## RESEARCH GUIDE
# Survey and Listening Sessions from "Let Us Succeed: Student College & Career Aspirations"



Photo: Highline School District

Spring 2019
**Community Center for Education Results**

# ABOUT THE ROAD MAP PROJECT

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, this region serves more than 90 percent of the county's high-poverty schools and has more than 127,000 K12 students, of whom 72 percent are of color, 55 percent are low-income, and 22 percent are English-language learners.

Through multisector collaboration with hundreds of partners, the Road Map Project aims to increase equitable policies and practices in education systems by 2020 and for 70 percent of its region's youth to earn a college degree or career credential by 2030.

## ABOUT THE CCER DATA AND RESEARCH TEAM

The Community Center for Education Results (CCER) is a nonprofit created to staff and support the Road Map Project. The CCER data and research team developed and maintains a pre-kindergarten through college data warehouse that integrates several years of information across the region to support continuous improvement. The team uses various data science and research methods to develop reporting tools and papers—driven by the recommendations, experiences, and perspectives of the region's most-impacted communities.

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# CONTENT

## WHAT IS THIS GUIDE?

This document was prepared by the Community Center for Education Results (CCER) data and research team for the *Let Us Succeed* report. It includes information about a regional survey on college and career climate and support in high school, as well as the methodology and findings from school staff-led focus groups with students. For additional information such as protocols and presentations or to request permission to administer or adapt materials, please contact CCER Research Director, Dr. Shelby Cooley at scooley@ccedresults.org.

## COLLEGE AND CAREER LEADERSHIP INSTITUTE

The Road Map Project College and Career Leadership Institute (CCLI) is a cohort-based professional development initiative led by CCER that works with staff teams from 11 of the region's largest high schools, serving 15,733 students. CCLI focuses on supporting educators to examine their own students' postsecondary outcomes and improve college and career supports. School teams participate in a series of full-day workshops and monthly school-based meetings throughout the school year. During workshops and meetings, staff are utilizing a continuous improvement process: understanding data on student outcomes, using student feedback to set goals for change, and then testing those changes to ensure they actually work. School teams review their own data, engage in planning time, problem solve with other educators, and share best practices. A primary goal of CCLI is to elevate student experiences and voice to drive school change. The College and Career Climate Student Survey (page 4), which all participating CCLI schools administer, supports this goal.

CCLI outlines three ways schools can take a more holistic approach to helping students become college and career ready:

1) Provide students with a range of information about postsecondary options and the academic rigor necessary to prepare them for any pathway.
2) Build meaningful relationships with students and create a welcoming school environment.
3) Integrate college and career information into the school day.

CCLI will continue to grow, with a second cohort of school teams launching in the 2019-20 school with **70% of the region's students served across both cohorts.** It sustains its vision: that centering those most impacted by education inequities, fostering stronger connections, and developing approaches through a scientific process will build environments where every young person can thrive in their education, communities, and life.

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Cohort One<br>**11 high schools**<br>*15,733 students* | ● | ● | ● |
| Cohort Two<br>**9 high schools**<br>*13,075 students* | | | ● |

Note. Cohort two numbers as of May 2019

# THE COLLEGE AND CAREER CLIMATE STUDENT SURVEY

The College and Career Climate Student Survey was adapted for CCLI from Highline Public Schools' GEAR UP Student Motivation Survey (developed by Illuminate Evaluation Services LLC). The survey is research-based and was developed after an extensive review of current, valid and peer-reviewed measures. This student survey is not meant to be a comprehensive measure of college and career readiness; the intention is to **gather student perception data on essential and actionable aspects of postsecondary and career preparedness.** The areas and factors measured by the student survey are listed below.

| Area | Factor |
|------|--------|
| **School Climate** | ▼ High Standards and Expectations |
| | ▼ Supportive Learning Environment |
| | ▼ Student & Family Engagement |
| | ▼ Challenge and Rigor *[Optional]* |
| **Non-Cognitive Factors** | ▼ Future Orientation |
| | ▼ Sense of Belonging |
| | ▼ Academic Behaviors *[Optional]* |
| | ▼ Growth Mindset *[Optional]* |
| | ▼ Perseverance/Grit *[Optional]* |
| **Postsecondary and Career** | ▼ Postsecondary Plans and Beliefs |
| | ▼ Postsecondary Awareness and Knowledge |
| | ▼ Understanding Financing Postsecondary |
| | ▼ Effectiveness of College and Career Activities |
| | ▼ Advisory/Homeroom |
| | ▼ Career Plans and Beliefs |

*While*
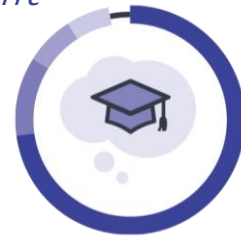


# 96%
of high school students want to attain some college to pursue a fulfilling career.[1]

■ 4-Year College Degree   ■ 2-Year College Degree
■ Some College   ■ Apprenticeship

*Only*



# 64%
of 11th graders have had an adult talk with them about college options by winter of their junior year.[2]

Source. 2018-19 CCLI College and Career Climate Survey by Illuminate Evaluation Services

**Survey Technical Assistance.** CCLI schools administering the survey received: 1) planning sessions for survey implementation and administration; 2) data analysis; 3) aggregated school-level results by race/ethnicity, grade-level, first-generation college status, etc.; 4) facilitated review of survey results with college and career team in school-based meetings and CCLI full-group workshops

## 2018-19 Survey Participants
by race and ethnicity

| | Survey Participants (N = 7,059) | | All Students at CCLI Schools (N = 15,743) | |
|------|---------|--------|---------|--------|
| | Percent | Number | Percent | Number |
| **Asian** | 28% | 1,598 | 25% | 3,923 |
| **White** | 23% | 1,296 | 24% | 3,766 |
| **Latinx** | 22% | 1,272 | 25% | 3,997 |
| **Black/African American** | 11% | 614 | 15% | 2,365 |
| **Multiracial** | 11% | 627 | 7% | 1,029 |
| **Pacific Islander** | 4% | 236 | 3% | 544 |
| **Native American** | 1% | 72 | 1% | 110 |
| **Race not provided** | N/A | 1,344 | N/A | N/A |

Sources. 2018-19 CCLI College and Career Climate Survey by Illuminate Evaluation Services, prepared by CCER data and research (Note. student race and ethnicity was self-reported); OSPI School Report Card 2017-18

## SURVEY ADMINISTRATION

All CCLI schools administered the short- or long-version of the College and Career Climate survey in Winter 2018. Some schools made the survey during a specific class and kept the survey open for couple weeks others had all students participate at a given time across classes. These methods varied and left 9th and 10th graders overrepresented in the sample. Additionally, race and ethnicity demographic items were at the end of the survey, thus data missingness may be accounted for by survey attrition.

### 2018-19 Survey Participants by Grade-level

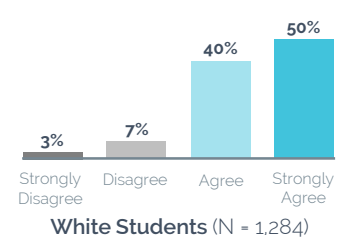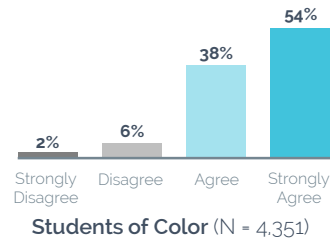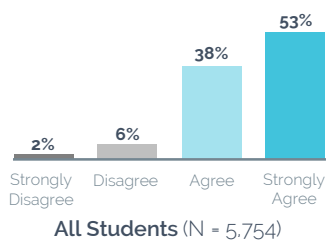| | Survey Participants | | All Students at CCLI Schools | |
|---|---|---|---|---|
| | Percent | Number | Percent | Number |
| 9th graders | 34% | 1,973 | 26% | 4,082 |
| 10th graders | 31% | 1,780 | 25% | 4,003 |
| 11th graders | 21% | 1,177 | 25% | 3,908 |
| 12th graders | 14% | 795 | 24% | 3,740 |
| Grade not Provided | N/A | 1,334 | N/A | N/A |

### Students of color

Throughout the *Let Us Succeed* report, students of color refers to Asian, Native American, Black/African American, Pacific Islander, Multiracial and Latinx students. *Note. Native American students relied more on family than school staff when it came to learning about college.*

## FINDINGS

### Family Expectations

Percent of agreement or disagreement with the statement: "My family expects me to go to college"



**All Students** (N = 5,754)
Strongly Disagree 2% | Disagree 6% | Agree 38% | Strongly Agree 53%

**Students of Color** (N = 4,351)
Strongly Disagree 2% | Disagree 6% | Agree 38% | Strongly Agree 54%

**White Students** (N = 1,284)
Strongly Disagree 3% | Disagree 7% | Agree 40% | Strongly Agree 50%

### College Readiness Knowledge

Students were asked how much they know about financial aid (FAFSA and WAFSA) and the college application process.

| College Applications | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| Extremely Knowledgeable | 7% | 6% | 6% | 17% |
| Knowledgeable | 26% | 21% | 22% | 46% |
| Slightly Knowledgeable | 37% | 38% | 42% | 27% |
| No Knowledge | 30% | 35% | 30% | 10% |
| *Total* | 1,647 | 1,543 | 1,042 | 694 |

9th 33% | 10th 27% | 11th 28% | 12th 63%
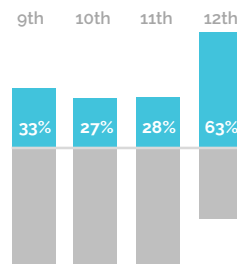
| Financial Aid | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| Extremely Knowledgeable | 4% | 4% | 5% | 21% |
| Knowledgeable | 21% | 20% | 20% | 41% |
| Slightly Knowledgeable | 37% | 35% | 38% | 28% |
| No Knowledge | 39% | 40% | 36% | 10% |
| *Total* | 1,941 | 1,760 | 1,165 | 786 |

9th 25% | 10th 24% | 11th 25% | 12th 62%
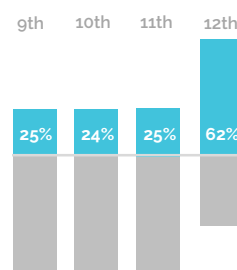
### "Learning About College" Key

Which of the following has been the most helpful in learning about college?

**Family** ☐ Parents/Guardians
☐ Other Relatives

**School Staff** ☐ School Counselor
☐ Teachers
☐ College & Career Access Specialist
☐ Other school Staff (i.e. Dean, Coach)

**Other** ☐ Friends
☐ Online research
☐ TV/Movies
☐ Other

**No support received** ☐ I have not received info about college

Sources. 2018-19 College and Career Leadership Institute's (CCLI) College and Career Climate Survey by Illuminate Evaluation Services. 2018-19 Evergreen High School Student Aspirations and Expectations Survey by Highline Public Schools.

> " [Educators should] believe that all of their students can succeed rather than that failure is inevitable for some."
> Gloria Ladson Billings,
> *The Dreamkeepers*

CCLI listening sessions were 90-minute, semi-structured focus groups where students (*N*=43, 11th and 12th graders) completed a subset of items from the College and Career Climate Survey along with open-ended questions to qualify and deepen adults' understanding of the myriad reasons behind a given evaluation (e.g. *Evaluation*: "What is the highest level of education you want to obtain?"; *Open-Ended*: "Why do you want to pursue that path?"). The term "listening sessions" was used to highlight the intent of this work and its focus on centering students. Sessions were developed by the CCER data and research team to support CCLI programming.

CCLI school staff interested in leading a session received a 2-hour training that covered goals, protocols, parental consent, recruitment, and facilitation best practices. Listening sessions were led by 1-2 staff members and held at their building among 5-10 of their own students. Sessions occurred during school hours and lunch was provided for students. A trained CCER staff member also attended for support and to collect consent forms and completed packets. Facilitator feedback was collected afterwards through an online survey to capture adults' perceptions of student insights about the college and career support systems within their school.

## GOALS

The central goal of supporting staff-led, student listening sessions was to improve CCLI school teams' understanding of survey responses. Listening sessions aimed to:

- Center current high school students as critical and credible reporters of school life.

- Uplift reasons behind students' postsecondary knowledge, plans, beliefs and expectations.

- Generate feedback from students about resource needs and quality adult supports.

- Provide schools with protocols and tools to continue engaging with students and to collect insights for planning and change.

## RESEARCH QUESTIONS

1) **Postsecondary Awareness and Beliefs.** Why do students want to pursue a given post-high school path? From whom do students receive most of their information about college and career pathways and what has been helpful?

2) **Connection and Support.** How connected are students to staff and what does a strong connection and effective college and career supports look like?

3) **Advisory and High School and Beyond Plan (HSBP).** How familiar are students with the HSBP and what more do they want to learn? How do they envision advisory or homeroom as life-planning spaces?

## AUDIENCE

Six CCLI high schools participated in sessions and findings were intended to support participants and the broader cohort. The main audience for findings was participating CCLI school teams –given the project's goal of supporting teams to collect and use survey and qualitative data for regular planning.

## TIMELINE AND PROCESS

**Aug. – Oct.**  **Content Development**
Drafted content for listening sessions and recruited school teams to participate

**Dec.**  **Facilitator Training**
Held training for 20 staff members across the schools about engaging students in sessions, facilitation, and the parental consent process

**Jan.**  **Listening Sessions and Data Entry**
Held sessions at each school among 5-10 students. Data entered and online feedback survey sent to facilitators

**Feb.**  **Analysis**
Open-ended responses transcribed and coded. Data files prepared for analysis

**Feb.**  **School and Cohort Reporting**
Findings aggregated to school-level and regional reports. Report packets, slides and discussion materials developed

**Mar.**  **Workshop and Data Discussions**
Findings shared at the CCLI March workshop through a presentation and facilitated data discussions in school teams

**April - May**  **Student Follow Up**
Interested student participants consulted on the *Let Us Succeed* report

## RESOURCES DEVELOPED

- Listening Session Protocol, **p. 17**
- Facilitator instructions

- Overview presentation
- Outreach flyer template
- Consent forms

- Research manual
- Coding framework, **p. 10**

- Summary report, **p. 14**
- School-level reports

- Findings overview presentation

- *Let Us Succeed* report

**CCLI March 2019 Workshop**

## Racial Equity In Reporting
**Considerations used in developing reports to improve intentionality, transparency and unearth potential harm**

- ✓ Systems understanding of the issue
- ✓ Pair solutions with description of the issue
- ✓ Asset-based measures
- ✓ Contextualize figures so data doesn't mobilize prejudice
- ✓ Center youth & community voices

**(Annie E Casey Foundation, 2008)**

## METHODS AND ANALYSIS

CCLI listening sessions took a mixed-methods approach. This type of research uses analytical techniques to collect and interpret qualitative *and* quantitative data. Participating students took a survey and responded to open-ended questions using a paper protocol (page 17). Once collected, data were entered by CCER research staff and responses were transcribed. Students were assigned an ID number. Signed parental consent and assent forms were stored separately from completed protocols. Data was cleaned and formatted using R and R Studio 3.5.2. An export of the complete dataframe was formatted for descriptive analyses. Individual, school and regional reports were designed and exported using Tableau 2018.2 (page 14).

### Quantitative, Survey Data

For quantitative, survey data that uses a novel survey, principal components factor analysis is often conducted to assess construct validity within the sample. Yet, listening sessions were based on an existing, regionally validated survey, thus descriptive analyses were used to support school-team learning and interpretation. Student demographics and experiences were cross-tabulated by evaluations and coded reasoning about college and career supports.

### Qualitative, Reasoning Data

Open-ended responses were coded based on emergent themes using a grounded theory approach. Due to the small sample size, 4-5 reasoning codes were developed for each open-ended item so that they could be used in descriptive analyses.

### *What is qualitative coding?* A

"code" in social science research is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language or visual data. The data can consist of interview transcripts, participant observation, field notes, journals, pictures, etc. Qualitative coding is a means to process and organize data. This form of coding allows you to summarize and synthesize what is happening and becomes the basis for developing the analysis (Creswell, 2007).

Frameworks for each open-ended question or clusters of similar questions were refined (page 10) with grounding in relevant literature in child development, education and Critical Race Theory (e.g., Garcia, López, & Vélez, 2018; Marks, & García Coll, 2018; Solórzano, & Yosso, 2002). Trained raters reviewed responses and assigned initial codes. Code names were chosen to closely match the wording and meaning of participant responses. Initial codes were then refined until there was a distinct set of codes or enough codes to ensure statistical power given the sample size. Categories were collapsed based on one of 3 situations:

- One or more codes had overlap, whereby responses in each had a common attribute(s).

- A reasoning code did not "hang-together", meaning responses within the code were disparate and some fit better under another existing category or as a new code.

- Items may hang together but the coding label was not descriptive of the responses.

Once qualitative data was transcribed, and the coding scheme was refined, each response was assigned one code. Decision rules were developed to ensure codes reflected the breadth and frequency of student responses. Rates of null, illegible or un-codable responses were under 9 percent for each item.

# CCLI STUDENT LISTENING SESSION ITEMS

| Factor | Item | Item Type |
|---|---|---|
| ▼ Postsecondary Plans & Beliefs | • What is the highest level of education you want to obtain? | Categorical |
| | • Why do you want to pursue that path? | Open-Ended |
| ▼ Postsecondary Awareness & Knowledge | • I have had opportunities to learn about the college-going process from my school. | 1 = Strongly Disagree; 6 = Strongly Agree |
| | • My family has had opportunities to learn about the college-going process from my school. | 1 = Strongly Disagree; 6 = Strongly Agree |
| | • How would you want your school to engage your family around supporting your college-going process? | Open-Ended |
| | • Which of the following has been the most helpful in learning about college? | Categorical |
| | • What did they share with you that was helpful? | Open-Ended |
| | • An adult at school has talked to me about different college options available to me. | 1 = Strongly Disagree; 6 = Strongly Agree |
| | • How did they explore these options with you and what made this helpful or not helpful? | Open-Ended |
| | • An adult at school has talked to me about different career options available to me. | 1 = Strongly Disagree; 6 = Strongly Agree |
| | • How did they explore these options with you and what made this helpful or not helpful? | Open-Ended |
| ▼ Supportive Learning Environment | • How connected do you feel to the adults at your school? | 1 = Not at all connected; 6 = Extremely Connected |
| | • What does a strong connection look like? | Open-Ended |
| ▼ Effectiveness of College & Career Activities | • How familiar are you with the high school and beyond plan? | 1 = I don't know what that is; 5 = Extremely Familiar |
| | • Working on my high school and beyond plan is useful and worthwhile to me. | 1 = Totally Untrue; 6 = Totally True |
| | • Advisory or homeroom class is useful and worthwhile to me. | 1 = Totally Untrue; 6 = Totally True |
| | • What could your school do during advisory to help you feel confident and prepared for your next steps after high school? | Open-Ended |
| ▼ High School & Beyond Plan | • Thinking about your high school and beyond plan, which of the following would you like to learn about and get support with: | |
| | ○ Basics of graduating high school (i.e. credits, GPA, testing) | 1 = Not at all; 4 = Very Much |
| | ○ Postsecondary (apprenticeships, 2- or 4-year college) | 1 = Not at all; 4 = Very Much |
| | ○ Industry/career options | 1 = Not at all; 4 = Very Much |
| | ○ Understanding local job growth and job pay | 1 = Not at all; 4 = Very Much |
| | ○ College requirements and dual credit options | 1 = Not at all; 4 = Very Much |
| | ○ Financial aid options and process (FAFSA/WASFA) | 1 = Not at all; 4 = Very Much |
| | ○ Finding and applying for scholarships | 1 = Not at all; 4 = Very Much |
| | ○ College application process | 1 = Not at all; 4 = Very Much |
| | ○ Money management (including budgeting, credit, taxes) | 1 = Not at all; 4 = Very Much |
| | ○ Job skills (including resume, interviews, networking, etc.) | 1 = Not at all; 4 = Very Much |
| | ○ College admissions test prep (SAT, ACT, Placement tests) | 1 = Not at all; 4 = Very Much |
| | ○ Other | 1 = Not at all; 4 = Very Much |
| ▼ Feedback | • I enjoyed participating in this listening session. | 1 = No; 4 = Yes |
| | • I felt heard in this process. | 1 = No; 4 = Yes |
| | • I want to learn more about this effort. | 1 = No; 4 = Yes |
| | • Additional comments | Open-Ended |

## EDUCATIONAL ATTAINMENT

Evaluation [Aspiration]: What is the highest level of education you want to obtain?

▶ Open-ended: Why do you want to pursue that path?

| Code and Description | Example | Frequency |
|---|---|---|
| **1. Personal or Career-related** Students described a specific personal or career goal motivating their desired level of educational attainment. | "I want to pursue that path because I want to have the ability to help people, for example I want to be a doctor to save people's lives" —Aspiration: 4-year college degree (Bachelors) or higher. | **51%** |
| **2. Economic Mobility or Stability** Students shared how they or their family would experience economic stability, mobility or increased access to opportunities. | "I would like to pursue that path because I feel as though it's only going to get harder and harder to get good paying jobs so I feel like with that level of education I'll be set for the life I want to live" — Aspiration: 4-year college degree (Bachelors) or higher. | **35%** |
| **3. Meaningful Career** Students generally described how their desired level of educational attainment would lead to feeling satisfied or happy with their future career. | "Because I want to spend the moments I have on something important; something I can use for my future that will benefit me" —Aspiration: 2-year college degree (Associates). | **5%** |
| **4. Undecided/NA** Unsure or gave no response. | "I'm unsure about what exactly I can pursue" — Aspiration: No Answer | **9%** |

## SUPPORT

Evaluation [Most Helpful]: Which of the following was most helpful in learning about college?

▶ Open-ended: What did they share with you that was helpful?

| Code and Description | Example | Frequency |
|---|---|---|
| **1. Individualized Support** Students talked about school staff providing tailored advice or resources unique to their career or college interests. | "Well they helped me discover career fields that would fit me; they showed me how expensive college is" — Most Helpful: School Counselor | **42%** |
| **2. College Application or Financial Aid Processes and College Experiences** Students shared how they received resources about the college application or financial aid process. | "The deadlines for applications, what to expect in college and how to write my college essays" —Most Helpful: Teachers. | **44%** |
| **3. College Access Provider or Individual Exploration** Students talked about resources from a college access/prep program or resources they found themselves. | "I always go on my own and do a lot of online research. I would really like for our school to have a college website that covers all the information a student will need to be able to make a future decision and choose their career" —Most Helpful: Online Research. | **14%** |

## FAMILY ENGAGEMENT

Evaluation [Engage Family]: My family has had opportunities to learn about the college going process from my school.

▶ **Open-Ended: How would you want your school to engage your family around college-going?**

| Code and Description | Example | Frequency |
|---|---|---|
| 1. **Consistently Engage Family to Increase Access** Students described regular engagement and the need for schools to conduct parent outreach to improve access. | "In all honesty, I feel that I can make my decision on my college-going process. [I] would like the school to just inform my family about options that are possible so that neither me or my family have to undergo the struggles of paying or struggling to pay for it all" — Engage Family: Kind of Agree. | **47%** |
| 2. **Communication Strategies** Students shared specific types of communication strategies and messages for the school to effectively reach family. | "I'd want them to call them and explain to them what we do in school and why it is important for me to go to college" —Engage Family: Kind of Agree. | **23%** |
| 3. **Specific Resources to Demystify the College Application Process** Students discussed specific ways schools can improve the quality of resources or demystify the college application process for their family. | "Really cater to students especially during advisory showing examples of what a college application looks like. Especially because some parents don't think [about] or haven't gone to college and don't know what its like" —Engage Family: Disagree. | **17%** |
| 4. **Engage Only Student** Students wanted school to engage them and not family. | "I would like to do this on my own. My family is crazy and not helpful. They will just cause me stress" — Engage Family: Kind of Disagree. | **9%** |
| 5. **Unsure/NA** | No Response | **4%** |

## CONNECTION

Evaluation [Connected]: How connected do you feel to the adults at your school?

▶ **Open-ended: What does a strong connection look like?**

| Code and Description | Example | Frequency |
|---|---|---|
| 1. **Deep, Mutual Understanding** Students described a relationship with mutual understanding where they can talk about life beyond the classroom. | "One of my teachers talks to me everyday. He asks about me, my dogs, and my family. An actual conversation that he remembers with genuine questions" —Connected: Slightly Connected. | **36%** |
| 2. **Being Available and Checking-in** Students described this as a low-level of connection where an adult checks in on progress and is available to talk. | "A weekly conversation at their office to talk about progress being made" —Connected: Somewhat Connected. | **33%** |
| 3. **Feeling Comfortable** Students focused on comfort and safety as central to support. | "Being able to comfortably talk to them about my troubles" —Connected: Somewhat Connected. | **12%** |
| 4. **Direct Help** Students defined this as more than just talk and advice, but actual hands-on support and action. | "Talking with teachers about career and college and actually getting support" —Connected: Slightly Connected. | **10%** |
| 5. **Unsure/NA** | No Response | **7%** |

## ADVISORY

Evaluation [Advisory Worthwhile]: Advisory or homeroom is useful and worthwhile to me.

▶ Open-ended: What could your school do during advisory or homeroom to help you feel confident and prepared for your next steps after high school?

| Code and Description | Example | Frequency |
|---|---|---|
| **1. Formalize and Give Structure** Students wanted more structure so advisory would be like a core course with a curricula and assignments. | "Make it an actual class –assignments would have to be done and enforced. Educate teachers and students on what is actually required of them" —Advisory Worthwhile: Mostly Untrue. | **36%** |
| **2. Specific Details on College Requirements and Opportunities** Students wanted specific details about building a college portfolio as well as internships and scholarships. | "Better explanation of ways to find your best choices (in terms of years of college, how to pursue a career, etc.)" —Advisory Worthwhile: Mostly True. | **33%** |
| **3. Information and exploration** Students wanted information and resources with time to individually explore. | "Our teacher would explain certain things to use and [then] lets us be for the remaining time" —Advisory Worthwhile: Totally Untrue. | **12%** |
| **4. Guests and Direct Experiences** Students wanted opportunities to learn from recent graduates or others about their lived experiences and insights on college and career. | "Talk with adults who've graduated and learn what they struggled with" —Advisory Worthwhile: Mostly True. | **10%** |
| **5. Encouragement and Excitement** Students wanted to feel encouraged and excited about post-high school opportunities during advisory. | "Get us hyped for college, because us teenagers lose motivation fast. Also check in on how we were doing with college readiness" —Advisory Worthwhile: Somewhat. | **7%** |
| **6. Unsure/NA** | No Response | **2%** |

## COLLEGE AND CAREER EXPLORATION

Evaluation [Exploration]: An adult at school has talked to me about different college(career) options

▶ Open-ended: How did they explore these options with you and what made this helpful or not helpful?

| Code and Description | Example | Career | College |
|---|---|---|---|
| **1. Individualized Support** Students were given specific advice and resources based on their interests. | "We talked about the things I am interested in such as vet or architect. They made me feel like they care and asked me more in depth in conversation" —Career Exploration: Agree. | **34%** | **55%** |
| **2. Hands-on Experience** Students had hands-on opportunities to engage with a careers or colleges. | "They brought people into school who were in the career I want to pursue" —Career Exploration: Agree. | **13%** | **14%** |
| **3. General or Incomplete Information** Students received minimal guidance with little follow up or details. | "They just told me about what career paths there are but not how to navigate these paths" —Career Exploration: Kind of Agree. | **29%** | **29%** |
| **4. No Support or Discouragement** Students were never talked to about college or career options or were discouraged from an interest | "They explained how difficult and long medical school is, and I lost interest in that field" —Career Exploration: Kind of Disagree. | **17%** | **2%** |
| **5. Unsure/NA** | No Response | **7%** | |

## PARTICIPANTS

| | Percent | Number | | Percent | Number |
|---|---|---|---|---|---|
| **All Students** | 100% | 43 | **All Students** | 100% | 43 |
| **Two or More Races** | 33% | 14 | **Female** | 58% | 25 |
| **Latinx** | 28% | 12 | **Male** | 42% | 18 |
| **Black/African American** | 14% | 6 | **U.S. Born** | 77% | 33 |
| **White** | 9% | 4 | **Born Outside of the U.S.** | 23% | 10 |
| **Asian** | 7% | 3 | **11th graders** | 23% | 10 |
| **Pacific Islander** | 7% | 3 | **12th graders** | 77% | 33 |
| **Middle Eastern** | 2% | 1 | **First-Generation College Student** | 56% | 24 |
| | | | **Parents went to College** | 44% | 19 |

*Note.* CCLI school teams focused on engaging 11th and 12th graders of color and students who have had fewer opportunities to give voice in their building.
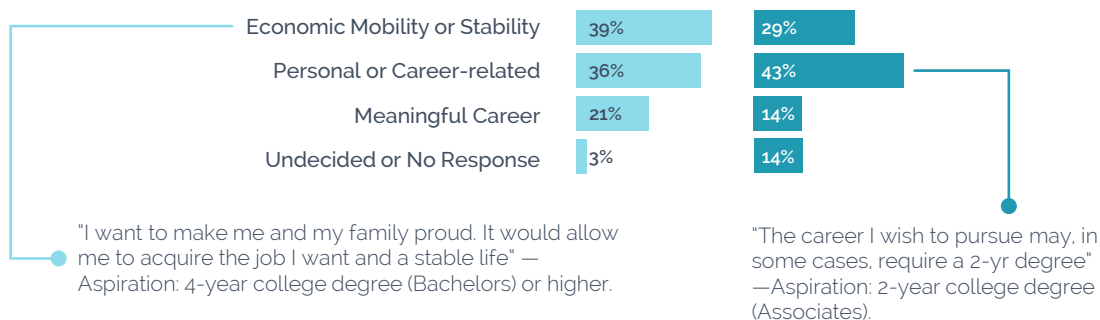
## EDUCATIONAL ATTAINMENT

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

- 4-year College Degree (Bachelors) or Higher: **77%**
- 2-year College Degree: **9%**
- Apprenticeship: **7%**
- High School Diploma or less: **2%**
- No Answer: **5%**

Open-ended: Why do you want to pursue that path?

| | 4-year | 2-year |
|---|---|---|
| Economic Mobility or Stability | 39% | 29% |
| Personal or Career-related | 36% | 43% |
| Meaningful Career | 21% | 14% |
| Undecided or No Response | 3% | 14% |

"I want to make me and my family proud. It would allow me to acquire the job I want and a stable life" — Aspiration: 4-year college degree (Bachelors) or higher.

"The career I wish to pursue may, in some cases, require a 2-yr degree" —Aspiration: 2-year college degree (Associates).



Seventy-seven percent of students wanted a 4-year college degree or higher and described economic stability and mobility as the main reasons for pursuing this path. Most students interested in a 2-year degree or apprenticeship wanted these paths because they match a personal or career interest.

Listening Session at Evergreen High School

### Discussion Part 1
## CCLI Listening Session Outcomes | All Participating Schools

Listening Sessions were 90-minute, semi-structured focus groups where students (*N*=43, 11th and 12th graders) from 6 CCLI schools completed a subset of items from the College and Career Climate Student Survey along with open-ended questions to qualify and deepen our understanding of the myriad reasons behind a given evaluation (e.g., *Evaluation*: "What is the highest level of education you want to obtain?"; *Reasoning*: "Why do you want to pursue that path?"). Sessions were lead by 1-2 CCLI school staff members and held at their building among 5-10 students. This summary shows student evaluations, select quotes and overaching themes qualitatively coded from all open-ended responses.

### Participating Students

| All Students | 100% (43) |
|---|---|
| Two or More Races | 33% (14) |
| Latinx | 28% (12) |
| Black/African American | 14% (6) |
| White | 9% (4) |
| Asian | 7% (3) |
| Pacific Islander | 7% (3) |
| Middle Eastern | 2% (1) |
| U.S. Born | 77% (33) |
| Born Outside the U.S. | 23% (10) |

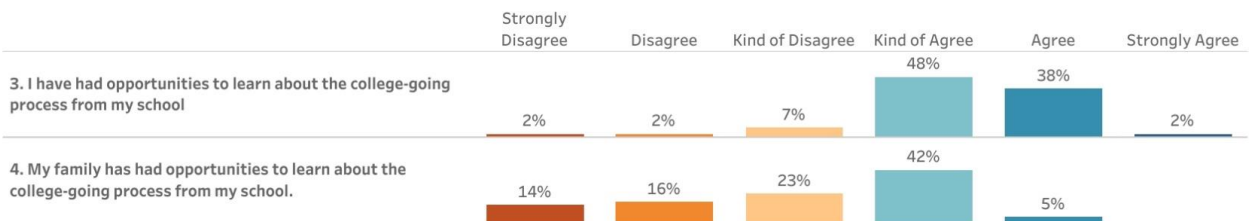| All Students | 100% (43) |
|---|---|
| Female | 58% (25) |
| Male | 42% (18) |
| 11th grade | 23% (10) |
| 12th grade | 77% (33) |
| First-Generation College Student | 56% (24) |
| Parents went to College | 44% (19) |
| High connection with adults at school | 49% (21) |
| Low connection with adults at school | 51% (22) |

### Aspirations and Engagement

| | High school diploma or less | 2-year college degree (Associates) | Apprenticeship | 4-year college degree (Bachelors) or higher | No Answer |
|---|---|---|---|---|---|
| 1. What is the highest level of education you want to obtain? | 2% | 9% | 7% | 77% | 5% |

**2. Why do you want to pursue that path?**

Themes:

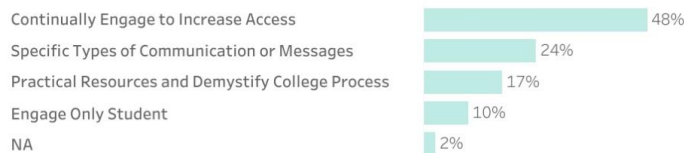| | |
|---|---|
| Economic Mobility or Stability | 35% |
| Personal or Career-related Aspiration | 37% |
| Specific Career Requirement | 19% |
| NA | 9% |
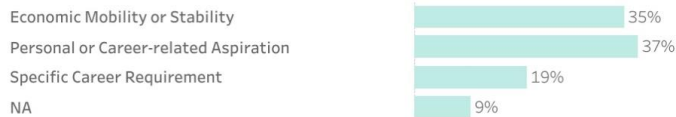
❝ Getting an education can give me options in the work field. It stimulates my mind when I learn and gives me a chance to challenge and explore my passions —12th grader, Degree Aspiration: "4-year degree"

❝ I want to be a teacher or school counselor therefore, I need to have a higher education —12th grader, Degree Aspiration: "4-year degree"
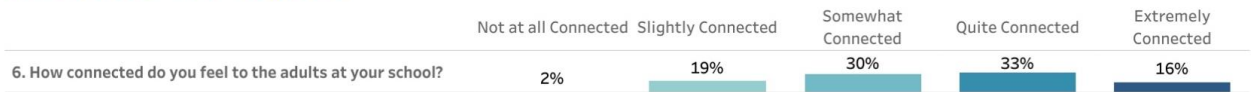
| | Strongly Disagree | Disagree | Kind of Disagree | Kind of Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 3. I have had opportunities to learn about the college-going process from my school | 2% | 2% | 7% | 48% | 38% | 2% |
| 4. My family has had opportunities to learn about the college-going process from my school. | 14% | 16% | 23% | 42% | 5% | |

**5. How would you want your school to engage your family around supporting your college-going process?**

Themes:

| | |
|---|---|
| Continually Engage to Increase Access | 48% |
| Specific Types of Communication or Messages | 24% |
| Practical Resources and Demystify College Process | 17% |
| Engage Only Student | 10% |
| NA | 2% |

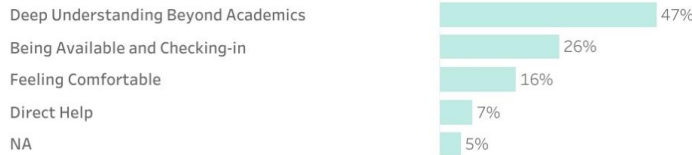❝ By contacting them in a way that they can get to know more about colleges [and] get more involved with their kids —12th grader, Family Opportunity Learn: "Kind of Disagree"

## Connection and Support

| | Not at all Connected | Slightly Connected | Somewhat Connected | Quite Connected | Extremely Connected |
|---|---|---|---|---|---|
| 6. How connected do you feel to the adults at your school? | 2% | 19% | 30% | 33% | 16% |

**7. What does a strong connection look like?**

Themes:

| | |
|---|---|
| Deep Understanding Beyond Academics | 47% |
| Being Available and Checking-in | 26% |
| Feeling Comfortable | 16% |
| Direct Help | 7% |
| NA | 5% |

> Being able to interact with a teacher no matter what, checking in with one another, extra support, someone who is just on my side and I feel I can trust –12th grader, Adult Connection: "Slightly Connected"

| | School Staff | My Family | Self or Peers | No Information/Other |
|---|---|---|---|---|
| 8. Which of the following has been the most helpful in learning about college? | 56% | 19% | 23% | 2% |

**9. What did they share that was helpful?**

Themes:

| | |
|---|---|
| Individualized Support | 44% |
| College App or Fin. Aid Application and Direct Experiences | 42% |
| About College Access Programs or Online Resources | 14% |

> My parents have been there every step of the way, by taking me to the University I want to go to and pushing me towards schools I'm less interested in —12th grader, Most Helpful: "My Family"

> Mostly they have the space for college research at the Career Center and they provide me with information and more additional information to help me pursue my passion —12th grader, Most Helpful: "School Staff"

| | Strongly Disagree | Disagree | Kind of Disagree | Kind of Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 10. An adult at school has talked to me about different career options available to me. | 5% | 5% | 21% | 37% | 26% | 7% |
| 11. An adult at school has talked to me about different college options available to me. | | 2% | 5% | 40% | 35% | 19% |
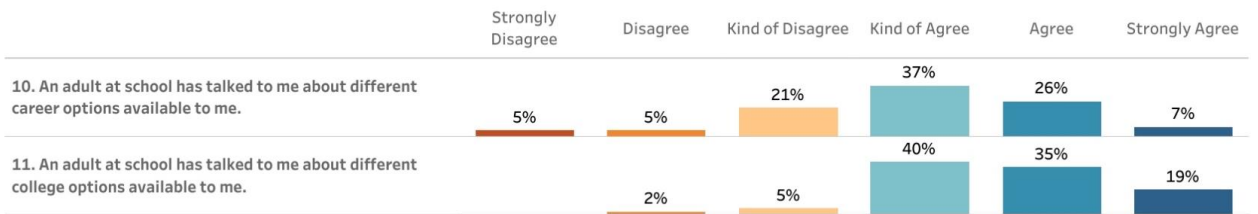
**12. How did they (an adult) explore these options with you and what made this helpful or not helpful?**

Themes:

**Career Options**

| | |
|---|---|
| Individualized Support | 34% |
| Hands-on Experience | 12% |
| General or Incomplete Information | 29% |
| No Support or Discouragement | 17% |
| NA | 7% |

**College Options**

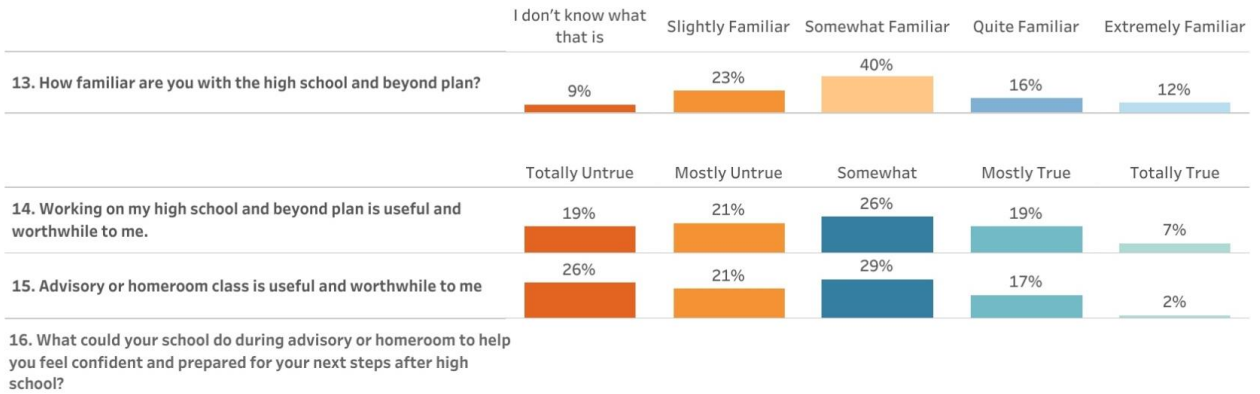| | |
|---|---|
| Individualized Support | 55% |
| Hands-on Experience | 14% |
| General or Incomplete Information | 29% |
| No Support or Discouragement | 2% |
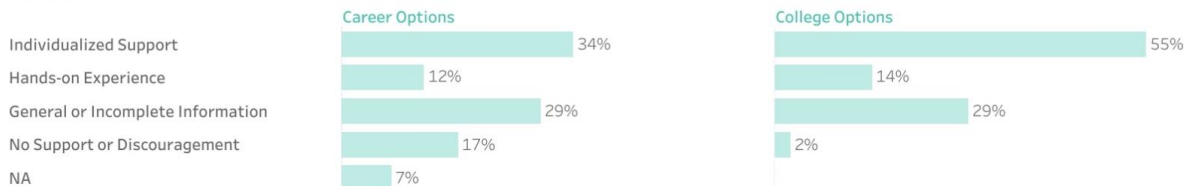
> They explained how difficult and long medical school is, and I lost interest in that field —12th grader, Career Options: "Kind of Disagree"

> They had people from different colleges come in and tell us about the process, they also brought in community college people to talk about their programs and how they can be accessed —12th grader, College Options: "Strongly Agree"
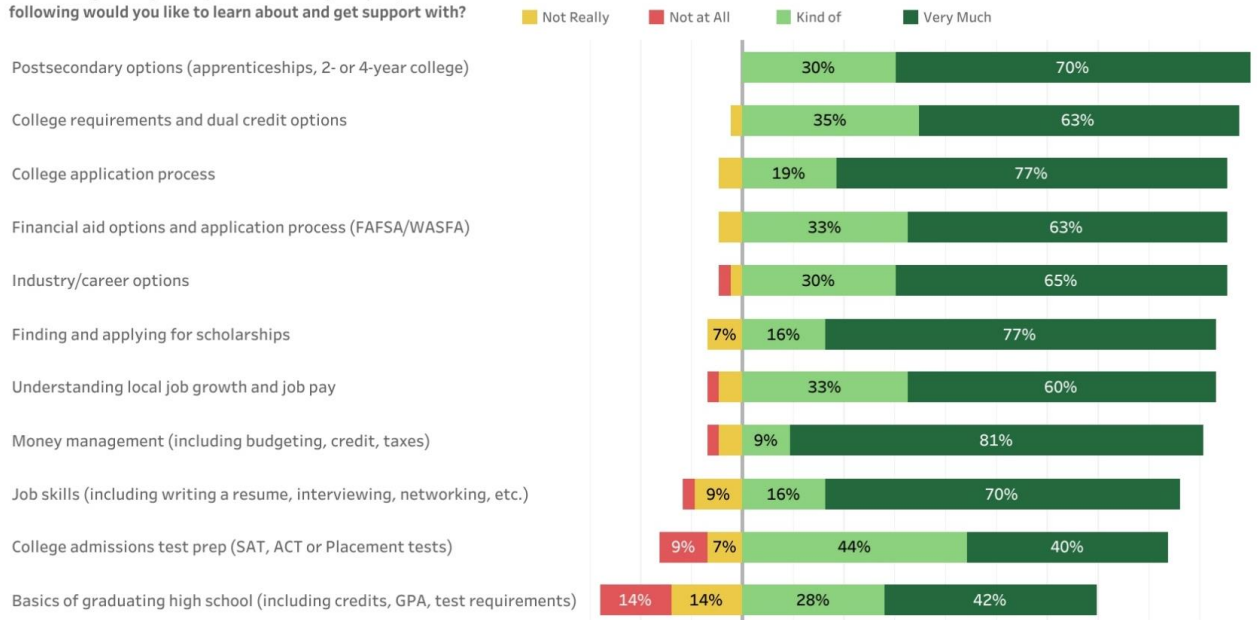
## High School and Beyond Planning

| | I don't know what that is | Slightly Familiar | Somewhat Familiar | Quite Familiar | Extremely Familiar |
|---|---|---|---|---|---|
| 13. How familiar are you with the high school and beyond plan? | 9% | 23% | 40% | 16% | 12% |

| | Totally Untrue | Mostly Untrue | Somewhat | Mostly True | Totally True |
|---|---|---|---|---|---|
| 14. Working on my high school and beyond plan is useful and worthwhile to me. | 19% | 21% | 26% | 19% | 7% |
| 15. Advisory or homeroom class is useful and worthwhile to me | 26% | 21% | 29% | 17% | 2% |

**16. What could your school do during advisory or homeroom to help you feel confident and prepared for your next steps after high school?**

Themes:

| Theme | % |
|---|---|
| Formalize, Give Structure and Hands-on Work | 36% |
| Specific Details on College Requirements and Opportunities | 33% |
| Passive Information with Individual Work | 12% |
| Invited Guests Learn from Direct Experiences | 10% |
| Confidence, Encouragement and Excitement | 7% |
| NA | 2% |

❝ **Make it an actual class [where] assignments would have to be done and enforced. Educate teachers and students on what is actually required of them** —12th grader, Advisory Worthwhile: "Disagree"

**17. Thinking about your high school and beyond plan, which of the following would you like to learn about and get support with?**

Legend: Not Really | Not at All | Kind of | Very Much

| | Not at All | Not Really | Kind of | Very Much |
|---|---|---|---|---|
| Postsecondary options (apprenticeships, 2- or 4-year college) | | | 30% | 70% |
| College requirements and dual credit options | | | 35% | 63% |
| College application process | | | 19% | 77% |
| Financial aid options and application process (FAFSA/WASFA) | | | 33% | 63% |
| Industry/career options | | | 30% | 65% |
| Finding and applying for scholarships | | 7% | 16% | 77% |
| Understanding local job growth and job pay | | | 33% | 60% |
| Money management (including budgeting, credit, taxes) | | | 9% | 81% |
| Job skills (including writing a resume, interviewing, networking, etc.) | | 9% | 16% | 70% |
| College admissions test prep (SAT, ACT or Placement tests) | 9% | 7% | 44% | 40% |
| Basics of graduating high school (including credits, GPA, test requirements) | 14% | 14% | 28% | 42% |

**24** Thinking about your high school and beyond plan, which of the following would you like to learn about and get support with?

| | Not at All | Not Really | Kind Of | Very Much | No Answer |
|---|---|---|---|---|---|
| **a** Basics of graduating high school (including credits, GPA, test requirements) | ☐ | ☐ | ☐ | ☐ | ☐ |
| **b** Postsecondary options (apprenticeships, 2- or 4-year college) | ☐ | ☐ | ☐ | ☐ | ☐ |
| **c** Industry/career options | ☐ | ☐ | ☐ | ☐ | ☐ |
| **d** Understanding local job growth and job pay | ☐ | ☐ | ☐ | ☐ | ☐ |
| **e** College requirements and dual credit options | ☐ | ☐ | ☐ | ☐ | ☐ |
| **f** Financial aid options and application process (FAFSA/WASFA) | ☐ | ☐ | ☐ | ☐ | ☐ |
| **g** Finding and applying for scholarships | ☐ | ☐ | ☐ | ☐ | ☐ |
| **h** College application process | ☐ | ☐ | ☐ | ☐ | ☐ |
| **i** Money management (including budgeting, credit, taxes) | ☐ | ☐ | ☐ | ☐ | ☐ |
| **j** Job skills (including writing a resume, interviewing, networking, etc.) | ☐ | ☐ | ☐ | ☐ | ☐ |
| **k** College admissions test prep (SAT, ACT or Placement tests) | ☐ | ☐ | ☐ | ☐ | ☐ |
| **l** Other _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

*Group Discussion:* **How could our school improve the way we provide college and career supports to ensure you reach your goals?**

## IV. FEEDBACK

| | Yes | Kind of | Not Really | No |
|---|---|---|---|---|
| **25** I enjoyed participating in this listening session | ☐ | ☐ | ☐ | ☐ |
| **26** I felt heard in this process | ☐ | ☐ | ☐ | ☐ |
| **27** I want to learn more about this effort | ☐ | ☐ | ☐ | ☐ |

Additional comments and/or email address if interested in effort:

**THANK YOU FOR PARTICIPATING!**

---

PN# _____ School _____ Birthday __|__|__ Today's Date __|__|__ M☐ F☐ O☐ Entered ☐ Transcribed ☐

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# STUDENT LISTENING SESSION PACKET

Thank you for participating in this listening session! Adults often make a lot of decisions and do not rely on the wisdom of young people. The goal of this conversation is to learn what you think about your school and the college and career supports provided. This will inform the *Road Map Project College and Career Leadership Institute,* a regional effort that works with staff at your school and others to better support students and increase college enrollment and career success.

*Note.* Participation is voluntary. None of these answers will be shared with your name to family members or school staff outside of this room unless you decide. We are just interested in learning from your experiences to improve college and career efforts at your school. There are no right or wrong answers.

*School Name:* _____

*Activity:* **What are the most important characteristics of a school that prepares you well for your future. (e.g., What are the classes like, how would you learn? What are the adults in the building like?)**

## I. ABOUT YOU

To help us understand different experiences, please share the following information to the extent you feel comfortable.

**1** Grade
☐ 9th  ☐ 10th  ☐ 11th  ☐ 12th

**2** Birthday ____ | ____ | ____
MONTH  DAY  YEAR

**3** Gender identity
☐ Male
☐ Female
☐ _____

**4** Generational status
☐ I was born outside of the U.S.
☐ I was born in the U.S.

**5** Did one or more of your parents/guardians complete a 2- or 4-year college degree in the U.S.?
☐ Yes
☐ No

**17**

**6** How do you racially or ethnically identify?

### PLEASE CHECK ALL THAT APPLY OR WRITE-IN

| Native American | Black/African American | Latinx | Asian | Pacific Islander | White | Multiracial | Middle Eastern |
|---|---|---|---|---|---|---|---|
| ☐ Chehalis | ☐ African American | ☐ Mexican | ☐ Korean | ☐ Native Hawaiian | ☐ ___ | ☐ ___ | ☐ ___ |
| ☐ Tulalip | ☐ Somali | ☐ Salvadoran | ☐ Chinese | ☐ Fijian | | | |
| ☐ Lummi | ☐ Ethiopian | ☐ Guatemalan | ☐ Japanese | ☐ Tongan | | | |
| ☐ Nisqually | ☐ Eritrean | ☐ Honduran | ☐ Thai | ☐ Samoan | | | |
| ☐ Suquamish | ☐ Kenyan | ☐ Peruvian | ☐ Vietnamese | ☐ ___ | | | |
| ☐ ___ | ☐ Senegalese | ☐ ___ | ☐ Taiwanese | | | | |
| | ☐ Haitian | | ☐ Filipino | | | | |
| | ☐ ___ | | ☐ ___ | | | | |

## II. GOALS

**7** What is the highest level of education you want to obtain?

| High School Diploma or Less | Some College but Less than a 2- or 4-year College Degree | 2-year College Degree (Associates) | Apprentice-ship | 4-year College Degree (Bachelors) or higher | No Answer |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**8** Why do you want to pursue that path?

## III. SUPPORTS

**9** I have had opportunities to learn about the college-going process from my school.

| Strongly Disagree | Disagree | Kind of Disagree | Kind of Agree | Agree | Strongly Agree | No Answer |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**10** My family has had opportunities to learn about the college-going process from my school.

| Strongly Disagree | Disagree | Kind of Disagree | Kind of Agree | Agree | Strongly Agree | No Answer |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**11** How would you want your school to engage your family around supporting your college-going process?

**12** Which of the following has been the most helpful in learning about college? Please, select one of the following:

- ☐ Parent/Guardians
- ☐ Other Relatives
- ☐ School Counselor
- ☐ Teachers
- ☐ Friends
- ☐ TV/Movies
- ☐ Online research
- ☐ Other ___
- ☐ College & Career Access Specialist
- ☐ Other school Staff (i.e. Dean, Coach)
- ☐ I have not received info about college

**13** What did they share with you that was helpful?

**14** An adult at school has talked to me about different *college* options available to me.

| Strongly Disagree | Disagree | Kind of Disagree | Kind of Agree | Agree | Strongly Agree | No Answer |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**15** How did they explore these options with you and what made this helpful or not helpful?

**16** An adult at school has talked to me about different *career* options available to me.

| Strongly Disagree | Disagree | Kind of Disagree | Kind of Agree | Agree | Strongly Agree | No Answer |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**17** How did they explore these options with you and what made this helpful or not helpful?

**18** How connected do you feel to the adults at your school?

| Not at all Connected | Slightly Connected | Somewhat Connected | Quite Connected | Extremely Connected | No Answer |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**19** What does a strong connection look like?

*Group Discussion: Reflecting on all activities that helped to support college and career planning, what has not been helpful? What has been the most helpful?*

**20** How familiar are you with the "high school and beyond plan?

| I don't know what that is | Slightly Familiar | Somewhat Familiar | Quite Familiar | Extremely Familiar | No Answer |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**21** Working on my high school and beyond plan is useful and worthwhile to me.

| Totally Untrue | Mostly Untrue | Somewhat | Mostly True | Totally True | No Answer |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**22** Advisory or homeroom class is useful and worthwhile to me

| Totally Untrue | Mostly Untrue | Somewhat | Mostly True | Totally True | No Answer |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**23** What could your school do during advisory or homeroom to help you feel confident and prepared for your next steps after high school?

# RESOURCES

| RESOURCES | URL |
| --- | --- |
| College and Career Leadership Institute (CCLI) | roadmapproject.org/initiatives/college-career-leadership-institute/ |
| Discover U College Knowledge Materials | roadmapproject.org/initiatives/discoveru/ |
| | discoveruwa.org/resources/college-knowledge/ |

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Photo: Highline School District

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