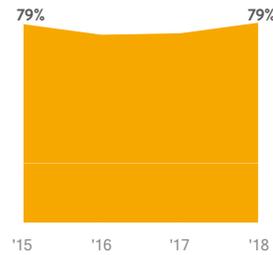
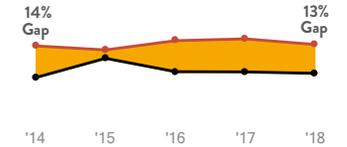
STUDENTS OF COLOR

- White Students
- Asian Students
- Other Students of Color*

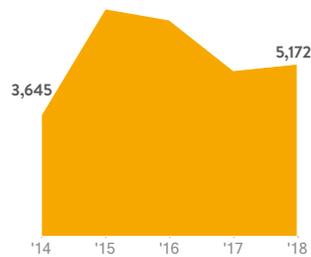
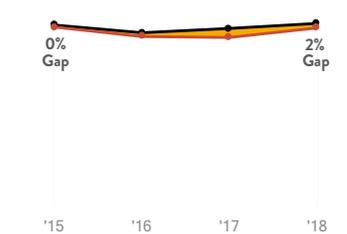
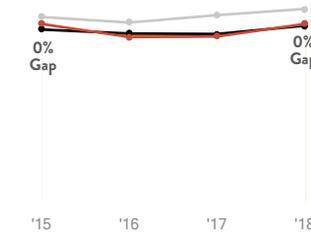


STUDENTS IN POVERTY

- Non-Poverty
- Poverty



Students enrolled in college credit-eligible classes or Career and Technical Education



Student participation

NOTE: We are unable to show the opportunity gaps for Out of School and Summer Learning because it is a measure of participation, not of opportunity; we can measure characteristics of those who participate, but not of all potential participants.

- * "Other Students of Color" includes Black, Latinx, Native American, Multi-Racial and Pacific Islander students, all of whom have experienced persistent opportunity gaps.
- For information on sources for this data, please see each individual indicator page.

STUDENT INDICATORS

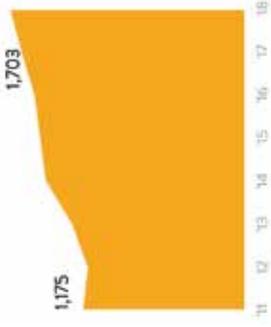
In addition to tracking our community indicators, we also monitor progress by disaggregating student indicators by race and poverty. The data visualizations below look at how gaps are narrowing, persisting, or widening in 10 out of 11 indicators tracking students at various points along the cradle-to-career continuum. In partnership with Tacoma Public Schools and partners committed to the early development of future Tacoma students, we continue to seek meaningful measurement for the 11th indicator in Developmental Screening (see page 29).

INDICATOR AND MEASURE



TPS Preschool enrollment only

BASELINE TO CURRENT



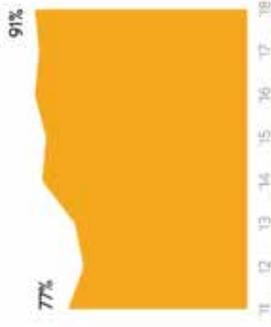
Meeting all 6 of the recommended developmental domains



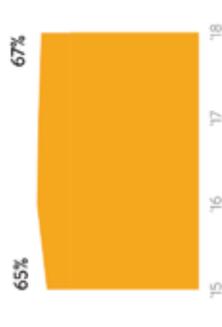
Reading & literacy on grade level



Passing all or all but one class



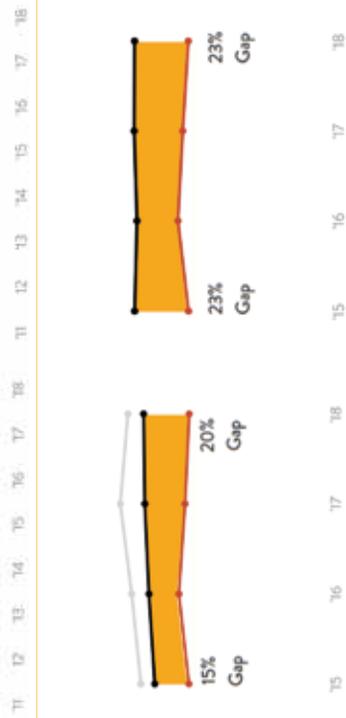
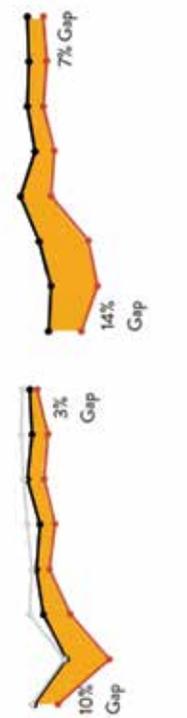
Passing algebra or geometry with a C or better



OPPORTUNITY GAP STUDENTS IN POVERTY



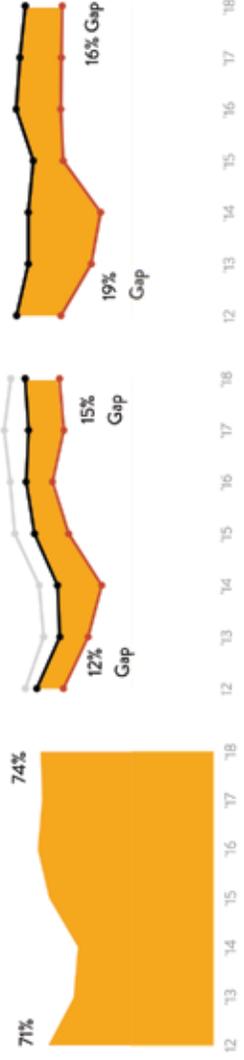
NOTE: We are unable to show the opportunity gaps for preschool enrollment because it is a measure of participation, not of opportunity; we can measure characteristics of those who participate, but not of all potential participants.





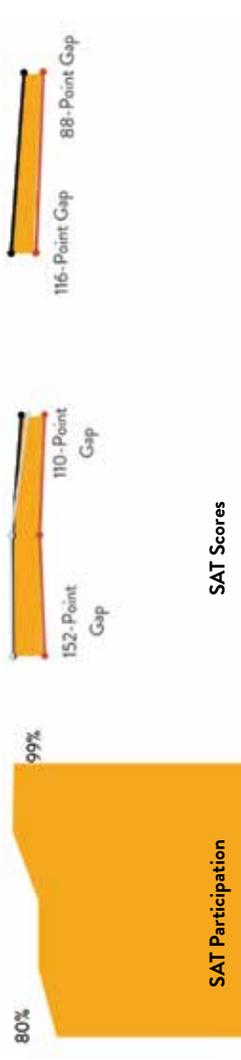
9th Grade Achievement

Passing all or all but one class



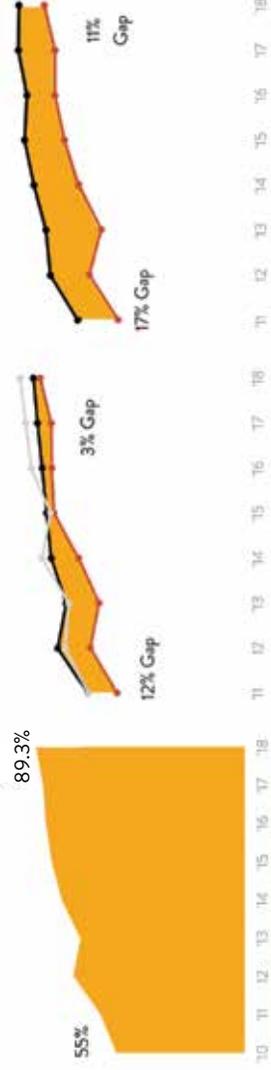
College Entrance Exams

% of 12th graders who take the SAT



4-Year Graduation

4-year on-time graduation



5-Year Graduation

5-year extended graduation



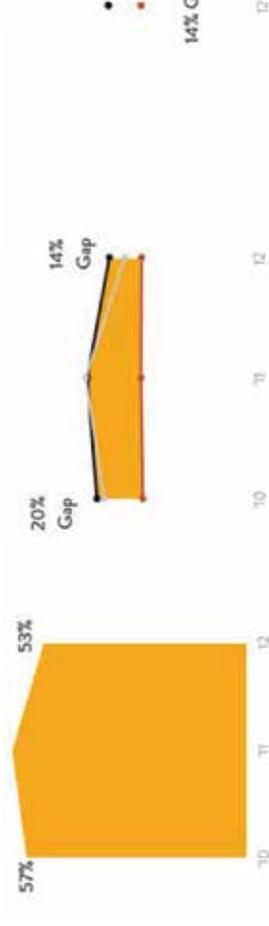
College Enrollment

Enrolled within 1 year of H.S. graduation



College Completion

2 or 4-year degree completed within six years of H.S. graduation



NOTES

- *Other Students of Color* includes Black, Latinx, Native American, Multi-Racial and Pacific Islander students, all of whom have experienced persistent opportunity gaps.
- Opportunity Gaps data for College Entrance Exams and 4-Year Graduation is available only for years shown.
- Data Sources: For information on sources for this data, please see each individual indicator page.

Manitou Park Elementary students in Katie Felix's kindergarten class talk lizards in a Skype call with local experts.

BUILDING BLOCKS

SAFETY NET

“Our Homeless Child Care Program provides families with short-term child care subsidy, placement into high quality, licensed child care programs, and customized service coordination with other resources. It provides children in crisis a safe and stimulating environment with routines, structure, and opportunities to thrive, while enabling their parents to maintain momentum in addressing housing, employment, and health challenges. Research on childhood homelessness and associated traumas reveals a profound and accumulative negative effect on the development of children—inhibiting their emotional, cognitive, and behavioral development, and leading many to repeat the cycle of homelessness as adults.

In July 2017, the Department of Social and Health Services’ Working Connections Child Care began offering homeless families a four-month grace period to meet the normal eligibility requirements of the state child care subsidy.

However, we’ve identified two significant challenges faced by families who do qualify for public child care subsidy. First, about 25 percent cannot find child care slots in our high-demand market, mainly due to low subsidy reimbursement rates. Another hurdle is high monthly child care co-payments that employed families are charged—sometimes as high as \$700/month. These co-payments are often burdensome enough to threaten any housing stability that families are able to achieve. As a result, Childcare Resources has started using our safety-net subsidy pool to assist some families with their co-payments.

Childcare is expensive, and many families end up needing several months of safety net child care subsidy funding. Thanks to very generous local philanthropy, there was some funding available to expand our Homeless Child Care Program into Pierce County in 2017. These initial investments highlight the impressive



commitment of this community to our most vulnerable children and families.”

Katie Kaiser is the Homeless Child Care Program Manager at Child Care Resources

EARLY LEARNING

PARTICIPATION IN QUALITY PRESCHOOLS

Like much of the region, Tacoma is in a child care crisis. Since 2015, increasing costs to providers and families, child care center consolidation, and closures have led to an almost 50 percent drop in available quality care in Tacoma. As the cost for licensed providers to stay in business grows, so does the cost to families. Tracking total enrollment is difficult, particularly for the unlicensed market, but we are able to report licensed provider capacity information from Child Care Resources. A recent small increase in capacity is unlikely to reverse the trend. Furthermore, the decline is even greater for Licensed Family Child Care providers.

Tacoma Public Schools offers subsidized, half-day preschool programs for children ages 3 to 4 at 30 of their 35 elementary schools. They also operate four additional early learning centers. While capacity fluctuates annually based on the number of federal slots allocated to the district, TPS fills an important gap and has continued to increase staff and facility capacity to offer quality early learning for Tacoma kids. However, with 13,000 Tacoma children under the age of 5, the need for accessible, affordable child care far exceeds what TPS can provide in addition to K-12 education.

Reaching Low-Income Students & Students of Color

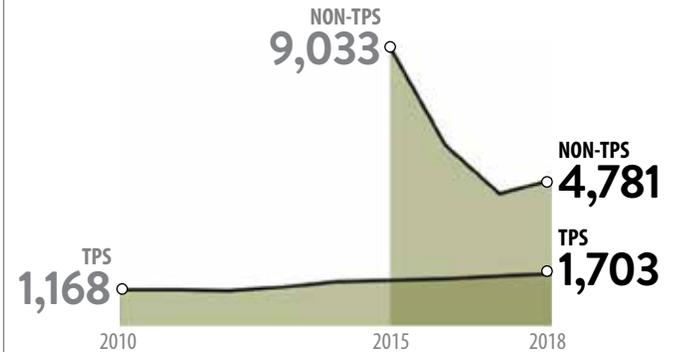
The decline in licensed care is even greater among providers accepting child care subsidies, disproportionately impacting low-income students and families of color. While enrollment at TPS preschools has grown to 1,703 students — a 46 percent increase from the 2010 baseline — low-income communities of color have lower rates of children in care. TPS preschool enrollment for Black students has declined 16 percent from 2010-11, a greater decline than in TPS overall. Most notably, enrollment of pre-K students in poverty has dropped 13 percent, as opposed to the 7 percent drop occurring in K-12 over the same time period.

Enrollment trends for certain demographic and economic groups will continue to reflect the available capacity — or lack of availability — in schools and zip codes where those groups are concentrated. This underscores the potential positive impact of increased satellite programming and community partnerships where families need them most.

*Child Care Resources tracks the available capacity for non-TPS pre-K programs.

DATA TRENDS

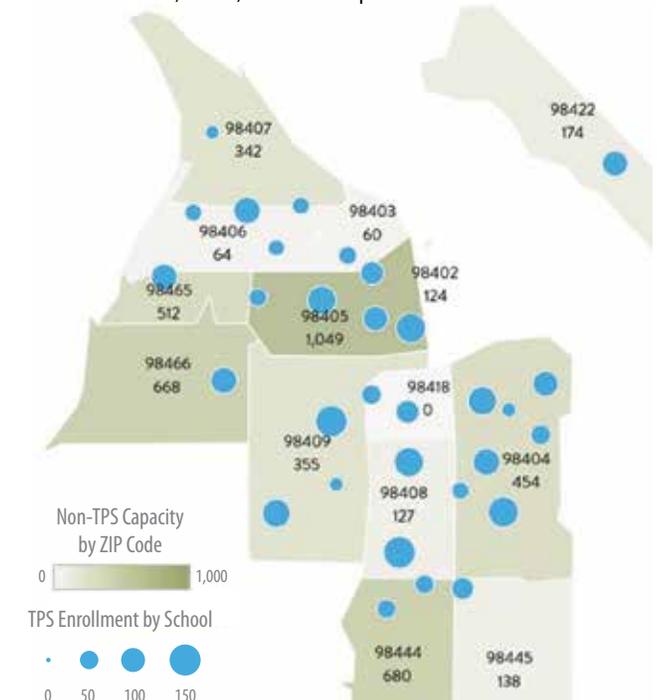
TPS PRE-K ENROLLMENT VS. NON-TPS PRE-K CAPACITY *



AIMING HIGHER GOAL: Increase the number of children attending Tacoma Public Schools or community child care/preschools that meet quality standards.

TPS PRE-K ENROLLMENT VS. NON-TPS PRE-K CAPACITY BY ZIP CODE

This graph shows highest TPS enrollment and greatest non-TPS capacity in Tacoma’s downtown, central, and eastside zip codes.



PLAYING TO LEARN

“*Inclusive Play to Learn* is the Children’s Museum of Tacoma’s free drop-in kindergarten readiness program offered at 25 sites across Pierce County. Our sites extend as far west as Key Peninsula and out east to Bonney Lake. Our goal is to be within a 20-30 minute drive from any child in the county.

We take the program out to community centers, schools, or libraries. We come in with our toys and supplies, play and learn with families for 90 minutes a week and then pack up the van to move on to the next spot. We support caregivers and their kids, which range from birth to six years of age.

Inclusive Play to Learn was created 11 years ago after learning that a large portion of children in the area weren’t in any kind of licensed child care, but rather at home with neighbors or family members who probably didn’t have training in childhood development. By offering support and learning to a child’s adult caregiver, we are building the caregiver’s ability to support their child’s development in the future. Children benefit from intentional, quality learning experiences. It builds parenting skills that extend throughout the child’s growth as they enter school and move toward more independent learning.

The goal is getting children ready to learn by exploring independently and joining a learning community. If a child has a positive experience in learning while playing with others, it makes it easier to have a good experience learning in academics later.”



Charlene Balansay is the Program Manager at the Children’s Museum of Tacoma, which provides *Inclusive Play to Learn* in partnership with community organizations and institutions.

ELEMENTARY SCHOOL READY FOR KINDERGARTEN

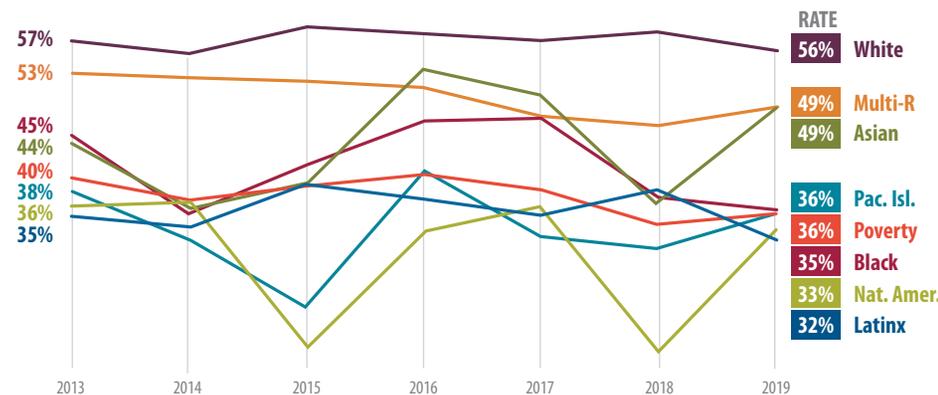
Each year, Washington teachers evaluate every incoming kindergartner’s skills in six domains: social-emotional, physical, cognitive, language, literacy, and math. The assessment is known as the WaKIDS (Washington Kindergarten Inventory of Developing Skills). Tacoma Public Schools was among the first districts to employ WaKIDS. Despite a longer record, however, the percentage of Tacoma kids ready in all domains has consistently hovered between 47 and 48 percent.

On multiple, fundamental fronts, the WaKIDS assessment is widely understood to be a subjective measure. Teachers are required to evaluate students at the start of the year with varying degrees of understanding of the student’s homelife or access to quality learning prior to kindergarten. For most schools, teachers are limited to an informal meet and greet that takes place before the first day of class with students and families. These meetings are often not enough for teachers to best understand the diverse pool of students entering their classroom.

A deeper look into other demographically-similar Washington school districts reflects enormous variation across all districts and student groups in WaKIDS competency. This highlights the vast subjectivity of the assessment — year to year, student to student, teacher to teacher. Unless the assessment changes, there is a broader need to provide more opportunities for teachers, parents, and caregivers across zip codes to continue to develop their skills around the WaKIDS assessment. See pages 32-33 to learn how Graduate Tacoma’s Early Learning & Reading Network is increasing access to WaKIDS training that underscores cultural competency to support all kids.

Beyond contextualizing and training, fluctuation and gaps can be found across all non-White racial groups and students in poverty, as seen in the graphics. Access to quality preschools disproportionately impacts black and brown students. Most notably, in 2018, Latinx kindergarteners fell behind their White peers in the WaKIDS by a 24 percent gap. Students in poverty, similarly, fell behind their more affluent peers by a 25 percent gap. To the left, read how the Children’s Museum of Tacoma is bringing programming to Tacoma’s earliest learners across geographic locations.

DEMOGRAPHIC BREAKOUT

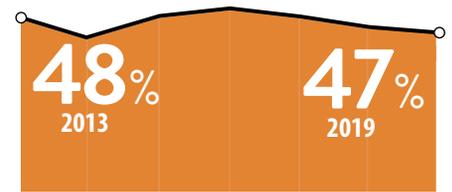


Data Source: Office of the Superintendent of Public Instruction (OSPI)

DATA TRENDS

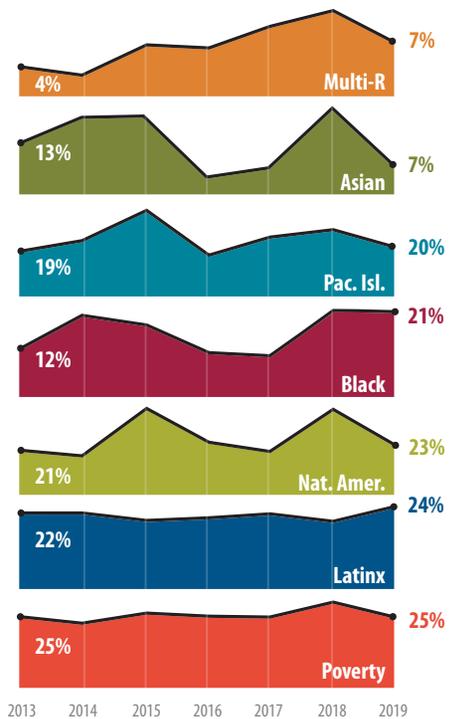
BASELINE TO CURRENT

WaKIDS Assessment



AIMING HIGHER GOAL: Increase the percentage of incoming students who demonstrate the skills typical of a child entering kindergarten in all six developmental areas as measured by the WaKIDS Assessment.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



PLANTING SEEDS

“Ready, Set, Read helps provide families with the tools and support they need to develop the skills and habits of reading together with their child. When families have tools, they thrive. But not all families have the tools for literacy.

We have 41 sites with volunteers on each site every day. Children get prizes for every ten books they read. If they read 60 books, they become Champions. We’ve compared Washington kids’ scores and found that our Champions score 13 percent higher in literacy.

Making this available to everyone closes gaps in school readiness and is a huge boost for families who don’t already have books in the home or experience with literacy. New this year, families can do activities online, so they can follow up on their books even if they don’t make it to a site in person.

The program has been around for 10 years and now our student data connects with the school district’s data, so we will be able to compare students who benefitted from Ready, Set, Read to other 3-5 year old students and see how they achieved on third grade reading and literacy assessments.

Our theme this year is “plant a seed and watch it grow.” As families read together, they are planting dreams and seeds for their children. It helps the child gain confidence as they grow up. Good seeds lead to healthy blossoms.

Children should see themselves and also learn about others different from themselves. We just purchased books that are bilingual in Arabic, Vietnamese and Spanish. Tagalog and Russian are next. We’ve added books on gender identity that break stereotypes. We want to continue to be more culturally responsive. This program is for everyone.”



Risa Hess is the Early Childhood Outreach Coordinator at Communities in Schools, which hosts the Ready, Set, Read program.

ELEMENTARY SCHOOL THIRD GRADE READING

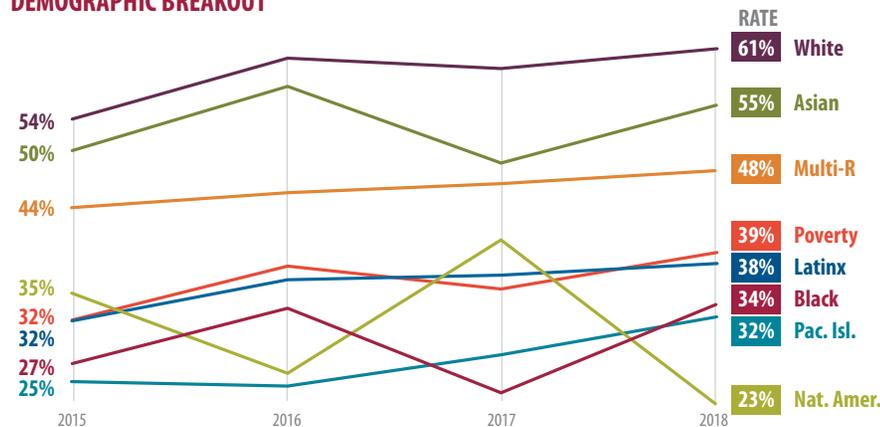
Reading and language literacy are foundational building blocks across all subjects as they are strong indicators of future student success. In Washington, third grade reading is tracked using the Smarter Balanced Assessment Consortium (SBAC) test. The SBAC applies computer adaptive technology to adjust the difficulty of questions based on student responses for more accurate measurement. Beyond literacy, the test requires students to demonstrate reasoning, comprehension, critical thinking, and their ability to identify and retain key details.

Overall, the percentage of Tacoma students passing the SBAC test continues to increase since its introduction in 2014-15. However, Tacoma lags behind the majority of Washington districts and the statewide average of 55.5 percent. There are dramatic year-by-year fluctuations within and between schools. Some variance is expected given each third grade class is a different group of students being tested, but may also help inform targeted interventions.

Progress By Race and Poverty

Literacy rates continue to climb for almost all racial groups, but gaps between White students and students of color have widened. Literacy rates have declined for Native American students.* While results have improved dramatically for Black students in the last year, the achievement gap has grown 2 percent since 2015. At the same time, poverty maintains a huge influence on third grade literacy rates, where a 27 percent gap between students in poverty and their more affluent peers lingers. Our community must continue to make targeted early interventions for the children most impacted and develop new strategies for reaching families in poverty.

DEMOGRAPHIC BREAKOUT



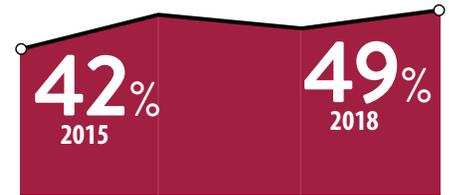
*Rates tend to fluctuate dramatically for Native American students as they are the smallest TPS population. A single student change can show a significant shift. This is true for small populations across our indicators.

Data Source: Office of the Superintendent of Public Instruction (OSPI)

DATA TRENDS

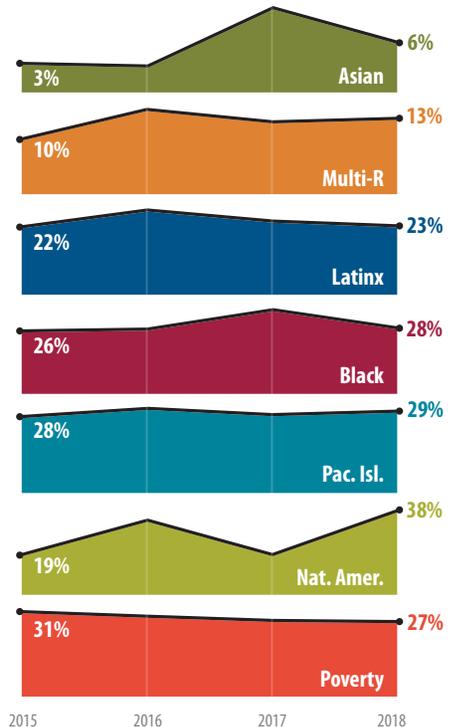
BASELINE TO CURRENT

Third Grade Literacy (SBAC)



AIMING HIGHER GOAL: Increase the percentage of third graders meeting the Washington State standardized test for third grade literacy, now the Smarter Balanced Assessment Consortium (SBAC).

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Note: Gap measures don't perfectly match demographics due to rounding to the nearest percent.

INVESTING IN ACCESS

“Graduate Tacoma Summer Access Funds have helped support the Tacoma Arts Live Cultural Arts Program since 2016, which creates arts-based expanded learning opportunities through Ballet Folklorico and World Drumming. We started with an arts-integrated summer program at Roosevelt Elementary five years ago, and it has grown into year-round services with performance opportunities at the elementary, middle, and high school levels on the Eastside.

We focus on three levels of accessibility: geographic, economic, and cultural/linguistic. What we’re interested in is creating a seamless experience for students in a part of the city that needs more resources to fully develop the potential of students in those neighborhoods.

With Ballet Folklorico we’ve hit all three access areas – geographically on the Eastside, economically serving low-income neighborhoods, and culturally relevant to both Latinx and non-Latinx. We’ve watched this become another opportunity for youth leadership and social-emotional growth. Demand is higher than what we can provide, with two more elementary schools requesting programming.

Graduate Tacoma Access Funds were the original seed, the catalyst that allowed this to happen that first year. Launch of the broader Tacoma Whole Child Initiative (TWCI) has been essential in expanding to the South End. Strong partnership with Tacoma Public Schools, Graduate Tacoma, the Greater Tacoma Community Foundation, and the YMCA have made this possible.

Arts-based programs play a unique role in challenging students to integrate skills across disciplines. To participate in the arts is like living out a word problem. Students are pulling on language-based learning, mathematical and spatial learning, and critical thinking while working with others.”



Tony Gomez is the Education Manager at Tacoma Arts Live, which hosts cultural arts and arts-integrated summer programs.

COMMUNITY INDICATOR

OUT OF SCHOOL & SUMMER LEARNING

Unlike other areas of measurement, this indicator is reliant on the number of out-of-school and summer learning partners sharing student-level data with the Graduate Tacoma movement. An increasing number of organizations collecting this data has allowed us to deepen our understanding of where and how we’re reaching students. However, the information on this page reflects only a portion of Tacoma providers.

Although still fine tuning the collection and reporting process, we have found that students of color on average had 3.25 more days of programming than their White peers. Low-income students had an average of three days more than their more affluent peers — a decrease from 10 days in 2017. Enrollment for students in fifth grade or lower has also gone down to 56 percent, from last year’s 63 percent. Meanwhile, enrollment has increased among middle and high school students — an area noted last year for needed expansion. An influential added program for this year’s report is the season-long Summer Jobs 253. It’s programming extended the average length of summer programming enrollment among students to 19 days. Without Summer Jobs 253, the average is 13.7 days.

Students from the higher need 98404, 98405, and 98409 zip codes were the most likely to participate in programming city-wide.

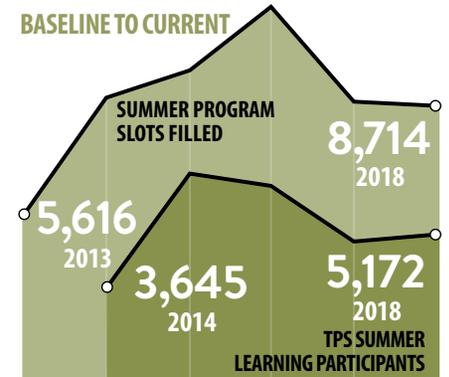
Your Role to Better Data

Our goal is to provide a comprehensive scan of the region to see where gaps exist so that organizations best suited to offer critical programs to Tacoma kids can be proactive in their planning. An added outcome is that this reporting process allows us to share a robust directory to families and kids in the region preparing for the summer. Self-reporting your organization or program data to Graduate Tacoma helps grow our data capability for this indicator. The more organizations and institutions sharing their programs, the more accurate we can be in understanding the reach and access of summer opportunities to Tacoma kids.

In 2018, more than 540 programs from 25 out-of-school and summer learning providers listed their offerings at SummerLearningTacoma.org. This is up from 300 in 2017. Add your organization today to help us provide the most comprehensive and accurate directory to Tacoma families!

DATA TRENDS

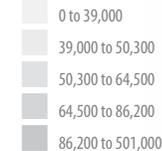
BASELINE TO CURRENT



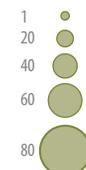
AIMING HIGHER GOAL: Increase the number of students participating in out-of-school and summer learning opportunities. Increase the quality of community programs and strengthen academic content.

TACOMA-PIERCE COUNTY SUMMER LEARNING SITES 2018

2018 Household Income (median)



of Programs



PROGRAMS BEYOND TACOMA

This map shows the spread of partner summer programs listed on SummerLearningTacoma.org throughout Pierce County.

Tacoma fifth graders discuss their class reading on a field trip to the University of Puget Sound.



TRANSITIONS

STRONG TRANSITIONS

“Stewart hosts four different programs or events to help transition our incoming fifth grade students and families to middle school:

- **Middle School Visits**

Fifth grade students from our four largest feeder elementary schools come in for a “day in the life” experience. They are paired with a sixth or seventh grade student and shadow them in two of their classes.

- **Future Panther Night**

This is our spring open house. Parents and guardians are able to come in to meet with teachers and take tours of the school.

- **Panther JumpStart**

This is a half-day transition camp. Students come in to Stewart for two days in August and participate in different activities that will help them feel more comfortable starting middle school. They do ice breaker games, practice working with their lockers, learn how to take notes, and meet our staff.

- **Back to School Night**

This is an open house for parents or guardians and students to meet with their advisory teachers for a “get to know you” circle. They learn about expectations, events for the year, and get a draft of their schedule before transitioning to logistical things, such as purchasing uniforms and information on school clubs.

Unlike the transition from middle to high school, our incoming sixth grade students are coming from a school they may have attended for six or seven years. Students have to build relationships with six different teachers with new expectations. Our transition events give students time to process the big leap from elementary to middle school.”



Ravi Jaskar and Lauren Nobles are counselors at Stewart Middle School. Not pictured is Stewart Principal Kim Messersmith.

MIDDLE SCHOOL SIXTH GRADE ACHIEVEMENT

Victories abound for Tacoma sixth graders! Sixth grade achievement in Tacoma has shown some of the greatest success of all indicators across the cradle-to-career continuum. Nearly every middle school has reached over 90 percent of students passing all or all but one class.

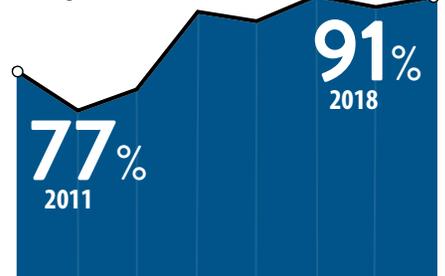
Paramount to this steady climb has been closing gaps for students historically at the margins of student success. The overall gap between White and non-Asian students of color passing all or all but one class is now at 3 percent. This is the lowest it has been since tracking started and a 19 point improvement from the gap in 2012. The poverty gap is likewise down to 7 percent, one of the smallest gaps between students in poverty and those not in poverty of all our indicators.

While results have dramatically improved for Latinx and Multi-Racial students in sixth grade, there are still significant achievement gaps for Native American and Pacific Islander students. Interventions in schools and community-based organizations have helped close gaps dramatically thus far. Continued support is necessary to build on this success and fully realize our goals in this indicator, which helps set the bar for later middle school and high school performance.

DATA TRENDS

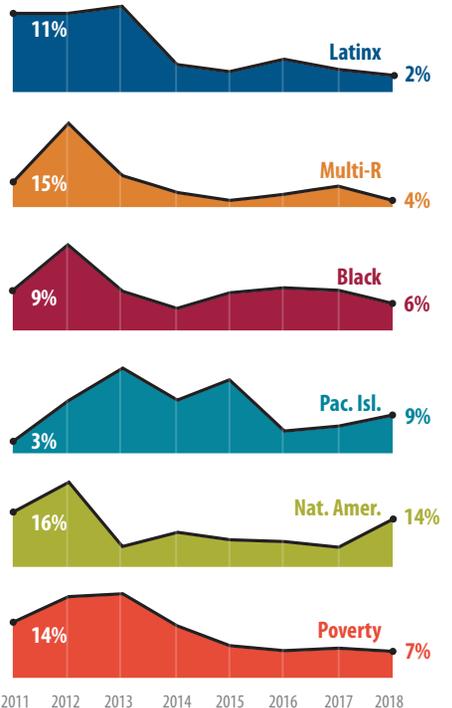
BASELINE TO CURRENT

Passing all or all but one class



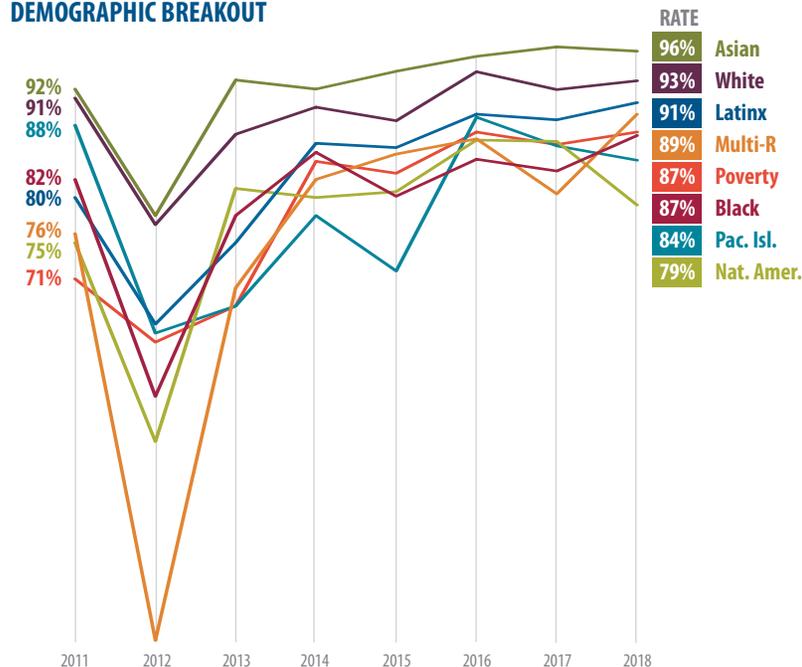
AIMING HIGHER GOAL: Increase the percentage of sixth graders who pass all or all but one of their classes.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Note: Asian students historically always perform above White students.

DEMOGRAPHIC BREAKOUT



Data Source: TPS raw files

INTRO TO STEM CAREERS

“RAIN’s mission is to grow the biotechnology industry in Tacoma. We want to increase accessibility and show kids, no matter what their background, that this is an exciting and possible path for them.

We had about 50 students from Stewart Middle School visit our facility on DiscoverU Day, a district-wide career exploration event for students of all ages. We wanted them to see what a professional lab was like so we set up miniature activities for them to move through. They held tools in their hands and got a sense of what the work is like.

We did a lesson with several classes at Jason Lee and Stewart as well, introducing them to our processes. We focused on DNA extraction and students took cells from their cheeks using pipettes, test tubes, and measuring tools. We talked about our work, synthetic biology, and what our own scientists have researched.

We’re now developing level two of the Bioengineering Camp, which offers more intense research opportunities for sophomores who already took level one or are taking AP Biology.

Our first camp had 15 students and 14 of them were female, so that was a win for us. We had five students of color, so there’s definitely room to grow. Our camp was free due to a grant from Graduate Tacoma and other funding.

This is our third year doing the iGEM program, which gives seniors and advanced students an opportunity to conduct real research and compete nationally.

We also support Superheroes of Science talks where we introduce students to a variety of STEM careers through guest speakers. In addition, we’ve added STEM-focused professional development for teachers in middle and high school. Our goal is to make synthetic biology available to them and help them see how it can connect with their existing curriculum.”



Mandy Galuszka is the Education Coordinator at RAIN Incubator.

MIDDLE SCHOOL EIGHTH GRADE MATH

Despite gains made in the sixth grade, the toll of transitions a student experiences through their middle school years continues to show itself by the eighth grade. The shift from a single class to a course load, extracurricular activities, and new expectations compounds an exceptionally difficult age of development for a student.

The overall rate of Tacoma eighth graders passing algebra or geometry with a C or better remains steady from last year. However, as the data are disaggregated, we see most student of color groups are getting left behind. The racial gap for eighth grade math continues to widen as results improve for White students but stagnate — and in some cases worsen — for students of color. Latinx and Native American kids in Tacoma are experiencing the largest disadvantage. For Native American students specifically, this is both reflective of the small population size as well as the impact of barriers to Native American student success compared to other groups.

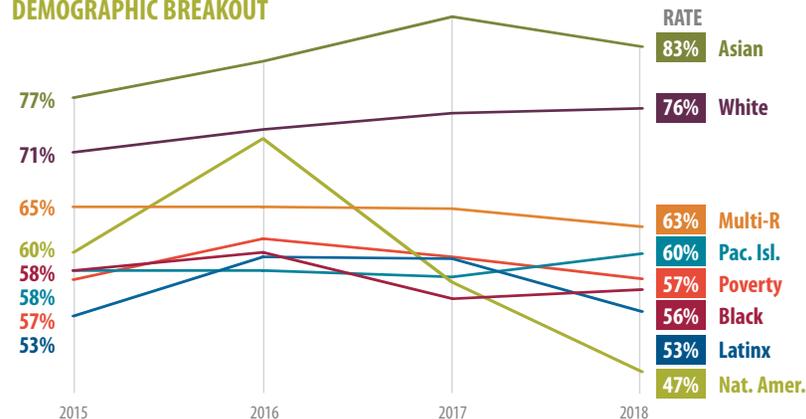
In addition, the poverty gap is not closing and remains a necessary area of heightened focus for educators and providers. These persistent gaps in middle school position kids for lower success in high school. Together, we must strengthen our reach and programs to target this transition period of a student’s life.

Shining Schools

Three Tacoma middle schools are moving the needle for eighth grade math in significant ways. In particular, Stewart went from 39 percent to 57 percent of students passing. This is the largest increase of any school. Also notable are Giardrone with a six point increase from 50 to 56 percent and First Creek nearing almost 70 percent of their students.

All three schools have among the highest concentrations of students of color and low-income students in TPS.

DEMOGRAPHIC BREAKOUT

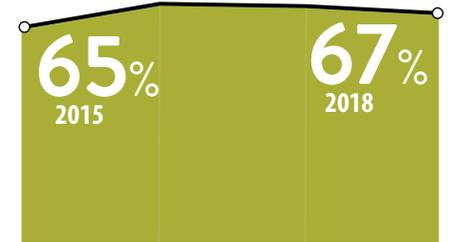


Data Source: TPS

DATA TRENDS

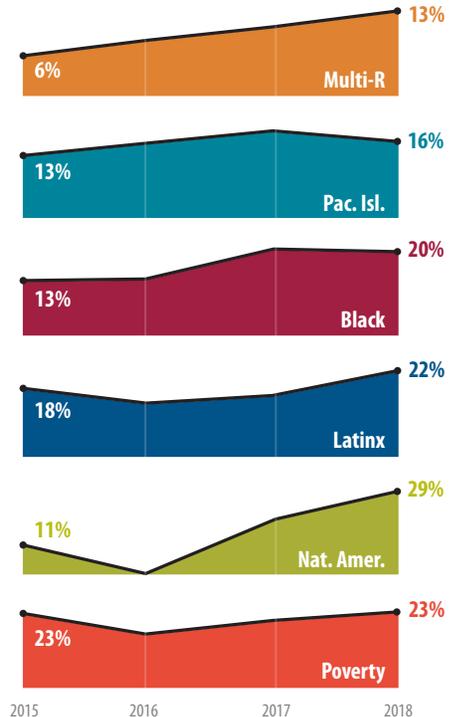
BASELINE TO CURRENT

Passing algebra or geometry



AIMING HIGHER GOAL: Increase the percentage of eighth graders who pass algebra or geometry with a C or better.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Notes: Asian students historically always perform above White students. Gap measures don’t perfectly match demographics due to rounding to the nearest percent.

COMMUNITY INDICATOR

ATTENDANCE

By middle school, missing 18 days or more of the school year (chronic absence) has been found to be a leading indicator that a student will drop out of high school. Several factors come into play around attendance. Nationally, children living in poverty are four times as likely to be chronically absent than their more affluent peers. Often this is for reasons beyond their families' control, like unstable housing or unreliable transportation. Furthermore, parents who are not engaged in their kids' school life, in many cases due to language barriers or demanding work schedules, have a much harder time seeing the impact of missed school on their child's success.

While Tacoma Public Schools has some of the highest rates of chronic absences in the region, there have been some improvements in the last year. Chronic absence has declined across all high school grades. Most notably, TPS seniors saw a decrease in chronic absence from 54 to 44 percent.

Reaching Students Where They Need Us

Kids with more obstacles to reaching full attendance don't have to be another statistic given the right in- and out-of-school supports.

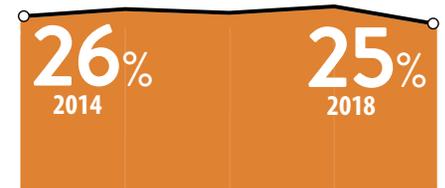
Over the last eight years, Tacoma students have consistently experienced spikes in absences entering middle school and high school, continuing into their high school experience. During the 2017-18 school year, freshman students saw a lower improvement in chronic absences compared to students in grades 10-12. Catching students during these transitions is critical to improving rates across all secondary grade levels, ultimately improving high school graduation and postsecondary enrollment rates.

Meanwhile, the racial gap continues to be a major challenge to achieving improved attendance rates. At four of Tacoma's high schools, more than half of the Black student population is truant in each school. Pacific Islander students are experiencing similar circumstances, as 38 percent have chronic absences in 2018 across all grades and schools.

DATA TRENDS

BASELINE TO CURRENT

Chronic Absence, K-12 Average

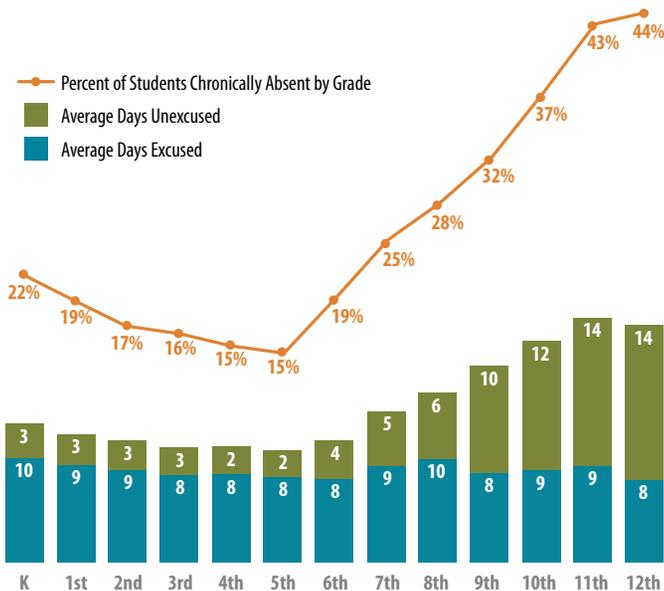


AIMING HIGHER GOAL: Decrease the percentage of students who are chronically absent – missing 10 percent (18 days) or more of the school year, excused or unexcused.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.

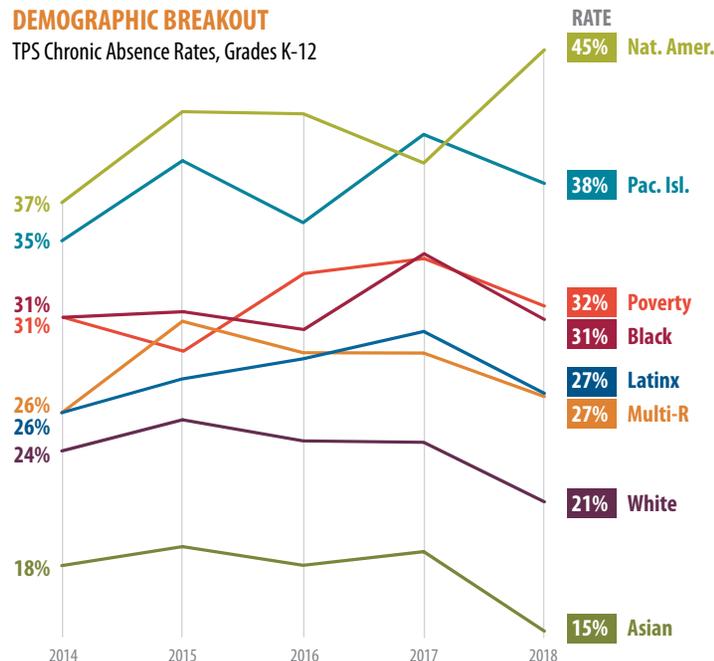
CHRONIC ABSENCE (18+ DAYS) IN 2017-18

UNEXCUSED VS EXCUSED ABSENCES

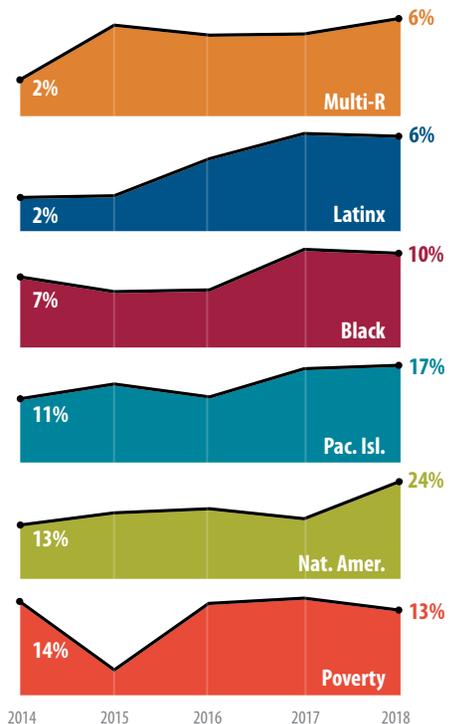


DEMOGRAPHIC BREAKOUT

TPS Chronic Absence Rates, Grades K-12



Data Source: TPS raw files



Note: Asian students historically always perform above White students.

The Lincoln High School Drumline greets community members at the 2018 Cradle to Career Luncheon.



GRADUATE!
TACOMA

REACHING HIGHER

MENTORING FOR SUCCESS

“Big Brothers Big Sisters provides stable, caring adult mentors for children and youth living with adversity, starting them on a path to resilience and success. Over time, these relationships balance out the effects of hardship, giving children a way to thrive despite the challenges they face.

Last year, Big Brothers Big Sisters served 195 kids in Tacoma and Pierce County. While no two children are alike, here are a few factors that affect our kids:

- 84% are eligible for free or reduced lunch.
- 23% have been homeless in the last five years.
- 26% have a loved one in the criminal justice system.

Our mentoring programs make a real difference. The Tacoma-Pierce County Big Brothers Big Sisters has a waitlist of more than 300 youth and families who are seeking the support of a mentor. After 12 months, a relationship with a caring, consistent adult has a significant positive effect on a young person’s behavior and well-being. In 2018, among the kids we serve:

- 89% said they felt more accepted by their peers.
- 96% grew more confident in their abilities at school.
- 96% reported an aversion to risky behavior like physical violence and substance abuse.

Outcomes like these are what Big Brothers Big Sisters is all about. If a youth succeeds in these areas, he or she can succeed in life.”

Diana Comfort (back row) is the Managing Director of Big Brothers Big Sisters of Puget Sound.



HIGH SCHOOL NINTH GRADE ACHIEVEMENT

Ninth grade is an especially important milestone for a student. Following the most difficult age and transition time in a young person’s education, students are now joining their larger graduating class cohort, expectations and measurement are reaching a new level of scrutiny, and college and career paths are emerging. Some students immediately thrive in this new setting. Others struggle to bounce back from the storyline of middle school where — as we saw with eighth grade math — the racial gap is growing and poverty gap is among the highest of all indicators, despite a strong start in sixth grade achievement.

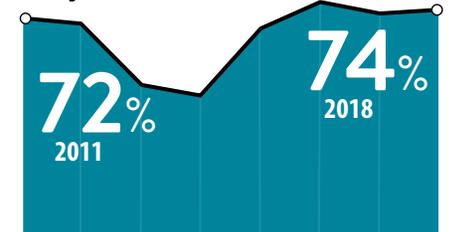
Ninth grade achievement tracks the percentage of students passing all or all but one class. This year’s data shows freshmen students made just slight gains, consistent with rates in eighth grade, as seen on [page 17](#). The poverty gap has closed over the last two years but remains at a high 16 percent. Similarly, while achievement has improved for Asian, White, and Multi-Racial students, results have worsened for other groups — particularly for Black and Pacific Islander students.

Our ability to close gaps and continue to increase the rate of students graduating high school depends in large part on our success reaching students in the ninth grade. It’s when students begin to accumulate graduation requirements or fall behind — and sometimes give up on school and drop out. This elevates the importance of out of school providers and mentorship programs, like Big Brothers Big Sisters featured on the left, who can build on gains made in school.

DATA TRENDS

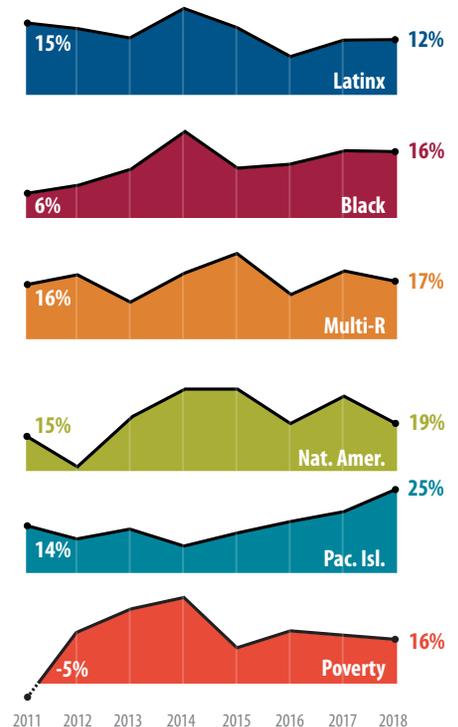
BASELINE TO CURRENT

Passing all or all but one class



AIMING HIGHER GOAL: Increase the percentage of ninth graders who pass all or all but one of their classes.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



DEMOGRAPHIC BREAKOUT



Data Source: TPS raw files

Note: TPS, OSPI, and Graduate Tacoma all use slightly different metrics for 9th grade achievement and are therefore difficult to compare.

Notes: Asian students historically always perform above White students. Gap measures don’t perfectly match demographics due to rounding to the nearest percent.

SPENDING MORE TIME

“In 2011, Lincoln High School earned a state innovation designation for its work piloting Lincoln Center, a “school within a school” providing students with 450 extra instruction hours over the course of their high school career. Due to the proven success of the students who voluntarily participated in Lincoln Center, all of Lincoln High School has since adopted the extended day, homework help, and academic advising model. Lincoln 2.0 amplifies student success with more challenging coursework, designated time for career exploration, and an increasing number of classes taught at the honors or Advanced Placement level.

The Extended Day program at Lincoln High School offers students an additional class period during the day for enrichment and additional support in the form of homework help, mentorship, and postsecondary planning.

Seminar class allows us to know our students better and offer more responsive instruction. It’s proving to be an important resource for student success because relationships we develop with our students allow us to push them both in their classes as well as in planning for the future. With this, we are furthering Lincoln’s goal to have every student connected to a trusted adult.”



Patrick Erwin is Principal of Lincoln High School.

COMMUNITY INDICATOR HIGH EXPECTATIONS

Graduate Tacoma began tracking High Expectations in 2013 when Tacoma Public Schools began reporting data on rigor course completion. This includes participation in Advanced Placement, International Baccalaureate, College in the High School, and Running Start.

Changing Metrics Matters

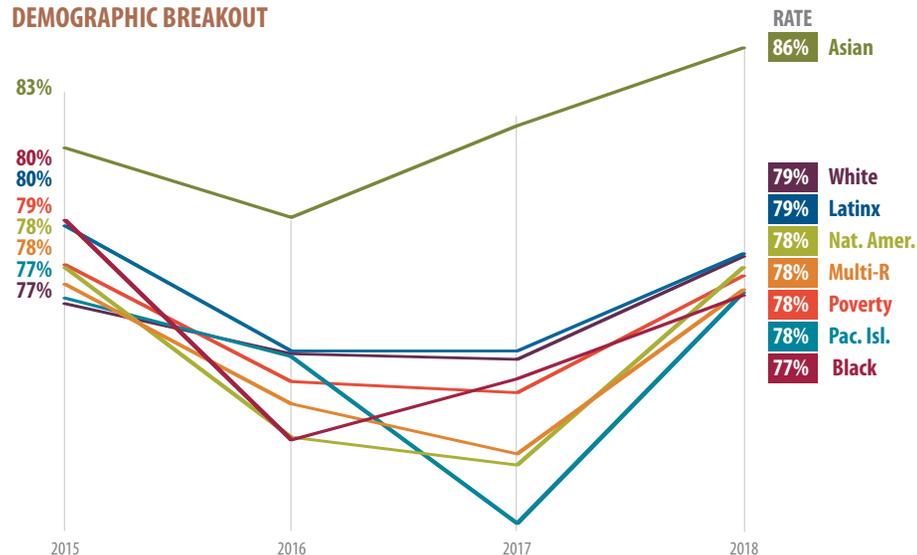
Our results in this indicator, however, speak to the shifting and dynamic nature of reporting and evaluating education data.

OSPI and TPS are both in the process of rebuilding their public data dashboards, and TPS is revising its academic rigor metrics to match OSPI methods going forward. Therefore, TPS is unable to update their findings until after publication of this report due to data migration and budget constraints.

At the same time, OSPI has started tracking Career and Technical Education participation and including it in dual credit measures for all high school students. We have not previously connected this information to High Expectations and have historically tracked only 11th and 12th grade students. TPS has been a statewide leader in apprenticeship training and Career and Technical Education for high school students and will be expanding this area dramatically in the coming years. We feel OSPI’s new system of tracking is very close to our community-defined High Expectations measure and plan on reporting it moving forward.

This new data set, shown here, resets our measure and re-establishes our baseline to 2015. We are confident that the OSPI measure will only improve over the coming years, allowing us to do more granular breakdowns by grade and demographic.

DEMOGRAPHIC BREAKOUT

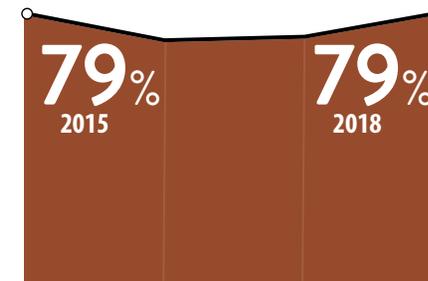


Data Source: Office of the Superintendent of Public Instruction (OSPI)

DATA TRENDS

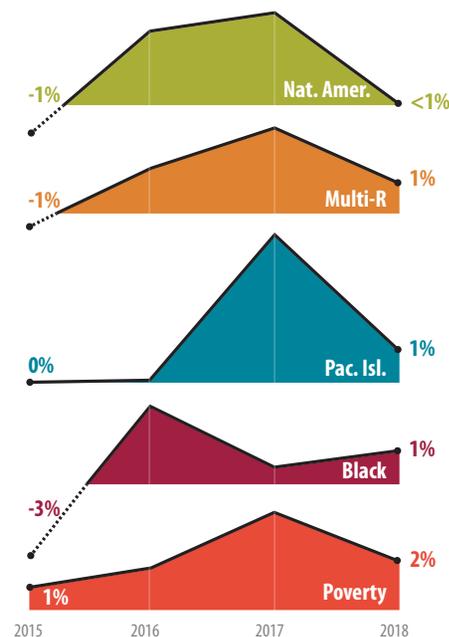
BASELINE TO CURRENT

11th and 12th graders enrolled in college-credit-eligible classes



AIMING HIGHER GOAL: Increase the percentage of 11th and 12th graders taking at least one advanced class eligible for college credit.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Note: Asian and Latinx students historically always perform above White students.

LEVELING THE PLAYING FIELD

“Some students get nervous when they know they have a big test coming up, so the more exposure they have to the material, the more comfortable they feel — thus helping alleviate test anxiety and building confidence. Providing opportunities for test prep helps students become more familiar with what to expect on the actual test day.

This year, students had the opportunity to prepare for the SAT by attending a webinar-style workshop provided by Enhanced Prep, which offers students test-taking tips and a review of subjects that will be covered during the SAT.

Students learned test-taking strategies that can improve their test scores, such as managing how much time to spend answering each question and understanding how the test is scored, which can help them focus on which and how many questions they need to answer during the test. This workshop can also help students who have not yet met the state testing requirements (SBA) by giving them the extra refresher they need. Also, despite being a virtual resource, our SAT Prep workshop always has someone available to speak with students and answer any questions they may have.

This workshop would not be possible on the scale that it’s happening without the help of community partners. A true example of collaboration, Graduate Tacoma has offered financial support while Enhanced Prep is providing the tutorial services. Tacoma Public Schools and others host the workshop sessions, while organizations like TRiO coordinate them at the schools and help promote them to students.

It would be great to be able to offer these workshops on an annual or semi-annual basis for all TPS students in the future. Students from low socioeconomic backgrounds often don’t have access to resources, such as tutors or lessons, so this refresher workshop can help level the playing field in a way.”



Riabelle Vivas is the Educational Planner and Advisor of the TRiO program at Tacoma Community College.

HIGH SCHOOL COLLEGE ENTRY EXAMS

For the past four years, the work of our Networks and schools in building a college-bound culture has been further reinforced by TPS’ commitment to removing barriers to SAT participation. Unlike most districts, TPS absorbs the financial, scheduling, and travel burdens to taking the SAT by offering it free during the school day for all students.

This policy change has directly led to a dramatic increase in SAT participation for Tacoma students. For the second year in a row, nearly 99 percent of seniors are taking the test before October of their graduating year. The average student graduating in 2019 has taken the test 1.7 times, and an increasing number are taking their first test in their junior year.

It is difficult to derive trends on this indicator as the College Board has made significant updates to the exam at the same time this policy change occurred. However, we have seen excellent gains in participation and scores for students living in poverty, including composite scores almost 100 points higher than in 2016. Meanwhile, gaps have narrowed for almost all racial groups in reading, but persist in writing and math.

Despite these gains, there is more work yet to do. This year’s average composite score fell to 983, a decline from last year’s average of 1036. The aim must continue to be on higher achievement for all students. However, it’s important to note these composite scores reflect all seniors — not just those planning to pursue college, as is the case in many other districts.

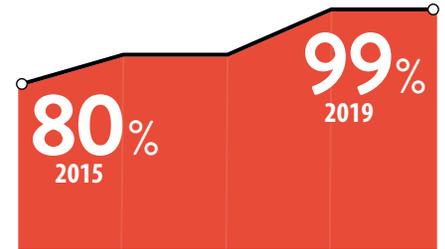
In response to this gap and the subsequent outpouring of interest by school counselors, the College Success Foundation and Graduate Tacoma’s College Support Network are helping bring free prep courses directly to high schools this spring. Learn more about this effort from Riabelle Vivas, featured on the left.



DIG DEEPER:
Visit GraduateTacoma.org/Data
to dig deeper into the data!

DATA TRENDS

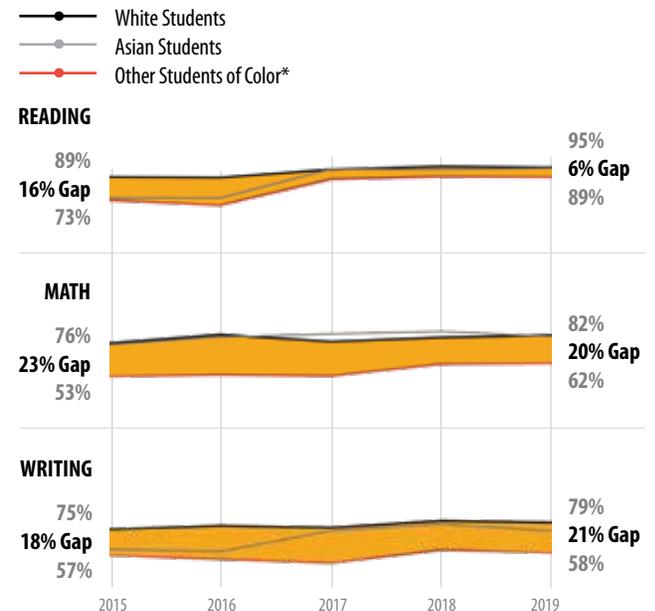
BASELINE TO CURRENT
Students Taking the SAT



AIMING HIGHER GOAL: Increase the percentage of high school seniors who take the SAT. Increase the average score on the SAT.

SAT OPPORTUNITY GAPS

Between Students Meeting Subject Standard



* “Other Students of Color” includes Black, Latinx, Native American, Multi-racial and Pacific Islander students, all of whom have experienced persistent opportunity gaps.

Data Source: College Board via TPS

CELEBRATING EACH OTHER

“The theme for Oakland High School’s first prom is Under The Stars.

This is a big deal for the students because it’s the first out-of-school special event where they get to dress up and have a traditional high school experience. We don’t have sports events, homecoming or pep assemblies at Oakland, which has taken away opportunity for students to get to know each other outside of class.

Since Oakland has kids from all over Pierce County, it is hard for them to get to know each other after the school day ends. We want our students to have the same opportunities as other high school students and to feel a sense of pride.

There has been a drastic change in how kids enter the classroom since launching this project. They are more motivated, excited, and organized than previous years because they have an end goal in mind and timelines to make this dream come true. We have a handful of students that have expressed interest in going into the party planning field just from this experience.

At Oakland, it is common for students to sit alone and isolate themselves from their peers during the school day and at lunch. Through this process, the students have grown more familiar with each other and acknowledge each other in passing, whereas before they would not. Students who were maybe a little shy have stepped up to the plate to take leadership roles, talk to business partners, make school-wide announcements, and more. Students wrote and filmed a video in order to raise money for prom-related expenses and even hired an Oakland alum as the DJ.”



Emily Page is the ASB Advisor and Student Council Teacher at Oakland High School.

HIGH SCHOOL

4-YEAR ON-TIME GRADUATION

Tacoma’s four-year graduation rate has reached another record-setting high at 89.3 percent — surpassing our goal of 85 percent by 2020. Every ethnic group has seen 20-30 point increases over the last few years, and overall gaps by race and income remain very low.

Building Resilience

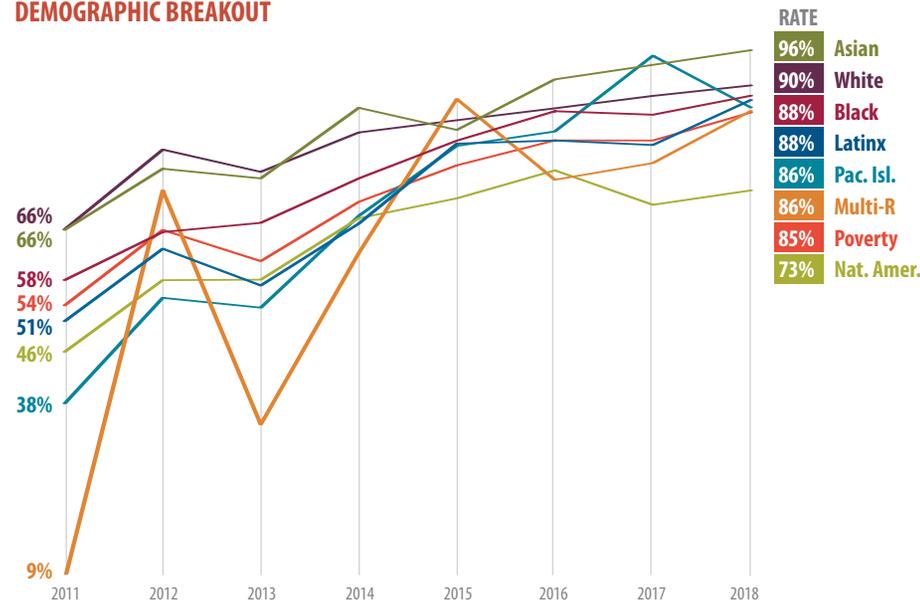
Homeless students and English Learners are graduating at all-time highs, despite increases in both populations. The rate of homeless students graduating on time has grown from 70 to 79 percent over the last year. Likewise, 87 percent of English Learners are graduating on time — nearly double the rate reported in 2010.

The success of these two student groups is a testament to the resilience of young people, as well as the impact of targeted supports.

Interventions, quality learning and increasing access to opportunity are critical throughout the cradle to career continuum. Therefore, a student’s success in one indicator is not a predictor of their overall success through high school graduation. What we have seen with these two populations is that while these students may fall below their peers in areas like third grade reading, they are succeeding today due to support provided later in their trajectory and in high school. It’s never too late.

To build on the success of another record-setting graduation rate and to see those graduates through college or a career, we must continue to lean in around key transition points for students to reach them where and when they need us most.

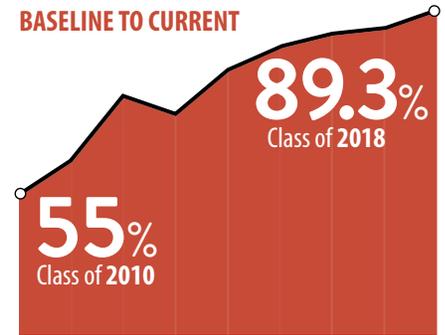
DEMOGRAPHIC BREAKOUT



Data Source: Office of the Superintendent of Public Instruction (OSPI)

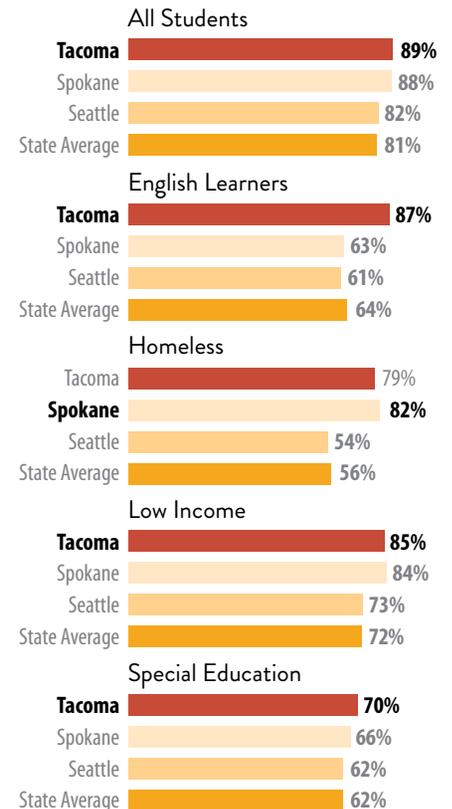
DATA TRENDS

BASELINE TO CURRENT



AIMING HIGHER GOAL: Increase the four-year on-time graduation rate to 85 percent by 2020.

2018 GRADUATION RATES COMPARED



OPEN DOORS

“Many of us struggle in large comprehensive high schools. Many of us are dealing with personal issues or family tragedies that have impacted our ability to succeed in high school. We understand.

Willie Stewart Academy is an open doors program within Tacoma Public Schools for students who have dropped out of high school, lack credits to graduate on time, or have family or job needs that preclude them from attending a traditional high school. Students ages 17-21 work to earn diplomas or GEDs with support from Certificated Teachers in each subject, case managers, a social worker, and a Career Guidance Specialist.

A case manager meets with each student as they arrive at Willie Stewart Academy to create an individual learning plan. This plan enables our students to work at their own pace with support from certified teachers. Our approach to education is blended learning, where we combine online work with in-person support and instruction. Students attend one or two sessions a day from 9:30am-12pm and/or 12:30-3pm. Schedules are tailored to individual needs.

In addition, students who need support in non-academic areas will be supported by our community partners, providing services that include: mental health counseling, anger management, housing, career counseling, support groups, food and clothing, and job internships.

Where there are few resources for students beyond the age of 18 as well as beyond the fourth year of high school, Willie Stewart Academy fills an important gap.

We are named after Mr. Willie Stewart, an icon in the community who worked for 36 years within the Tacoma School District as a teacher, principal, district administrator, and Tacoma School Board member.”



Janet Hopkins is a careers specialist and teacher at Willie Stewart Academy.

HIGH SCHOOL

5-YEAR EXTENDED GRADUATION

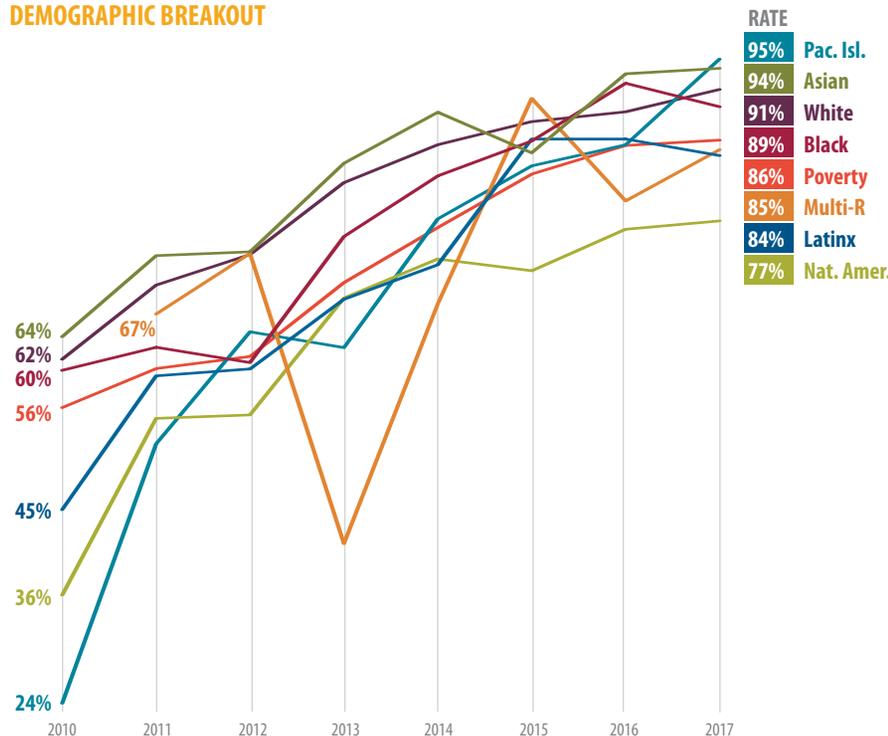
The five-year extended graduation rate for Tacoma’s Class of 2017 remains at a solid 89.6 percent. Like on-time graduation rates, we are continuing to shift the scales and surpass our 2020 goal.

Despite a slight dip in our progress toward closing gaps for all students of color, Pacific Islander students reached a high point in graduation this year. This group realized an overall 10 point increase in graduation from 2016, reaching 95 percent!

Reducing Barriers

Meanwhile, at 79 percent, the five-year extended graduation rate for students experiencing homelessness in Tacoma has remained at a critical standstill for the last three years. The dramatic growth in four-year rates for this group and lack of growth in five-year rates might indicate that young homeless adults are losing access to resources after they turn 18. We know that ending the cycle of poverty is much more than a housing problem. Without a high school diploma or GED, these young adults are 3.5 times more likely to experience homelessness again later in life compared to their peers who completed high school. Moving forward, it is vital that we continue to work towards removing barriers that compound the impact of unstable housing.

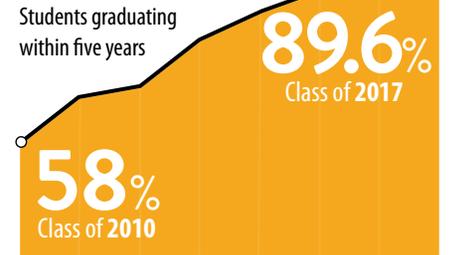
DEMOGRAPHIC BREAKOUT



Data Source: Office of the Superintendent of Public Instruction (OSPI)

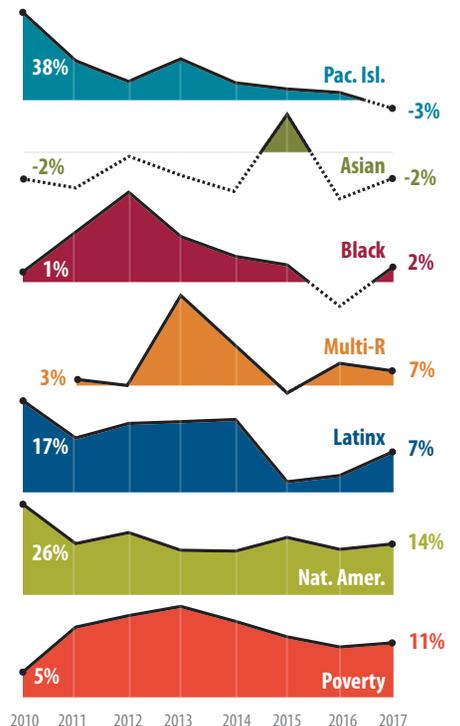
DATA TRENDS

BASELINE TO CURRENT



AIMING HIGHER GOAL: Increase the five-year extended high school graduation rate by 50 percent — to 87 percent by the Class of 2020.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Note: Gap measures don't perfectly match demographics due to rounding to the nearest percent.

Stadium High School students get a look at potential career options in health at the first orientation event hosted by Healthcare Careers Academy.

A young woman with dark curly hair, wearing a blue t-shirt that says "CLASS OF 2022", is focused on using a stethoscope on a medical training mannequin. She is in a room with other people in the background, suggesting a school orientation event. The text "LAUNCHING CAREERS" is overlaid in large white letters at the bottom of the image.

LAUNCHING CAREERS

COLLEGE-READY, COLLEGE-BOUND

“The Higher Education Readiness Opportunity (HERO) builds college awareness in ninth and tenth grade students at Foss, Wilson, and Mt. Tahoma High School. We personally and academically support students to overcome barriers to college readiness while exposing them to career and college opportunities.

We help ninth grade scholars understand the importance of grades once they’re in high school and the practical things they can do to keep up. Meanwhile, our tenth grade program includes test preparation and a more pronounced emphasis on college itself. We help students identify immediate and long-term steps they can take to prepare for their future.

HERO scholars complete three college exploration activities and three career exploration activities each year. Part of the magic is the direct mentorship that is provided. Students have told us that it makes a huge difference having a day-to-day mentor in school.

Students in our pipeline have a 77 percent rate of enrolling in college directly from high school. HERO scholars are able to say, “I’m part of something.” They see other students go on to college because of what they started in ninth and tenth grade. They’re part of a community of students from similar backgrounds aspiring to go to college. Our students are impacted by poverty and seldom have college in their families’ experience, so these important milestones wouldn’t otherwise be part of their high school years.”



(From Left) HERO Advisors Michael Liptrap, Levon Williams and Phanat Ny serve students at Mount Tahoma, Foss and Wilson High Schools. Not pictured is Liesl Santkuyl, Program Manager at the College Success Foundation which hosts the Higher Education Readiness Opportunity (HERO).

COLLEGE AND TECHNICAL SCHOOLS COLLEGE ENROLLMENT

As Tacoma students continue to reach their highest potential in K-12, our work now turns to college enrollment, persistence, and completion with increased focus. In the last few years, Graduate Tacoma has transitioned to using data from both the National Student Clearinghouse (NSC) and Education Research Data Center (ERDC), enabling us to do a deeper study of student-level outcomes while also examining larger statewide trends.

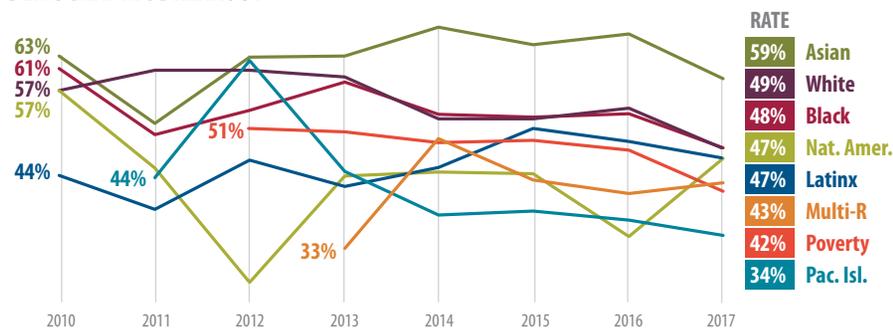
Rising Costs, Falling Enrollment

According to NSC data, the rate of TPS students enrolled in college within one year of graduating high school has declined overall by 9 percent since 2010. Specifically, from 2016-17, we saw a 5 percent decline, driven almost entirely by a drop in low-income student enrollment from 48 to 42 percent. This has widened the poverty gap from 11 percent at baseline to 20 percent last year. ERDC calculates rates differently,* but shows that in 2016 Tacoma fell 4 percent below the statewide average of 28 percent enrollment in two-year programs.

In 2017, state legislation ended a six-year freeze on college tuition, allowing institutions to begin raising the annual costs to earning a postsecondary degree or credential. The full impact of this decision still looms for college-going students and may be a contributor to falling low-income enrollment — which similarly declined following steep state tuition hikes during the Great Recession. This only emphasizes the importance of passing future legislation to fully fund the Washington College Promise Scholarship, a guaranteed source of financial aid for more than 93,000 eligible students statewide.

The growing financial burden of college and the large percentage of low-income Tacoma graduates make it increasingly difficult to improve the rate of enrollment. Our collective effort is essential to ensuring students have the tools to apply and pay for college. It is likewise essential to building up the future of Tacoma’s economy and workforce. Graduate Tacoma’s College Support Network has made particular headway in connecting students to in- and out-of-school college enrollment resources, [see pages 38-39](#). Their success in laying the groundwork makes Graduate Tacoma’s efforts in this area now ripe for cross-sector coordination and alignment.

DEMOGRAPHIC BREAKOUT

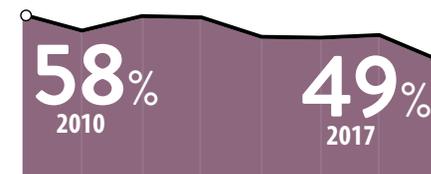


*EERDC includes students in less than two-year programs and certificate programs and double counts students who enroll in both two- and four-year programs. This is true for both enrollment and completion data.

DATA TRENDS

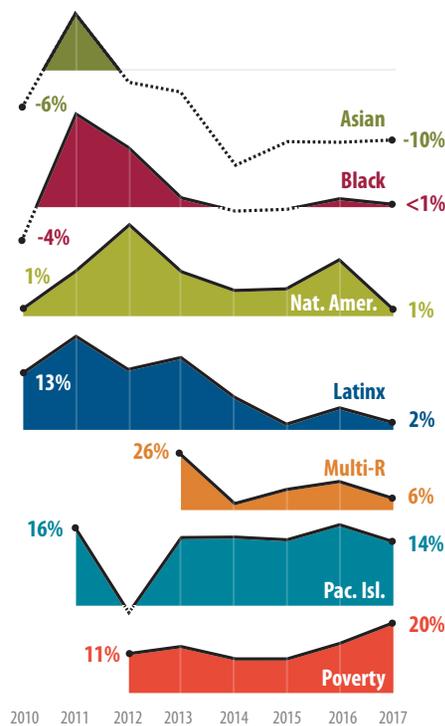
BASELINE TO CURRENT

Two- or Four-Year Enrollment within One Year of H.S. Graduation



AIMING HIGHER GOAL: Increase the percentage of TPS graduates who enroll in two- or four-year colleges, apprenticeships, or technical certification courses within one year of graduation.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Note: Gap measures don’t perfectly match demographics due to rounding to the nearest percent. Data Source: National Student Clearinghouse via TPS, with support from Degrees of Change.

READY TO RISE

“*Ready to Rise* is a leadership opportunity for students to join a cohort of high school graduates who will be attending the same college as them. Students transitioning into college are often not prepared to handle the social dynamics of this new environment. Time management, dorm life, and encountering new personalities can feel overwhelming.

With *Ready to Rise*, students come together through a series of community retreats to meet other college-going students from Tacoma and around the state. We provide leadership and college preparation training in the summer where participants learn about the potential challenges they will face and resources available to them. It’s a chance for students to explore their own sense of identity and plans for their future while building a support network.

Additionally, each college has a peer mentor, usually a second-year student who has been through the program. Once on campus, there are monthly meetings and trainings where students can learn together.

We’ve seen that if students don’t identify with their campus, they won’t succeed. With *Ready to Rise*, we help them see how personal relationships and connections will support them. With activities like rafting and hiking, students can bond and face obstacles together, so they’re better prepared for the challenges ahead.

In the first year of *Ready to Rise*, we had just 30 students and grew to 60 the following year. Our goal this year is to engage 90 Tacoma area students who will be attending one of our partner colleges. We’ve added cohorts in Yakima, Clark County, and Vancouver to our partner schools which include UWT, TCC, WSU, and Western and Central Washington Universities.”



Lori Parrish is the Tacoma Site Director of *Ready to Rise*, a program hosted by *Degrees of Change*.

COLLEGE AND TECHNICAL SCHOOLS COLLEGE COMPLETION

In the same way that we are seeing declines in college enrollment, fewer of the students who do enroll are making it all the way to college graduation. Our vision for a Tacoma where every child succeeds in school, career, and life cannot be lost after the 12th grade.

In previous years, we reported the percentage of Tacoma Public School graduates from a given graduating year who went on to complete college. However, because the number of graduates is larger than the number of students who enroll in college, this was not a meaningful representation of students persisting and completing. For this year’s report, we are instead taking a look at the rate of students completing college among all who enrolled within one year of high school graduation.

Fewer Students Crossing the Finish Line

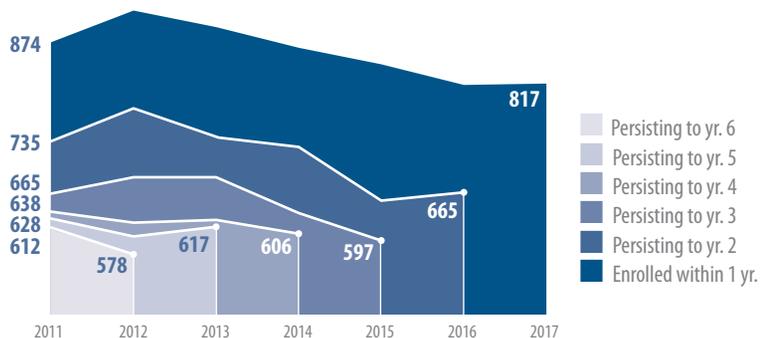
With more concise reporting, we are seeing a concerning 4 percent decline in completion from students who enrolled in 2010 to those who enrolled in 2012. Meanwhile, gaps are persistent over the few years we are able to measure effectively, including a 14 percent gap between students in poverty and their more affluent peers in 2012 (the first graduating class where we can match NSC data on poverty).

Our community-built goal to increase the completion rate by 50 percent by the Class of 2020 seems to be getting farther away, and yet we have only a few years left to make the change we set out to make. Key to improving completion is improving the persistence rate across a student’s college years. The graph below indicates that the first two years are crucial times for students facing difficulties and that the rate of drop-off decreases in later years. This is true across racial and economic groups.

As we look to the year ahead, we must consider ways to expand our efforts to support students in those first two years of college. *Ready to Rise*, featured on the left, is one example of how trained peer mentors are meeting students where they are.

PERSISTENCE TRENDS BY COHORT (NSC)

Postsecondary persistence among students enrolling in college within one year of TPS graduation, by high school graduating class.



The above graph looks at college persistence by a student’s graduating year. For instance, in 2011, 612 of 874 originally enrolled students persisted to year six. This is higher than the earlier NSC persistence graph because it includes students who have yet to graduate.

DATA TRENDS

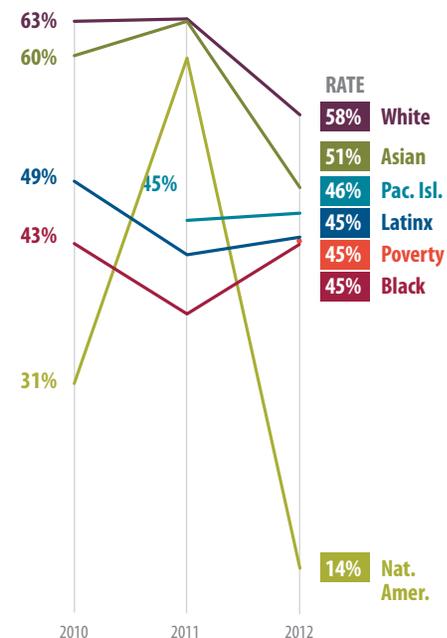
BASELINE TO CURRENT

Certificate, two- or four-year degree completion within six years of H.S. graduation (among all who enrolled in college or technical school)



AIMING HIGHER GOAL: Increase by 50 percent the percentage of TPS high school graduates who complete a two- or four-year college degree or technical certificate by the Class of 2020.

DEMOGRAPHIC BREAKOUT



Note: Disaggregation for Multi-Racial students is not possible until the Class of 2013; for students in poverty until 2012; and for Pacific Islander students until 2011.

Data Source: National Student Clearinghouse via TPS, with support from *Degrees of Change*.

CONTINUED OPPORTUNITIES

SOCIAL-EMOTIONAL LEARNING

AIMING HIGHER GOAL: Increase positive behavior and student engagement and decrease behavioral challenges.

Social and emotional learning is the process through which we acquire and effectively apply the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Tacoma Public Schools and the Greater Tacoma Community Foundation have helped deepen our community's progress toward providing social-emotional support by way of the Tacoma Whole Child Initiative (TWCI). In September 2018, the partnership launched a five-year study and investment at 12 TPS pilot elementary schools and their associated expanded learning organizations.

Now in the second year, the study is examining the central question: Will students benefit if urban schools and their afterschool partners work together to improve and align experiences and climate to foster children's social-emotional learning?

The schools engage 24 community organizations offering expanded learning opportunities through the Tacoma Whole Child partnership. With this new connection point, students now have on-site access to visual and performing arts, dance, robotics, STEM learning, mentorship, sports, and more. Programs take place before, during, and after school, providing a safe place for students to learn new skills, build positive relationships, and connect with their community. Additionally, staff and faculty who interact with students model and support the same social and emotional practices across the board.

Through the TWCI, participating schools and organizations can share information and data to support continuous improvement — learning from each other what works well and which practices need to be strengthened. As this partnership aligns systems and identifies measurements of success, we should see a baseline for this indicator emerge.

Visit [GTCE.org](https://gtce.org) to learn more about the Tacoma Whole Child partnership and how community organizations are working with schools.

SAFE & HEALTHY ENVIRONMENT

AIMING HIGHER GOAL: Increase safe, healthy, and nurturing environments for students in the community.

A key factor to social-emotional learning is a child's environment. This is an area Graduate Tacoma is also monitoring for measurement opportunities. One organization we have seen steer this work is Safe Streets.

Last fall, Safe Streets launched the Whole Neighborhoods study to better understand the role that neighborhoods have or could have in a child's development. The project builds on the Framework for Systemic Social and Emotional Learning developed by CASEL (Collaborative for Academic, Social and Emotional Learning). Similar to the work highlighted at left, the framework defines five core competencies for teaching Social-Emotional Learning. It also identifies three contexts: classrooms, schools, and **homes and communities**.

While the role of homes and communities in whole child development is widely recognized, there is little to no effort being made to extend the important work of schools and out-of-school learning programs into neighborhoods. Safe Streets is particularly well-positioned to lead the effort around this third context. By engaging neighborhoods within Tacoma's Whole Child Initiative catchment area — covering everything between Jennie Reed, First Creek, and Sheridan Elementaries — the study aims to identify current perceptions and the future visions of neighbors, families, and partners in the area.

Following the study, Safe Streets will use their findings to engage neighbors and build family-community partnerships that ultimately cultivate an environment centered on the whole child.

As Safe Streets moves this work forward, their position is that whole child development is, in the end, about creating a positive climate, inclusive culture, and supportive relationships for every child. All are intrinsically tied to Safe Streets' mission to unite and inspire youth, neighbors, and business to build safe, healthy, and thriving communities. Safe Streets is currently analyzing findings, and we look forward to seeing how their effort can help identify a measure with reliable data for tracking.

CONTINUED OPPORTUNITIES

DEVELOPMENTAL SCREENING

Developmental screening involves a health check for babies and young children under the age of 5 to help identify if a child has developmental delays or disabilities. Bringing focus to such an early point in life allows caretakers and future educators to better understand what support a child needs most in those crucial years of development prior to preschool.

In 2014, we saw a slight boost in state screenings due to legislation that brought support to Medicaid reimbursement and the statewide Help Me Grow Pilot, then led by WithinReach. This was an effort to coordinate health care providers and increase access to screenings in select communities. This led to an influx of referrals from agencies like Child Protective Services, faith-based organizations, the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), physicians, and private child care programs.

Despite an increase in developmental screenings, however, the process of streamlining so that every child receives this check and subsequent care is long and complex. Once a kid is identified with an issue, they are referred to an outside specialist. Specialists are an expensive level of care. For families receiving Medicaid, this follow up is a long and expensive road.

The Help Me Grow Pilot has since launched in Pierce County, further centralizing a referral system and helping link families in three target zip codes (Tacoma's South End, parts of Lakewood, and unincorporated Pierce County) with needed resources. This year's legislative session carries additional potential as lawmakers consider funding the full Help Me Grow program in Pierce County.

Graduate Tacoma continues to monitor progress in these areas, as well as lend our advocacy support to fund the full Pierce County - Help Me Grow Pilot, in order to collect and analyze data trends. In the meantime, case management and home visiting provided by community organizations and the Tacoma Public Schools' ChildFind program play an important role in reaching and providing families with free screenings.

PARENT & FAMILY ENGAGEMENT

AIMING HIGHER GOAL: Increase the number of parents and guardians who are supported and engaged in student success.

As a child's first teacher, families who are supported and engaged in the development and education of their children critically strengthen efforts to help students realize their potential. Research shows that when the three forces of family, community, and schools work together to support a kid, student success suddenly becomes within arms reach.

In the last two years, Graduate Tacoma has set forth to engage families around this understanding. In 2016, the first Graduate Tacoma Parent Advisory Council, consisting of parent leaders from across the city, defined 'parent and family engagement' as **a community of supporting adults sharing responsibility in fostering the success of every child**. The definition intended to both move us closer to a measurement we could track for this community indicator, as well as help all parents see themselves as integral to the Graduate Tacoma movement. Using feedback gathered from district families, in 2017, the Council began exploring ways to measure the impact of this newly-adopted definition. Their work led to deep discussions with Tacoma Public Schools' Community Partnership Office on increasing the number of parents and guardians who are supported and engaged in student success.

However, the more that progress was made, the more that entrenched challenges surfaced. It became apparent that bringing parents and schools to the same table was just a start. To sustainably engage families in student success at the scale Tacoma students deserve, more work needs to be done to connect, coordinate, and expand existing efforts. Likewise, Graduate Tacoma's role as intermediary to moving this work forward requires further clarifying in order to elevate shared responsibility as the cornerstone to this effort.

As we continue to grapple with the necessity of family engagement to move this indicator, and ultimately support all Tacoma kids to a career, 2019 will be focused on identifying the best approach to reviving this work. The challenges surfaced over the last two years begs the question: **What is community doing to support and engage families within a coordinated, sustainable system?**

Kit Evans, former-Executive Director of Hilltop Artists and Michelle Woo of OASIS Youth Center discuss data related to out-of-school and summer learning.

WORKING TOGETHER

COLLABORATIVE ACTION NETWORKS

The work of the Graduate Tacoma movement is organized and mobilized by four Collaborative Action Networks. These Networks consist of more than 100 partner organizations, institutions, and youth-serving programs who meet regularly to address our community-built indicators.

EARLY LEARNING & READING

Dedicated to ensuring 100 percent enrollment in TPS preschools, meeting all six developmental skills entering kindergarten, and reading proficiently by the end of third grade.



STEAM LEARNING

Dedicated to expanding equitable access, interest, experience, and success in Science, Technology, Engineering, Arts, and Mathematics (STEAM) for all Tacoma students, particularly girls, students of color, and those impacted by poverty.



Tacoma College Support Network

Dedicated to increasing the number of Tacoma Public School graduates, especially students of color and those impacted by poverty, who enroll in right-fit colleges or technical schools and boosting postsecondary completion rates.



OUT OF SCHOOL & SUMMER LEARNING

Dedicated to increasing equitable access and enrollment in out-of-school and summer learning opportunities, collecting program provider data to drive targeted action, and making high-quality program training available to all community program providers.



A young girl with braids, wearing a pink long-sleeved shirt and denim overalls, is clapping her hands. She is in a room with other people, including a woman sitting on the floor with a child and another woman kneeling in the background. The room has a wooden floor and a green mat.

EARLY LEARNING & READING NETWORK

Families participate in Play to Learn, a free early learning program organized by the Children's Museum of Tacoma at 22 locations across Pierce County.

EARLY LEARNING & READING NETWORK

WHO WE ARE



Dedicated to ensuring 100 percent enrollment in TPS preschools, meeting all six developmental skills entering kindergarten, and reading proficiently by the end of third grade.

2020 TARGETS



Enrollment

All TPS pre-K spots filled each year



Readiness

WaKIDS-ready in all six developmental areas (current: 46%)



Reading & Literacy

3rd graders meeting standard (current: 49%)



Attendance

Students attend regularly and on-time

DATA-TO-ACTION

Increasing Access to Early Supports

Network members help build pathways for early learning success by expanding *Play to Learn*, programming for those who nurture children ages six and under, and *Building Connections*, a series of comprehensive learning and development workshops in targeted sites in Tacoma's Eastside and South End communities. These initiatives provide children and those who care for them exposure to early learning curriculum, pedagogy, and best practices that can be implemented immediately to enhance outcomes for all young learners.

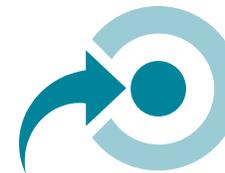
Promoting Healthy Reading Habits

The Early Learning and Reading Network connects students to books in multiple ways from *Book to Home* delivery during summer to organizing with neighborhood barbers who provide free books to the boys of color who sit and visit in their chairs every month. In the 2017-18 school year, ELRN initiatives provided nearly 2,000 books to children in the Eastside and South End communities at Roosevelt, Whitman, Birney, and Sheridan Elementaries, and barbershops all over Tacoma — closing gaps in access for students most in need.

Supporting Early Development

By providing training opportunities, ELRN supports parents, caregivers, child care providers, and teachers in key competencies of the Washington Inventory of Developing Skills (WaKIDS) in order to provide the best support possible for entering kindergarteners.

OUR IMPACT



300+ Trained Early Learning Educators & Caregivers

The number of parents, caregivers, teachers and childcare providers who gained key competencies through 15 professional development trainings since 2015.

GET INVOLVED!

To learn more, join us for Network meetings at 12:30 PM on the third Tuesday of every month. Call 253.272.1600 or email us at EarlyLearning@GraduateTacoma.org.

Learn More: GraduateTacoma.org/EarlyLearning



Children enjoy the supervised play area during this year's *Building Connections* event, a series of comprehensive learning and development workshops for caregivers, parents, and guardians.

Network Leads



Network Partners

Asia Pacific Cultural Center
Bamford Foundation
Big Brothers Big Sisters of Puget Sound
Booked with Hilltop
Campaign for Grade Level Reading
Center for Strong Schools
Communities in Schools of Tacoma

Ervin's Barbershop
First5 FUNdamentals
Goodfellas Barbershop
Metro Parks Tacoma
Multicultural Child & Family Hope Center
Novel Effect
Pediatrics Northwest

Reach Out & Read
Sam & Terry's Barbershop
Tacoma Art Museum
Tacoma Community House
Tacoma Housing Authority
Tacoma Public Library
Tacoma Rescue Mission

The Clean Cut Boys Club
Trinity Presbyterian
United Way of Pierce County
Way Out Kids
YMCA of Pierce & Kitsap Counties



**OUT OF
SCHOOL &
SUMMER
LEARNING
NETWORK**

Students and faculty at Tacoma's School of the Arts show their competitive side at Mentor Day in the Park, an end of the year celebration of field games.

OUT OF SCHOOL & SUMMER LEARNING NETWORK

WHO WE ARE

OUT OF SCHOOL & **SUMMER** LEARNING

Dedicated to increasing equitable access and enrollment in out-of-school and summer learning opportunities, collecting program provider data to drive targeted action, and make high-quality program training available to all community program providers.

2020 TARGETS



Program Offerings

Summer learning programs at SummerLearning Tacoma.org



Engagement

Students engaged in summer learning programs (current: 17%)



Reaching More

Black and Latinx students participating in a summer learning program (current: 39%)



Common Data

Community partners agree to common data to better inform our work



Quality Standards

Community partners meeting and exposed to program quality improvement standards

Network Leads



BOYS & GIRLS CLUBS OF SOUTH PUGET SOUND



DATA-TO-ACTION

Supporting Quality Programming

The Out of School and Summer Learning Network fosters a culture of continuous programmatic improvement for its partners who directly serve Tacoma youth. Members have access to professional development workshops and trainings in alignment with the Center for Youth Program Quality. Curriculum spans across topics of creating safe environments to school-age leadership.

Eastside and South End Neighborhoods

Low-income students not engaged in summer learning can fall two years behind their middle- and upper-middle income peers by fourth grade. The OOSLN is combating this slide with a heightened focus on Eastside and South End neighborhoods.

Investing in Access

Since 2013, the Network has helped direct more than \$250,000 from the Foundation for Tacoma Students to community-based organizations that reach students where summer learning participation is at its lowest.

GET INVOLVED!

To learn more, join us for a Network meeting at 9 AM on the fourth Tuesday of every month. Call 253.272.1600 or email us at SummerLearning@GraduateTacoma.org.

Learn More: GraduateTacoma.org/SummerLearning

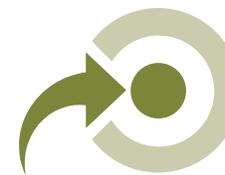
Network Partners

Big Brothers Big Sisters of Puget Sound
Centro Latino
City of Tacoma
Communities in Schools
Degrees of Change
Greater Tacoma Community Foundation
KBTC

LeMay America's Car Museum
Oasis Youth Center
Peace Community Center
Pierce Transit
Point Defiance Zoo & Aquarium
Puget Sound Educational Service District
REACH Center

Safe Streets
Tacoma Arts Live
Tacoma Art Museum
Tacoma Housing Authority
Tacoma Pierce County Chamber of Commerce
Tacoma Public Schools

Tacoma Rescue Mission
University of Puget Sound
University of Washington Tacoma
YWCA Pierce County



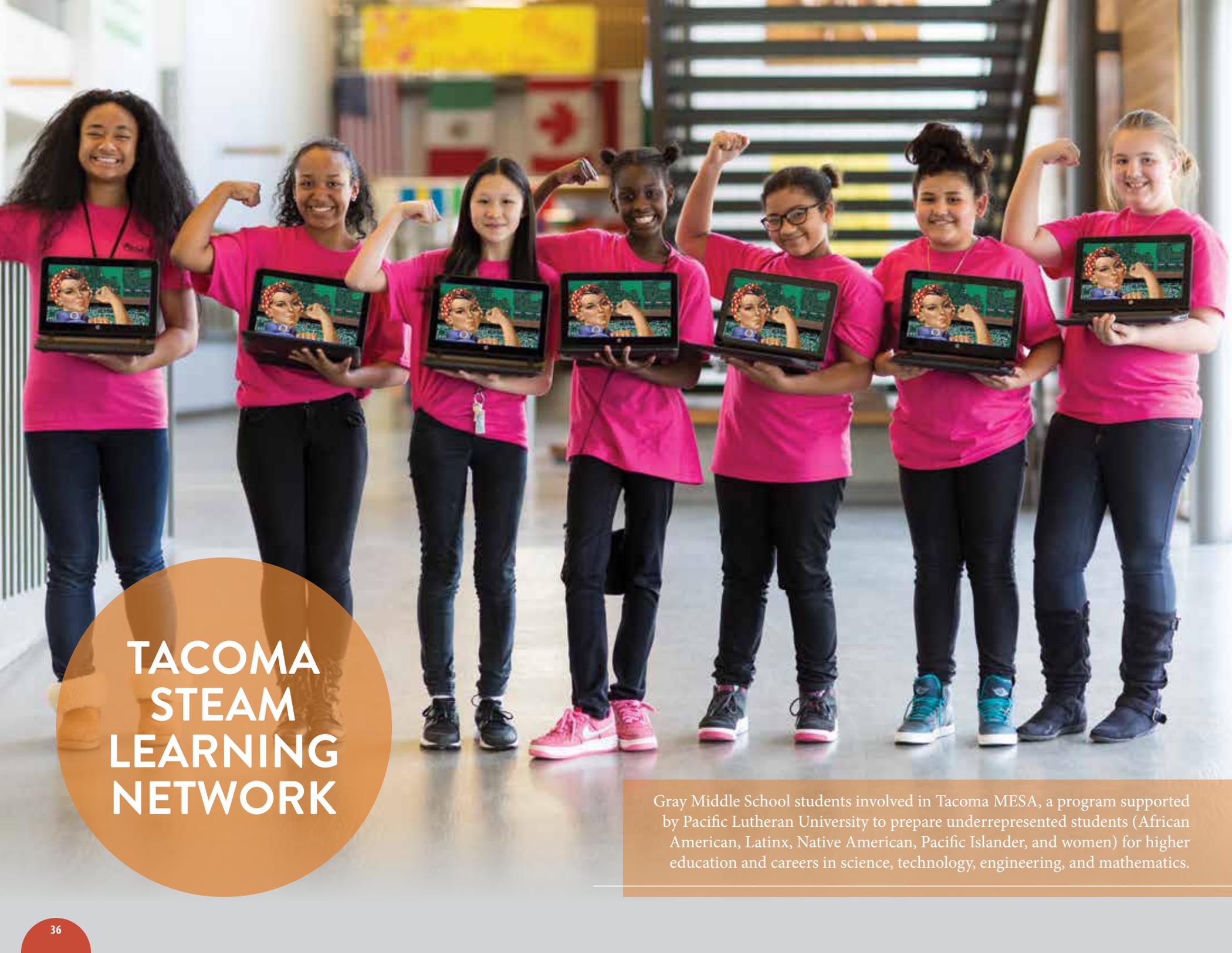
OUR IMPACT

43% of Network Members Trained

By partnering with the Greater Tacoma Community Foundation and School's Out Washington, the OOSLN elevates opportunities throughout the year for youth-serving partners to invest in the professional development of their staffs. Exposure to trainings in alignment with the Center for Youth Program Quality outlines a pathway of continuous programmatic improvement for expanded learning providers. Kids then, regardless of zip code or background, have access to quality programming.



Network members participate in this year's "Winter Workshops - Recharging Youth Development." The training, hosted by School's Out Washington, is an opportunity for expanded learning providers to receive professional development entering the new year.



TACOMA STEAM LEARNING NETWORK

Gray Middle School students involved in Tacoma MESA, a program supported by Pacific Lutheran University to prepare underrepresented students (African American, Latinx, Native American, Pacific Islander, and women) for higher education and careers in science, technology, engineering, and mathematics.

TACOMA STEAM LEARNING NETWORK

WHO WE ARE



Dedicated to expanding equitable access, interest, experience, and success in Science, Technology, Engineering, Arts, and Mathematics (STEAM) for all Tacoma students, particularly girls, students of color, and those impacted by poverty.

2020 TARGETS



Student Access

More kids served through STEAM programming in and out of school



STEM Opportunity Training

All community organizations and H.S. counselors trained to help students apply for and receive WSOS scholarships



Scholarships

Double the number of TPS student WSOS scholarships applications from 130 to 260

DATA-TO-ACTION

Increasing STEAM Access

In partnership with Tacoma Public Schools, the STEAM Learning Network launched STEAM programming that involved the whole family. *STEAM Family Nights* reached over 300 students and parents across the district. In 2019, the Network will also host the first Mini Maker Faire in the South Puget Sound, anticipating reaching over 1,000 students and families.

Supporting Career-Connected Learning

The Network channels funding support from the Career Connect WA Grant to Summer Jobs 253 and Next Move. Working with Tacoma's professional community, both programs provide TPS students with resume building, job training, and exposure to the local workforce.

Winning STEM Scholarships

Last year, over \$2.4 million was awarded to TPS students through the STEM-focused Washington State Opportunity Scholarship. Tacoma had the highest number of applicants and awards in the state. The Network provides training to counselors, educators, and service providers to support students applying for the WSOS.

GET INVOLVED!
 To learn more, join us for a Network meeting at 9:30 AM on the second Tuesday of every month. Contact us at 253.272.1600 or email STEAM@GraduateTacoma.org.
 Learn More: GraduateTacoma.org/STEAMLearning

OUR IMPACT



300+ Students Placed in Community-Based Internships

In the 2017-2018 school year alone, STEAM Learning Network Partner Next Move placed over 300 juniors and seniors in internships across Tacoma — bridging the divide between high school and the local workforce. The STEAM Learning Network is committed to preparing tomorrow's workforce for a thriving Tacoma. For many students, career-connected learning offers them a first look into what's possible.



Students learn more about their postsecondary options at this year's Pierce County Career Day, hosted by STEAM Learning Network Partner Workforce Central.

Network Leads



Network Partners

Aerospace Joint Apprenticeship Committee (AJAC)
 American Heart Association
 Bates Technical College
 Citizens for a Healthy Bay
 Central Washington University
 Employment Security Department
 Foss Waterway Seaport Museum

iUrban Teen
 LeMay America's Car Museum
 Metro Parks Tacoma
 South Sound LASER Alliance
 Southwest Washington Pipe Trades
 Tacoma Art Museum
 Tacoma Clubhouse
 Tacoma Housing Authority

Tacoma Pierce County Black Collective
 Tacoma Public Library
 Tacoma Public Schools
 Tacoma South Puget Sound MESA
 Tacoma-Pierce County Chamber of Commerce
 Technology Access Foundation
 Tinkertopia
 Treehouse

UA Local 26
 University of Puget Sound
 Upward Bound
 Washington State University Extension
 Washington STEM
 WorkForce Central



TACOMA COLLEGE SUPPORT NETWORK

Students participate in the first annual “What’s Next: Design Your Future” event. Organized by TCSN members in partnership with Degrees of Change, Tacoma Community College and UW-Tacoma, the event provides students with resources around enrolling in and completing a college degree or technical certificate.

COLLABORATIVE ACTION NETWORK
TACOMA COLLEGE SUPPORT NETWORK

WHO WE ARE



Dedicated to increasing the number of Tacoma Public School graduates, especially students of color and those impacted by poverty, who enroll in right-fit colleges or technical schools and boosting postsecondary completion rates.

2020 TARGETS



Enrollment

Increase in college enrollment (current: 49%)



Completion

Increase in college completion (current: 50%)



College Bound Scholars

8th graders signed up for CBS Scholarships



Postsecondary Plan

Seniors completing Verified Acceptance at Next Institution (VANI)

DATA-TO-ACTION

Increasing College Bound Scholarship Sign-Ups

The scholarship provides full tuition to two- and four-year state colleges if students sign up by eighth grade. TCSN is working collectively to boost sign-up of eligible students to 100 percent. Using real-time, actionable data, we know that CBS sign-up rates are looking good: 88 percent this year! Even the state's annual point-in-time measure indicates comparatively high rates (76 percent, according to WSAC).

Supporting College and Postsecondary Planning

Committed to postsecondary enrollment and success, Network members facilitate a full range of college-bound and postsecondary planning opportunities, including campus visits, financial aid assistance (FAFSA/WAFSA completion nights), college and career fairs, SAT prep classes, DiscoverU, and personal statement workshops.

Increasing College Persistence and Completion

The eight higher education institutions in Pierce County are all active members of the TCSN. Each is focused on boosting student persistence and completion, particularly low-income students and students of color. TCSN compares what's working and what's not for a more collective understanding of how to make further improvements.

GET INVOLVED!
 To learn more, join us for a Network meeting at 8:30 AM on the third Friday of every month. 253.272.1600 or email TCSN@GraduateTacoma.org
 Learn More: GraduateTacoma.org/TCSN

OUR IMPACT



10,000+
College and Career
Toolkits Distributed

TCSN is building a college-bound culture of high expectations and career-connected learning. More than 10,000 toolkits for postsecondary planning were distributed this year to Tacoma middle school and high school students by grade level – providing every Tacoma Public School student with the information they need, when they need it.



Seniors from Stadium High School share which colleges they will be attending on Signing Day, a district-wide assembly celebrating college, career, military, and technical program-goers.

Network Leads



Network Partners

- Act Six
- Asia Pacific Cultural Center
- Bates Technical College
- Central Washington University
- Clover Park Technical College
- Enhanced Prep
- The Evergreen State College Tacoma Program

- Goodwill WA
- KBTC
- Metropolitan Development Council
- Pacific Lutheran University
- Palmer Scholars
- Peace Community Center
- Pierce College

- Puget Sound ESD
- Tacoma Housing Authority
- Tacoma Public Library
- Tacoma South Puget Sound MESA
- Treehouse for Kids
- Peace Community Center
- Washington College Access Network

- Washington Opportunity Scholars
- Washington Student Achievement Council
- Workforce Central
- Write253

FOUNDATION FOR TACOMA STUDENTS

BOARD OFFICERS

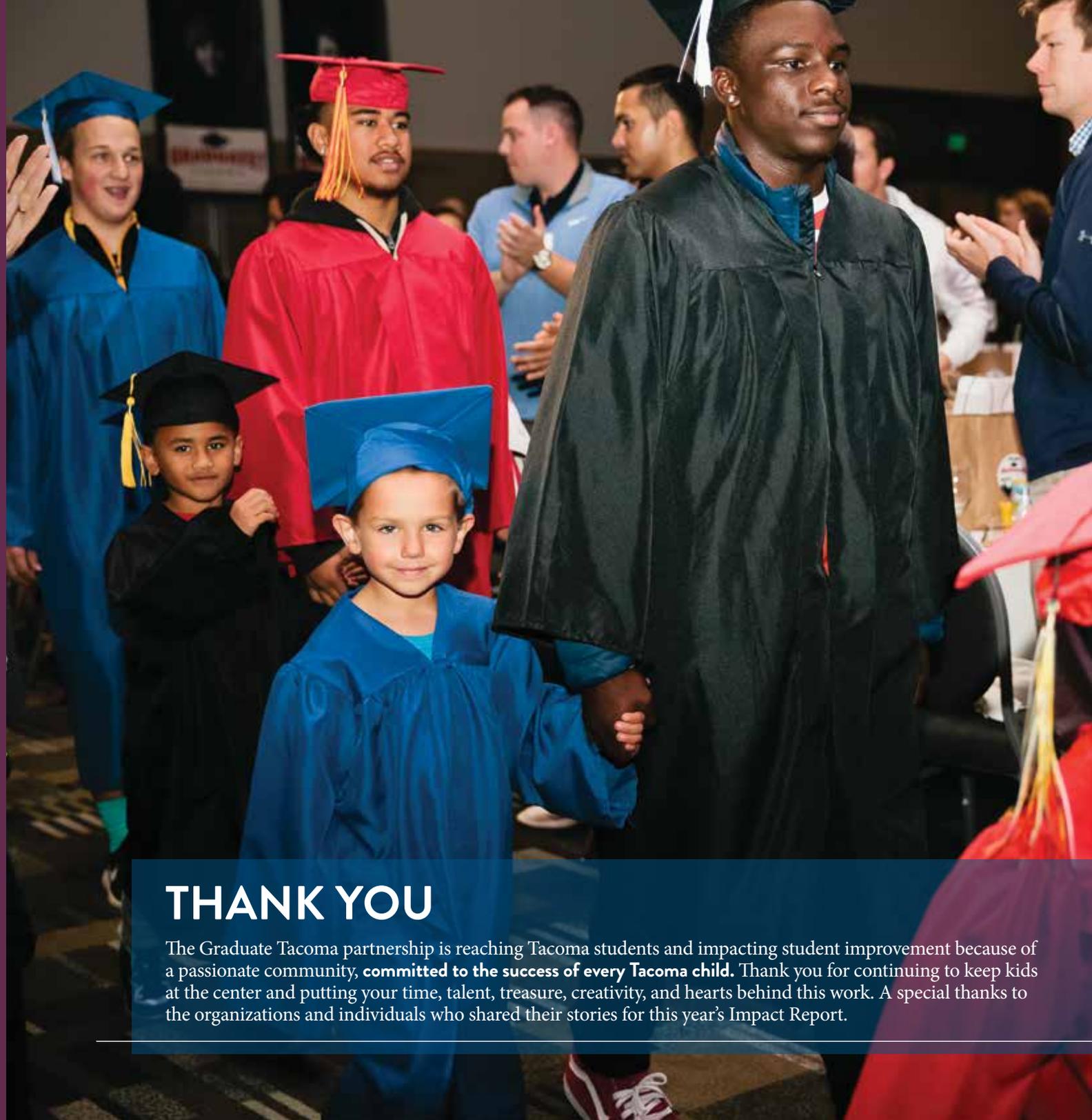
Holly Bamford Hunt, Chair
Stuart Young, Vice Chair
Dion Rurik, Secretary
Jim Walton, Treasurer
Debbie Winskill, At-Large
Jeff Woodworth, At-Large

BOARD OF DIRECTORS

Victoria Woodards, Mayor of Tacoma
Carla Santorno, TPS Superintendent
Lois Bernstein
Melannie Denise Cunningham
Carrie Prudente Holden
Sara Irish
Josh Knudson
Kathi Littmann
Cassandra Mitchell
Richard Remmert
Patty Rose
Jim Shoemake
Willie Stewart
Shon Sylvia
Lyle Quasim

STAFF

Tafona Ervin, Executive Director
Elvin Bucu, Director of Systems Alignment
Cecilia Garza, Director of Communications
Devin Rydel Kelly, Director of Data
April Renee Shine, Director of
Advocacy & Policy
William Towe, Director of Development
Joseph Colón, Assistant Director of
Collective Action
Leigh Butler, Operations & Finance Manager
Jenai S. Fields, Early Learning & Reading
Network Manager
Chanel R. Hall, STEAM Learning
Network Manager
Wendy Holcomb, Tacoma College Support
Network Manager
Adrena Collins, Office Coordinator
Shaïma Shamdeen, Communications
Coordinator
Special thanks to Eric Wilson, Senior Strategic
Advisor & Founding President/CEO



THANK YOU

The Graduate Tacoma partnership is reaching Tacoma students and impacting student improvement because of a passionate community, **committed to the success of every Tacoma child**. Thank you for continuing to keep kids at the center and putting your time, talent, treasure, creativity, and hearts behind this work. A special thanks to the organizations and individuals who shared their stories for this year's Impact Report.



COMMUNITY PARTNERS
GRADUATE!
TACOMA

TACOMA THEATRE
TACOMA ART MUSEUM

Microsoft

BILL & MELINDA GATES FOUNDATION

hp
BROWN & CALDWELL INSURANCE

KeyBank Foundation
BLRB architects

THE ANNIE E. CASEY FOUNDATION

MUSEUM OF GLASS
GORDON THOMAS HONEYWELL

Tacoma Council PTA
everychild, every voice.

MESA WASHINGTON
Celebrating 30 Years in 2014

BCE
STEAMVENT

richlite
4-H

vrcom
Foundation for Multicultural Solutions

SKANSKA
ABD Construction Inc.

Pierce County
COMMENCEMENT BANK

Oasis
YOUTH CENTER

N STAGE
EVENT PRODUCTION

PSE
PUGET SOUND ENERGY

MICRO K12

TRINITY LEARNING CENTER
T T M
Think Through Ideas

CHI Franciscan Health
Oscar T. & Olivann Hokold Foundation

Junior Achievement of Washington
TACOMA COMMUNITY COLLEGE

BOEING
Pierce County

greenegasaway

CHAMBER
Tacoma, Pierce County

COMCAST

TRELEVEN FAMILY FOUNDATION

usbank

PEACE COMMUNITY CENTER
BRUCE DEES & ASSOCIATES

RAHNER connect

UPUPTU
DOWNTOWN On the go!

Umpqua Bank
Tacoma

FUCHS FOUNDATION
State Farm
Goodwill
HILL TOP ARTISTS

Bates TECHNICAL COLLEGE
METROPARKS

Pierce County EXECUTIVE

ActSix

Pierce County Juvenile Court

Columbia Bank

hope center

FOSS WATERWAY SEAPORT
PIERCE COUNTY COUNCIL

30 TACOMA
hemisphere

5 Fun
mole

Goodwill
Mary Bridge Children's Hospital Camp Foundation
STEM

L.T. MURRAY FAMILY FOUNDATION

CHAMBER

PTSA

PERCUSSIVE

KeyBank

SEQUOIA FOUNDATION

sbi

7 ELEVEN

OSH

alf
SAFE ST
Skillful Residents Against Crime

THE RUSSELL FAMILY FOUNDATION

COMMUNITY PARTNERS GRADUATE! TACOMA

edge

PCSC

KeyBank

SEQUOIA FOUNDATION

ballmer GROUP

Child Care RESOURCES

Washington State Department of Early Learning

PRIDE FOUNDATION

children's museum

KAMPBELL & JOHNSON

DLR Group

BCRA

MultiCare

BetterConnected

ClubZ!

TACOMAWEEKLY NEWS

NEELEY CONSTRUCTION

the FAB 5

UPWARD BOUND
The evergreen state college

Rotary Club of Tacoma #8

Big Brothers Big Sisters

Express

next MOVE

mahlum

Tacoma Education Association

Tacoma Urban League

ERVIN'S

WORKFORCE central

LEAGUE OF EDUCATION VOTERS

POINT RUSTON

OLIVE CREST

STAND for children

WCAN

pediatrics

ASCC

STAR center

TACOMA COMMUNITYHOUSE

DEGREES OF CHANGE

SHAUB PROPERTIES

Harborstone

Fred Meyer

proteen

Tacoma School Board

StriveTogether

ASCC

CHILD RESOURCES

COLLEGE SUCCESS FOUNDATION

RAIKES FOUNDATION

TAPCO CREDIT UNION

DIMMER FAMILY FOUNDATION

COUGHLIN PORTER LUNDEEN

MEDINA FOUNDATION

WCAN

Rescue Mission

W

RAIN

PORT ORANGE ZOO & AQUARIUM

TRIO

United Way

Planned Parenthood

kbtc

AMERICA'S CAR MUSEUM

HOTEL MURRAY

SYMPHONY TACOMA

Communities in Schools

Sylvan

TACOMA PRINCIPALS ASSOCIATION

tableau

SPRAGUE

WELLS FARGO

Child Care Aware

SCHOOLHOUSE ELECTRIC & SUPPLY CO.

AMERICA'S CAR MUSEUM

THE NEWS TRIBUNE

Executive Council for a Greater Tacoma

REJUVENATION

Parametrix

GOODFELLOW

SUMMER LEARNING

Youth Theatre

TheZoo Society

ANNE WRIGHT SCHOOLS

besosfamilyfoundation

CWU

Parents and Friends for Tacoma Public Schools

treehouse

nsia

PLAYBOXES

IQUARK

NOVEL

LASER

TAF

VR&M

VIBRANT SCHOOLS

Communitas

FOUNDATION FOR TACOMA STUDENTS

Building and strengthening Tacoma's community-wide movement to help every student achieve success from cradle to college and career.

919 South 9th St., Tacoma, WA 98405 | 253.272.1600 | GraduateTacoma.org

